

# Dawson Springs Independent Lau Plan

## Lau Plan Team Members

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## Goal

The District shall provide an English language program to assist English learners, including immigrant children and youth, to attain English proficiency, develop high levels of academic achievement in English, and achieve the same high standards in the same challenging state academic standards that all students in the District are expected to meet.

## Enrollment, Identification and Placement of EL Students in Language Instruction Educational Programs

The Superintendent/designee, through consultation with teachers, researchers, administrators, parents and family members, community members, public or private entities, and institutions of higher learning shall direct the development of English language instruction educational program guidelines for the District:

- *Survey of Primary and Home Language* - At the time of initial enrollment, the parent/guardian of every student in the school (whether potential English learners or not) shall be asked to complete a home language survey.
- *Annual Assessment of Proficiency* – Students whose primary or home language is other than English shall be administered an initial English language proficiency assessment to determine whether they are English learners according to the federal definition in ESSA, Title III.
- Students identified as English learners shall receive an annual assessment of English language proficiency in reading, writing, speaking, and listening to measure progress and modify the individual Program Services Plan.
- *Parental Notification* – As required by law, the Principal/Designee shall send written notification to parents of English learners addressing the following:
  - (a) Student’s need for placement in the program;
  - (b) Student’s level of English proficiency;
  - (c) How such level was assessed;
  - (d) Methods of instruction used in the program;

- (e) Student's lack of progress in the program;
- (f) How the program will meet the individual learning needs of the student;
- (g) How the program will help the student learn English;
  
- (h) How the program will help the student meet achievement standards necessary for grade promotion and high school graduation;
  
- (i) Specific exit requirements for students in the program;

### **Services and Annual Assessment of Current EL Students**

- Program Service Plan: Assessment, placement, and the design of an individual Program Services Plan for English learners shall be made in compliance with appropriate state and federal education requirements.
- ACCESS Testing:
  - The ACCESS for ELLs 2.0 is administered to all identified EL students in DSIS to measure growth in language acquisition and determine when EL students demonstrate the English proficiency necessary to exit from programs. Any student who scores a 4.5 or higher on the overall composite from Tier B or C, regardless of grade level, has met exit criteria and may begin the monitoring process.
  - Students with specific special needs who also take Alternate standardized state assessments are assessed using the Alternate ACCESS assessment to measure language acquisition and proficiency.
    - All Test Administrators must be certified to give the ACCESS assessment through Administration/Inclusion Training required by the Kentucky Department of Education, administered by the District Assessment Coordinator (DAC) or Building Assessment Coordinator (BAC). Test Administrators must also be certified through WIDA, completing training located on the WIDA Secure Portal website.
    - All EL students are administered all four domains of the ACCESS assessment within the testing window (typically early January through mid-February) per all secure state guidelines.
    - Once ACCESS Score reports are returned (typically in late April), the District Assessment Coordinator and Director of ELLs coordinate with school administration, BACs, and EL staff to arrange the distribution of assessment results. EL Teachers review assessment results to determine goals, services, and accommodations for a new PSP explicitly developed for the individual student. This assessment data is also used to identify students who have met exit criteria.
- Instructional and Assessment Accommodations:
  - Within each EL student's Program Service Plan, opportunities to provide instructional and assessment accommodations exist to support the student's

needs in learning educational content and developing their language skills. Any accommodation agreed upon by the PSP committee is provided and consistently used throughout classroom instruction and assessments. Accommodations are not to be solely provided for the required state assessments.

- Required State Assessments:
  - Per 703 KAR 5:070 and the Inclusion of Special Populations regulation via the Kentucky Department of Education, schools must assess all EL students enrolled on the first day of the testing window in all parts of the state-required assessment unless the student is in the first year of enrollment in a United States school. However, all EL students enrolled in Kindergarten through 12th grade must participate in a state-approved English language proficiency assessment (ACCESS 2.0) annually, regardless of time enrolled in a United States school or denial of EL services. Students enrolled in United States schools longer than one year (240 days or 12 months) must fully participate in all required state assessments. The assessment accommodations in the student's individual Program Service Plan (PSP) must be provided to the student during these required state assessments.

### **Language Instruction Educational Program (LIEP) Services**

Dawson Springs Independent offers the following service delivery models for EL students in each school. Program service models may be combined to best meet the unique needs of the individual EL student:

- Pull Out EL Classes: An English program that serves identified EL students in English only by providing a certified teacher to provide English language development (ELD) instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas.
- Sheltered English Instruction: This program provides nearly all classroom instruction in English with a curriculum and instruction designed for ELs. ELs receive instruction to acquire academic English they need to meet grade-level content standards.
- Structured English Immersion: The goal of this program is the acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of EL students. EL teachers collaborate or “push in” to support EL students in the general education or content classroom.
- Content Area Tutoring: One-on-one or small group tutoring/assistance to ELs during or outside of school hours in the content areas, including English language arts, mathematics, science, and social studies.

### **Process to Provide Meaningful Access to all Co-Curricular and Extracurricular Programs & Activities**

EL students enrolled in DSIS have access to the same grade-level appropriate co-curricular and extracurricular programs and activities as general education students. School sports, clubs, performing arts, and other extracurricular programs are regularly promoted throughout the school and community through print/digital announcements, open tryouts, etc. Co-curricular opportunities like Advanced Placement, Dual Credit and Honors classes, Area Tech Center, Gifted and Talented, Special Education, intervention programs, etc. are accessible to EL students based on multiple sources of evidence such as progress monitoring, assessment and benchmark scores, classroom performance, attendance, teacher recommendations, student applications and interviews, and parental input.

Opportunities for Special Education services for appropriate EL students are available with the collaborative work of school psychologists, speech pathologists, interventionists, Special Education, EL, general education teachers, and the parent(s)/guardian(s). The Pre-Referral Checklist for English Language Learners (PReCELL) is an instrument used to collect data and assist in determining if observed problems are due to factors relating to being culturally and linguistically diverse in learning academic English or to a disability.

### **EL Professional Development**

All Dawson Springs Independent School teachers have the opportunity to continue their professional development to support EL students through a variety of sessions offered at both the WKEC, GRREC or approved outside Professional Development.

### **Language Instruction Educational Program Exit Criteria**

An LEP student exits from the program after achieving a composite score of 4.5 or higher on the ACCESS 2.0 Tier B or C exam. LEP students who take the Alternate ACCESS exam are exited from the program after achieving a composite score of P2. Once a student has met exit criteria, their status is changed, and students begin the 4-year monitoring period. All EL services and EL instructional and academic accommodations cease during this time, and the student will no longer take the ACCESS 2.0 or Alternate ACCESS again.

### **Procedures for Monitoring Re-Designated Fully English Proficient Students**

A Re-Designated Fully English Proficient (RFEP) student is required by law to be monitored for at least two years, to ensure that:

1. they have not been prematurely exited;
2. any academic deficits incurred as a result of participating in the EL program have been remedied and
3. They are meaningfully participating in the standard program of instruction comparable to their never-EL peers.

DSIS will report on the number and percentage of former ELs meeting state academic standards for four year.

### **Evaluation of DSIS EL Program**

DSIS will use the [ESEA checklist](#) along with individualized data/ progress monitoring to evaluate programs and services for EL students.

## **Appendix**

- [Home Language Survey Template](#)
- [Notification Letter Template](#)
- [Program Service Plan \(PSP\) Template](#)
- [Pre-Referral Checklist for English Language Learners](#)

## **Glossary**

**ACCESS for ELLs 2.0** - The summative English language proficiency assessments taken annually by English language learners in Kindergarten through Grade 12 in WIDA Consortium member states. The Alternate ACCESS assessment and Kindergarten ACCESS are two other assessments given to EL students in specific situations.

**English Learner (EL)** - An individual who is age 3 to 21, who is enrolled or preparing to enroll in elementary or secondary school, whose native language is a language other than English, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the state's proficient level of achievement on state-required content assessments, the ability to successfully achieve in classrooms, where the language of instruction is English, and the opportunity to participate fully in society.

**English Language Development (ELD)** - The specifically designed instruction for English Language Learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction may also be referred to as TESOL (Teaching English to Speakers of Other Languages), ESOL (English for Speakers of Other Languages), ESL (English as a Second Language), or ELL (English Language Learners) Program.

**Initially Fully English Proficient (IFEP)** - A student who is screened for English language proficiency because they come from a non-English language background and upon initial assessment of English language proficiency scores IFEP. This initial screening assessment for English language proficiency occurs when the student first enters a school district in the United States. They are labeled as "Not EL" in Infinite Campus.

**Home Language Survey (HLS)** - The questionnaire given to parents/guardians at the beginning of a student's enrollment to identify which students are potentially English language learners and would require an assessment to determine if English language support services are needed.

**Language Instruction Educational Program (LIEP)** - The specifically designed service models provided to English Language Learners as indicated in the student's Program Service Plan.

**Pre-Referral Checklist for English Language Learners (PReCELL)** - The instrument used to collect data and assist in determining if observed problems are due to factors relating to being culturally and linguistically diverse in learning academic English or to a disability.

**Program Service Plan (PSP)** - The individualized plan for each English Language Learner developed each school year indicates which service delivery option is most relevant for the student's English language development and instructional and assessment accommodations and proficiency goals for the upcoming school year.

**Re-Designated Fully English Proficient (RFEP)** - A student, after being designated as EL based on the initial assessment of English Language Proficiency, subsequently scores Fully English Proficient (FEP) on the assessment of English Language Proficiency.

**WIDA** - The non-profit cooperative group whose mission is to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high-quality standards, assessment, and professional learning for educators. Kentucky is one of 40 states that has adopted the WIDA language standards and utilizes the designed assessments to determine English Language Learner status.

**WIDA Online Screener (WOS)** - The English language proficiency screener test is given to incoming students in grades 1-12 to determine whether they are English Learners. The WIDA Screener for Kindergarten, formally the W-APT, is used to screen Kindergarten students.