

# Bourbon County Schools

## Title III Lau Plan for English Language Learners

2022-23

The district should have a plan designed to meet the instructional needs of English Learners (ELs) which is referred to as a Lau Plan (Lau v. Nichols, 1974). The plan should be designed to meet the district obligations to ELs under Title VI of the Civil Rights Act and the Equal Educational Opportunities Act (EE0A).

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### I. Lau Plan Guiding Principles

To ensure English Language Learners can participate meaningfully and equally in educational programs and services.

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

Upon student enrollment, all parent/guardians are required to complete a home language survey. This information is entered into IC and when the home language is any language other than English, this information is shared with our District EL coordinator, school administrators, EL teachers, and regular education teachers. Students are screened using either the WAPT for kindergarten students or the online screener through WIDA. These results are used to determine a student's eligibility for the EL program. The PSP committee will meet to design the plan. The school will send a parent notification of eligibility of EL services and what each individual student's Program Service Plan will include. Parents do have the right to refuse these services. However, these students will be included in ACCESS testing.

### III. Description of the LIEP

Bourbon County's LIEP consists of two certified EL teachers and a district coordinator. The EL staff will work with approximately 140 students; this number varies due to a transient population. EL students are enrolled in one of our five schools. The services used with our students are Structured English Immersion (SEI) and Pull-Out ESL Resource (POE). Services vary based on EL student's English proficiency level. An English as a Second Language class is offered to students at the high school level.

The PSP committee will develop an individual student plan to fit the needs of each student. Administration, classroom teachers, and parents are informed of services. Students will receive weekly services based on individual needs until exited from the program with a 4.5 composite score on the ACCESS assessment. Once exited, students are still monitored on a regular basis to ensure continued proficiency for a minimum of four years.

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

All EL students and parents are made aware of co-curricular and extracurricular programs yearly. This information is shared in newsletters, transition activities, flyers, phone calls, web pages, and announcements.

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

EL staff provides multiple professional development opportunities to all school employees. EL staff attends new teacher orientation to provide an overview of the EL program and meets with them throughout the year in after school meetings. All administrators, regular education teachers, and instructional classified staff are required to complete mandatory EL training yearly. EL related sessions are offered to all employees at the district PD Day. Additional PD is offered to support regular education teachers throughout the school year in PLCs, faculty meetings, and after school settings or one-on-one when requested. EL teachers are required to complete district PD, the WIDA assessment trainings, and are encouraged to attend other EL related PD when funds allow.

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

The annual proficiency assessment is the ACCESS test. The assessment is given to all EL students in January and February. Our EL teachers work with district and school administration to schedule and administer the assessments. The District EL coordinator orders assessments and ensures anyone participating in the testing has been properly trained.

**VII. LIEP Exit Criteria and Procedures**

All EL students are required to participate in annual ACCESS testing. Once the district receives results of assessments from WIDA, EL staff reviews and analyzes the results. Students with an overall composite score of 4.5 or above is exited from the EL Program.

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

Although students may exit with an overall composite of 4.5, these students are monitored for at least four years. EL teachers work with classroom teachers and the students to ensure language proficiency and academic performance is progressing. For an student struggling, EL teachers and classroom teachers will collaborate to provide intervention to enhance student learning.

**IX. EL Program Evaluation**

The district school, administrators, and teachers shall evaluate the effectiveness of the EL Program each year based on the following criteria: EL Teacher and Coordinator Participation in Instructional Rounds; PD Provided for other educators to increase knowledge and use of EL instructional strategies; PD completed by EL teachers/Coordinator; Accuracy of Records and Timeliness of Entry/Exit/Monitoring, Data Analysis Of relevant data- MAP, K-PREP, ACCESS; Stakeholder Feedback and Involvement. The district and schools shall analyze state and local assessment to determine student academic performance and the success of our EL program. Once the EL evaluation is completed, the district and schools shall make modifications to the EL plan. The following evaluation form will be used to complete the annual evaluation:

### EL Program Evaluation Form

<b>Criteria</b>	<b>Ineffective</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>EL Teacher and Coordinator Participation in Instructional Rounds</b>	EL teachers and/or director do not participate in Instructional Rounds	EL teachers and/or coordinator participate in instructional rounds	EL teachers and/or coordinator participate in instructional rounds and discuss EL strategies observed or not observed	EL teachers and/or coordinator participate in instructional rounds and discuss EL strategies observed or not observed, and plan training with building principal to increase use of strategies
<b>PD Provided for other educators to increase knowledge and use of EL instructional strategies</b>	No EL PD is provided for regular education teachers	3-6 hours of EL training is provided for teachers throughout the district	7-12 hours of EL training is provided for teachers throughout the district	13 plus hours of EL training is provided for teachers throughout the district
<b>PD completed by EL teachers/Coordinator</b>	Teachers do not complete required district PD	Teachers complete required district PD	Teachers complete required district PD and required WIDA Testing PD	Teachers complete Required district PD, required WIDA testing PD, and other EL related PD
<b>Accuracy of Records and Timeliness of Entry/Exit/Monitoring</b>	Data is not checked for accuracy	Data is only checked when records are entered	EL Teachers, Programs Director and EL Coordinator will complete records audit once a year	EL Teachers, Programs Director and EL Coordinator will complete records audit twice a year
<b>Data Analysis Of relevant data-MAP, K-PREP, ACCESS</b>	Data Analysis not completed	Data analysis completed with no next steps identified	Data analysis completed with next steps identified with EL teachers and EL administrators	Data analysis completed with next steps identified and monitoring plan with EL teachers and EL administrators
<b>Stakeholder Feedback and Involvement</b>	No feedback requested from stakeholders	Feedback/Involvement requested through survey, etc. with no follow up at least once a year	Feedback/involvement requested with two way communication and next steps based on feedback at least once a year	Feedback/involvement requested with two way communication and next steps based on feedback at least twice a year

**\*Reference English Learner Policy 08.13452 for additional guidelines.**