

Supplemental Attachment 5

English Language Learner Program Plan



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Academia Antonia Alonso ESL plan for identifying students

There are more than twenty different languages spoken in Wilmington. Academia Antonia Alonso offers a dual language experience to our students in K-3. Our English Language Learner program consists of identification, assessment, notification, parent communication and delivery of services. This is most often done through our Two-Way Immersion program, where instruction will take place half of the time in English and half in Spanish.

An ELL student, as defined by the U. S. Department of Education, Office of English Language Acquisition, Language Enhancement, and Academic Achievement for ELLs is:

A. An individual who:

- 1) was not born in the United States or whose native language is a language other than English, and comes from an environment where a language other than English is dominant; or
- 2) is a Native American or Alaskan Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English proficiency; or
- 3) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant; and

B. An individual who:

- 1) has sufficient difficulty speaking, reading, writing or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

As a Two-Way Immersion (TWI) school, Academia Antonia Alonso will provide students with a rich opportunity to become bilingual, biliterate and multicultural. TWI is a distinctive form of dual language education in which native English speakers and native speakers of another language are integrated for academic content instruction. The Two-Way Immersion strategy has been found to be among the most effective long-term approaches leading to academic achievement for English Language Learners (ELLs) (1). TWI is a program which will promote La Academia's goals of bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students. Both native English speakers and native Spanish speakers will be taught to read, write, and speak two languages. The successes of the TWI model include:(2)





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- Students become proficient in two languages and develop deeper cultural awareness
- Students in Two-Way Immersion programs achieve well above grade level, even years after participation in the two-way immersion program.
- As demonstrated by the high correlations between students' math abilities in English and in Spanish, content learned in one language is transferred to the other language.
- Both native Spanish speakers and native English speakers in Two-Way Immersion programs perform as well or better than their peers educated in other types of programs, both on English standardized achievement tests and Spanish standardized achievement tests.

In addition to these benefits, native Spanish speakers benefit greatly from an environment in which their language is valued and considered a resource (3).

Identification

Families are given a home language survey which is included in the registration packet. The home language survey is in English and Spanish.

Academia Antonia Alonso currently uses the Delaware Department of Education's Home Language Survey. In the past the Home Language Survey was available in English and Spanish. It is now available on the DOE website in Afrikaans, Arabic, English, Gujarati, Haitian Creole, Hindi, Korean, Mandarin, Punjabi, Spanish, Tagalog, and Vietnamese. The administrative assistant can determine the preferred language using a form from the TRANSACT website that asks the parent to point to the language that they understand. We have staff members that are fluent in Spanish or Portuguese to provide assistance.

The administrative assistant then makes a copy of the Home Language Survey if the parents have listed any language (including non-USA English) other than English on the HLS, or if the student was born in another country. This copy is placed in a binder for the ELL Coordinator. In addition, the ELL coordinator works closely with the administrative assistant to identify any incoming students from other schools that may already be ELLs. The ELL Coordinator should double check HLS forms in cumulative files. The Home Language Survey records the first acquired language of the student and what languages are spoken at home. All ELL students from the state of Delaware have a record in ELL 2.0 entered by each district. This is helpful when the newly arrived ELL is coming from an in-state Delaware school since the information rolls over to each district.





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Assessment

If there is another language listed on the HLS and they are not already identified in ELL 2.0, then the student needs to be assessed using the W-APT or MODEL Test which is the WIDA Measure of Developing English Language. The WIDA ACCESS Placement Test (W-APT) is designed to provide baseline information to determine if the student is in need of English language instructional services and, if so, at what level. The assessment for newly arrived students should be conducted within 30 days of the student being enrolled in Academia. As the assessment is given and scored the ELL Coordinator inputs the score into the Department of Education's database ELL 2.0.

In addition to the list created in ELL 2.0, Prestige creates an internal list with all of the pertinent information necessary to keep the records of its ELLs up to date. If a new student comes from another WIDA state, they may be retested or the latest Teacher ACCESS report will be used. If the scores are less than a year old, those scores are used to place and service a student. At Prestige Academy Charter School, the ELL coordinator enters the data for each student and keeps all of the records. If an identified ELL leaves the country or the state for 90 days or more, the student must be retested using the W-APT.

The Department of Education Title III office in conjunction with Data Recognition Corporation (DRC) schedules the spring testing window for the annual ACCESS test given to current ELLs across the state. ACCESS for ELLs® stands for *Assessing Comprehension and Communication in English State-to-State for English Language Learners*. It is a large-scale test of English language proficiency based on the English Language Development Standards that form the core of the WIDA Consortium's approach to instructing and assessing English Language Learners in grades K-12. Both the ACCESS for ELLs® and the W-APT assess students' English language proficiency in five areas: Social and Instructional Language (SI), which incorporates proficiencies needed to deal with the general language of the classroom and the school; English Language Arts (LA), Mathematics (MA), Science (SC), and Social Studies (SS). ACCESS for ELLs® is a secure assessment given annually during a specific testing window determined by each state. As such, ACCESS for ELLs® is used to satisfy state and federal requirements for the annual assessment of the English language proficiency of English Language Learners.

The ELL Coordinator and/or paraprofessional gives the ACCESS test during the testing window. DRC receives the completed tests and provides a score report for each student. This report usually arrives during the summer.





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Notification

After the W-APT at the beginning of the year or the receipt of the ACCESS score, the ELL Coordinator sends a parent notification letter to all students assessed. The letter includes the child's name, score, and eligibility in the ELL program. The score is on a scale from one to six with an explanation that:

Level 1: Entering

Level 2: Beginning

Level 3: Developing

Level 4: Expanding

Level 5: Bridging

Level 6: Reaching

The notification also communicates the type of program and the exit criteria for that program. There is a right to refuse services listed and an explanation of eligibility.

If a child has become ineligible due to transitioning out of the ELL program, then a second letter is sent explaining that the child will be monitored by the ELL Coordinator for two years and asking the parents to give permission to exit the ELL program.

Please see the following time line below:

When Testing Window Opens- February –April

- Test all current ELL students during the testing window.

The testing packets are sent in the mail from a company called Data Recognition Corporation (DRC). DRC uses the information from the IMS website under the ELL 2.0 Application. That information needs to be updated and current so that the testing labels and forms of the test are correct.

Students can only pass out of ELL if they pass the Tier C test.

Students must get a 5.0 out of 6.0 to pass. In addition, they must receive a 4.5 in Writing and a 4.7 in Reading.

- Package all the testing materials according to the instructions given by DRC and mail all boxes back by the due date.
- When registration occurs have the administrative assistant make a copy for you of the Home Language Surveys that mention other languages.
- Follow the Identification Process.
- Double check the files on new students to the school. Make a list of students that mention another language on the Home Language Survey. Also note the languages spoken.





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July – August

- DRC sends an electronic report to the Delaware Department of Education. They download the information to the ELL 2.0 Application.
- DRC sends a paper report to the school with the results of each student that was tested.

Start of School – August – September

- Record the scores from the DRC report and identify the students as eligible for ELL services or ineligible.
- In the ELL 2.0 Application, mark the current testing Tier (if it has not been automatically updated) for each of the eligible students. Transition the Ineligible students so that they can be monitored. Transitioning is done by providing a transition date in the ELL 2.0 Application.
- Update the ELL list and the Monitoring List of students. Include the current grade, teacher, and Access test score for the students. Mark the students who are in the first and second year of monitoring, as needed.
- Send a notification letter to each parent. This letter states whether a student is eligible or ineligible, how they scored, and if they will be receiving ELL services in the current school year.
- Send a Parental Notification and Approval for Exit from the ELL Program.
- On the ELL 2.0 Application, create a list of all current ELL students at Academia Antonia Alonso. Look for new ELL students that have transferred from other schools. For these students you must also identify the students as eligible or ineligible, mark the current Tier for eligible students in ELL 2.0, transition ineligible students, update the ELL lists, and notify the parents with the same letter.
- Create a list of students to test from the potential ELL students from the new students that are entering Academia Antonia Alonso that have mentioned another language on their Home Language Survey and have never been tested in another school.
- Prepare the testing materials in the WIDA Model box that holds all the Fall testing materials.
- Send a notification of testing letter home to the parents of the students on the testing list.





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- Test the new students. Score the tests according the guidelines in the scoring guides located in the WIDA Model box and in the W-APT binders.
- Update the ELL list with any tested students that are eligible.
- **Make sure all eligible ELL students are recorded in eschool by September 30.**
- Send home a parent notification including the score on the Fall assessment and stating that they will or will not be receiving ELL services.

October – March

- Teach students using a variety of materials and develop lessons including Speaking, Listening, Reading and Writing.
- Monitor the Transitional Year 1 and Year 2 students by checking their grades in eschool and communicating with their teachers.
- Share program information and take-home activities with them.
- Gather data from Scholastic MAP and/or Smarter Balanced testing and update the data on the ELL student list.
- Decide on and enter assessment accommodations for Smarter Balanced and DCAS/DCAS Alt.
- Confirm everything in the ELL 2.0 Application and complete the training in WIDA Assessment Management System (AMS) and on the WIDA website.
- Communicate with the parents and Academia teachers as to when Spring ACCESS testing will begin.
- Check in all testing materials that arrive by mail from DRC and prepare for Spring testing. Begin testing on the first day of the testing window.
- Take the necessary webinars and WIDA Training to prepare for Spring testing. View additional webinars and attend DOE meetings for more professional development.
- Continually read and follow the Delaware Department of Education Title III/ELL Guidebook.

Parent Communication

Parents are notified of new eligibility, continued eligibility, or transition out of the ELL program via written notification. Information about the ELL program is shared along with parents. The ELL Coordinator or Instructor attends parent teacher conferences, 504 meetings, and IEP meetings that discuss the progress of ELL students. Teachers at Academia Antonia Alonso have open communication with their parents and use a number of resources to communicate with the parents. If a translator is required for parent meetings there are many staff members available to translate.





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Delivery of Services

The ELL Coordinator works with Academia Teachers to ensure our Two-Way Immersion program meets the needs of all students in the program. All services are delivered using a two-way immersion model. The teachers provide daily instruction for ELL students in their classrooms. At Academia Antonia Alonso, we believe that how children learn is just as important as what they learn.

Our curriculum is framed around the unifying themes of biliteracy and active learning. Expeditionary Learning and a Two Way Dual Immersion Program are the collective forces behind our curriculum.

Expeditionary Learning is designed around expeditions – interactive, hands-on projects that spark curiosity, promote active learning, encourage teamwork, build character, and capitalize on children’s innate spirit of adventure. By undertaking comprehensive studies of real-world issues, students learn to make connections, understand diverse perspectives, develop conclusions, and generalize to big ideas.

All Academia Antonia Alonso students learn to speak, read and write in English and Spanish. Our dual language program starts in kindergarten, at an age when children learn languages easily, and continues through 5th grade.

Students spend half their time learning in English and half in Spanish. Reading and writing in both languages is integrated into all our expeditions and across all subject matters. Students do not need prior knowledge of Spanish or English to enroll.

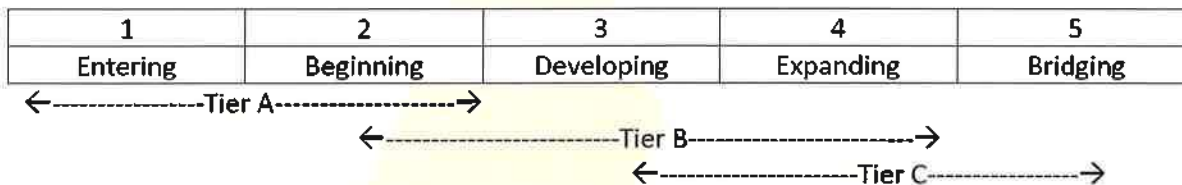
The first weeks of each school year are dedicated to the evaluation of students’ language and academic levels to ensure differentiated and learner-centered instruction. Students receive intensive vocabulary development in English and Spanish. During this time, students begin to experiment with our Expeditionary Learning program to ensure that they start off the school year understanding the focus and goals of the school.





WIDA ELP Standards

At the heart of the WIDA Consortium’s English Language Proficiency Standards for English Language Learners in Kindergarten through Grade twelve lie six language proficiency levels. According to the WIDA Standards, these levels “outline the progression of language development implied in the acquisition of English as an additional language.” In the WIDA Standards, these levels, in order from lowest to highest, are labeled as follows: The WIDA framework recognizes the continuum of language development within each domain with five proficiency levels. The five proficiency levels overlap on 3 tiers of test forms — designated A, B, and C — for each grade level, as follows:



- Level 1: Entering
- Level 2: Beginning
- Level 3: Developing
- Level 4: Expanding
- Level 5: Bridging
- Level 6: Reaching

The WIDA Standards state that: “The language proficiency levels delineate expected performance and describe what English Language Learners can do within each domain of the standards.”

For each of the five levels, the WIDA Standards describe performance definitions. These performance definitions “provide a global overview of the language acquisition process. They serve as a summary and synthesis of the model performance indicators for each language proficiency level. Three criteria or descriptors have been used to form the definitions. They are based on the students’ increasing:

- (1) comprehension and use of the technical language of the content areas,
- (2) linguistic complexity of oral interaction or writing, and
- (3) developing of phonological, syntactic, and semantic understanding or usage as they move through the second language acquisition continuum.”





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Teachers at Academia Antonia Alonso are given a copy of WIDA Can-Do Descriptors. This gives them a basis to help them implement English speaking, listening, reading and writing in their content lessons. The ELL Coordinator also gives teachers a copy of their students' ACCESS testing reports. This tells teachers what proficiency level the student scores in each category. This shows the student's language strengths and weaknesses which can help in planning lessons. The ELL Coordinator meets with teachers during professional development days, team meetings, and in one-on-one meetings to explain the expectations of the English Language Development Standards and how the teacher can implement them in their lessons.

Special Education

Students that are suspected of having a learning disability in addition to ELL are put into the RTI process or referred to our Student Support Team. Following RTI law for progress monitoring and depending on student progress after a number of weeks, students are tested by the psychologist and educational diagnostician. A student in SST has needs above the academic realm and may be identified with Other Health Impairments. Before placement in special education, an eligibility meeting is held. If the student becomes eligible for services, an IEP is created.

If a need for translation would be required, we would contract with a bilingual psychologist. The ELL Coordinator monitors closely the students that are being assessed and attends the IEP meetings to offer input. ELLs with special needs meet with the ELL instructor for their English language acquisition needs.

Curriculum and materials

This is a list of materials that are used with ALL students including ELLs at Academia Antonia Alonso. There is a wide range of materials that can be added as needed. Many times Internet images or YouTube videos are shown to provide visuals of vocabulary words and content.

Math – enVisionMath Common Core Realize Edition ©2015 English and Spanish

Programa de español- Estándares de Contenido y Expectativas de Grado

Santillana materiales

Estrellita-materiales

El Estudio de Palabras en Acción- (Words Their Way) Spanish and English





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All teachers have access to Reading A-Z English and Spanish materials for students

Students use Razz kids in both languages on iPads

Spanish resource room-139

Transition procedures

In the summer the ELL Coordinator receives the score reports on the Spring ACCESS testing. The Coordinator records the annual scores on the school's ELL list. If the student meets the State of Delaware's transitioning criteria, then the ELL Coordinator enters the date in ESL 2.0 on the Transitioning page by the end of the first week of school. These students are added to the District's Monitoring list for the next two years. The DOE criteria is located in the DOE Title III/ELL Guidebook.

DOE Transitioning/Exiting criteria

Students who are ELL eligible may not be transitioned from ESL services during the school year. They must remain in ELL services – either actively served or on monitor status- until they reach the end of the grade they are attending and take the ACCESS test.”

Exit Criteria for ELL Students:

- An annual ACCES test score of Tier C with a Composite Proficiency Level (PL) of 5.0 or above.
- A minimum proficiency level in the reading domain of 4.7.
- Three out of four core content area grades must be a 4.5 or above.

Annual review

The ELL Coordinator/Instructor is constantly reflecting on the impact of lessons and the progress of the students. Numerous meetings are conducted to discuss the ELL program and its needs. An end of year summative meeting reviews the progress of ELLs and changes to the program (if needed).

