



## **DISTRICT EL (LAU) PLAN**

School Year 2018 - 2019

Team Members:

Mary Ann Gemmill, Superintendent  
Brad Hawkins, Chief Operations Officer  
Amy Wilcox, Chief Instructional Officer  
Laura Morris, Chief Administrative Officer  
Tracey Leath, District Assessment Coordinator  
Susie Hartline, Director  
Gayle Holder, EL  
Vicky Barnes, EL  
Tanya Counts, EL  
Kent Sullivan, EL  
Lindsay Christopher, EL

## **Section I - Guiding Principles**

Christian County Public Schools is prepared to educate all students, including immigrant and students who speak a language other than English in compliance with Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. Christian County will provide the same educational experiences and opportunities to all who enroll. The English Learner program focuses on increasing English language proficiency for all EL students so they may participate fully in both academic and extracurricular activities.

## **Section II - Enrollment, Identification, and Placement of ELs**

The Home Language Survey (HLS) is included in the online registration for Christian County Public Schools. The HLS asks four questions that determine if the student should be administered the WIDA Screener for English proficiency. The questions are:

- 1. Is your child's first language anything OTHER than English?*
- 2. What language did your child learn when he/she first began to talk?*
- 3. What language does your child most frequently speak at home?*
- 4. What language does the father most frequently speak to your child?*
- 5. What language does the mother most frequently speak to your child?*

If a language other than English is listed on any of the above questions, a notification is sent to EL staff. EL staff is responsible for the administration of the WIDA Online Screener. Parents are then notified of the results and placement decision based on the score. The screener is administered within the first 30 days of the school year. For students who are enrolled after the first 30 days of the school year, EL staff will screen and notify parents within 2 weeks of enrollment. A Program Service Plan committee comprised of EL staff, teachers, principal and parents develop a Program Services Plan.

## **Section III - Description of the LIEP**

Christian County Public Schools provides Structured English Immersion to English Learners through collaboration and professional learning of general education teachers and EL staff. Students with low levels of English proficiency are provided pull-out resource time. The amount of time spent in direct language instruction is determined by the need of the student and the recommendation of the PSP committee.

#### **Section IV - Meaningful Access to Co-curricular and Extracurricular Programs and Activities**

EL students will have the same access to co-curricular programs as the general education population. Multiple data points are reviewed to determine placement in intervention programs, special education, primary talent pool and advanced placement classes, as test scores are not indicative of the EL students' ability in all areas. Such indicators include: Universal Screener (Reading/Math Inventory), ACCESS scores, state accountability data, classroom performance, parent input, student interviews, and teacher recommendation. Extracurricular activities provided by the district and the community are announced through means of school newsletters and announcements. The district provides Language Line for phone translations and printed materials can be provided in most home languages.

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

All teachers of English Learners are provided professional development throughout the school year. General Education teachers of EL students have the opportunity to participate in ongoing professional development on differentiation with a focus on EL and Special Education students through Teachers Intentionally Learning Together (TILT). Six hours of professional learning are offered through TILT. EL teachers also participate in Cycle I of PLCs. In Cycle I, general education teachers are planning for instruction. EL teachers participate to provide strategies, present data and information to guide instruction for ELs, and to address concerns/barriers to ELs as they access core instruction.

#### **Section VI - Annual English Language Proficiency Assessment and Administration**

English proficiency and growth are measured each year using WIDA ACCESS for ELs Online Assessment for grades 1-12 and the K-ACCESS for kindergarten. As required by the Kentucky Department of Education, all EL students are assessed each during the ACCESS window. This assessment measures English proficiency in the 4 domains of language: listening, speaking, reading and writing. This test can be administered by any district employee who has been trained and certified by WIDA to administer this assessment.

#### **Section VII - LIEP Exit Criteria and Procedures**

EL exit criteria is based on WIDA ACCESS scores. Students in grades 1-12 who reach a composite score of at least 4.5 are considered English proficient and will exit the EL program. Neither students who completed Tier A of ACCESS nor kindergarten students

will exit the program. Students who reach proficiency begin the 4-year monitoring process on the first day of the following school year.

### **Section VIII - Monitoring Procedures after Students Exit the LIEP Program**

Exited EL students are monitored for 4 years after meeting the Kentucky requirements for English proficiency. EL staff are required to monitor exited students following the guidelines set forth by the Kentucky Department of Education and under the obligation of Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. To insure exited EL students are sustaining academic progress, EL staff will collect and record data each grading period (9 weeks). This data includes: grade reports, Universal Screener (Reading/Math Inventory) scores, benchmark assessments, common assessments, and teacher, student and parent input.

Students who show persistent deficits in any academic area will be provided the supports necessary to be successful, including any interventions available. In addition, EL staff may administer the WIDA MODEL to re-assess the student's English proficiency. If it is determined that a student exited prematurely from the ELD program, the student may reenter the English Language Development Program. If determined by the PSP committee that a student should be re-entered, a parent meeting will be required and a PSP will be created to meet the needs of the student.

### **Section IX - Program Evaluation**

The EL staff will evaluate the EL program utilizing student academic data (ACCESS, Universal Screener (Reading/Math Inventory), state accountability proficiency data, and graduation data. Survey data will be used to determine parent satisfaction, student engagement, employee engagement, and district support services.

Using the most recent ACCESS scores at the end of each school year, ELD staff 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.

### **Section X - APPENDICES A-H**

Appendix A-Kentucky Department of Education-Title III-English Learners and Immigrant Students

<https://education.ky.gov/federal/progs/eng/Pages/default.aspx>

Appendix B- Every Student Succeeds Act (ESSA) Title III

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleiiiiguidenglishlearners92016.pdf>

Appendix C-Dear Colleague Letter-U.S. Department of Justice/U.S. Department of Education  
<https://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>