

# Tucson International Academy

## Academia Internacional de Tucson

### English Language Program Policies and Procedures

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#### Purpose

Ensure the success of our English Learners (ELs) by enhancing instruction, assisting all students in achieving grade level standards, and helping EL students reach proficiency in reading, writing, speaking and listening. TIA implements the Arizona Language Development Approach. TIA's English Learner Program is committed to provide our English learners (ELs) with a high quality education for success that includes high expectations for EL student achievement and social-emotional development. The district implements the Pull-Out SEI Model. TIA teachers use appropriate instructional materials and teaching strategies. Teachers design English Language Development (ELD) lessons that develop the students' English proficiency/skills needed to access grade level content by integrating Arizona's English language proficiency standards with content standards.

#### What is ELD?

The content of English Language Development (ELD) instruction includes pronunciation (phonology), word building blocks (morphology), word order (syntax), and vocabulary (lexicon and semantics) of the English language. These elements are foundational for proficiency in listening, speaking, reading, and writing.

#### AZELLA

AZELLA stands for Arizona English Language Learner Assessment. The AZELLA measure the English proficiency of students who have a primary home language other than English. The assessment is aligned to the English Language Proficiency (ELP) standards. The AZELLA determines a proficiency level of Pre-Emergent, Emergent, Basic, Intermediate, Proficient.

#### AZELLA Proficiency Levels

<b>Proficiency Levels</b>	<b>Characteristics in Reading, Writing and Speaking</b>
Pre-Emergent	Student does not understand enough English language to speak in English.
Emergent	Student understands and can speak a few isolated English words.
Basic	Student may understand slower speech, speak, read, and write simple words and phrases, but often makes mistakes.
Intermediate	Student can understand familiar topics and is somewhat fluent in English, however has difficulty with academic conversations.
Proficient	Student can read and understand texts and conversations at a normal speed and can speak and write fluently with minor errors.

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#### **TIA SEI Pull Out Model for Targeted Instruction**

The English Learner Program at Tucson International Academy is committed to provide our English learners (ELs) with a high quality education for success that includes high expectations for EL student achievement and social-emotional development. TIA implements the research-based targeted Pull-Out SEI Model that has been approved by the Arizona Department of Education. TIA also provides instruction using appropriate instructional materials and teaching strategies. English Language Development (ELD) lessons develop the students' English proficiency/skills needed to access grade level content by integrating Arizona's 2019 English language proficiency standards with content standards. EL students receive targeted instruction for 300 weekly minutes for grades K-5 and 250 weekly minutes for grades 6-12. The 2019 English Language Proficiency Standards are integrated with any content area.

#### **ELP Standards**

The 2019 Arizona English Language Proficiency (ELP) Standards provide a foundation for English language acquisition and the academic development of students who are identified as English Learners. The goal of these standards is to establish criteria to support students who are learning English as an additional language. The ELP Standards present a linguistic foundation in English that will provide English Learners with the skills, abilities, and knowledge to access content information in math, science, and social studies.

#### **Integrated Instruction**

Integrated instruction is implemented in content-area courses (English Language Arts and/or Science and/or Social Studies and/or Math) and the class/classes consist of EL and non-EL students. The content-area teachers design instruction based on the state standards that integrates language and literacy development through content learning to help students develop disciplinary knowledge, language, and autonomy.

#### **What Happens When My Student Becomes Proficient?**

When a student scores "Proficient" on the Arizona English Language Learner Assessment (AZELLA), he or she has attained the English language proficiency level necessary to be exited from the English Language Learner program. You will receive a reclassification letter from the school advising you that your student is proficient and has exited the EL program. The student will be monitored for two (2) years following his or her exit from the EL program to ensure continued academic success.

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#### Monitoring Students

Students will be monitored for two years after testing proficient on the AZELLA. The first year after testing proficient students are classified as FEP-1 (Fluent English Proficient - 1st Year). After scoring proficient for two consecutive years, students are classified as FEP-2 (Fluent English Proficient - 2nd Year).

#### EL Identification Procedure

Timeline: Within thirty (30) days for beginning of the year students

Within two (2) weeks of a student's enrollment in school

#### Identification Guidelines:

- Students with a Primary or Home Language Other Than English (PHLOTE) will be identified through the Home Language Survey.
- Students will be identified as PHLOTEs if one or more of the responses on the above forms indicate a language other than English.
- New PHLOTE students will be administered the Arizona English Language Learner Assessment (AZELLA) within 30 days of the beginning of the school year or, if enrolled during the school year, within the first two weeks of enrollment.

#### Initial Language Assessment Procedure and Time Line

Timeline: This will occur within thirty (30) days for beginning of the year.

This will occur within two (2) weeks of a student's enrollment in school.

- Students in K-12 who score at or above the test publisher's score for proficiency on the composite Performance Level will be identified as Fluent English Proficient (FEP).
- Students in K-12 who do not score at or above the test publisher's score for proficiency on the composite Performance Level will be identified as an English Learner (EL).
- Parents will be notified within ten (10) days of assessment results.

#### Annual AZELLA Reassessment

The annual AZELLA Reassessment is mandatory for all EL students and will be administered in the spring of the current school year. These scores will be used to determine placement and eligibility for EL students for the following year.

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#### **Placement of Students Identified as English Learners**

Placement Guidelines:

- The EL Coordinator will monitor the assessment, placement, reassessment and follow-up activities related to PHLOTE and EL students.
- All students identified as English Learners (EL) will be given instruction through the SEI Pull-Out Model.
- Every reasonable attempt will be made to help EL students attain proficiency. In order to ensure full access to the curriculum, however, EL students who have not been reclassified will continue to be given instruction through the SEI Pull-Out Model if they score below Proficient on the composite Performance Level on the AZELLA.
- The parent may opt out of EL services and receive a Parent Request for Student Withdrawal from an English Learner Program upon request.

Once a student has been reclassified, he/she will be exited from the SEI Pull-Out Program and continue in the mainstream classroom and be monitored for 2 years.

#### **English Learner Reassessment Procedure**

Annual Reassessment Guidelines:

- A continuing English Learner (EL) shall be reassessed annually during the AZELLA Spring Reassessment testing window.
- Students who score at or above the test publisher's designated score for English proficiency on the composite Performance Level of the Arizona English Language Learner Assessment (AZELLA) will be reclassified as Fluent English Proficient (FEP). The student shall no longer be classified as an EL and shall be reclassified as English proficient.
- A student who has scored English proficiency on the AZELLA shall continue in his/her mainstream classroom.
- Teachers will be notified that a student has been reclassified as FEP when the student meets the requirements for reclassification.
- Parents/Guardians will be notified that their child has been reclassified as FEP when the student meets requirements for reclassification and a dated copy of the notification will be placed in the student's cumulative file.

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#### Required Assessments

- New English Learner
  - New EL students in the first year of education in an Arizona school shall be assessed upon initial entry and with the annual AZELLA Spring Reassessment.
  - If the initial entry is after January 1, the AZELLA Spring Reassessment is not required.
- Continuing English Learners
  - Students shall be assessed with the annual AZELLA Spring Reassessment.
  - The student receiving an AZELLA overall composite score of Proficient will be exited from the EL program.

#### **Fluent English Proficient Reclassification Monitoring Procedure**

Timeline: Once a year for two years following a student's exit.

#### Monitoring Guidelines:

- Reclassified EL students will be monitored for 2 years.
- An exited student has performed satisfactorily as determined by one or more of the following:
  - AASA scores
  - iReady scores
  - Dibels scores
- Every effort will be made to accommodate reclassified EL students to achieve satisfactory progress in the two years following a student's exit from the EL program. Students who are not making satisfactory progress in the two years following their reclassification may be offered additional support services such as individual or small group instruction, after school tutoring, and/or summer school.
- Compensatory education (See Written Individualized Compensatory Plan-WICP form) may include individual or small group instruction during after school tutoring, and/or summer school.

#### **Professional Development for Teachers and Paraprofessionals**

The Professional Development goal of our school is to assist teachers in creating academic materials, strategies, and activities that substantially build on what students know and can do inside and outside of school. Our goal is to give teachers the tools to teach language acquisition skills to students of whom English is not their primary language. Teachers, Para-Pros and Administrators will be trained in the SEI Pull-Out Model requirements and best practices of Language Development at the beginning of each school year. All teachers will be trained on accessing the ELP standards on the ADE website.

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#### Family/Community Engagement

The Every Student Succeeds Act requires that schools actively work at providing parents opportunities to participate in family/parent involvement activities. Each school will provide an event quarterly that invites parents and the greater Tucson community. Tucson International Academy conducts a Spelling Bee, Math Bee, and Geography Bee each year. Tucson International Academy hosts annual cultural events at each campus including a Mexican Independence Day (16 September) celebration, a Cultural Day every November, Winterfest every December, A Chinese New Year event, and a Cinco de Mayo celebration. Tucson International Academy conducts parent/student conferences each semester. Parents are given weekly newsletters and progress reports from the classroom teachers to communicate class information and student progress and all the mentioned events are on our website.