

Ewing Marion Kauffman School

Lau Plan

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Table of Contents

I. Introduction

- A. Vision for educating English Language Learners
- B. Responsibility for Lau Plan implementation

II. Identification and Placement of ELL Students

- A. Procedures for identifying, screening and placing ELL students

III. English Language Development Programming 5-12

- A. English Language Development Program
- B. ACCESS testing and its role within English Language Development Program
- C. Monitoring ELL progress and responding to student needs
- D. Record-keeping and documentation
- E. Parental involvement and notification
- F. Accommodations for Assessment in MAP, ACCESS and EOCs
- G. Qualified personnel

IV. Defining ELL Status and Re-Classifying Students

- A. Criteria and process for determining monitored status

V. Evaluating Program Effectiveness

- A. Criteria and process for evaluating ELL program effectiveness

VI. Special Needs Placement

I. Introduction

A. Vision for educating English Language Learners

The mission of the Ewing Marion Kauffman School (EMKS) is to create college graduates. EMKS strives to prepare all students for both college graduation and a rich and rewarding adult life. In order to fulfill this vision for *all* students, EMKS will ensure that English Language Learners (ELL) are given the tools and strategies they need to be successful both socially and academically. EMKS ELL staff and classroom teachers will help ELL students build English proficiency while respecting and celebrating the wide variety of cultures, histories and experiences that ELL students bring to our community.

While our ELL students work towards English proficiency, our teachers and staff will maintain regular communication with the families of ELL students in order to inform them of their children's progress.

B. Responsibility for Lau Plan implementation

The EMKS Department of Special Education will oversee and manage the education of linguistically diverse students, or ELLs. EMKS will employ an English for Speakers of Other Languages (ESOL) certified teacher (ELL Coordinator) responsible for the planning, coordination, and execution necessary to successfully educate ELL students. The ELL Coordinator will work in conjunction with both EMKS classroom teachers and with Learning Support Specialists (LSS) to provide high-quality, accessible instruction for ELL students. Currently, these services include push-in support inside the general education classroom, and small-group support inside and outside of the general education classroom as needed.

The ELL Coordinator will be managed and supervised by the Director of Special Education, as part of EMKS efforts to provide accessible instruction for *all* students in need of learning supports.

In combination, the above instructional team will have the overall responsibility for implementing the EMKS ELL plan (Lau Plan). This team will do so by:

- Overseeing initial language screening (WIDA Screener as described herein) and placement for all students with limited English language proficiency.
- Determining and documenting appropriate services to assist ELLs in English language development
- Determining appropriate accommodations and modifications in order to support ELLs in English Language development
- Offering ELL training and support to teachers and other EMKS staff educating ELLs
- Coordinating the administration of assessments (namely, ACCESS for ELLs as further described herein) to determine ELL progress toward language development goals

- Overseeing compliance with ELL recordkeeping and data-tracking requirements.
- Implementing programs to involve multilingual parents in the EMKS community

II. Identification and Placement of ELL Students

A. Procedures for identifying, screening and placing ELL students

1. During enrollment, all incoming EMKS students are asked to complete a Home Language Survey to establish the presence of a student's non-English language background. (If translation is needed for the enrollment of a student, EMKS will provide the families with an interpreter.) The two questions asked of all incoming EMKS students are:
 - i. Is the student's native tongue a language other than English?
 - ii. Is a language other than English spoken in the student's home or environment?
2. If a student answers "yes" to either or both questions, the ELL Coordinator will follow DESE guidelines for screening that student using the World-Class Instructional Design and Assessment (WIDA) Screener.
3. Students who have a composite proficiency level of lower than a 5.0 on the WIDA Screener will be eligible for English Language Development (ELD) programming. Within 30 days of the end of screening, the ELL team will notify families of eligible students of their student's eligibility for ELD programming and will ask for the family's consent to begin ELD programming.
4. Families that do not consent to enter their child into ELD programming must sign a form indicating that they decline programming within two weeks of being notified of their child's eligibility for ELD programming.
5. Following completion of the screening and parental notification process, EMKS staff will update student statuses in both the organization's SIS and in MOSIS, officially placing the student in ELL programming.

Eligibility For Services – 2 nd Semester 1 st Grade through 12 th Grade		
	The student is ELIGIBLE for English Language services if they:	The student is NOT ELIGIBLE for English Language services if they:
SCORE	Have a composite proficiency level score lower than 5.0	Have a composite proficiency level score of 5.0 or higher
OUTCOME	Student should be identified as LEP_RCV in MOSIS and will take the ACCESS 2.0 assessment.	Student should be identified as NLP in MOSIS.

DESE guidance on screener results and initial ELL classification

III. English Language Development Programming 5-12

A. English Language Development Program

ELD programming provides ELL students with access to the general education curriculum through a continuum of instructional options. Information gathered from parents, academic records, teacher observations, classroom performance, and assessments informs programming decisions.

Specific programming decisions, such as the model best-suited to meet individual student needs, will be made by the ELL Coordinator and documented in a student’s IAP (as described herein).

Program planning, execution and oversight is provided by an ESOL-certified instructor, as required by state and federal laws.

B. ACCESS testing and its role within the English Language Development Program

EMKS will monitor the English language proficiency and academic achievement of ELL students using multiple criteria and assessments.

One of the primary assessments and data sources used to gauge student progress toward ELD goals is the ACCESS for ELLs exam (ACCESS). The ACCESS exam meets federal requirements for assessing ELL student proficiency levels and provides reliable and valid information to measure the progress of ELLs, as they work toward language goals.

ACCESS results will in several ways form the foundation of EMKS ELL activity, for the following reasons:

1. Missouri requirements dictate that ACCESS for ELLs only be administered by an individual trained in its administration, making it a reliable measure of progress.

2. This test was developed based on the English Language Proficiency Standards as developed by WIDA within five grade clusters. These are:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Note: EMKS serves middle and high-school students. Given current structure, at this time EMKS does not have Kindergarten - 4th grade students with language needs.

3. ACCESS for ELLs assesses and provides measures in the domains of Speaking, Listening, Reading, and Writing. ACCESS for ELLs identifies six levels of English language proficiency:

ACCESS Proficiency Level	Description of English Language Proficiency Levels
1 – Entering	Knows and uses minimal social language and minimal academic language with visual and graphic support
2 – Emerging	Knows and uses some social English and general academic language with visual and graphic support
3 – Developing	Knows and uses social English and some specific academic language with visual and graphic support
4 – Expanding	Knows and uses social English and some technical academic language
5 – Bridging	Knows and uses social and academic language working with grade level material
6 – Reaching	Knows and uses social and academic language at the highest level measured by this test

By providing these proficiency measures, ACCESS will serve as a key source of information for educating ELLs. Results from this exam will be used by EMKS to:

1. Help students and parents understand current English language proficiencies
2. Serve as a key measure when making ELL reclassification decisions
3. Provide EMKS educators with information needed to enhance instruction and learning programs for ELL students
4. Help EMKS evaluate the effectiveness of its ELL program
5. Meet federal requirements, such as Annual Measurable Achievement Objectives 1 and 2, for the monitoring of ELL progress toward English language proficiency

C. Monitoring Student Progress and Responding to Student Needs

The length of time required and the academic supports needed to develop English proficiency will vary from student to student. The focus of ELD programming is for ELL students to reach parity with native English-speaking peers in English language academic and social contexts. To meet this goal, EMKS recognizes the needs of and plan for each ELL student will be different.

To provide this differentiation and best respond to student needs, EMKS will utilize Individualized Academic Plans (IAPs). These plans will be developed and maintained by the ELL Coordinator, in conjunction with EMKS classroom teachers and the EMKS data team.

Each IAP will be designed to clearly document both academic performance and specific language needs for individual students. Specifically, IAPs will be utilized by the ELL Coordinator to document individual student language needs, set ELD goals for each student, and to track/monitor progress toward the completion of those goals.

Each IAP will also serve as the official record for necessary individualized supports, such as testing accommodations.

One specific, notable use of student IAPs will be to support with managing student statuses in MOSIS, and to make decisions related to student's "Monitored Status" (see: "IV. Defining ELL Status and Re-Classifying Students" for further detail). Student IAPs will include data to support decision making at each stage of the monitoring process, and will differentiate between the data provided for students classified as MY1, MY2, or RCV.

D. Record-keeping and documentation

Each ELL student will have a cumulative file containing documents and data relevant to language acquisition. These records will be maintained by the ELL Coordinator and Director of Special Education, in conjunction with the EMKS data team.

The following documents will be placed in each ELL student's cumulative file:

1. Individualized Academic Plan
2. ACCESS results for each year attending EMKS
3. MAP and/or EOC Individual Student Reports
4. EMKS report cards
5. Correspondence or notifications provided to parents/guardians

6. Other printed documentation or support deemed necessary by the ELL Coordinator

Separately, the EMKS data team will keep and maintain comprehensive records related to student home language surveys and WIDA Screener results.

E. Parental involvement and notification

Parent/guardian communications related to ELL services and tested will be provided in a comprehensible format to every extent possible, including translation.

When deemed necessary (whether by family request or by ELL Coordinator identification), EMKS will provide interpreters for both in-person meetings and for written ELL-related communications. This will ensure ongoing communication is accessible to parents of ELL students.

Parent communication will primarily be delivered in the following forms:

1. Upon completion of the WIDA Screener, parents will be notified of their student's scores and whether the student qualifies to receive English language support services.
 - a. Parent notification will occur within 30 days of WIDA Screener completion
 - i. If upon initial notification a parent refuses ELD services for their child, they will first be asked to attend an in-person meeting with the EMKS ELL Coordinator, explaining their student's particular language needs. The purpose of this meeting is to provide clarity about the specific services offered, and ensure the parent is not refusing services due to inaccurate concerns.
 - ii. In the event a parent refuses to participate in ELD services, EMKS will request they sign a waiver from the EMKS ELL program, noting their student will not participate with the recommended language support model. This process is in line with that described in the "DESE Guide for Educating Linguistically Diverse Students."
 - iii. EMKS recognizes that a parent waiver does not exempt EMKS from providing meaningful education to the ELL student, as that would violate the student's rights (see Title VI of the Civil Rights Act of 1964; EEOC f 1974, 20 USC §1703(f); G.L. c. 71A § 7). If this situation occurs, EMKS will determine an alternative method to meet its obligation to provide meaningful education to ELL students, such as providing additional literacy and language support through reading specialists.
2. Parents of ELL students will be provided evidence of their student's progress based on an annual, English language assessment. EMKS will provide annual ACCESS results to fill this need.

- a. Parent notification will occur within 30 days of receiving ACCESS individual student reports
3. Parents of ELL students will be provided evidence of student mastery on all state-tested subjects. EMKS will provide MAP and/or End-of-Course (EOC) Individual Student Reports to meet this need.
 - a. Parents will be notified within 15 business days of results becoming available, how EMKS plans to distribute reports. This is aligned to how Missouri LEAs are required to report state test results for all students.

EMKS will also strive to hold parent meetings related to the specific language-acquisition needs of their student. To facilitate this parental involvement, EMKS will:

1. The designated ELL Coordinator will hold a 1:1/small group meeting with the parents of *new* ELLs each year.
 - a. The purpose of this meeting will be to introduce both parents and students to the ELL program and to provide details on the support students will receive to meet their ELD goals.
2. The designated ELL Coordinator will meet separately with *returning* ELL students, either at parent-teacher conferences or in scheduled 1:1/small group meetings
 - a. The purpose of these meetings will be to provide parents progress updates on ELD goals, and to provide an outlet for the ELL Coordinator to meet with their most struggling students.

F. Accommodations for Assessment in MAP, ACCESS and EOCs

The school adheres to the No Child Left Behind Act requirement that all students with limited English language proficiency participate in the Missouri Assessment Program (MAP). The school also observes the use of Missouri DESE approved accommodations for ELL students taking state-wide mandated assessments.

When participating in state-wide assessments, language accommodation decisions will be made by the ELL Coordinator and will be documented in each student's IAP. Decisions related to ELL accommodations will be made solely based on a student's identified *language* need.

If students *also* have an Individual Education Plan (IEP), accommodations will at all times be provided based on the content of their IEP. If accommodations provided by student IEPs do not meet all needs related to student *language*, the student would then additionally receive accommodations listed in their IAP.

G. Qualified personnel

Members of the EMKS ELL staff are qualified through academic preparation in ESOL as stipulated under the Missouri DESE educator criteria. This applies to teachers and para-professionals.

When EMKS' enrollment reaches 20 ELL students, EMKS will hire a full-time ESOL endorsed teacher. When enrollment reaches 20 or more ELL students, EMKS will use the following Missouri DESE guidelines for qualified staff:

Grade Level	Minimum Standard	Desirable Standard
K-2	25	20
3-4	27	22
5-6	30	25
7-12	33	28

IV. Defining ELL Status and Re-Classifying Students

A. Criteria and process for determining monitored status

EMKS will track and reclassify students into "monitored status" using data contained in each ELL student's IAP.

EMKS will rely heavily on a data-based approach to determine which students have demonstrated sufficient academic growth and achievement to be placed into MY1 status.

The specifics of this reclassification process will be aligned to DESE guidance. In particular, the EMKS reclassification process will rely on "Administrative Memo QS-14-004 – Criteria exiting from a language instruction program for limited English proficient students in Missouri."

With these tenets in mind, the process EMKS will use to reclassify its ELL students is as follows:

1. EMKS will apply ACCESS exam results using the tier method described by DESE

Reclassification

Students are reclassified based on one of the following methods:

- The student scores an overall proficiency level of 6.0 on Tier C of the *ACCESS for ELLs®* ELP assessment

or

- The student scores an overall proficiency level of at least 5.0 on Tier C of the *ACCESS for ELLs®* ELP assessment and achieves a proficiency level at least equal to Basic on the state assessment of English Language Arts, AND meets some additional criteria in Table 1

or

- The student scores an overall proficiency level of at least 4.7 on Tier C of the *ACCESS for ELLs®* ELP assessment and achieves a proficiency level at least equal to Basic on the state assessment of English Language Arts, AND meets all of the criteria in Table 1

DESE reclassification guidance – Administrative Memo QS-14-004

2. EMKS will apply criteria beyond ACCESS scores to reclassify students. In addition to ACCESS scores, EMKS will “consider evidence of grade-level proficiency, without the use of adapted or modified English materials or ELL accommodations on standardized measures,” as described by DESE guidance.
 - a. Specifically, using Table 1 below as guidance, EMKS will review the following academic factors before placing ELL students into monitored status:
 - i. MAP and/or EOC results
 - ii. English ANET and/or HS interim performance
 - iii. STEP Reading Levels
 - iv. Course grades in ELA-related subjects, such as Textual Analysis or Guided Reading

Table 1

District benchmark or interim assessments (in multiple content areas)
Writing performance assessments scored with the Missouri standardized rubric
Writing samples
Academic records such as semester and course grades
Agreement between the ESL teacher, classroom teacher(s), other relevant staff and parents/guardians that language is no longer a barrier to the students’ ability to access academic content.

Additional reclassification criteria

3. If after review of this data the ELL Coordinator, Director of Special Education, and classroom teachers agree that reclassification is appropriate, ELL students will be placed into MY1 status.

4. EMKS will monitor these students for two school years after their exit from Limited English Proficient (LEP) classification. EMKS will keep documentation related to academic achievement during this time period, such as state test scores, ACCESS scores, and ELA grades. This documentation will be kept and maintained in each student's IAP.
5. If during this monitored period it is determined that a MY1 or MY2 students is *not* demonstrating adequate academic progress, EMKS would consider reclassifying that student into ELL status. If instead it is determined the student has shown sufficient academic progress, they would be reclassified until it is appropriate for them to be coded in MOSIS as "Not LEP."

V. Evaluating Program Effectiveness

A. Criteria and process for evaluating ELL program effectiveness

The EMKS ELL program will be monitored for success based on a review of student ACCESS scores, MAP outcomes, and internally-designated metrics.

In conjunction with the EMKS data team, the ELL Coordinator will annually review and document program progress on the following:

1. ACCESS overall proficiency levels and ACCESS domain gains
2. MAP/EOC proficiency rates, and a comparison of ELL rates to those of EMKS peers
3. ELL achievement on internal EMKS measures such as STEP, interims, and grades, and a comparison of that achievement to that of EMKS peers
4. The number and percent of students moving from RCV status into MY1
5. Student-specific ELD goals, and where students met or did not meet those goals

This review of results will occur on an annual basis, and will be managed by the ELL Coordinator.

Additionally, EMKS will on a bi-annual basis evaluate the overall effectiveness of its ELL program, using the metrics described above. The purpose of this bi-annual review will be to provide objective measure of the success of ELL students, and to evaluate if program adjustments are needed in future academic years.

VI. Special Needs Placement

Like any student, ELL students may be intellectually gifted, have a learning disability or a behavioral disorder, or may have multiple exceptionalities. EMKS employs a qualified staff dedicated to special needs programming. This staff will help determine where there exist temporary learning and behavior characteristics shared by students with disabilities and ELL students, or whether referral to special education is warranted.

Limited English proficiency is not a disability and is not covered by IDEA or Missouri special education regulations. ELLs should not be placed in any special education program solely based on English language needs. ELL students should only be placed in a special education program if exceptionality has been well-documented and determined based on a special education evaluation, guided by state standards and indicators (including assessment of a student's native language skills).

To assist in determining the appropriateness of a referral to special education, the school's established pre-referral process for interventions will be followed, independent of ELL identification.