

# K-12 Lau Plan



**HARDIN COUNTY SCHOOLS**  
HELPING CHILDREN SUCCEED

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## ESL STAFF

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## DISTRICT CENTRAL OFFICE STAFF

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## LAU LEADERSHIP TEAM

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## DISTRICT GUIDING PRINCIPLES

The English as a Second Language Program (ESL) provides English Learners (EL) with an opportunity to acquire proficiency in listening, speaking, reading, and writing English. The ESL Program promotes a positive learning environment in which each student's first language, culture, and ethnic heritage is valued. The ESL teachers work with students whose first language is a language other than English and who qualify for ESL services through a testing and referral process. There are specific strategies, methodologies, and curriculum used to help students acquire English so that they can become successful in achieving the Kentucky Academic Standards requirements and expectations, as well as the English Language Proficiency (ELP) standards.

### **Hardin County Schools recognizes the following facts:**

1. Language acquisition is an intellectual process; even the youngest learners do not simply “pick-up” a language.
2. Language acquisition takes time. It can take seven to ten years for an English Language Learner to achieve the same level of academic proficiency as a native English speaker.
3. Effective education for English Language Learners calls for comprehensive provision of excellence in education based on the latest research, standards, and known best practice in the area of English as a Second Language.

## LAU PLAN OVERVIEW

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 and must include the following elements.

## LAU PLAN GOALS

- Annual increases in the number or percentage of students making progress in learning English (as measured by an approved English language proficiency assessment for Kentucky);
- Annual increases in the number or percentage of students attaining English language proficiency (as measured by an approved English language proficiency assessment for Kentucky);
- Making adequate growth in Reading and Math for the District's English Learners (as measured by academic assessments including KSA and I-Ready).

# IDENTIFICATION AND PLACEMENT PROCEDURES OF ELS IN LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP)

- Students who may need ESL services are identified by:
  - Home Language Survey
    - Home Language survey is on file in the student's native language (when available) that indicates that the student's first language is a language other than English.
    - The Home Language Survey is stored in each student's cumulative folder.
    - The content of the Home Language Survey will also be entered into Infinite Campus
  - Hardin County Schools uses the state approved English language proficiency placement assessment (WIDA Screener).

Students will receive services when:

    - The WIDA Screener or a placement assessment from a different state indicates eligibility.
    - Parents will be notified using the Determination of Student Eligibility form found of the EL Department's Google Drive, Infinite Campus, and ELlevation.
  - Process to place students in appropriate LIEPS:
    - Following the completion of identification and placement procedures, the ESL teacher, the classroom teacher, the building principal, and the district EL Coordinator will determine the appropriate level of service for each student.
    - ELs in grades K-5 will, when possible, be cluster grouped in their school and placed with teachers trained in WIDA ELD standards and EL teaching strategies.
    - ELs in grades 6-12 will be served in their school buildings through collaborative instruction and EL classes based upon their English Language Proficiency levels. Newcomers will have the opportunity to attend a Newcomer class located at John Hardin.
    - Parents and guardians will be notified if their child qualifies for ESL services in the language most easily understood. Hardin County Schools will notify students' parents of their rights in the following ways:
      - The reason for placement in a program for English Language Learners
      - The student's level of language proficiency, the assessment used to determine proficiency, and their level of academic achievement.
      - The method of instruction used in the child's educational program.
      - How the program will meet the needs and build on the academic strengths of the child.
      - How the program will go about teaching the child English and preparing him/her to meet academic standards for promotion and graduation.
      - Exit requirements for the program
      - The parent's right to decline services or a certain type of service
  - Parental forms distributed in a language most easily understood (found in the Translated Documents Drive)
    - Determination of Student Eligibility documentation is sent once placement is determined, using the document from TransACT. This document is also on the EL Team Drive and in ELlevation.
    - Notification of English language development program placement (Created in ELlevation and translated copies provided as needed) **initially and annually.**
      - This notification will take place **no later than 30 calendar days after the beginning of the school year or within 30 calendar days of the child being placed in a LIEP if a student enrolls after the beginning of the school year.**
      - The ESL teacher is responsible for notifying parents of this placement and a copy of the notification will be placed in the student's cumulative file and will be located in ELlevation.
    - Program Service Plan (Found in ELlevation)
      - This notification will take place **annually** to inform parents of the following:
        - Level of academic achievement
        - Level of language proficiency

- Student accommodations
    - Student goals
    - Exit requirements for the program
    - The parent's right to decline/opt out of services
    - Method of instruction used in the child's educational program
  - Interpreters are available to support the communication process so that all parents are adequately informed.
  - Process for declining/ opting-out of LIEP
- If ELs and their parents choose to waive ESL services offered, the following protocol will occur:
- Administration, EL staff, classroom teachers and other pertinent individuals will meet to discuss and problem solve to determine the educational needs of the EL.
  - Parents are closely communicated with to discuss the outcomes.
  - If the decision is made to waive services, a waiver will be completed and then signed by the parents and placed in the student's cumulative folder and in ELlevation. Documentation will also be made in Infinite Campus.
  - In the event of services being waived the ESL teacher will:
    - Meet with the classroom teachers to ensure the educational needs of the child are being met through differentiated instruction and learning opportunities. Supplemental supports and resources will be provided as needed, according to each student's individual needs.
    - Evaluate the child's progress via the ACCESS 2.0. In addition, ELs will be assessed formatively through core classroom assessments, IReady, and will be administered a phonological awareness profile as needed. ESL teachers will also monitor ELs language acquisition through word work, word study routines and assessments.

## DESCRIPTION OF LANGUAGE INSTRUCTION EDUCATION PROGRAM

- LIEP Goals
  - Each EL will make growth towards language acquisition on the state determined assessment, ACCESS 2.0.
  - Each EL will make comprehensive progress towards proficiency on the ACCESS 2.0 assessment.
  - Each EL will make comprehensive progress towards proficiency in reading and math on the state determined assessment.
  - Each K-8 EL will make comprehensive progress towards math and reading proficiency on the IReady.
  - Each 9-12 EL will demonstrate progress towards proficiency on EOC exams.
- Actions Hardin County Schools are committed to in order to achieve these goals:
  - To educate ELs to the same standards of excellence for academic content and achievement as all students are expected to meet in HCS.
  - To teach English language comprehension through listening, speaking, reading, and writing skills with an emphasis on comprehension of both social and academic settings **with emphasis on academic language**.
  - To instill positive self-concepts and attitudes toward school in EL students.
  - To assist ELs **and their families** in functioning and understanding within their school and community.
  - To promote pride in ELs' cultural and linguistic backgrounds.
  - To communicate with families in their first language when needed
  - To encourage parental involvement in their child's school and education.
- Description of the District LIEP Model
  - Elementary Programming: K-5 students are served at their assigned schools in cluster grouped classrooms, when able to, to allow for grouping of EL students with similar needs, provide additional time for instruction and allow for a more interactive and engaging environment, while still provided access to the district's core curriculum.
    - **Pull-out** – The pull-out model will be used for those students who are Newcomers or work at a lower proficiency level (Level 1 & 2). Students still receive access to the core curriculum, but are pulled-out for a portion of time each week to receive language acquisition instruction using the Carousel of IDEAS curriculum and other supplementary materials. EL teachers will provide instruction in language acquisition and monitor each student's growth to ensure progress is made.
    - **Structured English Immersion** – In the collaborative model the EL teacher collaborates with the core classroom teacher. Each EL will receive direct instruction from the EL teacher or EL assistant during the push-in/collaborative time. Each building will develop and continually review an appropriate schedule so that each EL has appropriate minutes of direct instruction from the EL teacher or EL assistant. This includes providing developmentally appropriate settings for EL small groups and 1:1 support. This model will be used for students at levels 1 through 4.
    - **Sheltered Instruction** – Core classroom and EL teachers collaborate to provide core content instruction, meeting the language demands for the students in a differentiated format to ensure the academic success of ELs. Assignments and materials may be linguistically differentiated according to student needs based on data. This model will be used when parents choose to waive ESL services.
  - Middle and Secondary Programming: 6-12 students will be served at their building or at the Newcomer Academy.
    - **Pull-out**- The pull-out model will be used for those students who are Newcomers or at a lower proficiency level (Level 1 & 2). Students still receive access to the core curriculum, but are pulled-out for a portion of each day to receive language acquisition instruction using the Champion of IDEAS curriculum and other supplementary materials. EL teachers will provide instruction in language acquisition and monitor each student's growth to ensure progress is made.
    - **Structured English Immersion** – In the collaborative model the EL teacher or EL assistant pushes into the core classroom where he/she provides instruction to EL students. Each EL will receive direct instruction from an EL teacher or EL assistant during the push-in/collaborative time. Each building will develop and continually review an appropriate schedule so that

each EL has appropriate minutes of direct instruction from the EL teacher or EL assistant. This includes providing developmentally appropriate settings for EL small groups and 1:1 support. This model will be used for students at levels 1 through 4.

- **Sheltered Instruction** – Core classroom and ESL teachers collaborate to provide core content instruction, meeting the language demands for the students in a differentiated format to ensure the academic success of ELs. Assignments and materials may be linguistically differentiated according to student needs based on data. This model will be used when parents choose to waive ESL services.
- **Newcomer Services**- Students who are new to the US and are a level 1 or 2.5 and below will travel to John Hardin High School to receive intensive English instruction by a certified English/EL teacher for 45 minutes-1 and a half hours every day. High school students will still be able to receive course credit for this model in ESL strategies and ESL Reading and Writing.

- EL Staff qualifications and responsibilities

- HCS EL staff members are highly qualified teachers with their EL endorsement who can successfully deliver LIEP services. In addition to highly qualified teachers HCS employs instructional assistants who receive specialized training and support.
- All core content teachers are highly qualified to deliver the core content instruction to EL students.
- The core content teachers will work in collaboration with the EL teachers to ensure that the learning and language needs of all ELs are addressed and met.
- HCS will identify potential ELs through administering the Home Language Survey
- The WIDA screener will provide the EL teachers with the data to determine if students qualify as an EL.
- The EL teachers will communicate EL status to appropriate school personnel.
- The EL staff will be responsible to oversee the language acquisition process of the ELs and provide formal language instruction in speaking, listening, reading, writing, and comprehension of the English language in collaboration with the classroom teachers.
- The EL teachers will assist in determining if an EL is entitled to other or additional programs and services (i.e. ESS, Special Education, GT).
- District and school level staff will ensure that ELs receive information regarding all clubs, school activities, and student organizations in a language they clearly understand.
- EL staff will work with classroom and content area teachers to provide appropriate accommodations, modifications and differentiated instruction and assessment for ELs.
- The EL and core classroom teacher will work together to involve families in the educational process and community.
- The Director of Federal Programs will oversee the funding of the EL program
- The Director of High School Curriculum and EL will ensure that EL needs are being met.
- All ELs will have access to the Kentucky Academic Standards (KAS) within the district's core curriculum. The EL teachers will collaborate with core classroom teachers and others to optimally support ELs. In addition, EL modifications and WIDA ELD standards will be integrated into curriculum guides and KAS.



# PROCESS TO PROVIDE MEANINGFUL ACCESS TO ALL CO-CURRICULAR AND EXTRACURRICULAR PROGRAMS

- Gifted and Talented Services Identification process for ELs:
  - Hardin County Schools provides instructional support programs to assist schools in determining appropriate services for students identified as Gifted and Talented. Students are serviced in the areas of general intellectual giftedness, specific academic ability, creativity, leadership, and the visual and performing arts. These services are provided during the school day, with some extra-curricular offerings outside regular school hours.
- In Hardin County Schools, ELs have the opportunity to be identified and served for Gifted and Talented services. The identification process may require the use of a translator/EL teacher support for equity in access to directions or parent/student information. As part of the screening process for gifted children, classroom teachers are required to list EL students who are demonstrating advanced language, acculturation, or reasoning skills compared to others who have been in a U.S. School for a similar length of time. These students will be reviewed on an individual basis to allow an EL's potential to be estimated using multiple measures and within an appropriate norm group.

The district's identification process for gifted learners is described as follows:

- A balanced multiple-criteria approach to include both informal and formal instruments;
  - A variety of valid and reliable measures to include both informal and formal techniques and other data specific to each category of giftedness, consistent with standards established by Kentucky Administrative Regulation;
  - [KRS 157.200](#) definitions for all areas of giftedness.
  - Based on data gathered by the Gifted/Talented Coordinator or Gifted/Talented Teacher, schools will be notified of the names of students who qualify for gifted education services. A school committee, to include one of the above named G/T persons, shall determine the most appropriate method(s) and level of service delivery to be provided for each individual student.
  - Prior to selection or formal identification and placement of a student, the District shall obtain parental or guardian permission before administering an individual test to the student given as a follow-up to a test routinely administered to all students and used in formal identification. If it is determined that their child is eligible for gifted education services, parents/guardians also shall be notified, at least once annually, of the services included in the gifted and talented student services plan and shall receive a copy of the procedures to be followed should they wish to appeal the appropriateness of services.
- Special Education Services Identification Process for ELs:
    - ELs may receive assistance from special education. However, during the decision-making and problem solving process, some important questions about the student's language and educational background will be considered.
      - Is the student having difficulties primarily because he/she does not speak/understand the language of instruction?
      - Is the student having difficulties primarily because he/she has not had similar opportunities to learn as peers to whom he/she is being compared?
        - If the answer to these questions is "No," the classroom teacher and EL teacher should work with other staff to rule out language and acculturation as reasons for the student's need for assistance. To rule out language and acculturation, reviews, interviews, observations, and tests should take place.
    - **Review Records**
      - To find out student's home language.
      - To find out the number of years the student has attended school.
      - To find out the frequency of school changes.
      - To find out how many years of ESL instruction the student has had.
      - To find the number of years the child has attended school in an English speaking school.
      - To find out how the student performs when assessed in his/her primary language

- To find work samples and compare them to those of peers with similar educational and linguistic backgrounds.
- **Interview**
  - Parents, guardians, siblings, caregivers, and the student. Ask them questions arising from the review items.
  - The student about his/her understanding of English. Ask if he/she is able to speak and understand peers when speaking English.
  - The EL teacher regarding the student's performance compared to other EL students.
  - Classroom teachers regarding the student's performance compared to other EL students. Ask about the student's rate of acquisition of rules and expectations.
- **Observe**
  - The student in different settings. Note the language the student uses to communicate with English speaking peers, EL peers, teachers, and family.
  - The student and compare to culturally and socio-linguistically similar peers in the regular and EL classroom.
  - The instruction to see if effective teaching strategies for EL students are used and attempts are made to modify instruction for the student.
- **Test**
  - The student on grade level when possible. Results should be compared with results of average students in the general population. The assessment will be differentiated based on language needs.
  - The student in the native language to whatever extent possible. If there is a significant discrepancy, a native language test should be sought. Compare the results to culturally and socio-linguistically similar peers.
  - The student to determine language proficiency and language growth over time.
- A process is in place for identifying and serving ELs in any other district programs (Title I, career and technical programs, counseling services, advanced placement, etc.)
  - ELs will have equal opportunity for all program services according to the district/building protocols for each program/service. EL teachers will work in collaboration with specialty program teachers to ensure the equitable access for all ELs to these programs.

## ONGOING, EMBEDDED EL PROFESSIONAL LEARNING FOR STAFF WHO SUPPORT ELS

All Hardin County Schools staff will be supported with ongoing professional learning. All EL teachers will be participating members of a department-wide PLC group as well as small advisory groups based upon caseload assignments to discuss and provide learning opportunities on how to meet the linguistic needs of ELs. Ongoing sessions and training will also be provided to all Hardin County Schools staff to address the linguistic and content needs of ELs in Hardin County.

Professional Learning topics will be determined by current student data trends and staff needs assessments. This will occur through a collaborative effort between the EL coordinator, administrators, and teachers.

Professional Learning Topics shall include:

- WIDA English Language Development Standards
- Review/update Lau Plan
- Investigate program needs and ideas
- Strategies and tools that can be implemented in the classroom

## ANNUAL ENGLISH LANGUAGE PROFICIENCY ASSESSMENT ADMINISTRATION

- Annual training for staff:
  - All EL staff and any educator administering the ACCESS 2.0, will attend the ACCESS training provided by the EL Coordinator.
  - All EL teachers will take the online certification quizzes through WIDA each year and certificates of completion are stored with the EL Coordinator.
- Dissemination of ACCESS scores to stakeholders
  - The EL Coordinator will provide an overview of ACCESS scores to administrators and counselors at the end of the school year after ACCESS scores are received.
  - EL teachers share ACCESS scores with parents during the annual PSP meeting
- Appropriate training to interpret results for staff
  - EL teachers will meet with classroom teachers to discuss each student's level of English acquisition using ACCESS data.
  - EL instructional groupings will be determined based on the learning needs and ACCESS scores of the students being served.
- Utilization of assessment results to guide instruction and programming
  - Staff will utilize the assessment data to inform their instructional practices in response to ELs needs.
  - EL staff will utilize the assessment data to determine ELs programming needs.

## LIEP EXIT CRITERIA AND PROCEDURES

- Student exit criteria:
  - Achieves a score of 4.5 in TierB/C or higher on the ACCESS 2.0 assessment
- Procedures:
  - Notify parents with exit form in language most understandable. Interpreters will be used as needed.
  - Change student status to "exited" in IC
  - Begin required four-year monitoring process.

## MONITORING PROCEDURES AFTER STUDENTS EXIT THE LIEP PROGRAM

- Description of four-year monitoring procedures:
  - Review district assessments appropriate for grade level. The student must demonstrate consistent proficiency as indicated by the assessment.
  - Review and discuss classroom grades. The student must demonstrate consistent evidence of meeting the expected grade level standards.
  - Teachers will complete a questionnaire each grading period that will describe the student's progress.
  - For those students not meeting expectations, ESL teachers will respond accordingly to guidelines outlined in this document.
  - The EL Coordinator is responsible for ensuring that all monitoring data is kept up-to-date.
- Re-entry to LIEP description
  - Checklist for Re-entering ELLs
    - If an exited student begins to demonstrate non-proficiency on district, state assessments, fails to sustain academic progress and classroom performance, he/she may be re-entered into the ESL program. The decision to re-enter a student should include:
      - Parents will be notified and invited to meet with school staff regarding the child's performance.
      - There will be a meeting with all appropriate school staff, including classroom teachers, counselors, administrators, and any special staff that can give insight into the student's performance and abilities
      - Share and discuss other programs that might be available to assist the student
    - After the above steps have been taken, a student may be re-entered into the ESL program when:
      - All of the entry criteria have been met
      - There is a recent WIDA MODEL on file
      - Parent signature on notification placement form and PSP

## LIEP EVALUATION

GOALS	EVALUATION METHODS/PROCESS	PERSONS RESPONSIBLE	TIMELINE
Annual increases in the number or percentage of students making progress in learning English (as measured by an approved English language proficiency assessment for Kentucky);	Comparison of Access scores from year to year to show growth towards proficiency	Dana Willoughby	Annually once test scores are received in the spring
Annual increases in the number or percentage of students attaining English language proficiency (as measured by an approved English language proficiency assessment for Kentucky);	Access test scores determine if a child is proficient in English	Dana Willoughby	Annually once test scores are received in the spring
Monitor growth of the District's English Learners (as measured by the state mandated KSA in the areas of mathematics, reading or language arts and I-Ready).	KSA scores and I-Ready	Dana Willoughby	Annually reviewed in the fall once test scores have been released