



## **English Learner Policy 2021/2022**

Signature Preparatory's Vision & Purpose for English Learners: To provide the best educational experience to as many students as possible in a moral and wholesome environment.

We are committed to partnering with families to help every student reach their highest individual potential academically, socially, and emotionally. With respect to our English Learner subgroup, Signature Preparatory seeks to eliminate any barriers that may impact a scholar's potential for success, and our school strives to ensure that all EL students master the English language through effective and efficient instruction each day.

### **Policy Development Process & Timeline:**

Summer & Fall 2021: Signature Preparatory Charter School consulted with TESL endorsed campus instructional staff, school administrators, parents of English Learners, and external ESL content experts prior to the start of the 2021-22 school year, to establish an English Learner Identification, Intervention, and Evaluation program to best meet the need for this subgroup. Signature Prep reviewed relevant research and available demographic information, such as current student performance, incoming student enrollment & prior school records, State & Federal English Learner legislation (Title III, DOJ, OCR & N.R.S. 388.407) to assist with the program design and compliance.

Spring 2022: The English Learner Policy will be reviewed as part of the annual comprehensive needs analysis process. Specific attention with regards to the success of effectively identifying, assessing and providing individualized intervention supports to the school's English Learner population will be evaluated. Recommendations for adjustments for the 2021/22 school year will be reviewed and decided upon. Budget estimates for FY23 Title 3 funds will be discussed and will complement the individualized needs of the school's EL subgroup. Once Title 3 allocations are finalized, Signature Prep will update the English Learner Policy accordingly and align EL program objectives to best meet the needs of EL students.

### **Identification & Enrollment:**

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Student enrollment papers and home language surveys are completed by parents upon initial enrollment into Signature Preparatory prior to the start of the school year. All new students

are checked for prior EL program placement at their former school through the formal records request process conducted by the school registrar. Any students with a prior year EL program placement are automatically re-enrolled into an Academic Language Acquisition through Content program (ALAC).

For new students with no prior EL program placement, the Home Language Survey is used as our indicator. If either the home language survey or the enrollment form indicates that the student speaks another language, the student will be scheduled for a WIDA placement exam. These students will be assessed using the WIDA Screener (1-8) and Kindergarten W-APT (K) placement tests within the first 30 days of instruction. Parent/Guardians will be notified within 30 days of the beginning of the school year regarding their child's identification, participation, ALAC placement and of their child's and parental rights. The school will use interpreters/translators to assist in communication with parents/guardians who do not speak English.

If a language survey is submitted with all English responses, but the teacher feels that there is a language barrier, a meeting will be called with the parent/guardian to discuss administering the WIDA, and the structure of an ALAC classroom. Parents are permitted, at any time, to request a meeting to discuss his/her child's assessment and classification.

If the parent does not want their child to participate in the ALAC classroom, a Parental Request for Student Withdrawal waiver may be obtained. The student will still be assessed with the WIDA until an Overall Proficient Score is achieved. The child will not be assigned to an ALAC classroom.

All Home Language Survey data is captured in Signature Prep's Infinite Campus Student Information System. Regular reporting of all new and continuing EL students is conducted by the EL Specialist for Fall & Spring WIDA assessments.

### **Assessment:**

All newly identified ELs with no prior assessment history will be assessed using the WIDA Screener Placement test. Students who enroll after the beginning of the school year with no prior assessment history during the school year will be assessed within two weeks of enrollment using the appropriate WIDA Screener form for their grade level.

Testing time should be convenient for the student and the student's teacher. The test itself may take from 15-90 minutes depending on the student and their grade level. If the overall result of the WIDA assessment is not Proficient, the student is placed in an ALAC program model.

Assessment results are placed in the student's EL cumulative file and scores are entered into Infinite Campus.

### **Testing Timelines:**

1. New Students with no prior WIDA history enrolled by 1<sup>st</sup> day: within 30 days from 1st day of school
2. New Students with no prior WIDA history enrolled after 1<sup>st</sup> day: within 2 weeks of enrollment
3. Existing EL students & waived students: Reassessments conducted during the Spring WIDA testing window.

Once Proficiency is achieved, the student is reclassified as a fluent EL and monitored for a minimum of two additional years to ensure that fluency is maintained.

### **Assessing Students with Special Education Needs:**

For ELs having special education needs, Signature Preparatory's ESS team, contracted speech pathologist and respective PLC grade level members will take each individual case and make determinations of whether the child's difficulty is due to a language barrier or a speech/special education need. If the campus team members and speech pathologist determine that the issue is not due to a language barrier, the administration will call a meeting with the Special Education/speech department and the parents/guardians to sign a waiver from EL program placement due to special education. This will also be noted in the child's IEP.

### **Placement & Program Structure**

EL students will be provided with a program that is consistent with their overall proficiency level, as indicated by the WIDA.

Throughout the year, the EL Specialist consults and assists instructional staff so that they can provide EL students with content and language support in the classroom. The EL Specialists coordinates with PLCs, MTSS team, and administration to track EL support systems, instructional materials, and academic achievement. The EL Specialist, as well as TESL endorsed teachers and administrators conduct parent meetings as needed, and provide bi-lingual support for all parties involved.

ESSA compliant ELD Curriculum is used for all EL students. Signature Prep conducted a thorough review of curriculum resources and adopted HMH Into Reading products to appropriately support our students and meet Nevada Academic Standards. Students in KG - 3rd

grades use HMH Into Reading and IRead on a daily basis, and students in grades 4-8 use HMH Into Reading and/or Read 180 or System 44. Any EL student not at grade level achievement receives reading intervention 45 minutes per day, 4 days per week & is progress monitored on the 5th day.

All Instructional staff members received training on the HMH curriculum, as well as ELD Kagan Training, and PLC training that will assist them with effectively progress monitoring their EL students.

### **Transition from EL Services**

EL students will be assessed annually to determine their progress. The WIDA test will be used to determine language proficiency to exit the EL program and participate in the regular education program. Once an overall WIDA score of 4.5 or higher has been achieved, or 4.0-4.4 and score proficient on both SBAC ELA and Math, the student is now classified as Exited English Proficient (Exited EL - Reg).

### **Monitoring**

All Fluent English Proficient students are monitored by the EL Specialist, Literacy Specialist, & subsequent teachers for a minimum of two consecutive years following reclassification to ensure fluency is upheld. If at any time, Signature Prep specialists or teachers feel that the student is falling behind or not achieving language competency for their grade level, intervention services will be rendered via push in, pull-outs or additional support measures agreed upon by Signature Prep and the parent/guardians after holding a formal meeting.

### **Program Evaluation**

Signature Preparatory's EL program will be re-evaluated at the end of each year to make sure that the students are being provided the maximum amount of effectiveness in furthering their English fluency. Campus PLCs and administration will go over state testing results, WIDA scores, Galileo scores, classroom level work samples and assessments, MTSS interventions, teacher recommendations, etc. for each student to see if adequate progress is being made. If the team finds progress deficient in any area, Signature Prep will make the necessary adjustments at that time to better suit the needs of each EL. Title 3 expenditures and results are formally reviewed as well. School administration will ensure that Title 3 allocations next school year are used to maximize effectiveness for our EL students.

### **Parent Engagement**

Signature Prep engages EL parents in a variety of ways:

1. Group Parent Conferences APTT (Academic Parent Teacher Teams)

Conference format where groups of parents from a grade level or class meet and learn about their child in a classroom community setting. Parents get to see how their child compares to other students anonymously to protect student confidentiality. Teachers collaborate to prepare activities to support learning at home, and parents participate in the activities during the meeting and are able to ask questions and get clarification as needed. APTT fosters the partnership between school and home, showing parents what is expected of their child during school, and what they can do to help their child once they come home.

2. Bi-lingual staff available - During any parent meeting or phone call, we have several staff members that will translate for our families. Parents are very comfortable approaching the principal and registrar who are bilingual and able to mediate any questions or concerns that arise.
3. Written Bi-lingual communication - Email, newsletter, and web content is available to parents in English and Spanish, and translation services are obtained through external vendors for parent language needs as requested.