

Custer School District 16-1

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

January 2021

Lau (ELL) leadership team members: Barb Paulson, CES Elementary Principal; Mark Naugle, Superintendent; Lucy Goebel, EL Teacher; Jeanne Fischer, EL Tutor; Joey Kortemeyer, PE Teacher; and Lori Enright, Hermosa K-8 Principal

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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- o 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
 - o 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*
 - o LIEP evaluation
 - i. Annual meeting with EL Core team will be held to review this Lau Plan and check DOE requirements.
 - o 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.

Appendix B

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	
Language first spoken		Language spoken in home	Country of Birth
			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 by:	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	8/29/09																	
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 DSIEP)

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/slides
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)
• To communicate in social settings
• To achieve in content areas

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: _____

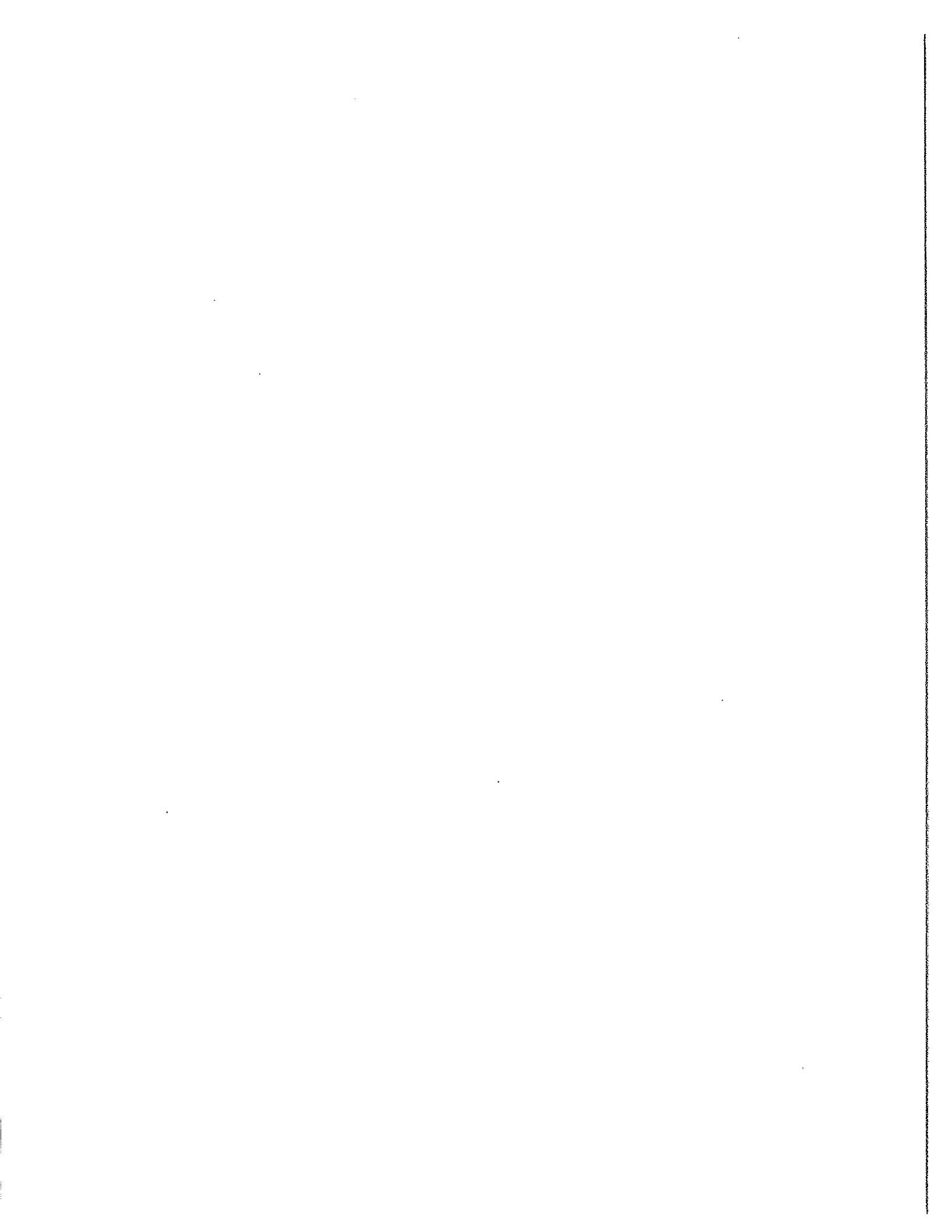
After 2 years of monitoring, _____ is performing successfully in the mainstream classroom.

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		



Notification of Program Eligibility: (Entrance / Continuation / Exit) circle one

School: Custer Elementary Date Enrolled: _____ Date Identified: _____

Dear Parent/Guardian of: _____

ESEA Section 1112 (e)(3)(A)(i)

According to information you provided on the Home Language survey along with an English language proficiency assessment, your child:

- Is identified and eligible for EL services.
- Is qualified to continue EL services.
- Does not qualify for EL services because...
 - The student was formerly an English learner and is now English proficient. The student reads, speaks, and comprehends English in academic classroom settings. The student has exited from the EL program and will be monitored for continued academic success for 2 years.
 - The student was never classified as an English learner and does not fit the definition of an English learner outlined in state or federal law.

ESEA Section 1112 (e)(3)(A)(ii)

In XX Schools, Title III/EL Program eligibility is determined by Language Proficiency, which is assessed on a **scale of 1-6**. On the English language proficiency test, **your child tested at a level _____** on the **ACCESS, Alternate ACCESS, MODEL or KG W-APT, WIDA Screener (circle the assessment type)**

Below is an explanation of the levels.

English Language Proficiency Levels (grades K-12)

Level A1	Initiating	The student can imitate sounds and respond to familiar voices.
Level A2	Exploring	The student can approximate routinely practiced words and respond to routinely practiced oral cues.
Level A3	Engaging	The student can approximate words and phrases and can respond to an idea within familiar language.
Level 1	Entering	The student knows and uses minimal social language and minimal academic language with visual support.
Level 2	Emerging	The student knows and uses some social English and general academic language with visual support.
Level 3	Developing	The student knows and uses social English and some specific academic language with visual support.
Level 4	Expanding	The student knows and uses social English and some technical academic language.
Level 5	Bridging	The student knows and uses social and academic language working with grade level material.
Level 6	Reaching	The student knows and uses social and academic language at the highest level measured by this test.

ESEA Section 1112(e)(3)(A)(vi)

To exit from the EL program, ELs will have reached the minimum level of a **5.0** Overall Composite Proficiency Level on the ACCESS for ELLs 2.0 test, but it can take up to 5 or 6 years to exit the EL program. The high school completion rate and on time graduation rates for SD schools can be found at <https://sdschools.sd.gov/#1/home>

ESEA Section 1112(e)(3)(A)(iii)

The school offers the following programs to help your child develop English language proficiency. A description of these program models can be found on the back side of this letter. Based on your child's language development needs, the recommended program model for your child is:

Pull-out language support Push-in language support Sheltered Instruction Other(s) _____

ESEA Section 1112(e)(3)(A)(v)

This program will help meet your child's language development needs by assisting your child with English language development services in order for your child to meet the grade level content standards in the mainstream classroom and help your child complete high school.

ESEA Section 1112(e)(3)(A)(iv)

A Language Acquisition Plan (LAP) will be written to address your child's specific strengths and needs:

- LAP is Attached (entrance or continuation) LAP will be written (entrance or continuation)
- Not applicable – student does not qualify Not applicable – student is exiting

ESEA Section 1112(e)(3)(A)(vii)

If your child also qualifies for Special Education services, the EL teacher will be part of the Individualized Education Program (IEP) team in order to ensure that the EL programming is working to help meet the objectives of the IEP.

ESEA Section 1112(e)(3)(A)(viii)

Parents/guardians have the right to decline **services** or choose a different program model offered by the district, but annual language proficiency **assessment** remains a district responsibility. If services are declined, a LAP is written to address the student's linguistic needs in the regular education setting. The EL decline of services form must be signed, dated, and returned to the school.

If you need more information regarding the EL program and services, contact:

EL Teacher Name

EL Teacher Phone Number

Date

Program Model Type	Focus	Students	Delivery	Staff
Transitional Bilingual or Early-Exit Bilingual Education	Develop literacy in English while developing some literacy skills in the native language	ELs with same native language	Instruction is delivered in both languages – instruction may be heavier in native language in early grades and transition to mostly English in later grade levels	Bilingual Teacher
Dual Language or Two-way Immersion	Develop literacy in the native language and in English	ELs with common native language and native English speakers who want to learn that language	Instruction is delivered in both languages	Bilingual Teacher
ESL or ELD (English Language Development)	Develop English language proficiency	EL students and possibly other native English-speaking students who need assistance with academic English	Instruction using ELD standards to teach English (students may use native language supports)	EL Teacher
Content Classes with Integrated ESL Support	Develop English language proficiency and content knowledge	ELs and can include native English speakers	Instruction uses rigorous content standards, English Language Development standards and specific strategies and techniques to teach English and content together	EL Teacher
Newcomer Program	Develop beginning English language skills, introduce core academic skills and provide support for acculturation to the US and school	New ELs to the US educational system with an entry level of English language proficiency or EL students with Severely Interrupted Formal Education	Instruction is delivered in English with native language support from Bilingual staff and peers when possible – units designed for students to succeed in US schools and transition students to regular classrooms within a year	EL Teacher
Other – Push-in ELL	Develop English language proficiency	EL students and possibly other native English speaking students who need assistance with academic English	Instruction in English using co-teaching and planning to make the lesson comprehensible, provide additional language support within the classroom related to the mainstream lesson or bilingual staff may provide native language support in the mainstream classroom	Bilingual or EL Teacher
Other – Extended Instructional Day	Focus varies, based on student needs	ELs	Instruction is delivered outside of the regular instructional school day	Bilingual or EL Teacher

EL Teacher Name _____

EL Teacher Phone Number _____

Date _____