

Custer School District 16-1

K-12 Lau (EL) Plan for Serving English Learners (ELs)

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Lau (EL) Plan

The district plan designed to meet the instructional needs of ELs is referred to as the Lau (EL) Plan (Lau v. Nichols, 1974). The Lau (EL) plan is collaboratively written by the K-12 team identified above. This detailed narrative includes the following required elements:

Language Instruction Educational Program (LIEP) goals

Custer School District is committed to the linguistic and academic achievement of our English Learners. The district provides a high quality EL program incorporating research/evidence-based strategies and program mode.

- Linguistic development
 - i. Reinforce academic language being used in the classroom
 - ii. Work in small groups in the classroom to reinforce language
 - iii. Utilize on-line programs such as: Newsela, Reading A-Z, Grammar Gallery, and Imagine Learning
 - iv. Utilize supplemental reading curriculum: Readworks.org
- Academic achievement
 - i. Academic language connected to classroom content
 - ii. Push-in support for content in classrooms
 - iii. Pull-out services if needed to meet EL student needs
- Other
 - i. The district provides a high quality EL program incorporating research/evidence-based strategies and program mode to assist EL students.

Identification of ELs

The following steps are each required steps in the district's EL identification process:

- Home Language Survey
 - i. The district includes the statewide Home Language Survey in the registration process, ensures one is completed by parents for EACH child enrolled and utilizes it as a tool in the identification process of ELs.
 - ii. Custer School District Home Language Survey - *Appendix A*

- iii. The district will use <http://www.lingualine.us> or www.TransAct.com if interpreters are needed for meetings.
- o Initial placement assessment – WIDA Screener
 - i. The district utilizes the approved English language proficiency screener assessments for students in grades K-12 which currently is the WIDA Screener.
 - ii. Students will complete the WIDA Screener once they meet the criteria according to the response on the Home Language Survey.
 - iii. The WIDA Screener will be administered by the qualified (according to state guidelines) EL Teacher.
- o Make sure identified ELs are marked in Infinite Campus
 - i. The district identifies all EL students that qualified for EL services in Infinite Campus.
 - ii. The district provides full access to a free and appropriate education regardless of immigration status and does not require identification tools that provide insight to immigration status, such as proof of citizenship or social security numbers as a requirement for participation.
 - iii. Once a student is identified and placed in the EL program, students will be marked in Infinite Campus.
- o Parental notification of eligibility and placement, in language most easily understood
 - i. Parents are notified (to the extent practicable, in a language/format they understand) of their child's EL identification results including the eight required components. **Appendix B**
 - ii. The parent notification occurs 30 days of the start of the school year or within two weeks of the enrollment during the year.
- o Process to place student in appropriate LIEPs
 - i. Following EL identification, a LAP will be created and updated annually by qualified EL Teacher and EL team consisting of parent, classroom teacher, EL tutor, and administrator.
 - ii. The LAP includes student English proficiency results, accommodations or modifications as applicable.
- o Process in place for identifying and serving gifted ELs
 - i. Options for enrichment that are available are Destination Imagination, FIRST Lego League, Boy Scouts, Girl Scouts, children's theater, athletics, and art club.
- o Process in place for identifying and serving ELs in special education
 - i. The SAT (Student Assistance Team) process will be followed if identified EL students have needs in the areas of behavior, academic, attendance or health. The SAT forms will be filled out and the team will meet to discuss intervention options for the student. The SAT process is the first step in the special education referral process in Custer School District.
- o Other

- i. All students have an opportunity to actively engage in the entire curriculum offered by the district and no student is denied access to any course or activity because of his/her language or cultural background.

Placement of ELs

ELs are placed in appropriate programming designed to meet developmental linguistic needs. Parents are notified annually of continuing placement and programming options. Each student qualifying for EL services will have a Language Acquisition Plan (LAP) which will be updated annually. Custer School District has a highly qualified EL certified teacher that oversees the program and assesses students using WIDA Screener and ACCESS 2.0. An EL tutor works with students according to their EL needs.

- o Annual parental notification of continuing placement and programming options
- o LAP for each student
- o EL Tutor and EL Teacher - contact hours and describe how EL Teacher supports Tutor

Program

The Language Instruction Educational Program (LIEP) program model implemented in this district is a combination of push-in content classroom support, and pull-out ESL lessons. Students qualifying for EL services will receive services in the classroom as well as being taught ESL lessons outside the classroom.

Custer School District meets the state of South Dakota criteria for all staff meeting highly qualified status. The school principal is designated administrator oversight for LIEPs. All EL identified students will have access to South Dakota Content and English Language Development (ELD) Standards.

This district plan is reviewed on an annual basis and EL staff are provided ongoing professional development. Title III Consortium staff provide professional development to all staff annually.

- o Custer School District meets the criteria for all staff being highly qualified.
- o Describe how the district is providing
 - i. All students are taught by highly qualified staff
 - ii. School principal is designated administrator oversight for LIEPs
 - iii. access to Common Core and English Language Development (ELD) Standards
- o Ongoing professional development for all staff targeting EL needs
 - i. English language development assessment and administration
 1. EL students will be assessed yearly using WIDA-ACCESS
 - ii. Annual training to appropriate staff
 1. EL teacher, EL tutor and classroom teachers will have the opportunity to attend EL professional development throughout the year.
 - iii. Dissemination of scores to stakeholders

1. WIDA ACCESS assessment scores will be shared with parents of EL students.
 2. Appropriate training will be provided to interpret assessment results to staff.
- iv. Results of the assessments will be used to guide instruction and programming for EL students.
- LIEP transition and exit criteria
 - i. When a student scores a Composite scores of 5 or above on the WIDA ACCESS, the student exits the EL Program and goes into Monitoring Status
 - Monitoring procedures after students exit the program
 - i. EL student is monitored using the monitoring form for two years after exiting the program. *Appendix C*
 - LIEP evaluation
 - i. Annual meeting with EL Core team will be held to review this Lau Plan and check DOE requirements.
 - Other
 - i. A parent may choose to discontinue EL services by signing and dating a statement for us to keep on record.
 - ii. The student would still be assessed each year using ACCESS.

Custer School District 16-1

HOME LANGUAGE SURVEY

The Federal Education Law requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students.

Your cooperation in helping us meet this important requirement is requested. Please answer the following questions and return with your enrollment packet. Thank you for your assistance.

Name of student: _____
 Last First Middle Grade Age

1. What is the language most frequently spoken at home? _____
2. Which 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 do you most frequently speak to your child? _____

Signature of parent/guardian

Date

For School Staff only:

___ Student is designated as L.E.P.

___ Student is not designated as L.E.P.

Building Principal

Date

This document is available in alternate formats upon a 5 working day request. Examples of alternate formats include: Braille, large print, tape, etc. Please contact the school office to make a request.

Distribution: Please file in student's permanent record file.

APPENDIX B

Custer SCHOOL DISTRICT

Language Acquisition Plan for Student that are English Language Learners
 Required under Federal Law (Title III, Sec 3302, No Child Left Behind Act of 2001)

GENERAL DATA

Student Name	Last	First	Middle
Current Address			
Gender	M	F	Date of Birth
Country of Birth		Language first spoken	
Language spoken in home		Additional Languages spoken	
Date of 1 st year in country		Immigrant Status (less than three years)	
Parent/Guardian name			
Phone	Home	Work	Cell
Other Contact Person		Relationship	Phone
Home/School communication to parent/guardian requested in:		English	Native Language
		Oral	Written

ACADEMIC HISTORY PRIOR TO ENTERING SCHOOL DISTRICT

Age Started School	Years In Preschool/K	Years In 1-5	Retained in grades
Last Grade Completed	Interrupted Education	Limited Schooling	No formal Schooling
Has the student been referred for Special Education?		Does the child have an IEP?	
School Attended	City/State/Country	School Year	Grade
			Age
			Language of instruction

ACADEMIC ACHIEVEMENT LEVEL HISTORY

Subject	Below level	On or Above level	Method used to determine Level	Information not available
Math				
Reading				
Writing				

W-APT INFORMATION

Test	Date	Score	Level
Speaking			
Listening			
Reading			
Writing			
Composite SCORE			

ACCESS INFORMATION

Test	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level	Date	Score	Level
Speaking	2009																	
Listening																		
Reading																		
Writing																		
Composite SCORE																		

ESL SERVICE

Date Identified ELL		Date Entered ESL Program	
Student will receive Direct ESL Pull-out Services for		Minutes	Days a week
Student will be placed in an ESL English Class for on Credit (Grades 7-12 only)		Year	Semester
Student will be placed on monitoring Status		Comments:	
Parents Declined Services	Comments:		
With regular school attendance and parental support it is anticipated that the student will exit from services for English Language Learners to monitoring status in _____ years.			
Comments:			
Date exited from ELL Status			
Expected date of Graduation (Grades 9-12 only)			
Student Name	Last	First	Middle

PARTICIPATION IN THE STATE-REQUIRED ASSESSMENT AND ACCOUNTABILITY SYSTEM

*These Accommodations are appropriate if consistent with the on-going normal delivery of classroom instruction and **MUST** be documented on the student's LAP.

Accommodations:	
Repeat directions	Environmental modifications
Visual organizers	Word to Word Glossary
Reader (except on reading passages)	Individual or small group test administration
Flexible schedule	OTHER: (must be approved by DOE before being used on DSTEP)

INSTRUCTIONAL METHODS IN THE REGULAR CLASSROOM

To meet the needs of this child the following are to be used in regular classroom instruction:

Paraphrasing or repeating directions in English*	Print instead of using cursive
Personal cueing*	Use high interest/low vocabulary text material
Reader (oral administration)*	Use overhead and provide students with copies of teacher transparencies/notes/lectures
Technology (on-line testing)*	Make instruction visual – graphic organizers, pictures, maps, graphs... to aid understanding
Extended time*	Highlight/color code tasks, directions, letters home
Bilingual dictionary*	Pair ESL student with an English speaking "Study Buddy"
Individual test administration*	Seat student in close proximity to teacher, alongside Study Buddy
OTHER*:	Allow peer tutors to assist student with work
Reduced and/or modified class and homework assignments	Ask questions that allow student to answer successfully
Modified assessments (i.e. oral)	Allow student opportunities to read aloud successfully
Break tasks/directions into subtasks	Use manipulatives
Increase wait time	Use books on tape
Additional time to complete assignments and tests	Record material for student listening
ESS (Extended School Services)	Record student speaking into a tape recorder
Face student when speaking – speak slowly	Label items in the room
Other programming accommodations to address individual strengths and needs:	

*Strategies that can be used on State Assessments

ENGLISH INSTRUCTIONAL PLAN

Annual objective(s)
<ul style="list-style-type: none"> To communicate in social settings
<ul style="list-style-type: none"> To achieve in content areas

Appendix C

EL Program Monitoring Form

Custer School District

This form is used for monitoring purposes. Students are monitored for two years after exiting the ESL state criteria. For the _____ school year, please complete the following form if the ESL student scored an ACCESS composite score of 4.7 with a reading score of 4.5 and writing score of 4.1 or higher.

Student's Name: _____ Date: _____

School: _____ Grade: _____

ESL Teacher: _____ Classroom Teacher: _____

Step 1: Schedule a meeting to review student performance. The review team should include the ESL teacher, classroom teacher, parent or guardian, building principal, ESL director, and one additional staff member (i.e. building administrator, counselor, case manager). Documentation to be reviewed may include the following. Attach current assessment data to the final report.

- ACCESS or W-APT scores _____
- SBAC or DSTEP scores _____
- Language Acquisition Plan (LAP)
- Classroom teacher observations
- Quarter/Semester grades
- NWEA scores _____
- Lexile score _____
- Attendance records
- Individual Education Plan (IEP)
- Acculturation screening tool
- Professional judgement

Step 2: Discuss evidence. Consider or add comments in the space provided as needed.

- What modifications are currently in place?
- What is the ability of the student based on individual and group work?
- What is the student's success with independent work on homework?
- What are the details of the student's IEP (if applicable)?
 - Does the student's disability impact the success in any of the domains as assessed through ACCESS/W-APT?

Step 3: After reviewing the evidence and concluding that the student no longer benefits from the new language acquisition support, the review team should make recommendations for the student based on applicable data and evidence.

As recommended by the ESL exit team, _____

_____ will continue with ESL services as currently detailed in his/her LAP.

_____ will continue with in-class ESL para-educator support and recommended modifications and accommodations but will no longer receive pull-out services.

_____ will continue to receive modifications and accommodations only.

_____ will be monitored for two years.

Step 4: Schedule a parent meeting to obtain parent signatures. If an interpreter is needed, contact the school office. This meeting can take place of parent-teacher conferences.

Step 5: Mail copies of final form to parent with letter detailing change in programming. Send a translated copy as needed. Place a copy of the letter and form in the student's cumulative file.

Signatures

Student _____

Parent _____

ESL Teacher _____

Classroom Teacher _____

Principal _____

Other _____

Title III & English Language Learner (ELL) Program

Monitoring Worksheet for Exited (Former) ELL Students

Student Name: _____ ELL Program Exit Date: _____

Monitor Year 1: School year 20____

School Name: _____ Grade: _____

Complete the following for items in which the student participates:

AIMSweb or DIBELS	NWEA	NDSA	Grades	Other
	Reading <input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High	Reading <input type="checkbox"/> Novice <input type="checkbox"/> Partially Proficient <input type="checkbox"/> Proficient <input type="checkbox"/> Advanced	Language Arts	
	Language Usage <input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High	Math <input type="checkbox"/> Novice <input type="checkbox"/> Partially Proficient <input type="checkbox"/> Proficient <input type="checkbox"/> Advanced	Math	
	Math <input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High		Science	
	Science <input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High		Social Studies	

Concerns after 1st semester: _____

Concerns after 2nd semester: _____

After 1 year of monitoring, _____ is performing successfully in the mainstream classroom.

After 1 year of monitoring, _____ is having difficulty in the following area(s): _____

It is recommended that student:

- Is reclassified back into the ELL program
- Continues to be monitored for the second year
- Other (specify): _____

Name (printed)	Signature
ELL Teacher	
Mainstream Teacher	
Administrator	
Parent	
Student	

Monitor Year 2: School year 20__

School Name: _____ Grade: _____

Complete the following for items in which the student participates:

AIMSWeb or DIBELS		NWEA		NDSA		Grades		Other
		Reading	<input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High	Reading	<input type="checkbox"/> Novice <input type="checkbox"/> Partially Proficient <input type="checkbox"/> Proficient <input type="checkbox"/> Advanced	Language Arts		
		Language Usage	<input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High	Math	<input type="checkbox"/> Novice <input type="checkbox"/> Partially Proficient <input type="checkbox"/> Proficient <input type="checkbox"/> Advanced	Math		
		Math	<input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High			Science		
		Science	<input type="checkbox"/> Low <input type="checkbox"/> Average <input type="checkbox"/> High			Social Studies		

Concerns after 1st semester: _____

Concerns after 2nd semester: _____

After 2 years of monitoring, _____ is performing successfully in the mainstream classroom.

After 2 years of monitoring, _____ is having difficulty in the following area(s): _____

It is recommended that student:

- Is reclassified back into the ELL program
- Continues to be monitored for an additional year
- Will no longer require monitoring from the ELL program
- Other (specify): _____

	Name (printed)	Signature
ELL Teacher		
Mainstream Teacher		
Administrator		
Parent		
Student		

