



WAYNE COUNTY SCHOOLS

Don Neal, Superintendent

District Lau Plan

Lau Plan Committee Members

Brian Ford

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Mark McKinley

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Guiding Principles

Wayne County Schools is prepared to educate all students, including students who speak a language other than English, in compliance with Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. The district will provide the same educational experiences and opportunities to all who enroll with an intentional focus on increasing English language proficiency for all English learners to participate fully in instructional programming. Wayne County Schools recognizes students whose first language is not English as English Learners (EL). Through English language immersion, EL students are learning the language of instruction at the same time they are learning rigorous academic content. Students who speak a language other than English are currently learning English as a second or even third language.

Enrollment, Identification, and Placement

A Home Language Survey (HLS) will be provided to the parent/guardians during initial enrollment in both their home primary language and in English. Translators and/or interpreters will be provided to the parents to discuss the HLS, as needed. If a language other than English is noted on the HLS, EL staff will verify the following information:

- a. Was the student a current EL student in another school district?
- b. Was the student screened previously to determine eligibility for the English Learners program?

Initial Assessment of English Language Development

A student that is identified as potentially EL, based on the Home Language Survey (HLS), should be administered the appropriate WIDA Screener for Kindergarten or the WIDA Online Screener for grades 1-12 by EL staff trained to administer and score the assessment.

- If the student in grades 1-12 scores a 4.5 overall composite, the student would be identified as Initially Fully English Proficient (IFEP).
 - Grades 1-12 students identified as IFEP will not take the ACCESS for ELLs during the state testing window.
- If the WIDA Screener for Kindergarten or WIDA Online Screener (1-12) indicates that the student is not English proficient, parents will be notified of EL placement via the *Initial EL Identification Letter* and a *Program Service Plan (PSP)* will be developed to address the student's academic needs. Parents of students who are already enrolled in the EL program will be notified annually of EL placement via the *Continued EL Placement Letter* and a *Program Service Plan (PSP)* will be developed to address the student's academic needs. As required by 703 KAR 5:070, the district will provide the *PSP* to the parents within 30 days of the beginning of the school year and within 14 days if the student enrolled after the start of the school year.
- A Kindergarten student who has taken the WIDA Screener for Kindergarten regardless of WIDA Screener for Kindergarten score results, will remain in the EL program BUT will be able to exit after taking Kindergarten ACCESS w/ a CPL \geq 4.5.

Services and Assessment of Current EL Students (PSP Development)

Identified EL students are provided a *Program Service Plan (PSP)* developed by a committee consisting of the EL teacher / designee, principal, general education teacher, parent/guardian, and other appropriate staff members in conjunction with the Director of EL / Title III. The *PSP* will indicate which service delivery options are best aligned to the student's English Language Development (ELD). The plan will include accommodations and modifications for the classroom settings and for state testing that is most appropriate. Parents will be given notification in their native language regarding their child's inclusion in the EL program, the benefits of the program to their child, and their right to withdraw their child from the program at any time. Every opportunity is made to meet with families within the first 30 days of the school year to provide input and update the *PSP*. EL students will be placed in a grade level age-appropriate to their peers.

Assessing EL Students

ACCESS for ELL Testing

The ACCESS for ELLs test will be administered annually to determine if a student is fully English proficient (FEP). This form of assessment is also required by Federal Law.

- Required of all EL students regardless of EL service
- Administered with accommodations ONLY to students with an IEP
- Used to measure the language development progress of EL students in grades K-12
- This assessment falls under the same security guidelines as other state mandated testing.
- This test measures the four domains of language development: listening, speaking, reading and writing.
- The ACCESS for ELLs score is used to determine the proficiency level of the English language for each EL student.

State Required Assessments

All EL students must participate in state-required assessments. In accordance with the "Inclusion of Special Populations in the State Required Assessment and Accountability Program 703 KAR 5:070," each school shall assess all EL students enrolled on the first day of the testing window in all parts of the state-required assessment unless the student is in the first year of enrollment in a U.S. School.

All EL students must participate in:

- The ACCESS for ELLs assessment or other state-required English language proficiency assessment annually regardless of time enrolled in a U.S. school.
- All state-required assessments after one full year of enrollment. The first full year of enrollment is defined as 240 cumulative days or 12 months.

- A mathematics test for participation only (if a student is enrolled in a grade in which a mathematics test is administered) for first-year EL students with appropriate accommodations noted in the EL student's *Program Service Plan (PSP)*.
- A science test for participation only (if a student is enrolled in a grade in which a science test is administered) for first-year EL students with appropriate accommodations noted in the EL student's PSP.

EL students in their first year of enrollment in a U.S. school are exempt from participating in the state-required reading, social studies, or writing (language mechanics and on-demand) assessments. These assessments are optional and at the discretion of the school and district. This is a one-time exemption. If a student is unable to test due to health reasons, then the district will follow the medical exemption procedures as developed by the Office of Assessment and Accountability in the Kentucky Department of Education.

For identified, active EL students, accommodations for assessment administration consistent with instructional accommodations may be necessary. Any provided accommodation must be based on an English language proficiency assessment, consistent with the ongoing delivery of instructional services, and stated in the EL student's *Program Service Plan (PSP)*. Accommodations shall not be provided solely for the state-required assessment and should occur throughout the school year for the current *PSP*.

Language Instruction Educational Services (LIEP)

Wayne County Schools ensures through regular monitoring and evaluation that the service delivery model is aligned with research to support English Language Development (ELD) and attainment of the academic curriculum for all students. When at all possible, students will receive services in the regular classroom with PSP accommodations to ensure their success. The following service delivery types are available in our district:

- 1.) CAT: Content Area Tutoring:** Programs that provide one-on-one or small group tutoring/assistance to ELs during school hours in the content areas, including English language arts, mathematics, science and social studies. Tutoring is generally provided by teachers other than bilingual or EL teachers and may be provided by an aide under the direction of a teacher.
- 2.) CBE: Content Based ESL:** Programs in which English is taught through the content areas of mathematics, English language arts, science and social studies.
- 3.) POE: Pull-Out ESL Resource:** Programs remove ELs from general education classes to pre-teach, teach or re-teach English language skills and/or academic content covered by the general education classroom teacher.
- 4.) SEN: Structured English Immersion (Push-In):** Programs in which EL teachers or EL instructional aides provide linguistic and academic support to ELs in the general education classrooms.
- 5.) NEW: Newcomer Program:** Program designed for recent immigrants in grades 6-12 who have little or no English proficiency, and limited or no formal education in their native countries. This program is designed to meet students' needs before they enter into general education classrooms. The primary goal of this program to help students develop linguistic survival skills and begin adapting to the new culture.

Meaningful Access to all Co-curricular and Extracurricular Programs and Activities

EL students will have the same access to co-curricular, grade-level programs as the general education students. The district employs multiple data points to determine placement of EL students in intervention programs, special education, Gifted and Talented, as English proficiency test scores are not indicative of the EL students' ability in all areas. Such indicators include benchmark testing, classroom performance, parent input, student interviews, and teacher recommendations. In addition, extracurricular activities provided by the district are announced through means of school newsletters and announcements that are provided in English and the student's home primary language. The Response to Intervention (RtI) and district special education procedures are followed to determine students' individual needs. If a disability is suspected, the school will refer an EL student for evaluation after appropriate intervention services are used. Special care will be taken to ensure that language attainment is not misinterpreted as a disability.

Exiting from EL Services

To exit from the English Learner Program, a student must achieve a score of 4.5 or greater on their Overall Composite Score on the ACCESS for ELLs test. The ACCESS for ELLs can only determine exit status for EL students once administered during the state-determined window. Once an EL student has exited the program, their status will be changed to "monitored."

Monitoring of Exited EL Students

The academic progress of former EL students who are now Re-designated Fully English Proficient (RFEP) must be monitored for four years following their exit date from the EL program to ensure that student academic success continues after EL services end. The EL teacher / designee along with general education academic core teachers complete the monitoring of former EL students under the supervision of the Director of EL / Title III.

Monitoring of exited EL students must include at least three sources of evidence to determine the successful growth of the student. Those may be but are not limited to grades from summative classroom assessments, benchmark/interim assessments and state-required testing data. The Lau Plan committee should review monitoring data as a whole during their committee meetings. Students who are not demonstrating growth after exiting the EL program should be provided additional academic and EL services that are needed for the student to be academically successful. During exited monitoring, students are given the opportunity to use accommodations in the classroom setting, however, **no accommodations are provided during state-required testing.**

School and District Committees

The district and each school will maintain committees consisting of the principal, guidance counselor, EL staff, and general education teacher, focusing on identifying, serving, assessing, and exiting an EL student from a language-support system. These committees meet annually to monitor EL students' language and academic progress, including those who may have exited the program. The committee may recommend revisions to the Lau Plan as needed.

Engaging Families and Community

Engaging families is critical for a successful EL program and student success. EL teachers and staff make every attempt to contact parents with positive updates and address any present concerns. Translation services will be provided for families and information will be disseminated to parents in their home primary language, as requested. Additionally, the district and its schools will actively seek community partnerships that increase the success of EL families in language attainment and general success.

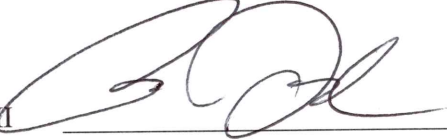
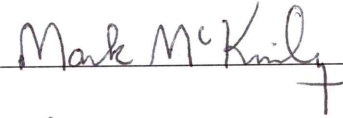
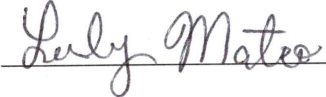
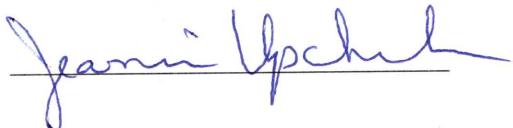
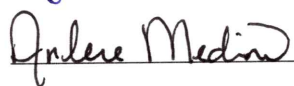
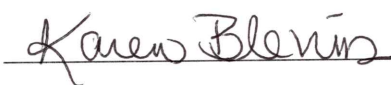
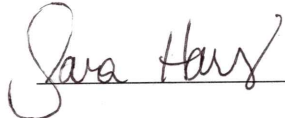

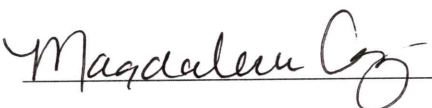
Professional Learning for Staff

All teachers of English Learners are provided high quality professional development that meets Title III standards to support EL students and the EL program. The district Lau Plan Committee / Title III will annually assess the professional learning needs of staff to ensure quality and rigorous instruction continues.

Programmatic Evaluation

The EL staff will evaluate the EL program utilizing data and the WIDA best practice framework for program evaluation. Using the most recent ACCESS for ELLs scores at the end of each school year, including EL staff members, will analyze the percentage of exiting EL students, the percentage of students making growth, the number of long-term EL students, and data trends for each school, including transition readiness data for students graduating from high school. The data from these meetings will inform both school, and district needs assessments for continuous improvement.

LAU PLAN COMMITTEE MEMBERS

<u>NAME / TITLE</u>	<u>SIGNATURE</u>	<u>DATE</u>
Brian Ford, Director of EL / Title III		<u>4-25-24</u>
Mark McKinley, EL (WCHS)		<u>4-25-24</u>
Lesly Mateo, Migrant Tutor (WCHS)		<u>4-25-24</u>
Jeanie Upchurch, EL (WCMS)		<u>4-25-24</u>
Arlene Medina, EL (WCMS)		<u>4-25-2024</u>
Karen Blevins, EL (Monticello Elem)		<u>4/25/24</u>
Sara Harris, EL (Bell Elementary)		<u>4-25-24</u>
Carol Skeese, EL (W.E.L.C)		<u>4-25-2024</u>
Magdalena Coy, Migrant Education		<u>4-25-2024</u>