



2023-2024 Phase Four: English Learner Plan for Districts (Lau Plan)

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Hopkins County
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2023-24 Phase Four: English Learner Plan for Districts (Lau Plan)

To meet the requirements of Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, all districts will develop a local plan for providing services to English learner (EL) students. All districts must have a plan in place, regardless of current EL enrollment.

The school district's EL plan is commonly referred to as a Lau Plan, in reference to the 1974 Lau v. Nichols Supreme Court case in which the Court ruled students cannot be denied access in and participation in an educational program due to inability to speak or understand English. The Court ordered that districts must take affirmative steps to overcome educational barriers faced by non-English speaking students.

By completing these assurance statements districts are documenting that the district Lau Plan contains each of the required components and has been recently reviewed by the appropriate stakeholders and is easily available to the general public. In addition to completing the assurances, the district Lau Plan **must** be uploaded as an attachment.

Choose Yes or No for each statement and upload the district Lau Plan as an attachment.

Lau Plan Component Assurances

Please confirm that each required component has been included in the district's Lau Plan. Note: Additional information may be included in the plan at the discretion of the district.

1. Names of the Lau Plan team members

Yes

No

2. Guiding principles of the Lau Plan

Yes

No

3. Procedures for enrollment, identification, and placement of ELs in a Language Instruction Educational Program (LIEP)

Yes

No

4. Description of the LIEP

Yes

No

5. Process to provide meaningful access to all co-curricular and extracurricular programs and activities

Yes

No

6. EL professional development for staff who deliver instruction or support the LIEP for ELs

Yes

No

7. Information about the annual English language proficiency assessment and administration

Yes

No

8. LIEP exit criteria and procedures

Yes

No

9. Procedures for monitoring students who have exited the LIEP

Yes

No

10. Process for evaluation of the district's EL program

Yes

No

Lau Plan Development Assurances

Please confirm the following information related to the Lau Plan.

1. The Lau Plan is reviewed (and revised, when necessary) on a regular basis (i.e., every two years).

Yes

No

2. The Lau Plan is not altered without the participation and/or approval of the Lau Plan team members.

Yes

No

3. Lau Plan revisions take into account program evaluations and stakeholder feedback.

Yes

No

4. The Lau Plan is easily accessible to the general public (i.e., posted to the district website).

Yes

No

5. The district's Lau Plan has been uploaded in the attachment area directly below #5.

I certify that I have uploaded the district's Lau Plan in the attachment area directly below.

Hopkins County

Attachment Summary

Attachment Name	Description	Associated Item(s)
 Hopkins County Lau Plan		•

Hopkins County Schools

K-12 LAU Plan for Serving English Learners (ELs)

Revised 4/30/24

Lau Plan Leadership Team Members:

- Shannon Owen, EL Teacher
- Wendy Mitchell, Director of Title III / EL Services
- Marty Cline, Assistant Superintendent
- Robert Carter, Director of Community Engagement and Safety
- Clarissa Byard, Director of Special Education
- Andy Belcher, Assistant Superintendent
- Megan Tuz Tamayo, EL Program Assistant
- Naomi Herrera, District Preschool Assistant
- Kacey Evans, Counselor at Grapevine Elementary
- Shannon Bowles, Counselor at Hopkins County Day Treatment

Lau Plan

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (*Lau v. Nichols*, 1974). The Lau Plan must be collaboratively written by the K-12 team identified above. Hopkins County Schools revises the Lau Plan at a minimum of once every three years.

I. LAU Team Guiding Principles

The guiding principles of our LIEP are aligned with English Language Development (ELD) standards set forth by the Kentucky Department of Education, WIDA, and the *Six Key Principles for ELL Instruction* published by Stanford Graduate School of Education.

The principles are meant to guide teachers, EL specialists, curriculum leaders, school principals, and district administrators as they work to instruct ELs. These principles are applicable to any

type of instruction regardless of grade, proficiency level, or program type.

- 1. Instruction focuses on providing ELs with opportunities to engage in content-specific practices which are designed to build conceptual understanding and language competence in tandem.** Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.
- 2. Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.** ELs' home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.
- 3. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.** Instruction that is rigorous and standards-aligned is a priority of Hopkins County Schools. Such shifts require that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.
- 4. Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.** ELs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and student's home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.
- 5. Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.** ELs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence.
- 6. Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in classroom activities.** These assessment practices allow teachers to monitor students'

learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.

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

Home Language Surveys are administered to all students in the district. EL staff is notified by school records clerks when a language other than “English” is identified. Those students are then assessed using the Wida Online Screener (WOS), for grades 1-12, and the WIDA Screener for Kindergarten (WSK), to determine if there is a language barrier and support services are required.

Once students are identified as being an English Learner (EL), parents are notified that their child is eligible for services, will be enrolled in the LIEP, and an abbreviated family friendly copy of the district LAU plan.

The Program Service Plan (PSP) committee then meets, within 30 days of the beginning of the school year or within two weeks of the student’s enrollment, if the child arrives later in the year. The PSP committee is comprised of key stakeholders in the student’s educational development, such as teachers, guidance counselors, EL support staff, and principals. The committee develops a Program Service Plan to specify necessary classroom accommodations and modifications based on the student’s level of English language proficiency and/or individual needs.

III. Description of the LIEP

The district provides EL staff to administer the language screening, conduct PSP meetings, enter data into Infinite Campus, complete necessary applications and reports, and disseminate information regarding Professional Development opportunities for content teachers. As needed, the district will provide Pull-Out/Push-In support, language acquisition software, tablets, other technological resources, and native language/bilingual books or texts.

EL Programming – Elementary

Hopkins County Schools EL Programming is designed to provide more support for students at the lowest levels of language proficiency. EL Programming does not operate under exact formulas; but is founded upon evidence-based research about effective programming for ELs.

CLARIFICATIONS:

- Kindergarten

-Kindergarten classrooms, curriculums and daily schedules are already filled with

lots of language supports for EL students – visuals, manipulatives, realia, color coding, patterning, repetition, songs/chants, and body movements for learning recall.

-Standard model of EL programming at the Kindergarten level is one weekly 20 – 30 minute EL group.

- Amount and variety of EL Programming may vary depending on EL resources and student need

-EL population at each building affects the amount and type of services provided.

Grade Level	20-30 Minute EL Group	30 Minute EL Group: Reading, Writing, Speaking, and or Listening	20 Minute EL Group: Basic Conversations Skills, Language Fundamentals, and Vocab Development
Kindergarten	WSK or ACCESS: Low, Mid, High		
Grade 1		ACCESS or WOS Reading and Writing Level 1 - 5	ACCESS or WOS Overall Levels 1 -2
Grade 2		ACCESS or WOS Reading and Writing Level 1 – 5	ACCESS or WOS Overall Levels 1 -2
Grade 3		ACCESS or WOS Reading and Writing Level 1 – 5	ACCESS or WOS Overall Levels 1 -2
Grade 4		ACCESS or WOS Reading and Writing Level 1 – 5	ACCESS or WOS Overall Levels 1 -2

Grade 5		ACCESS or WOS Reading and Writing Level 1 - 5	ACCESS or WOS Overall Levels 1 - 2
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EL Programming – Middle and High

Content	Accommodations as outlined in PSP	30 Minute EL Group: Reading, Writing, Speaking, and or Listening	20 Minute EL Group: Basic Conversations Skills, Language Fundamentals, and Vocab Development
Reading	ACCESS or WOS Overall Levels 1 - 5	ACCESS or WOS Reading and Writing Level 1 - 5	ACCESS or WOS Overall Levels 1 - 2
Language Arts	ACCESS or WOS Overall Levels 1 - 5	ACCESS or WOS Reading and Writing Level 1 - 5	ACCESS or WOS Overall Levels 1 - 2
Math	ACCESS or WOS Overall Levels 1 - 5		ACCESS or WOS Overall Levels 1 - 2
Science	ACCESS or WOS Overall Levels 1 - 5		ACCESS or WOS Overall Levels 1 - 2
Social Studies	ACCESS or WOS Overall Levels 1 - 5		ACCESS or WOS Overall Levels 1 - 2
Exploratories/Electives	ACCESS or WOS Overall Levels 1 - 5		ACCESS or WOS Overall Levels 1 - 2

Definition of Assessment Proficiency Levels:

Kindergarten

WKS: Low, Mid, High, or Exceptional (students scoring Exceptional will be identified for Structured English Immersion, in which the classroom teacher provides accommodations as indicated on the PSP and will receive no EL pull-out services)

Grades 1 - 12

ACCESS/Wida Online Screener (WOS)/Wida Kindergarten Screener (WKS):

Level 1: Entering

Level 2: Emerging

Level 3: Developing

Level 4: Expanding

Level 5: Bridging

Level 6: Reaching

Students who have one or more of the following criteria may be considered for change from resource to collaboration or consultation as determined by the PSP committee: an ACCESS score at a level 3.5 overall, have As and Bs in courses, and/or who have scored proficient and distinguished in MAP. This would increase time in instruction when the student is showing readiness for full immersion in the classroom.

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

A. Process in place for identifying and serving gifted/talented (GT) ELs:

- All students are considered a part of Hopkins County Schools talent pool for the purpose of GT identification.
- Teacher(s) identify students based on several academic assessments and qualitative data (including teacher recommendations to ensure students are not excluded based solely on linguistically based measures) points as outlined in the Talented and Gifted Plan of Services. This blind data is used to determine if placement into gifted programming is appropriate. Specifically, EL students will be evaluated for GT services if they demonstrate the following characteristics: acquires second language rapidly, shows high ability in Math, displays a mature sense of diverse cultures and languages, code switches easily, demonstrates an advanced awareness of American Expressions, translates at an advanced level (orally), and/or navigates appropriate behaviors successfully within both

cultures. The principal or counselor, GT teacher, classroom teacher and EL teacher will meet and discuss recommendations as needed. The team may choose to gather more information and may choose to do a follow up meeting to review prior to referral for GT services.

- EL students will not be excluded from GT services based solely on standardized scores.
- Once identified for GT services, EL students will participate in established programming with support from the EL teacher as needed.

B. Process in place for identifying and serving ELs in Special Education: • Hopkins County Schools makes evaluation and eligibility decisions with careful consideration of the unique linguistic variables of EL student.

- For students whose primary language is not English, communication deficits constitute a disability if the communication deficit is present in both English and the individual's primary/native language.
- During the eligibility decision-making process, the evaluation team will rule out language, prior education and/or acculturation as the primary reasons for deficits.
- English language proficiency will be considered in developing appropriate interventions evaluating response to interventions and making eligibility decisions.
- At the eligibility determination meeting the exclusionary factors will be discussed. If the determinant factor for the student's performance is limited English proficiency the child will be determined "not eligible" for special education services.
- Students who are dually identified as EL and are eligible for special education services will receive appropriate instruction for both areas by direct instruction from a highly qualified teacher.

C. Process in place for identifying and serving ELs in any other district programs for which they are eligible:

- EL students in Hopkins County Schools hold the same eligibility rights for other programs, including, but not limited to Title I, FRYSC, CTE, Advanced Placement courses and counseling as any other student in the district. District staff will work to ensure students and families are aware of such programs.
- District programs are communicated to students and parents through district EL staff and classroom teachers. Interpreters are used to assist families. Documents are sent home in another language to the extent practical or requested.
- EL staff will assist school staff with program placements and considerations.

D. Process in place for identifying and serving ELs in extracurricular programs: • EL students in Hopkins County Schools hold the same eligibility rights for performing and visual arts, athletics, clubs and honor societies as any other student in the district. District staff will work to ensure students and families

are aware of such programs. • District programs are communicated to students and parents through district EL staff and classroom teachers. Interpreters are used to assist families. Documents are sent home in another language to the extent practical or requested.

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

- All educational staff receive a minimum of 24 hours of professional development annually based on needs assessments and in accordance with professional development plans and individual professional growth plans. • All educational staff providing services to ELs receive job-embedded professional development provided by district EL staff through professional learning communities and trainings regarding the implementation of service plans, instructional techniques for EL students, modifications for EL students, and the use of technology to support EL students and families.
- District EL staff and educational staff will be provided the opportunity to participate in EL specific professional development workshops. Examples include but are not limited to: In-district professional learning offered by district EL staff; conferences and workshops that focus on EL issues and pedagogy such as TESOL, WIDA, and KYCEL; and KDE provided on-line training modules regarding instructional practices and/or assessments.
- EL district staff will participate in all required Title III and EL trainings provided by KDE.
- Classroom teachers will be provided consultative support on modifications and accommodations, technology, and instructional materials for EL students by district EL staff.
- Documentation of professional development will be maintained by the district EL staff.

VI. Annual English Language Proficiency Assessment and Administration

Annual growth is determined by the students participating in the ACCESS test which is administered in January and February.

VII. LIEP Exit Criteria and Procedures

The district will adhere to state criteria for the exiting of a student from the EL Program and transition into regular program participation. Once a student attains an overall score of at least 4.5 on the ACCESS they are eligible to exit the LIEP Program.

VIII. Monitoring Procedures after Students Exit the LIEP Program

Districts have an obligation under Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EEOA) to monitor the academic progress of former English learners (EL) students who have been re-designated fully English proficient (RFEP). The students must be monitored for four years after exiting from a language instruction program [Title III of Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) Section 3121(a)(5)].

Monitoring must ensure that RFEP students are able to participate meaningfully in the regular classroom. After students have exited an EL program, school districts must monitor the academic progress of exited EL students to ensure that:

- students were not prematurely exited;
- any academic deficits they experienced as a result of participation in the EL program have been alleviated;
- they are successfully participating in the regular academic program comparable to their never-EL peers.

Designated instructional staff, such as English as a Second Language (ESL) staff or a guidance counselor, must formally monitor the RFEP student's academic performance regularly. The information must be documented in the student's records. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services must be made available to the student.

If a district's monitoring of exited EL student indicates that a persistent language barrier may be the cause of academic difficulty, the district should re-assess the student with a valid and reliable, grade-appropriate English language proficiency test such as the WIDA MODEL to determine if there persist to be an English proficiency issue and must offer additional language assistance services where needed to meet its civil rights obligations.

The district must collect data on the academic performance of RFEP students for the duration of the four year period. The sources of information collected may include:

- records on length of time from entry in a US English speaking school to exit from EL programs;
- performance on standardized achievement tests;
- grades in content area classes;
- Grade Point Averages (GPAs);
- teacher observations;
- parent observations and/or feedback;

- meeting promotion and graduation requirements; and/or
- graduation rates.

Title III of the ESEA as amended by the ESSA [Section 3121(a)(5)] requires that districts report on the number and percentage of ELs meeting the State academic standards for four years after students are no longer receiving Title III services. The data must include results on content assessments for reading/language arts, mathematics, and science and be disaggregated by English learners with disabilities.

IX. EL Program Evaluation

Hopkins County Schools LIEP will be evaluated annually based on results of: student performance in the classroom, language progress/proficiency as evidence by the ACCESS, other standardized assessments, and parent and teacher surveys. The District Lau Committee will review data annually to make needed modifications to the district's plan in order to better serve our students.