

# Shelby County Public Schools

English Learners

District Lau Plan



2022-2023

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## **I. Lau Plan Guiding Principles**

### **A. English Language Development**

- Teach English comprehension through listening, speaking, reading, and writing to attain English proficiency and academic competency.

### **B. Academic Achievement**

- Deliver instruction that will allow our students to meet the same challenging academic content and student achievement that all students are required to meet.

### **C. Cross-Cultural Goals**

- Promote understanding, respect, and appreciation for the cultural and linguistic diversity of our student population.

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

During initial enrollment a Home Language Survey (HLS) is administered for the parent/guardian to complete.

- What is the language most frequently spoken at home?
- Which language did your child learn when he/she began to talk?
- What language does your child most frequent speak at home?
- What language do you most frequent speak to your child?

This survey identifies students whose first language is not English. If the answer to any of the questions on the survey indicates a language other than English, the student could potentially be identified as an English Learner.

The student will be administered a screener to determine placement, unless the student is enrolling from another United States school. If the student is transferring from another US school, then the district will contact the previous school for EL records.

Students in Kindergarten will be administered the WIDA Screener in Listening and Speaking. Students in grades 1<sup>st</sup>-12<sup>th</sup> will be administered the WIDA Online Screener to determine placement.

A Kindergarten student who has taken the WIDA Screeners will automatically enter the EL Program in our district. The student will have a Program Service Plan (PSP) regardless of the score and take the annual ACCESS test in January.

If the student in grades 1<sup>st</sup>-12<sup>th</sup> score a 4.5 or higher on the WIDA Online Screener, then the student would be identified as Initially Fully English Proficient (IFEP). The student would not be apart of the EL Program and would not take the ACCESS assessment.

If the WIDA Online Screener indicates that the student is not English proficient, a Program Service Plan (PSP) will be developed for the student and the student will take the ACCESS assessment each year, until meeting the exiting criteria.

Students in elementary and middle school will be placed with same age peers, determined by date of birth not language proficiency. Students at the high school level will be placed by the number of credits he/she has completed or can show mastery of the content.

Parents will be notified by mail and provided a copy of the Program Service Plan within 30 days if the student was enrolled at the beginning of the year and within 2 weeks if the student enrolled after the start of the school year.

At any point parents can decline services, which will be filed in the student's EL folder and indicated in Infinite Campus. Students will not receive EL support throughout the year but will be required to take the ACCESS assessment each year until meeting the exiting criteria.

### **III. Description of the LIEP**

**Newcomer Program:** All students in the program are non-proficient English Learners.

This structure is provided at the elementary, middle, and high school levels, depending on the specific needs at each school. The goal is primarily proficiency in English while also building academic skills. Students are typically in the program for 1-2 years.

**Sheltered Instruction Model:** This instructional approach is used to make academic instruction in English more understandable for our ELs. Students are provided with physical activities, visual aids, and a vocabulary-rich environment. The classroom teacher provides instruction that is scaffolded to meet the needs of the students linguistically and academically. The goal is both mastery of content and building English proficiency. The EL students are supported by the EL teacher, EL Consulting Teacher, and/or an EL Instructional Assistant depending on the level of English proficiency and content knowledge.

**Content Area Support:** The EL students are integrated in mainstream classroom with the support from the classroom teacher, EL teacher, EL Consulting Teacher, and/or

EL Instructional Assistant. Support may be provided in the classroom, small groups, or pulled out from time to time to meet the needs of the student.

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

- **Process in place for identifying and serving gifted/talented**

Shelby County Public Schools has both a district policy and procedure on the identification and services of Talented and Gifted Students. Board Policy, Curriculum and Instruction 08.132 and Administrative Procedure 08.132 AP.1 outlines the process for all students. On page 5 of the administrative procedure, under Selection for Service (Continued) it specifically states, "7. Any nominated student who is a member of an ethnic/racial minority, has a disability and/or is disadvantaged shall be identified. Underachieving students displaying gifted characteristics shall also be considered for services. The nomination of these students shall automatically proceed to the GRC."

Our referral forms for services in grades 4-12 and Primary Talent Pool are provide in English and Spanish (our largest EL population). These same forms are on our website and can be translated into hundreds of languages using the on-line translator. Students with IEP's and LEP's are tested according to the accommodations on those documents.

Along with this formal process, we give the CogAT to all 3rd and 6th grade students, this information on General Intellectual Abilities allows us to identify students who may not be normally referred and there is an option to provide directions in other languages as needed. The information on the three domains: Verbal, Nonverbal, and Quantitative also allows the school based gifted review committees to note strengths for possible referrals in specific academic areas. As a district we give MAP to all students K-10. At the school and district level we also use MAP in a similar manner for identifying strengths in Reading and Math to note possible referrals, but we do not qualify students on MAP data alone.

Once we receive results of formal testing, the GRC reviews the data of all students who may fall under the "Special Considerations" category and we provide services as appropriate.

- **Process in place for identifying and serving ELs in special education**

For speech language impairments, we have a bilingual Spanish speaking Speech Language Pathologist who screens students in both English and Spanish. For other languages, we use a contracting agency for support with screening in primary language. If a student fails the screening in both languages, we look at assessment. If student only fails in English, we consider it a second language impact. For other suspected disability areas, we have given guidance for staff to compare progress to other English Language Learners, analyze ACCESS and other scores, and use a table comparison of characteristics of a learning disability versus a second language learner to assist with ruling out the second language factor. Once a student qualifies for services, staff have access to their EL PSPs, we provide interpreters for all ARC meetings and translate notices and other pertinent forms into Spanish as that is our largest area of second language identification. We contract to translate notices and forms into other languages for individual cases.

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

Professional development is provided for all staff involved in the educational process of an EL student. All educational and appropriate school personnel receive opportunities for training with continued training that is aligned with the District's Comprehensive Improvement Plan & The School Improvement Plan.

## **VI. Annual English Language Proficiency Assessment and Administration**

Active EL students take the ACCESS test annually (January-February). The ACCESS for ELLs 2.0 is a large scale English language proficiency assessment administered to Kindergarten – 12<sup>th</sup> Grade students who have been identified as English Learners. Students are assessed in Listening, Reading, Writing, and Speaking.

## **VII. LIEP Exit Criteria and Procedures**

In order to exit from the EL Program in the state of Kentucky, a student must achieve a score of 4.5 or higher on the Overall Composite Proficiency Level on a Tier B or Tier C *AND* a Literacy Composite Proficiency Level of 4.0 or higher on a Tier B or Tier C.

## **VIII. Monitoring Procedures after Students Exit the LIEP Program**

The academic progress of former EL students who are now Fully English Proficient must be monitored for four years following their exit date from the program.

Additional assistance is provided when needed based on exited students' grades, teacher input, parent concern, etc.

## **IX. EL Program Evaluation**

SCPS EL Program will be evaluated annually and continuously by gathering evidence regarding the progress towards our goals in both English language acquisition and academic achievement. Student needs, achievement data, and teacher/administration input will be considered.

Information from the evaluation will be used to assess future programming needs:

- The team will identify professional development needs for staff who serve EL students.
- The team will identify components of the plan that need to be adjusted in order to better meet student needs and promote achievement.
- Staffing needs will be considered and adjusted at the district and building levels in order to provide the most support to students.
- Teachers and Instructional Assistants will be placed according to student numbers and/or student needs.