

LAU PLAN

Christian County Public Schools 2021-22

TEAM MEMBERS:

Chris Bentzel, Superintendent

Laura Morris, Assistant Superintendent

Jessica Addison, Director of Instruction

Zachary Hibbs, District Assessment Coordinator

Tracey Leath, Director of Federal Programs

Gayle Holder, EL Teacher

Lindsay Christopher, EL Teacher

Mary Calhoun, EL Teacher

Tina Mullins, EL Teacher

Vicky Barnes, EL Teacher

Section I - Guiding Principles

Christian County Public Schools is prepared to educate all students, including immigrants and students who speak a language other than English in compliance with Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. Christian County will provide the same educational experiences and opportunities to all who enroll. The English Learner program focuses on increasing English language proficiency for all EL students so they may participate fully in both academic and extracurricular activities.

Section II - Enrollment, Identification, and Placement of ELs in a Language Instruction Educational Program (LIEP)

The Home Language Survey (HLS) is included in the online registration for Christian County Public Schools. The HLS asks five questions that determine if the student should be administered the WIDA Screener for English proficiency. The questions are:

- 1. Is your child's first language anything OTHER than English?*
- 2. What language did your child learn when he/she first began to talk?*
- 3. What language does your child most frequently speak at home?*
- 4. What language does the father most frequently speak to your child?*
- 5. What language does the mother most frequently speak to your child?*

If a language other than English is listed on any of the above questions, a notification is sent to EL staff. EL staff is responsible for the administration of the WIDA Online Screener. Parents are then notified of the results and placement decision based on the score. The screener is administered within the first 30 days of the school year. For students who are enrolled after the first 30 days of the school year, EL staff will screen and notify parents within two (2) weeks of enrollment. A

Program Service Plan committee composed of EL staff, teachers, principal and parents develop a Program Services Plan.

Section III - Description of the Language Instruction Educational Program (LIEP)

Christian County Public Schools provides Structured English Immersion and Content-Based Instruction to English Learners through collaboration and professional learning with general education teachers and EL staff. Students with low levels of English proficiency are provided pull-out resource time. The amount of time spent in direct language instruction is determined by the need of the student and the recommendation of the PSP committee.

Section IV - Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities

EL students will have the same access to co-curricular programs as the general education population. Multiple data points are reviewed to determine placement in intervention programs, special education, primary talent pool and advanced placement classes, as test scores are not indicative of the EL students' ability in all areas. Such indicators include: universal screener data, ACCESS scores, state accountability data, classroom performance, parent input, student interviews, and teacher recommendation. Extracurricular activities provided by the district and the community are announced through means of school websites, newsletters, social media, etc. The district provides a Language Line for phone translations and printed materials can be provided in most home languages.

Section V - EL Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs

All teachers of English Learners are provided professional development throughout the school year. General Education teachers of EL students have the opportunity to participate in ongoing professional development provided by both the District, as well as their individual school. EL teachers also participate in Cycle I of PLCs. In Cycle I, general education teachers are planning for instruction. EL teachers participate to provide strategies, present data and information to guide instruction for ELs, and to address concerns/barriers to ELs as they access core instruction.

Section VI - Annual English Language Proficiency Assessment and Administration

English proficiency and growth are measured each year using WIDA ACCESS for ELs Online Assessment for grades 1-12 and the K-ACCESS for kindergarten. As required by the Kentucky Department of Education, all EL students are assessed during the ACCESS testing window. This assessment measures English proficiency in the 4 domains of language: listening, speaking, reading and writing. This test can be administered by any district employee who has been trained and certified by WIDA.

Section VII - LIEP Exit Criteria and Procedures

EL exit criteria is based on WIDA ACCESS or Alternate ACCESS scores. Students in grades K-12 who reach a composite score of at least 4.5 on ACCESS or P2 on Alternate ACCESS are considered English proficient and will exit the EL program as of June 30 of the school year. Students who completed Tier A of ACCESS will not exit the program. Students who reach proficiency begin the four year monitoring process on the first day of the following school year.

Section VIII - Monitoring Procedures after Students Exit the LIEP Program

Exited EL students are monitored for four (4) years after meeting the Kentucky requirements for English proficiency. EL staff are required to monitor exited

students following the guidelines set forth by the Kentucky Department of Education and under the obligation of Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. To ensure exited EL students are sustaining academic progress, EL staff will collect and record data each grading period (nine weeks). This data can include: grade reports, universal screener scores, benchmark assessments, common assessments, and teacher, student and parent input.

Students who show persistent deficits in any academic area will be provided the support necessary to be successful, including any interventions available. In addition, EL staff may administer the WIDA MODEL to re-assess the student's English proficiency. If it is determined that a student exited prematurely from the EL program, the student may reenter the English Language Program. If determined by the PSP committee that a student should be re-entered, a parent meeting will be required and a PSP will be created to meet the needs of the student.

Section IX - EL Program Evaluation

The EL staff will evaluate the EL program utilizing student academic data (options include ACCESS, universal screener data, state accountability proficiency data, and graduation data). Survey data can be used to determine satisfaction with the program.

Using the most recent ACCESS scores at the end of each school year, EL staff will analyze the percentage of exiting EL students, the percentage of students making growth, the number of long-term EL students, and data trends for each school.

Section X - APPENDICES A-C

Appendix A-Kentucky Department of Education-Title III-English Learners and Immigrant Students <https://education.ky.gov/federal/progs/eng/Pages/default.aspx>

Appendix B- Every Student Succeeds Act (ESSA) Title III
<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiiguidenglishlearners92016.pdf>

Appendix C-Dear Colleague Letter-U.S. Department of Justice/U.S. Department of Education

<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>