

Rowan County Schools English Learners (EL) Title III Program Plan (Lau Plan)

STEP 1: EDUCATIONAL APPROACH

The district must select a sound educational approach for providing English language development and meaningful program participation for its students.

All limited English proficient (LEP) students are enrolled in classrooms throughout the district. Classroom teachers provide high quality language instruction from research based programs to increase English Language Proficiency and student academic achievement in the core academic subjects. Classroom teachers, principals, administrators, and other school personnel receive high-quality professional development. Additional personnel, EL tutors, are assigned to students for individualized or small group sessions in order to reach academic goals. EL tutors are kept up-to-date with instructional procedures, assessment procedures, and WIDA standards through webinars offered from the Kentucky Department of Education. A Language Proficiency program was purchased for EL tutors to use with all EL students K-12 along with additional supports from their teachers. EL tutors are implementing the program and monitoring student progress.

Step 2: IDENTIFICATION

The district is responsible for identifying all students potentially needing EL services.

The following 4 questions are included on the online registration for Rowan County Schools All new students to the school district are required to complete the Home Language Survey upon enrollment..

The 4 required home-language survey questions are:

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

If the answer to any of the 4 required home-language survey questions is any language other than English, then an EL screener is administered.

English Learners come with diverse histories, traditions and varied educational experiences. The term 'limited English proficient' has been defined in Title IX of the No Child Left Behind Act under the General Provisions Part A, Section 9101. Definition

TITLE IX—GENERAL PROVISIONS PART A—DEFINITIONS

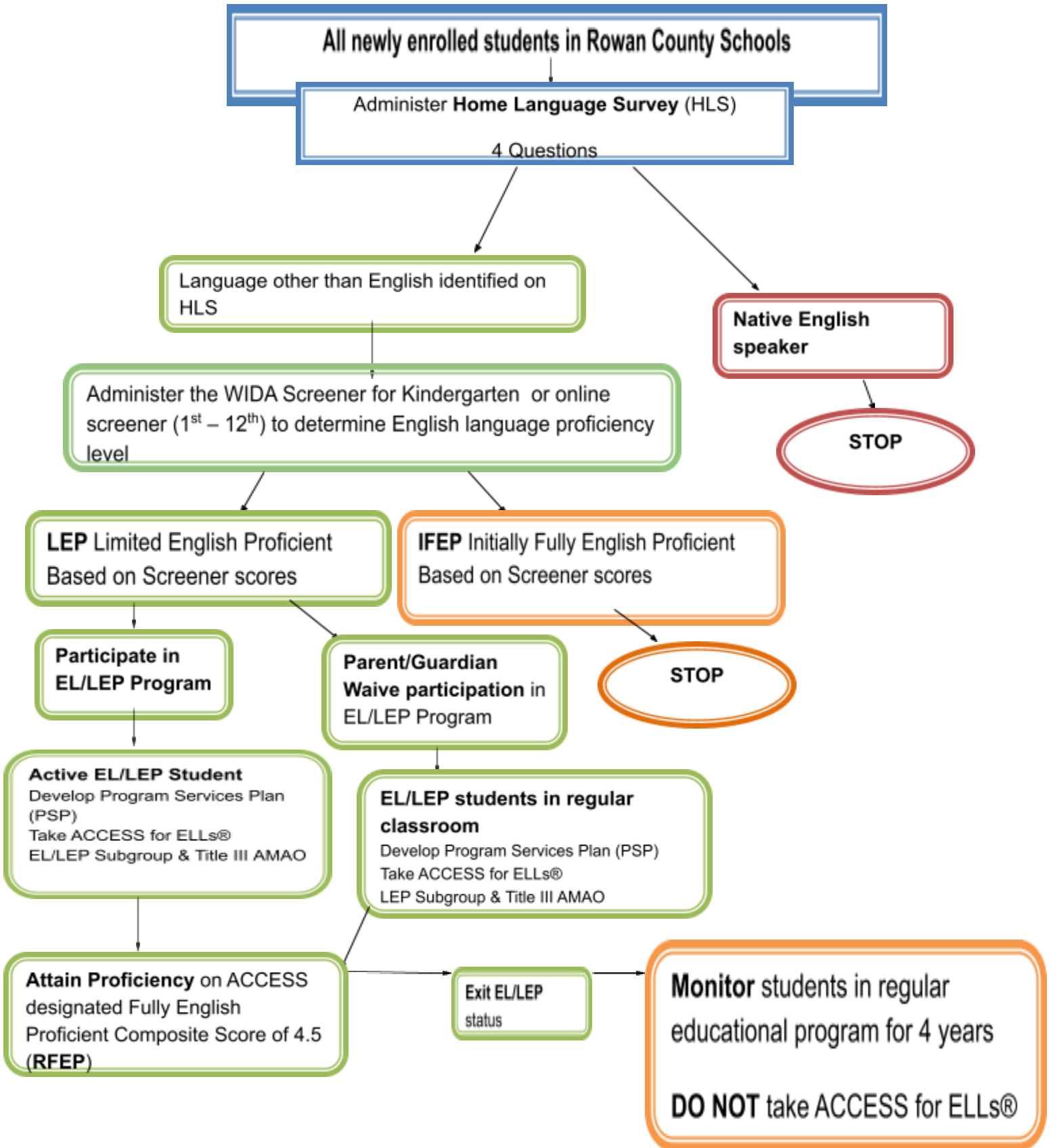
SEC. 9101. DEFINITIONS.

LIMITED ENGLISH PROFICIENT —The term 'limited English proficient', when used with respect to an individual, means an individual—

- (A) who is aged 3 through 21;
- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)(i) who was not born in the United States or whose native language is a language other than English;
- (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
- (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
- (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual—
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

TITLE III—LANGUAGE
INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS

Title III Classification of EL/LEP Students



STEP 3: ASSESSMENT

The district is responsible for assessing each identified potential EL student for English language proficiency.

*If the answer to any of the 4 required home-language survey questions is any language other than English, then administer the screener, WIDA Screener for Kindergarten or Online Screener (Grades 1st – 12th).

Beginning with the 2021-22 school year, the new WIDA Screener for Kindergarten is the English language proficiency “screener” test given to kindergarten students who may be designated as English Learners (EL). It assists educators with programmatic placement decisions such as identification and placement of ELs.

The WIDA Screener is an English language proficiency assessment for the four language domains of Listening, Speaking, Reading, and Writing and is given to incoming students in Grades 1–12 to assist educators with the identification of students as English learners (ELs). The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English language support services.

- If a kindergarten student scores an overall composite proficiency level of less than a 4.5 on the WIDA Screener for Kindergarten the student is considered an EL and will be placed in an EL program. The student will take ACCESS for ELLs® in January.
- Kindergarten students will be able to exit the EL program after taking Kindergarten ACCESS and scoring a CPL \geq 4.5
- Students in grades 1-12 will be given the WIDA Online Screener which will assess students in the four language domains of Listening, Speaking, Reading, and Writing. Those students with an overall composite proficiency score less than a 4.5 will be considered an English Learner and will be placed in the EL program.
- Parents can refuse EL services, but because of federal guidelines the student will still have to take ACCESS for ELLs® in January.

The results of the WIDA Screener for Kindergarten and WIDA Online Screener must be shared with parents within the first 30 calendar days of enrollment or 2 weeks of enrollment during the school year.

WIDA Consortium – information about ELP Assessments

www.wida.us

WIDA Online Screener Scoring Grades 1-12

<http://www.wida>

WIDA Screener for Kindergarten

<https://wida.wisc.edu/assess/screener/kindergarten>

STEP 4: PLACEMENT INTO EL/LEP PROGRAM SERVICES

Rowan County Schools are responsible for providing its EL students with a program of services consistent with its chosen educational approach.

The WIDA English Language Development Standards

1. English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
2. English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
3. English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics
4. English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
5. English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

Within each standard, there are Key Language Uses, Language Expectations and Proficiency Level Descriptors (PLDs) for Listening, Speaking, Reading, and Writing for each grade-level cluster (K, 1, 2- 3, 4-5, 6-8, 9-12). Standards address language proficiency, not content knowledge; the *language* of math, for example, not the math/computation itself. The standards reflect the social and academic language expectations of ELs in grades PreK-12 attending schools in the United States.

STEP 5: STAFFING AND RESOURCES

The Rowan County School district is obligated to provide the necessary resources to implement its educational approach.

Although our funding of Title III does not support a full time teacher for our district, two part-time EL tutors have been hired to meet the individual needs of our students. EL tutors are employed by the district to provide small group or one-on-one instruction to English Learners or Limited English Proficient students following the 2020 edition of the WIDA ELD Standards. EL tutors focus on the areas of need based on students' most recent ACCESS scores.

Rowan County Schools ensures that EL students have access to all co-curricular and extracurricular programs and activities. School administrators, the RTI team, teachers and/or EL Tutors ensure that EL students suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated following the RTI process. They also work with the Gifted Coordinator to identify ELL students for gifted services following the identification process. Parents are provided communication in their native language via interpreters or translation programs to ensure that parents are aware of school and district programs and events.

STEP 6: TRANSITION FROM EL Services

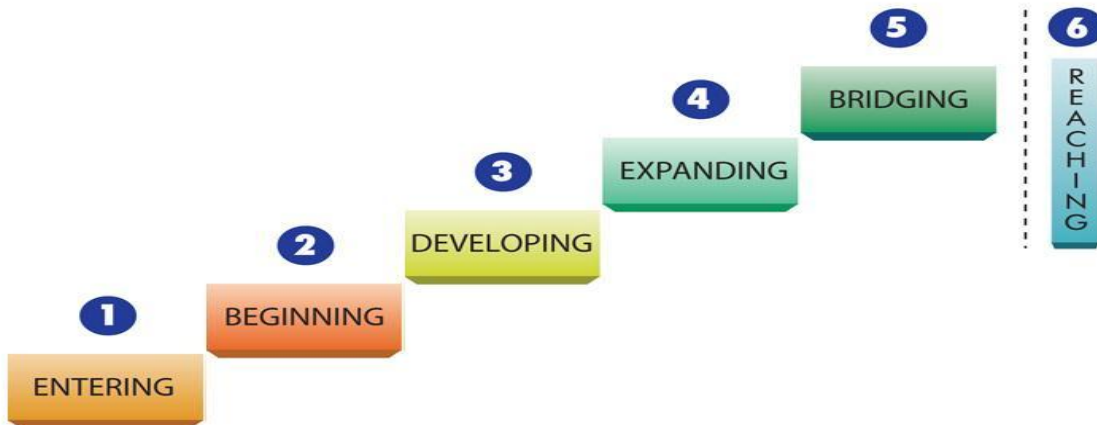
Annual Assessment

The Rowan County School district is responsible for establishing criteria that determine when a student has sufficient English language proficiency to meaningfully participate in the educational program.

Each school shall assess all students with limited English proficiency enrolled on the first day of the testing window in all parts of the state-required assessments and their scores shall be included in accountability calculations consistent with state law, unless the students are in their first year of enrollment in a United States school. For all students with limited English proficiency, school personnel shall determine on an individual basis whether these students will participate with or without accommodations or modifications or both in the state-required Assessment and Accountability Programs.” The Inclusion Regulation 703 KAR 5070 spells out the specifications for using accommodations and modifications.

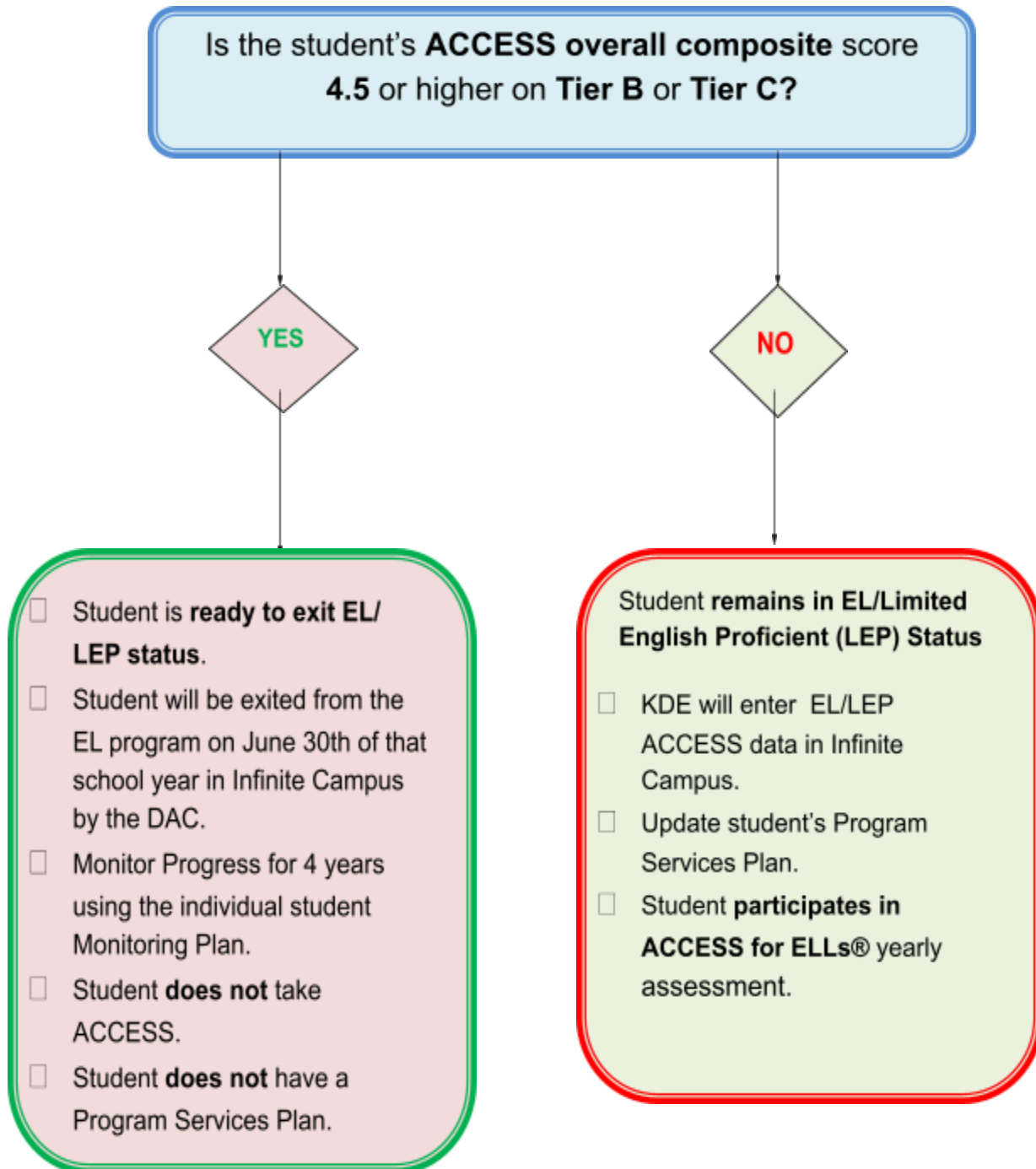
Exit criteria – To exit the EL program a student must have an overall composite of 4.5 or higher on Tier B or Tier C ACCESS.

WIDA's Six Proficiency Levels



The labels used for the six proficiency levels were created by the WIDA development team. EL status is restricted to levels 1 through 5. A student reaching level 6 shows no language characteristics that would distinguish him or her as needing special English language services. Such a student would be capable enough in all language domains - Speaking, Listening, Reading and Writing - to be able to benefit fully from mainstream classroom instruction. Note that a student at a lower level in the policy set by states or school districts may be designated as functionally able to participate in and benefit from regular classroom instruction and may, in fact, be exited from special English language services.

Determining EL/LEP Services
and ACCESS for ELLs® Participation



STEP 7: MONITORING

The Rowan County School district will ensure that students transitioned from the EL/LEP program will meaningfully participate in the education program. (Students are monitored for four years after being fully English Proficient (RFEP)).

- School Leadership Team along with the regular education teacher and DAC will be responsible for monitoring RFEP students
- RFEP students will be monitored on a progress report basis based on a 9 weeks schedule per Title III (Sec. 3121(a)(4)).
- RFEP students will be monitored using classroom formative and summative data, benchmark data, 9 week grades, etc. Data will be reviewed to measure whether individual RFEP students are successful in the district's overall educational program.
- Using the data mentioned above the classroom teacher, school leadership team and District Assessment Coordinator will report deficiencies to the guidance counselor. Together the EL tutor, classroom teacher, guidance counselor and District Assessment Coordinator will determine the source of a RFEP student's lack of success in the regular classroom and determine whether a lack of success is due to the lack of English language proficiency or other reasons based on professional judgment.
- If RFEP student's lack of success is due to the lack of English language proficiency an EL tutor will provide support to help develop English language skills or RTI/small group academic tutorial/support services will be provided to address academic deficiencies.
- If an RFEP student needs additional support from the EL tutor on a weekly basis parents will be notified of the additional support given to his/her child.

STEP 8: PROGRAM EVALUATION

The Rowan County School District has developed evaluation procedures to periodically evaluate and revise its EL /LEP program.

The Rowan County Schools will use Kentucky Summative Assessment, ACT, EOC and ACCESS data to determine strategies and activities for our EL Program. Rowan County Schools assures that it has developed program goals, objectives and specific activities towards meeting the goals and objectives for ELL students to meet English Proficiency. On a regular basis, the Lau Team will be consulted to review and provide feedback as necessary to revise the plan. The plan will not be revised without the participation of the Lau Team. The most current plan is accessible on the Rowan County Schools webpage (<https://www.rowan.kyschools.us/>) as part of the District Services tab under ENGLISH LANGUAGE LEARNERS AND IMMIGRANTS.

- a. Annual increases in the number or percentage of students making progress in learning English as measured by the state approved English Proficiency WIDA's ACCESS.
- b. Annual increases in the number or percentage of students attaining English language proficiency as measured by the state approved English Proficiency WIDA's ACCESS.
- c. Making adequate yearly progress for the district's EL population on the Kentucky Summative Assessment in the areas of reading and language arts.

Rowan County Lau Plan Team Members

April Adkins – Rowan County Senior High School Science Teacher

Julie Anderson – Tilden Hogge Elementary Counselor

Paulina Aquino-Quiahua – Parent

Rhonda Banks – Federal Programs Coordinator including Title III

Amanda Binegar – McBrayer Elementary 5th Grade Teacher

Carolyn Blair- Director of Pupil Personnel

Melanie Blair – Rowan County Senior High School Special Education Teacher

Brandy Carver – Director of Professional Learning & District Wide Programs

Cindy Combs – Rowan County Middle School 7th grade teacher

Kim Elam – Rowan County Senior High School Counselor

Julie Fannin – Director of Special Education

Charlie Graham – Rowan County Senior High School Youth Service Center Director

Casey Hall – McBrayer Elementary Vice Principal

Kelly Harrod – McBrayer Elementary 4th Grade Teacher

Brook Issac – McBrayer Elementary 2nd Grade Teacher

Melissa Lewis - Rowan County Middle School Principal

Joyce Marin – Elementary EL Tutor

Amanda Mason – Rowan County Middle School 6th Grade Teacher

Allison Mathews – District Assessment Coordinator/EL Coordinator

Vanessa Menard – Middle and High School EL Tutor

Nicole Powell – Rowan County Middle School Counselor

Darrinda Ramey-Marriner - Director of Catholic Campus Ministries

Julia Rawlings – Assistant Superintendent

Abby White – McBrayer Elementary Principal

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