

Required Lau Plan Team Members:

Executive Director, Dr. Kristin Droege

Principal, Mr. Doug Smith

EL Coordinator and 1st-2nd Teacher, Ms. Catherine Queen

Reading Specialist, Ms. Casey Thomas

Lau Plan Guiding Principles

CWC Kansas City aims to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. Our ELL program promotes a belief in accepting, affirming and accommodating the home language and culture of all students. Students at CWC will learn English Language Development Standards as defined by the World-Class Instructional Design and Assessment (WIDA) Consortium in tandem with the Missouri Learning Standards for Communication Arts. Students will be engaged in the type of rich instruction called for in the Missouri Learning Standards with appropriate scaffolding that attends to their particular language learning needs.

CWC Kansas City will serve our English language learner (ELL) students in accordance with all applicable state and federal laws and regulations. Upon enrollment, CWC Kansas City will administer a home language survey to identify students who may have an English language learning need. These students will then be screened using the W-APT screening assessment within 30 days from the beginning of the school year, or 10 school days if enrolled mid-year. For students who are identified as English language learners, CWC Kansas City will administer the ACCESS for ELLs assessment annually until the student is reclassified. CWC Kansas City will comply with federal and state mandates regarding ELL education, assessment and reclassification. It is our expectation that ELL students who have been with us throughout their K-8 career will be reclassified and prepared for success by the time they matriculate to high school.

To support students in the development of their English language skills, CWC Kansas City presumes a “natural approach” to second language acquisition whereby language is acquired when given comprehensible input (Krashen, 1989; 2003) and further supported by English language development (ELD) instruction. Teachers incorporate substantive cooperative learning activities to provide optimum opportunities for authentic interaction, and to use newly acquired vocabulary and language.

For students who are more advanced, our instruction will focus on the acquisition of academic language, supporting ELLs in developing a deep and broad oral and written proficiency in English. Teachers use the techniques of whole language instruction combined with Specially Designed Academic Instruction in English (SDAIE) strategies to support ELLs in accessing core content, and to increase comprehensible input. In addition, sheltered English activities provide support for instructional delivery. Further primary language support is provided to students and their families, through translation by teachers, aides, other students, and parent volunteers.

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). This is with the exception of entering Kindergarten students who will only be tested in listening and speaking. The instruments used for the W-APT 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 W-APT will be identified in MOSIS as LEP and will receive ELL services. In addition any Kindergarten student receiving combined score of a 29 or lower on speaking and listening on the W-APT will receive services. Those scoring above 29 are still identified in MOSIS as LEP (will take ACCESS) and may receive services. The services will be modified to meet each student's needs. The school will provide a pull out and push in method of instruction for ELL students. This method is chosen because there are varying levels of ELP among the students and varying first languages, so having a bilingual teacher for each language is impractical. Within this approach the school will use research based practices focusing on delivering curriculum content through English in such a way as to make the content understandable or comprehensible to English language learners. During the pull-out time, teachers may work one-on-one with students, or group them according to ability or grade level. In addition when the pull-out model of instruction is used the ELL teacher collaborates effectively with regular classroom teachers, who employ helpful content-based strategies.

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 students are to receive ELL 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 in a comprehensible format.

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/push-in method of instruction. Within this approach the school will use research based practices focusing on delivering curriculum content through English in such a way as to make the content understandable or comprehensible to English language learners. During the pull-out time, teachers may work one-on-one with students, or group them according to ability or grade level. In addition when the pull-out model of instruction is used the ELL teacher collaborates effectively with regular classroom teachers, who employ helpful content-based strategies.

Coordination of Services:

The ELL coordinator will be responsible for timely communication with classroom teachers and school personnel. The ELL coordinator will notify core classroom teachers of all ELL students

within their course, the students' individual language assessment scores, and 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, or WNEA 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. 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 MAP, or WNEA 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.

Additional Services:

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