

Milan C-2 School District LAU PLAN

Rational

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All school districts in Missouri are required to provide equal educational opportunities to students regardless of race, national origin, sex, color, or disabilities. To have access to school programs, English learners (ELs) (including immigrant children and youth, refugees, migrants, and undocumented students) must receive instruction that increases their English proficiency and core academic content knowledge. Suitable instruction involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. This is important to the success of the student. ELLs cannot be retained solely because of language barriers. Grades represent what a student understands about the subject matter, not the level of English language proficiency (ELP).

To comply with Missouri School Improvement Program (MSIP) requirements, all school districts in Missouri must have in place an EL policy or plan and an EL assessment tool. A plan or policy in this context does not contain enough information to be called a program. An instructional EL program addresses specific needs through a methodic course of action stated to allow ELLs to acquire expected ELP. ELs are expected to acquire ELP in reading, writing, listening, speaking, and comprehension. This will enable them to meet the challenging state academic content and student academic achievement standards. An ongoing evaluation allows for program improvement.

In Missouri, the Title I.C and Title III programs of the Every Student Succeeds Act (ESSA) of 2015 have been reorganized as the Missouri Migrant Education and English Language Learning (MELL) program. The reorganization is an ongoing process. The MELL program is designed to use existing resources to better serve English Learners (ELs) and migrant students, to prevent duplication of services, and to allow most Title I.C and Title III funds to reach districts with needy children. MELL staff provide service delivery at strategic locations throughout the state. Each center is staffed with at least one instructional specialist, and regions with a high incidence of migrants are also staffed with a migrant recruiter. The MELL director coordinates the regions from an office at the Department of Elementary and Secondary Education (DESE). The central MELL office processes the migrant EL data. DESE funds the MELL centers through contracts with school districts or institutions of higher education. DESE also allocates Title I.C and Title III funding to school districts for direct services to the targeted students.

--Missouri Department of Elementary and Secondary Education

I. Registration and Identification of ELs

A. Referral Process for Students Who Enroll at the Beginning of the School Year

All students in the district register at the beginning of each school year. They or their parent/legal guardian will fill out the Home Language Survey section and Migrant section of the District's enrollment forms during registration. Enrollment forms are available in English, Spanish and French and may be interpreted or translated, if necessary.

If answers to the Home Language Survey section indicate the potential need for EL screening, the school EL Director will notify the appropriate English Learner (EL) certificated staff.

If answers to the Migrant section indicate the potential need for migrant evaluation, the District's Migrant Coordinator will be notified.

B. Referral Process for Students Who Enroll Mid-year

New potential EL students will be identified upon enrollment at the District Building Office by means of the Home Language Survey section of the District's enrollment forms. The Director of EL will notify the appropriate EL certificated staff.

C. Referral Process for Non-Language Immigrant Students

New Immigrant students will fill out the Home Language Survey section on the District's enrollment forms during the District's registration process. If the country of birth field or birth certificate lists a country other than the United States, the District Building Office will contact the Director of EL., even if the Language Survey questions indicate no other language besides English is spoken. The Director of EL will work with these students and families to determine whether services are needed.

II. Screening Process for Placement and Parent Notification of Services

Screening Grades K-12

The ELL certificated staff will develop schedules by building to screen students with the WIDA W-APT to determine eligibility for the EL program. The results will be shared with the student's parent/legal guardian by means of a Notification of Eligibility Form. The EL program will complete testing and notify parents within 30 days after the first day of the school year, or within 10 days of the student's first date of attendance for mid-year enrollments.

The Notification of Eligibility Form includes the following:

- a. Reason for student's identification for screening and the method of screening.
- b. Student's level of academic language proficiency.
- c. Method of instruction to be used.
- d. Requirement for annual language proficiency evaluation.
- e. Process for reclassification to monitor status.
- f. Procedures and rights for student's withdrawal from the program or reclassification back into the program.
- g. Information regarding other services for which a student may qualify.
- h. Placeholder for parent/legal guardian signature/acknowledgment.

Should the parent/legal guardian have concerns about the need for EL services, he/she is invited to meet with the appropriate EL certificated staff and, if necessary, the child's building principal and teaching team to discuss those concerns. The Notification of Eligibility Form is available in English, Spanish and French and may be interpreted or translated, when possible.

III. Placement

A. Placement of Elementary ELL Students

Elementary EL students will be placed at the age appropriate grade level. A student may be placed one grade level below if the student has had little or no prior formal schooling in his/her native country. The elementary principal and Director of EL determines the grade level.

B. Placement for Secondary ELL Students

The EL teacher, Director of EL, Counselor and the HS principal may be asked to assist in determining grade placement and class scheduling. The high school counselor will assign the EL students to the EL Content-Based English class for a minimum of one course block. Additional content support for ELL Immigrants and those students who may struggle academically will be considered and provided as needed.

C. Special Services

“LEP students may participate in every program for which they are eligible. Placement in one does not preclude placement in a second or third. Programs referred to include special education, ESOL, Gifted, Migrant Education, and Title I programs.” (*Educating Linguistically Diverse Students: Requirements and Practices, Missouri Department of Elementary and Secondary Education, p.15*)

D. Special Education

Testing must distinguish between the language acquisition behaviors and those exhibited when there are psychological processing or physical problems or other deficits. The attached flow

chart at the end of this document outlines the district’s procedure for preventing inappropriate placement of EL students in Special Education. Unbiased testing and parental involvement are fundamental to the district’s procedure.

Special Services referrals are initiated at the building level by staff. Parents may also initiate the process. Appropriate EL certificated staff are involved in the process. They will be asked to provide documentation of progress and to give observations. An interpreter may be secured for the parents or to assist in testing if translation is necessary.

IV. Description of Program

The Milan C-2 Program serves approximately 200 ELs from 10 different nations each year. There are over 10 different languages identified as the primary home language for the ELs served. The school district practice is to enroll the new EL students in the grade level that is appropriate for the student's age and previous school experience.

In addition to the certificated EL teacher assigned to each building, the elementary school ELs work with the regular classroom teachers to assist students with basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP).

A Language English Proficiency (LEP) plan is prepared for each student. The LEP goals, objectives, and strategies are planned at the appropriate level of EL instruction as determined by the student's scores and ELP levels indicated and described on the student's language proficiency assessment (the WIDA W-APT or WIDA ACCESS for ELs).

The student's needs are based on their proficiency level as determined by the English proficiency evaluations, Star Reading Assessment, Inside Placement assessments as well as grade level benchmark assessments, Missouri Assessment Program (MAP) and End of Course (EOC) results. The LEP plan is created in accordance with the ACCESS scores, WIDA "Can Do" descriptions and Grade Level Expectations. The plan includes accommodation and modification for the student to be successful in the general education setting.

The secondary level EL students have a scheduled, content-based ESOL class that focuses on the individual student's need in BICS and CALP as it assists them with modified content-based instruction. The student's needs are based on classroom performance, STAR scores, MAP/EOC scores, core teachers' evaluations, The LEP goals, measureable objectives, and assessments are aligned to State and local

standards, as well as with the ACCESS scores and WIDA “Can Do” descriptions.

Additional EL paraprofessionals assist the EL teachers with immigrants and those students who may have more intensive language or content area needs.

A. Non-Public

EL students in non-public institutions are eligible to enroll in the EL language instruction program offered by Milan C-2 Public Schools. The District’s Federal Programs Coordinator will consult with the non-public institution staff to determine needs and what needs will be addressed.

B. EL Vision Statement

The EL program staff views its role as assisting the District in welcoming, valuing, and supporting all EL students so that they are included in academic and extracurricular activities and can work towards full proficiency in English language skills and achievement in all content areas.

C. EL Value Statements

- All students’ cultures, languages, physical appearances, manners of dress, families, and personal beliefs are respected.
- All students can learn.
- All students deserve the opportunity to participate fully in school activities.
- All students deserve the care and attention of the staff.
- All EL students deserve instruction that is comprehensible and appropriate for their level of ELP.

D. EL Mission Statement: Striving For Excellence in Everything

The mission of the Milan C-2 EL program is to ensure that all EL students enrolled in the district receive quality EL services which will enable them to “communicate in social settings, to use English to achieve the same educational standards set for all students in all content areas, and to use language in socially and culturally appropriate ways.”

****Adapted from Teachers of English for Speakers of Other Languages (TESOL) ESL Standards 11/5/98*

E. ESOL Goals

The goals of the ESOL program are to:

1. Provide instructional programs based on research-based educational practices that are aligned to all national, state, and local content standards.
2. Provide support and advocacy for students socially, culturally, and academically.
3. Provide a link between the schools and the EL families by making contact visits and calls, counseling with the families, translating/interpreting communication between schools and families, and by affording the parents/guardians the ability to make decisions regarding their child's participation in the EL program.
4. Provide appropriate and regular assessment in order to properly place the students, measure their progress, guide adjustments to their instructional plans, and determine when the students are proficient enough to be reclassified to monitor status. The students will continue to be monitored for two years before exiting the program.
5. Provide qualified EL-endorsed certificated staff and new ESOL teachers.
6. Provide professional development opportunities for all District staff members to assist them with differentiating instruction to best meet EL student needs.

V. Instruction

Elementary

The student will be assigned to a regular classroom teacher, an EL certificated teacher, and an EL paraprofessional when applicable. The appropriate EL certificated staff will create a schedule to provide services in collaboration with the classroom teacher.

The district EL staff strives to provide effective, age appropriate English instruction in the four domains of reading, writing, listening and speaking in a safe, non-threatening environment. Our staff utilizes scientifically research-based language instructional practices.

Content-based instruction at the elementary level is delivered in small groups, when possible. Group size and duration of instruction is based on students' grade level, English proficiency level, and content proficiency level. Instruction is typically a combination of push-in and pull- out based on student need and content material.

Teacher Support Team meetings (CARE Team) may be convened to address needs of EL students struggling with academic achievement, behavioral concerns, and/or social concerns. The team meetings are initiated by the EL student's classroom teachers. The team invites the appropriate EL certificated staff to participate in sharing observations, language proficiency evaluation results, and concerns. The team develops interventions to assist the child in overcoming his/her difficulties. Follow-up meetings are determined upon need.

Secondary

The high school EL students may be assigned to an EL content-based class for a minimum of one class period. EL instruction is based on Sheltered Instruction Observation Protocol using content-based instruction and thematic units from across the curriculum.

VI. Measuring Progress

A. Language English Proficiency Plan (LEP)

The EL teacher will be responsible for coordinating with the classroom teacher and the EL paraprofessional to design the initial goals and objectives for the child. The

student's LEP will be monitored to allow for adjustments based on assessment results and classroom progress.

The teacher/tutor instructional responsibilities will be guided by the EL's LEP and by the appropriate EL curriculum for student, by the results from:

1. WIDA W-APT
2. WIDA ACCESS for ELLs
3. Classroom teacher's observations and testing results

B. ESOL Informal Assessment

The WIDA "Can Do" descriptors are used as an informal assessment to provide information on student progress.

Other informal assessments may include weekly quizzes, writing samples, completion of graphic organizers, or other demonstrations of lesson comprehension.

C. ESOL Formal Assessment

All new EL students, grades K-12, will be screened with the WIDA W-APT to determine eligibility for EL services during the first 30 days of school in the fall, or within 10 days mid- year.

All EL students will be administered the MAP/EOC testing during the testing window at their schools. ELL students may be exempt from the Communication Arts section of the MAP if they have been in the United States less than one year. MAP administration instructions and accommodations must be checked annually for changes.

The EL students who are actively receiving services will be evaluated with the State selected language proficiency test (WIDA ACCESS for ELs) to measure progress in EL during the statewide testing window in January or February.

Results of all formal assessments will be placed in the student's cumulative file. Annual results will be shared with the parents in the annual notification letter. Translated

parental notification letters are available in other languages and provided by WIDA.

VII. Reclassification

Students are reclassified based on **one** of the following methods:

- The student scores an overall proficiency level of 4.7 - 6.0 on Tier C of the *ACCESS for ELLs*® ELP assessment
- The student scores an overall proficiency level of at least 4.6 on Tier C of the *ACCESS for ELLs*® ELP assessment and compelling evidence that the student is capable of fully participating in a classroom where English is the language of instruction. A portfolio must be collected and include evidence that any unsatisfactory domain score on the *ACCESS* is not indicative of her or his ability.
- District should consider starting the data collection process early in the school year for students with an overall *ACCESS* score of 3.5 or higher.

Students that meet the criteria of reclassification should be moved from Limited English Proficient (LEP) to Monitored Year 1 (MY1) in the student information system.

A. Reclassification Monitor Status Procedure

The EL teacher, regular classroom teachers, or parents may initiate the reclassification process. The appropriate EL certificated staff will review the student's most recent ELP test scores, MAP or EOC scores, and grades. Additional criteria may be considered.

If the scores or other criteria indicate grade level or competency in each area, a letter and the scores will be sent to notify the parent/legal guardian that the student is ready to be reclassified to "monitor" status. The letter will invite the parent/legal guardian to call the appropriate EL certificated staff if they have any concerns. The letter will also assure them that the student will be monitored for two years and should the student experience ELP difficulties later, the student may be reclassified for active services again.

The monitored student's grades will be checked by the appropriate ESOL certificated staff. Should any student experience difficulties with grade level work, the appropriate EL certificated staff will contact the teacher to determine what issues the student is having. The appropriate EL certificated staff will work with the teacher to resolve the issue either by calling the parent, seeking after school tutoring, or by other means. If the problem appears to be language or comprehension related, the appropriate EL certificated staff will contact the parent/legal guardian to meet and discuss their desire to have the child reclassified for active EL services.

B. Reclassification to Exit Status

After two years on monitor status, if the student does not exhibit language-related issues in the classroom, the student's status will be reclassified to "Not Limited English Proficient."

VIII. Parental Involvement

A strong partnership between parents, the appropriate EL certificated staff and other school district staff is welcomed and encouraged. Parents are notified of screening and eligibility and are encouraged to participate in the ongoing educational process. Parents are notified of all school and district-level parent involvement activities.

An English Language Program Advisory Committee will meet annually to advise and assist in the EL program on educational programs and parent involvement opportunities.

The appropriate EL certificated staff will be asked to invite parents to participate on the EL Advisory Committee. The committee membership will reflect the different demographics of the EL student population. The committee is composed of the a building administrator, a minimum of one academic content teacher, an EL-endorsed teacher, and a minimum of one parent/legal guardian. The advisory committee meetings are scheduled and led by the Director of EL.

The advisory committee responsibilities include the following:

1. Meet at least annually to evaluate or revise the EL program.
2. Make recommendations for placement procedures and program type

for the following school year.

3. Review the Lau Plan annually and recommend revisions if necessary.
4. Determine EL program's strengths and weaknesses based on data and develop plans for improvement.
5. Based on program's strengths and weaknesses as well as parents' needs, determine topics of focus for parent activities.

IX. ESOL Staff Requirements

A. ESOL Certificated Staff

EL certificated staff will hold a valid State of Missouri certification with ESOL. In the event an ESOL certificated staff member cannot be employed, the District will employ a teacher with a valid State of Missouri certificate with the assurance that the staff member will work toward ESOL certification.

B. ESOL Tutors

EL tutors are required to have a minimum of 60 hours of college credit. They must be fluent in listening, speaking, reading, and writing English. New tutors will attend EL training provided by appropriate EL certificated staff before being assigned to a student. They are required to review the Lau Plan with the appropriate EL certificated staff. They will have an introduction to the following topics before being placed with an EL certificated staff member. They will receive training throughout the school year on a variety of topics including, but not limited to:

1. ESOL program mission, values, vision, services, and procedures
2. Second language acquisition
3. Cultural awareness
4. EL levels and EL assessments

5. Teaching strategies
6. Accommodations
7. LEP
8. Appropriate national, state and local content standards
9. Collaboration with classroom teachers

The appropriate EL certificated staff will mentor the new tutor during the first week of employment. All tutors will participate in appropriate professional development.

C. Professional Development Activities

EL professional development activities are provided for the EL staff annually, based on current needs.

Milan C-2 School District requirements for all employees include training in:

1. Cultural Competency
2. Suicide Prevention
3. Bullying
4. FERPA and Confidentiality

X. Program Evaluation

Certified staff members are evaluated by their immediate supervisors with the district's Performance Based Evaluation. The EL certificated staff member evaluates the tutor's work using the District developed evaluation tool. The EL staff monitors the students' progress annually by examining the MAP/EOC test results, the State selected annual

language proficiency results, the STAR tests, semester grades, and LEPs.

The Missouri Department of Elementary and Secondary Education conducts periodic evaluations of federal programs.

XI. Title III

A. Title III: LEP

Milan C-2 receives Title III: LEP grant to provide supplemental resources to increase the English proficiency and academic achievement of ELs using scientifically-based methods. Supplemental instruction will be provided by EL teachers and paraprofessionals.

EL students are assigned EL certificated teachers who work with the regular classroom teachers to supplement the content-based delivery method in developing students' BICS and CALP at the beginning levels. The focus shifts more heavily to CALP with modified content area work as ELs become increasingly proficient in English.

XII. Immigrant Services

Immigrant families are identified on the LM Survey by indicating the date they arrived in the United States. The District provides EL families information about how the school district operates, which school the children will attend, the school calendar, school requirements for calling in absences, bus transportation, the free and reduced school lunch program, vaccination requirements, and school supplies.

The district assists families with filling out all school registration forms and involves an EL certificated teacher, if needed. There are English, French and Spanish versions of the forms. Forms may be made available in other languages as needed.

The appropriate EL certificated staff begins testing the children with the ELP placement tests at that time to determine eligibility. The parents are informed about the legality and need for the tests and the benefits of EL services. They understand that they will receive the results and have input in the child's service delivery method.