



English Learner Plan

Lonoke School District

2025-2026

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Section I: Educational Theory and Goals

“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

Nichols, 1974”

“Lau v.

The Lonoke School District implements two research-based, federally compliant instructional approaches in our English Learner (EL) program.

The first approach is Structured English Immersion. All Lonoke Schools, K – 12, offer Pull -out and content classes with integrated EL support.

“**Structured English Immersion (SEI)** is a technique for rapidly teaching English to English Language Learners. More recently, SEI has been defined as a methodology in which English language learners (ELLs) learn English through structured and sequential lessons. Specially developed for ELLs, these lessons are based, to a large degree, on the mainstream curricula.”

The second approach is English for Speakers of Other Languages (ESOL): A program of techniques, methodology and special curriculum designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. This approach is implemented in grades K-12 for students with an English proficiency level of Emerging.

Educational Goals

The Vision and Mission of Lonoke School District is as follows:

Vision

The vision of the Lonoke School District is as follows:

- Our students will master core knowledge, skills, and competencies and will extend them into real-world situations that reflect expected depth and breadth for college and careers.
- Our students will value collaboration and teamwork and will use related skills to build consensus, solve problems, and increase output.
- Our students will display leadership in and out of the classroom, take initiative, and use feedback for improved results.
- Our students will successfully complete internships, apprenticeships, and service learning projects to acquire marketable skills and demonstrate their readiness for college and careers.
- Our students will pursue interests and future aspirations by building a marketable college or career portfolio that reflects required mastery and commitment.
- Our students will demonstrate the speaking, listening, and writing skills needed for success in college and careers.

Mission

The mission of Lonoke School District is to create an environment that provides all students with academic skills and responsible citizenship.

ESL Department Mission Statement

The mission of the Lonoke School District ESL Department is to implement and support instruction to ELs in English language proficiency, cultural cognizance, and academic development, which will enable them to be successful in society. Furthermore, it is our intention to empower educators in reference to educating ELs as well as to serve as a liaison for families and the community.

At Lonoke School District, we strive for high standards with all our students. Our goals are:

1. Provide expanded interventions for students in math and literacy.
2. Increase and better utilize technology in all aspects of the district.

3. Develop an effective communication plan from the district level to the classroom level, with an important focus on communication between teachers and parents.
4. Focus on ways to meet the needs of the middle tier.
5. Review current facilities and develop a plan for needed updates or expansions based on district needs.
6. Provide strong, current curriculum instruction at all grade levels to prepare students to be successful in higher education.
7. Continue to strengthen additional learning opportunities outside of regular core classes, including career and technical programs.

In alignment with our district goals, we hold our English Language Learners to the same high standards with our departmental goals:

1. To ensure prompt and efficient identification of possible ELs so that they may have access to the English Language Program if necessary.
2. To utilize state allowed language proficiency testing such as the English Language Proficiency Assessment 21 (ELPA21) or the ELPA Screening Assessment to determine each individual ELs language proficiency level.
3. To determine appropriate EL placement for each EL.
4. To provide appropriate levels of academic support so ELs are able to succeed in mastering the academic content.
5. To provide English language development in order for students to transition, progress, and achieve English language proficiency as soon as possible.
6. To efficiently monitor recently exited ELs for four years in order to ensure full and meaningful participation in the mainstream classroom.

Section II: Identification of ELs

At Lonoke School District, upon registration, each student completes the Arkansas Home Language Usage Survey (HLUS). If any of the questions indicate that there may be another language spoken at home or by the student, then the student is referred to the ELL Coordinator for language proficiency testing. The Lonoke School District uses the ELPA21 Screening Assessment to measure English Language Proficiency on new ELs. These new ELs are screened within 30 calendar days at the beginning of the school year or within 2 calendar weeks if the student enrolls sometime during the school year.

Students may also be referred to the ELL Coordinator or ESL Facilitator in the building by a classroom teacher if they suspect language proficiency as a barrier for the student to be successful. Those students are screened within 30 days of the referral.

As students register, the secretaries at each school will notify the ELL Coordinator immediately and also forward a copy of the HLUS.

If during registration, the family needs assistance in completing the forms due to limited language proficiency, our district offers a translator for each building. The ELL Coordinator is also called to confirm placement of the student in the EL program.

The ELL Coordinator and ESL Facilitator keep records of all students screened for language proficiency. Students that are proficient are classified as LMS (Language Minority Student) and monitored for four years. Students that score within non-English speaker (NES) or limited English proficiency (LEP) range are recommended for placement through a Language Placement Assessment Committee (LPAC).

Section III: Assessment of the Need for EL Services

English learners are students identified by the Arkansas State Board of Education as not proficient in the English language based upon Language Assessment Scales (LAS) or the English Language Proficiency Assessment 21 (ELPA21). ELPA21 is a federally-mandated English proficiency test that is administered yearly in the spring in order to measure annual language proficiency growth. The assessment measures listening comprehension, oral language development, and reading and writing proficiency as well as overall comprehension skills.

LEP students are defined as follow according to Section 9101 of Title IX:

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.

Lonoke School District uses the ELPA21 Screener to measure English Language Proficiency. Potential ELs are screened within 30 calendar days if they register at the beginning of the school year. If they register during the school year they are screened within 10 days of their registration date. Screening is arranged to suit the needs of the student and minimize missing classes. All students that are suspected to be LEP are screened by the ESL Facilitator, which has been properly trained to use the ELPA21 Screener according to the guidelines provided by the testing company. The assessment addresses all areas of concern in English language proficiency that could affect the students' learning due to limited English in the areas of listening, speaking, reading, writing and comprehension. In addition to language screening, the ELL Coordinator gathers previous information regarding grades, teacher observations and school history to further determine need.

According to the rubric established by the company that publishes the ELPA21 Screener, the descriptors are:

1 – Emerging
2 - Early Intermediate
3 - Intermediate
4 - Early Advanced
5 - Advanced

Students that score a 4 or a 5 on the ELPA21 and meet the other exit criteria as outlined by the Arkansas Department of Education qualify as proficient and labeled as LMS. According to the Arkansas Department of Education, these students are then monitored for 4 years to ensure that

they are completely successful without need for language assistance. Occasionally, we do have an EL or LMS that registers in our district and due to past academic scores and/or English language services, we feel that the student still needs assistance in either English Language Development or academic support, so we do classify this student as EL or monitor status, depending on what is best for that student.

The following students will be admitted into the EL program:

- Students that score below a 4 or 5 on the ELPA Screener
- Students that score below a 4 or a 5 on the ELPA21 (transferring from another district/state)
- Students that do not meet all exit criteria

The ESL Facilitator keeps records of all students assessed and their language proficiency scores. Once language proficiency and other contributing factors have been taken into account, the ESL Facilitator contacts the parents of students that qualify for EL services and informs them of their rights to accept or refuse ELL services.

Section IV: Programs of Services for EL Students

At Lonoke School District, once a student is identified as an EL, we notify the parents by sending an informational letter home with the student's screening results and a copy of the Student's Rights. The forms are available in English and Spanish. An LPAC meeting (meeting consists of an administrator, a teacher, the ELL Coordinator and the ESL Facilitator) is scheduled to discuss EL placement for the student and determine the student's accommodations for testing and modifications for the classroom. If an interpreter is necessary, the ESL Facilitator takes care of making that arrangement through the use of our district translator. During the meeting, the ESL Facilitator explains the results of the language proficiency testing, any academic struggles the student may be experiencing and what the EL Program offers. We strive to make sure that parents understand the program, what it has to offer, and how their child can benefit from the program to ensure that they make a well-informed decision in regards to their participation in the EL program. Parents are informed that this service is optional and they have the opportunity to decline services. In addition, our district has the best intentions in delivering communications to parents as is possible in a language that they can comprehend.

The EL Programs offered at Lonoke School District are as follows at each grade level:

- Primary School (K-2): All ELs have structured English Immersion. We have teachers that have been trained in evidence based practices and EL strategies. The ESL Facilitator has a Master's Degree in Teaching English to Speakers of Other Languages. Also, the ESL Facilitator performs interventions with progressing and emerging students utilizing EL Achieve - a research based ELD (English Language Development) curriculum. There is one teacher that has her ESL endorsement. All teachers at the Primary School have received EL professional development and/or have been invited to EL professional development. The EL student also has access to any other services offered at the school as he or she may qualify or is offered, for example, Math or Literacy Intervention, etc.
- Elementary School (3-5): All ELs have structured English Immersion. We have teachers that have been trained in evidence based practices and EL strategies. The ESL Facilitator has a Master's Degree in Teaching English to Speakers of Other Languages. Also, the ESL Facilitator performs interventions with progressing and emerging students utilizing EL Achieve - a research based ELD (English Language Development) curriculum. There are two teachers that have their ESL endorsement. The teachers at the Elementary School have received EL professional development and/or have been invited to EL professional development. The EL also has access to any other services offered at the school as he or she may qualify or is offered, for example, Math or Literacy Interventionist, etc.
- Middle School level (6-8): All ELs have structured English Immersion. The ESL Facilitator has a Master's Degree in Teaching English to Speakers of Other Languages. Also, the ESL Facilitator performs interventions with progressing and emerging students utilizing EL Achieve - a research based ELD (English Language Development) curriculum. There are four teachers that have their ESL endorsement. All teachers at the Middle School have received EL professional development and/or have been invited to EL professional development. The EL also has access to any other services offered at the school as he or she may qualify or is offered, for example, Math or Literacy Interventionist, etc.
- High School level (9-12): All ELs have structured English immersion. The ESL Facilitator has a Master's Degree in Teaching English to Speakers of Other Languages. Also, the ESL Facilitator performs interventions with progressing and emerging students utilizing EL Achieve - a research based ELD (English Language

Development) curriculum. There is one teacher that has her ESL endorsement. All teachers at the High School have received EL professional development and/or have been invited to EL professional development. The EL also has access to any other services offered at the school as he or she may qualify or is offered, for example, Math or Literacy Interventionist, etc.

At all levels, the teachers and EL Paraprofessionals/Interventionists have identified ELs that are at a higher need. These ELs are strategically targeted in order to efficiently promote academic and English proficiency growth. ELs throughout the district enjoy a variety of alternative options, depending on their individual need, to ensure participation, comprehension and mastery in their grade level content courses as follows:

- Classroom accommodations and modifications
- Standardized Testing Accommodations
- Word-to-word dictionaries
- Electronic translator (Google Translate)
- K- 12 Literacy Program
- EL or bilingual textbooks and/or materials
- EL ChromeBooks
- Spanish versions of novels read in the English department
- Movies (in Spanish and/or English) of the novels read in the English department
- iReady
- Lexia English

Section V: Staffing and Resources

Staffing

The ESL Department at Lonoke School District currently consists of an ELL Coordinator and an ESL Facilitator, who services all ELs. Professional Development (PD) opportunities (at local, state and national level) are under direct supervision of the ELL Coordinator.

Throughout the district, teachers of ELs have received or have been invited to EL training. In the 2017-2018 school year, all teachers in grades K-2, and literacy teachers in grades 3-5 received Orton-Gillingham training. For the 2018-2019 school year, all teachers in grades K-2 received Phonics First training, and literacy teachers in grades 3-8 and the critical reading teacher at the high school received Structures training. Additionally, each teacher new to the district has been

trained in Phonics First and/or Structures based on the grade level they are teaching. The ELL Coordinator and ESL Facilitator attended a five-day training on the EL Achieve Curriculum.

We also provide classroom teachers of ELs with either a copy or the link to the new English Language Proficiency (ELP) Standards. The ESL Facilitator works directly with those teachers so that they can comprehend how to incorporate the EL standards into their lessons.

Resources

The materials and resources utilized to fully implement our EL program are as follows:

- Word-to-word dictionaries
- Google Translate
- Grades K- 2 EPIC online Literacy Program
- EL or bilingual textbooks and/or materials
- EL ChromeBooks
- Spanish versions of novels read in the English department
- Movies (in Spanish and/or English) of the novels read in the English department
- EL Webpage
- E.L. Achieve Curriculum and Support Kits
- iReady
- Lexia English

Section VI: Transition from EL Services and Monitoring Performance

Lonoke School District follows the Exit Criteria established by the state of Arkansas for exiting ELs. We use the federally-mandated yearly language assessment to determine language proficiency each spring. This assessment is the ELPA21. This assessment covers all 5 language skills (Listening, Speaking, Reading, Writing and Comprehension). The state mandated criteria outlined below:

1. Fluent English Proficiency based on approved language proficiency test (ELPA21). The student must score as proficient.
2. Two pieces of local data that demonstrate success in Literacy through English Language Arts (ELA), Science, Social Studies and/or Math as comparable to non-EL/native English speaking peers.
 - o Tier One on iReady grades K-8

- o Level 3 or Level 4 on any portion of ATLAS
 - o Score of 19 on ACT in two areas
3. Students move to another district or state.
 4. Parents decide they do not want EL services

ELs are exited from the program at the beginning of the following school year. We use our LPAC form to determine eligibility. If the student is exited, an Exit Letter is sent to the parents in a language they can understand. When a student is exited from the program, he or she is placed on Monitor Status for four years to ensure he or she is ready to work on his or her own. The EL Coordinator is required to maintain communication with the teachers at least once during a semester and with the student as necessary. The EL Coordinator gathers information regarding how the student is performing in core classes (grades, test scores, teacher observations, student feedback, etc.) and the student must continue to demonstrate success on two pieces of local data in order to determine if the student is not doing well. If the monitored student demonstrates that language continues to be a barrier in having meaningful access to our district's education program, the student is reclassified as an EL in order to have access to EL services as needed. Parents will receive a letter explaining the reclassification and will be invited to a conference to discuss additional possible supports (ex. Tutoring in a specific content area) that may be necessary to assist the student with succeeding in the classroom. Parents are also notified annually that their student has continued to demonstrate English proficiency and they are informed of the monitor status by year (M1, M2, M3, and M4). Exited students are no longer tested annually for English language proficiency.

Section VII: EL Students and Other District Programs

The Lonoke School District staff, parents and students are aware of our district's policy regarding equal opportunity for ELs because it is stated in the handbook. All students in our district are encouraged and welcomed to participate in any extracurricular and/or nonacademic activities that they are interested in.

“No student in the Lonoke School District shall, on the grounds of race, color, religion, national origin, gender, age, or disability, or veteran status be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the district.”

EQUAL EDUCATION OPPORTUNITY (4.11)

In regards to additional special programs in our district, each department makes accommodations as necessary to ensure full participation of any EL that may qualify for that service. For example, our Special Education Department (SPED) contracts a Bilingual Psychological Examiner when necessary to ensure that testing is accurate. Another example is our Gifted and Talented (GT) Department takes into account other assessments and weighs them more in order to qualify a student that may be GT but not proficient in English.

Our district is striving to communicate with parents in other languages. During the LPAC meeting to admit a student as an EL, the parents are given a Language of Preference form to complete. This form allows them to indicate in what language they would prefer to receive notifications from school. We then attempt to translate as much as possible for them. In addition, the district uses an automated calling system that can notify parents in the language of their choice for district-wide notifications like school cancellations due to weather, reminders for events, upcoming vacation days, etc. Teachers of EL students can also request classroom notices translated in Spanish from our ESL department. If another language is necessary, the teacher or principal is to contact the EL Coordinator. The ESL Facilitator works with translators of additional languages as needed.

Each school within the district has a Parent Resource Center where materials and information are available in multiple languages.

Section VIII: Program Evaluation, Review and Improvement

Lonoke School District continues to evaluate, and review student performance and improvement to ensure that our ELs receive adequate services to promote English language proficiency, cultural cognizance, and academic development, which will enable them to be successful in society.

Analysis of Information and Identifying Areas for Improvement

- To encourage teachers to attend the ESL Graduate Academy to obtain their ESL endorsement on their license.
- To improve on utilizing EL strategies in the classroom.
- To continue to seek professional development opportunities for Lonoke School District.
- To coordinate with PLC teams to ensure adequate scheduling for EL interventions.

Acronym Word Bank

ELD	English Language Development
ELDA	English Language Development Assessment
ELL	English Language Learner
EL	English Learner
ELO	Extended Learning Opportunity
ELPA 21	English Language Proficiency Assessment
ESL	English as a Second Language
GT	Gifted and Talented
HLS	Home Language Survey
LAS	Language Assessment Scales
LEP	Limited English Proficiency
LMS	Language Minority Student Report
LPAC	Language Placement Assessment Committee
MEC	Minimum Exit Criteria
NES	Non-English Speaker
SEI	Structured English Immersion
SPED	Special Education Department