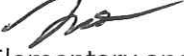










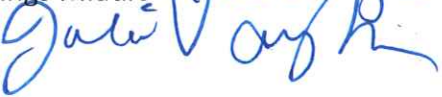


Hopkins County Schools

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

Revision: April 2026

LAU Plan Leadership Team & Maintenance

- Shannon Owen, EL Teacher 
- Wendy Mitchell, Director of Elementary and Federal Programs (Title III) 
- Tim Roy, Director of Secondary Instruction 
- Jason Clark, Assistant Superintendent of Instruction 
- Clarissa Byard, Director of Special Education 
- Megan Tuz Tamayo, EL Program Assistant 
- Naomi Herrera, EL Program Assistant 
- Ashley Anderson, Instructional Leader at Grapevine Elementary 
- Christy Estrada, Teacher at Grapevine Elementary 
- Marisha Nolen, Counselor at West Broadway Elementary 
- Katie Vaught, Instructional Leader at Browning Springs Middle 
- Julie Vaughn, Principal at Jesse Stuart Elementary 
- Parent
- Parent

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. The district will review and update the Lau Plan biannually (by May 1) to ensure alignment with KDE's *District Guide for the English Learners Program* and the *Continuous Improvement Platform* (CIP) requirements.

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 teachers, instructional leaders, school principals, counselors, 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 upon initial enrollment. The district uses the KDE-approved HLS featuring the four required questions. 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. Identification and assessment via WIDA Screener must occur within 30 calendar days of the start of the school year or two weeks (14 days) of enrollment during the school year.

Once students are identified as being an English Learner (EL), parents are notified in their native language that their child is eligible for services, will be enrolled in the LIEP and a description of how it will meet the child's needs, the child's level of English proficiency, and an abbreviated family friendly copy of the district LAU plan with parent rights regarding EL services.

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. The district ensures that the LIEP is educationally sound in theory and effective in practice. The PSP designed for every student must be reviewed annually.

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
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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
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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

EL students are entitled to equal opportunity to participate in all programs, including Gifted and Talented, Advanced Placement (AP), Honors, and Career and Technical Education (CTE). Placement in specialized programs cannot be denied based solely on English proficiency levels.

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.