

Lincoln County R-III School District Lau Plan

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Responsibility for Lau Plan Implementation

We would like to acknowledge the work of the Lau Plan Advisory Committee in the development of the Lincoln County R-III District Lau Plan.

Lau Plan Advisory Committee

The Lau Plan Advisory Committee was responsible for:

- State of Missouri requirements and guidance for English Learner (EL) Programs
- Review of data
- Our current practices and policies regarding the Lincoln County R-III School District's ESL Program

Together they reviewed available information and formulated this Lau Plan. The committee was made up of:

- Federal Programs Director
- ESL teachers
- RPDC Representative guidance

Language Instruction Educational Program team

The building level LIEP (Language Instruction Educational Program) team will coordinate and oversee the educational program of English Learners (ELs). The LIEP team will be composed of the following persons:

- Federal Programs Director
- Building Administrators (teacher evaluations)
- All district ESL teachers
- Other EL consultants (RPDC as needed)

Introduction and Legal Foundation

English Learners (ELs) are a richly heterogeneous group bringing a wide variety of life situations and range of educational experiences. The paths ELs take to acquire a new language and adjust to their new cultural environment are varied and in keeping with their unique needs and experiences. Within the safe and welcoming school environment, administrators, teachers, and students are given rare opportunities to tap the rich resource of knowledge and perspectives that ELs bring to school. The role of the district community is critical in supporting students' development as learners.

The Lincoln County R-III district vision is that R-III employees, through unwavering commitment, will....

- develop partnerships with external entities to give students extended opportunities and lenses to the world at large,
- provide exemplary instruction that actively challenges and engages all students, and
- collaborate with other R-III adults to persistently improve current practice,

so that students will...

- have trusting relationships,
- be the benefactors of superior instruction, and
- receive a stellar foundation to achieve excellence at all levels.

The Lincoln County R-III district mission is to educate students to achieve excellence through trusting relationships and superior instruction. Our district vision and mission requires a commitment to providing appropriate placement, curricular, instructional, and other related services to ensure that ELs are able to participate effectively in the district's educational programs.

To accomplish this, the Lincoln County R-III School District has developed a LAU Plan. This Lau plan is named after the landmark Lau vs. Nichols U.S. Supreme Court Decision of 1974. Beginning with the Civil Rights Act of 1964, federal statutes require districts to have a plan that ensures equal access for ELs to instructional programming. Since 2017 the Every Student Succeeds Act has also had required elements for a Title III plan. This plan details the procedural requirements and services provided to ELs and their families, including identification, assessment, placement, exit from EL services, and pre-referral procedures to ensure appropriate identification of ELs requiring special education and gifted services as set forth in federal requirements.

Responsibility for Lau Plan Implementation

The Superintendent has designated the Federal Programs Director and the R-III Curriculum and Instruction as having overall responsibility for the district's compliance with federal and state laws, regulations and guidance regarding the education of ELs by:

- Overseeing the implementation of the district's Lau Plan;
- Developing appropriate programming to assist ELs in acquiring English language skills and achieving the content standards;
- Overseeing initial school registration, health screening, language assessment, and placement for all ELs;
- Offering training and support for teachers;
- Providing professional development programs focused on educating linguistically and culturally diverse students;
- Coordinating the delivery of federal and state assessments to determine ELs' progress;
- Monitoring program effectiveness with the ESL Team
- Overseeing compliance with recordkeeping requirements;
- Providing translation and interpretation services of school related activities; and
- Implementing parent outreach programs to involve multilingual parents in the district's education activities and programs.

Glossary of Terms

General Terms

ACCESS for ELLs: The state required yearly language assessment for all students identified as English Learners.

Castañeda v. Pickard: On June 23, 1981, the Fifth Circuit Court issued a decision that is the seminal post-Lau decision concerning education of language minority students. The case established a three-part test to evaluate the adequacy of a district's program for ELL students: (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome? [648 F.2d 989 (5th Cir., 1981)]

Kindergarten W-APT: The screening assessment used for kindergarten and first grade first semester students

Lau: Informal reference to a set of investigations and law cases based on the Civil Rights Act. These cases required school districts to provide special assistance to English Language Learners who were unable to benefit from an education conducted primarily in English.

LUS: Language Use Survey - A form that is required to be completed by parents at registration indicating the language background of the child. It replaced the Home Language Survey.

Reclassified: Students who meet the state and district exit criteria are considered proficient and not eligible for the district's LIEP. These students will be reclassified to MY1 and exited from the program.

WIDA online screener: the screening assessment for second semester first grade through grade twelve.

Acronyms

ACCESS (Exited through ACCESS): A code for students reclassified due to a score of a 4.7 or higher on the ACCESS for ELLs Assessment.

AY3 (Accountability Year 3): A code in SIS for students who are no longer monitored, but recognized as a former EL in the accountability System.

AY4 (Accountability Year 4): A code in SIS for students who are no longer monitored, but recognized as a former EL in the accountability System.

BICS (Basic Interpersonal Communication Skills): The language ability required for verbal face-to-face communication.

CALP (Cognitive Academic Language Proficiency): The language ability required for academic achievement.

EL (English Learner): A student who comes from a non-English language background and requires the use of special curriculum and services to learn English. Alternate name: ELL.

ELD (English Language Development): An academic program with an aim to assist ANY and ALL students on campus whose primary language is not English. **ELD** programs give these students the opportunities they need to develop their English skills and succeed in **school**. Alternate names: ESOL, ESL

LIEP (Language Instruction Educational Program): A district's choice of program model for the support of ELs.

LEP-RCV (Limited English Proficient - Receiving Services): Those students identified as an English learner and will take the yearly ACCESS assessment to determine future eligibility in the LIEP.

LEP-NRC (Limited English Proficient - Not Receiving Services): Those students who do not receive supplemental Title III funded EL services. It also is used for 1st semester kindergarten students who earn a 29-30 on the W-APT who do not receive support. These students do not have to take the yearly ACCESS assessment.

LTEL (Long-term English Learner): A formal educational classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to their limited English skills.

MY1 (Monitor Year 1): A code in SIS that indicates a student who has exited an ESL program and is in the first year of monitor status.

MY2 (Monitor Year 2) - A code in SIS that indicates a student who has exited an ESL program and is in the second year of monitor status.

NLP (Not Limited English Proficient): A code for students who are not eligible for the district's LIEP (ESL services).

PHLOTE (Primary Home Language Other Than English): Students who are fluent in another language, but are never identified as requiring English Language Services.

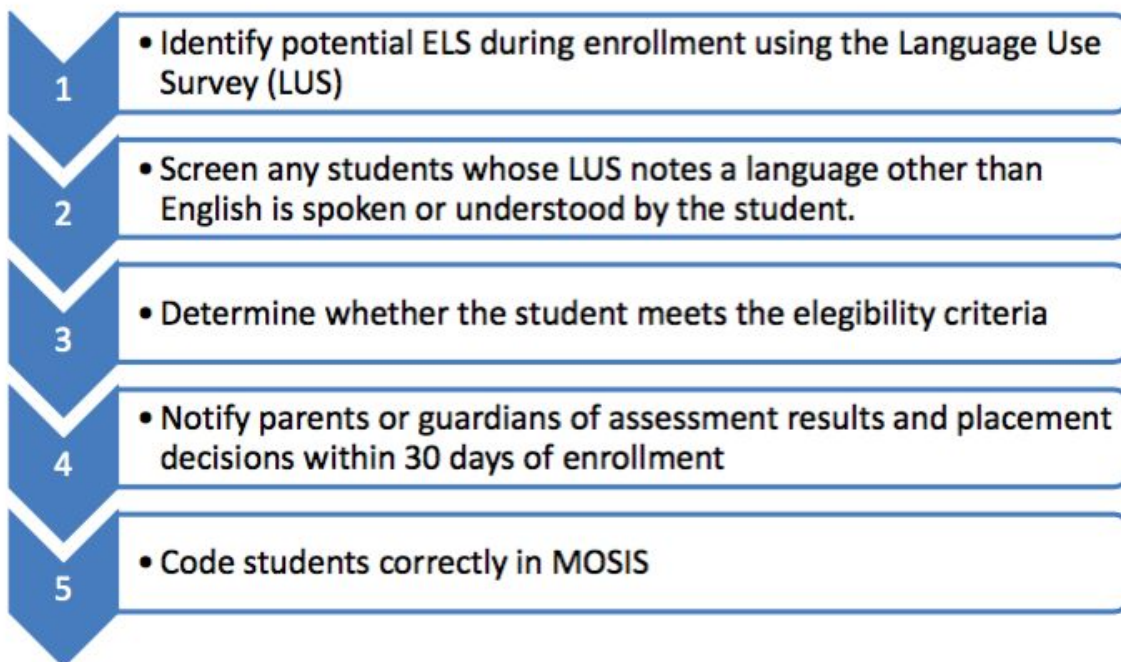
POR (Exited through Portfolio): A code for students who have been reclassified due to a score of 4.6 or lower on the ACCESS for ELLs with an approved portfolio.

Chapter 1. Identifying All English Learners

Every school district in Missouri must have procedures in place to identify students who meet the federal definition of an English learner. As stated in Title IX of the Education Amendments of 1972, an English learner is an individual who is

- A) age 3-21
- B) who is enrolled or preparing to enroll in an elementary or secondary school
- C) (i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant
- D) whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual – (i) the ability to meet the state's proficient level of achievement on the State assessments ...; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.

Figure 1.1 Steps districts must take to identify English Learners



Step 1: Enrollment in the district

During the enrollment process, parents or guardians will respond to the following questions on the Language Use Survey (LUS) (located in the appendix) included in the enrollment packet:

What was the student's first language?

Which language(s) does the student use (speak) at home and with others?

Which language(s) does the student hear at home and understand?

If the answer to any of these questions notes a language other than English is either spoken or understood, the student is potentially an EL and the district must take active steps to determine if the student qualifies for English Language Services (ESL). If the Language Use Survey indicates the student speaks a language other than English or that another language is spoken in the home, the district registrar will forward copies of the enrollment form to the Student Services Office. The Student Services Office will notify the district ESL teachers and send a copy of the LUS and any relevant paperwork to the ESL teachers for testing.

Be aware that language assistance services must be advertised in a visible location and provided upon request.

Step 2: Initial Screening

Missouri is a member of the WIDA Consortium along with 38 other state education agencies. If a potential EL was previously enrolled in a state belonging to the WIDA consortium, the student should have a WIDA score and educational history in their permanent record. The district will use that score in lieu of administering the Online Screener to determine eligibility.

Step 3: Eligibility Criteria

Every potential EL identified by the LUS is screened by a district ESL teacher within the first 30 calendar days after enrollment. The 30 calendar days are counted from the first day of school for students who enroll over the summer.

- For second semester 1st graders through students in 12th grade, WIDA's Online Screener is administered by an ESL teacher.
- 1st semester Kindergarten students will only take the speaking and listening sections of the Kindergarten Screener and must take the ACCESS for ELLs in the spring.
- 2nd semester kindergarteners and first semester first graders take all four domains of the paper-based Kindergarten Screener. There are exceptions to these guidelines, but they are only applied in very specific cases.

Assessment training is online at the wida.us site. District test coordinators were provided login information and have the ability to assign rights to ACCESS training.

The screener will produce a series of scores by domain and an overall English language proficiency (ELP) score. The Kindergarten Screener for second semester kindergarten and first semester first graders will produce a combined score for speaking & listening and individual scores for both reading and writing. Please see the chart below for specific scores that determine eligibility for ESL services.

Grade Level	The Student IS ELIGIBLE for ESL services if:	The Student is NOT ELIGIBLE for Services if:
1st Semester Kindergarten	Has a combined score of 28 or lower on listening and speaking on the W-APT. See above for scores of 29-30.	All first semester kindergarten students identified as potential ELs can receive support until earning a passing score in all four language domains. See above for scores of 29-30.
2nd Semester st Kindergarten – 1 Semester 1st Grade	Has a combined score of 28 or lower on listening or speaking, OR Has a score of 10 or lower on reading; OR Has a score of 11 or lower on writing.	Has a combined score of 29 or higher on listening and speaking; AND Has a score of 11 or higher on reading; AND Has a score of 12 or higher on writing.
2nd Semester 1st Graders through 12th grade	Has an overall composite proficiency level 4.5 or below on the online screener.	Has an overall composite proficiency level of a 5.0 or higher on the online screener.

Step 4. Parent/Legal Guardian Notification

Parents will be notified by district ESL teachers or a district interpreter about the screening test results and placement decisions no later than 30 calendar days after the beginning of the school year or within 10 school days if the student enrolls in the school district during the school year. Such notifications shall be provided in English and an interpreter will be available per parent request to assist parents in communicating with school staff to discuss the student's programming and progress in attaining English proficiency as well as progress in the regular classroom setting.

Annual Notifications will include:

- Eligibility for ELD services
- Student's level of proficiency and how it was assessed
- Program model and supports for ESL services

- Specific requirements for exiting the program
- Information pertaining to parental rights that includes written guidance detailing: The right that parents have to have the child immediately removed from Title III supplemental programs upon their request.

5. Coding students in the District Information System

•All students identified as LEP will be coded as such in SIS and documentation to reflect this identification will be contained in the students cumulative folder located in each buildings main or guidance office

Begin to update the following boxes below.

- Update SIS State Reporting in the highlighted boxes

The image shows two columns of dropdown menus for SIS State Reporting. The left column includes: LEP / ELL Program, ELL Exit Method, ELL Exit Test (highlighted), ELL Language (highlighted), ESOL Instruction Model (highlighted), Immigrant, LEP/ELL (highlighted), Months USA (highlighted), and USA Entry Date. The right column includes: Homeless, Migrant, MO Options Program, Supplemental Education Services, Title 3 Immigrant (highlighted), Title 3 LEP (highlighted), Title-1, and Title-3 (highlighted).

- Update the "highlighted items" using the students' ACCESS scores
 - 1. **ELL Exit test** --These are students who will be MY1 this year.
 - 2. **ELL Language** [DESE Language Codes](#)
 - 3 **ESOL Instruction Model**-Consult, and Co-teaching CBE
-MY1,MY2, AY3, AY4
 - 4. **Immigrant** - students who are aged 3 through 21, were not born in any state or Puerto Rico and who have not been attending one or more schools in any state for more than 3 full academic years.Their 36 months of immigrant status begins with their entry into a school setting. This includes pre-k.
Check to see where your kindergartners and any new students to your school were born and how long they have been in a US school.
 - 5. **LEP/ELL - RCV, NRC** (not receiving services by parent request only or Kindergarteners who score 29 and above on Speaking and Listening), **MY1, MY2, AY3, AY4 or NLP** (not LEP OR for those who have exited the program)
 - 6. **Months in USA** for immigrant status; this area can't be left blank- students who do not have immigrant status or if they have received services for more than 3 years, needs to be marked "99".

- 7. USA Entry Date if student has immigrant status
- 8. Title III Immigrant - mark TF - Title 3 funded (if receiving services)
- 9. Title 3 LEP - mark TF - Title 3 funded (if receiving services)
- 10. Title 3 - mark Y if they are receiving services

Chapter 2. Providing English Learners with a Language Instruction Educational Program (LIEP)*

As ESL specialists, classroom teachers, and schools consider which program model to employ, there are four essential factors for them to consider.

- Curriculum Coordination: How can the ESL specialist best support ELLs in learning the academic content for their grade level?
- Social Integration/Stigmatization: How can ELLs most feel a sense of “belonging” in school?
- Scheduling Issues: How can time be negotiated to fit students in multiple grade levels?
- Teaching Facilities: Is there space for a separate ESL classroom?

A. English Minority Student Grade Level Placement

Before making a permanent grade-level placement decision for a language minority student, the LIEP team will need to have pertinent background information about the child. That information would include, as a minimum:

- chronological age
- educational background
- English language proficiency level through WIDA assessments
- academic performance

With this information, which should have been collected as expeditiously as possible, a decision will be made regarding grade level placement. **Under no circumstances will a student be placed in a grade level that is more than one year below his/her chronological age.** Although it may seem logical to place a language minority child at a grade level that matches the kind of English skills he/she needs to acquire, it would be a great disservice to the child both socially and cognitively to do so. The district is obligated to provide a structured language support program that meets the language, as well as content area needs, of the student consistent with state and federal statute and case law precedent.

B. ESL Program Model Options

Type of Language Support	Summary
Co-teaching	<p>Both ESL teacher and content teacher are in the general education classroom. The teachers collaborate on planning, accommodations, modifications and student expectations. The ESL specialist may spend several hours a day in a classroom when this model is implemented. As the name implies, when team teaching approaches are used the ESL specialist and grade level teacher work as a team both to plan and deliver instruction to all students in the class, the classroom teacher as the content expert, and the ESL specialist as the expert on effective strategies for ELs. Though they could work together to teach the entire class at once or break up the class into two flexible groups, in this model all students receive the same high quality instruction. It is important that the team teaching occur in the curriculum areas in which ELs would need the most language support.</p>
ESL Coaching	<p>Instructional ESL coaches form long-term, non-evaluative, mutually beneficial, partnerships with teachers and administrators to support the implementation of research-based best practices through coaching cycles focused on the needs of our ELs.</p>
ESL Distance Learner	<p>Students are in the general education classes all day long. The ESL teacher routinely checks with the general education teachers regarding progress and achievement. The ESL teacher also offers support to the classroom teacher on how to help their ELs be successful in the classroom setting as well as improve their English proficiency.</p>
Content Based ESL (Sheltered Instruction)	<p>The ESL teacher focuses on delivering curriculum content through English in such a way as to make the content understandable to English language learners. This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the</p>

	vehicle for developing language, content, cognitive and study skills. English is used as the medium of instruction.
Push In ESL	Rather than pulling students out of their grade level classroom, this program model brings the ESL specialist into classrooms. The specialist may work with students individually at their seats or as a group someplace in the classroom. The specialist may assist ELs with the same lesson that the rest of the class is doing or modify the lesson or assignment in some way. The ESL specialist could also assist while the classroom teacher instructs the whole class by displaying pictures, keywords, or providing other aids to comprehension. In this type of model the ESL specialist can sometimes even provide an extra set of hands in a way that is useful for the entire class.
Pull Out ESL	ESL teacher will periodically remove, or pull out, EL students from the classroom for language instruction. As with other special services, such as Title I, Speech, or Special Education, ESL programs are often designed as a pull out program where the students leave the classroom to meet with the ESL specialist. Although it is difficult to coordinate schedules around specials and lunch times, this type of model may allow the ESL specialist to group students across classrooms or grade levels who are at a similar level of English proficiency for ESL support. This program model is especially effective for beginning ELs who need to develop “survival” English skills. As students advance in their English language proficiency the ESL specialist may take responsibility for teaching a specific subject area, providing background information for upcoming lessons, or reviewing difficult content. However, grouping intermediate ELs across grade levels or even across several classrooms from the same grade level for instruction bring challenges in effectively supporting students in content area learning.

Other Program Models for Language Instruction

While the Lincoln County R-III District only offers certain program models, the following are options that our students may have received in other districts or other states.

- Transitional bilingual education: ELs may receive instruction in both English and their home language for one to three years, but the goal is to develop English language proficiency as soon as possible.
- Dual Language bilingual education: ELs receive instruction in both English and their home language throughout elementary school and into the upper grades. The goal is to develop full bilingualism and biliteracy for ELs. The students receive instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language. Also known as two-way or developmental
- Structured English immersion: ELs learn English through content area instruction in English. The goal is full English language proficiency.
- Newcomer ESL: All new students will come to a single classroom for assessment and initial English instruction.

A list of recommended research-based strategies for use with EL students has been provided in Chapter 3 of this document. Effort should be made for District ESL teachers to meet routinely with their general education co-teachers to facilitate planning and collaboration to meet EL students' needs. ESL teachers should have regularly scheduled collaboration times available to their fellow faculty members in which to communicate and plan for EL students. These same teachers help facilitate EL student access to extracurricular activities and course electives. The ESL bilingual para will help facilitate EL student and parent access to interpreters by acting as school/community liaison; meeting with families, translating for school events, and encouraging school participation for all family members.

Students must be provided with services until they are proficient enough in English to participate meaningfully in the district's overall education program.

Chapter 3. Staffing and Supporting of the ESL Program

In order to provide the best possible support for our ELs the Lincoln County R-III administrative team will:

- strive to recruit and retain highly qualified ESL instructors and paraprofessionals with the appropriate certification or training to teach ELs.
- adequately staff buildings with qualified ESL, bilingual, core-content, and special education teachers trained in EL strategies, in order to meet ELs' language and content needs
- Train paraprofessionals to work with ELs, and
- Ensure that ESL paraprofessionals are working under the direct supervision of a qualified teacher
- Utilize provided documentation when evaluating EL and core content classroom teachers to make sure our buildings support a culturally aware environment.

ESL instructors and paraprofessionals will:

- Collaboratively implement the ESL program
- Work directly with the LIEP team
- Attend adequate professional development and follow-up training in order to implement the EL program effectively
- Provide PD for classroom teachers in order to be certain that our ELs are supported appropriately in every area of their education.
- Provide Principals with documentation to assist in evaluating ESL classroom teachers and core content teachers who instruct EL students.

In the event that an ESL instructor is hired without the proper certification, every effort will be made to be certain that ESOL certification will be obtained within a reasonable amount of time.

Building administrators and staff will make an effort to place ELs in classrooms where staff have been trained to support EL students or are willing to collaborate with the ESL instructor to provide modifications and accommodations necessary for the ELs.

Chapter 4. Meaningful Access to Core Curricular and Extracurricular Programs

In addition to offering equal access to the core curriculum, The Lincoln County R-III District has an obligation to provide ELs with equal opportunities to participate meaningfully in “all programs and activities . . . whether curricular, co-curricular, or extracurricular.” (U.S. Department of Education, Office of Civil Rights, and U.S. Department of Justice, January 2015). This includes the obligation to:

- provide ELs with equal access to all school facilities—including computer labs, science labs, etc
 - Pre-kindergarten
 - career and technical education programs,
 - counseling services,
 - online and distance learning opportunities,
 - performing and visual arts,
 - athletics
 - extracurricular activities, such as clubs and honor societies.
 - Advanced Placement (AP), honors courses
-
- gifted and talented education (GATE, Flight) programs

At the secondary level, some activities, such as sports, require students to maintain academic eligibility to participate. Consideration needs to be given to EL students who may struggle in core curricular areas due to limited English proficiency.

While ELs are required to participate in annual state achievement testing, some localized common assessments will not show reliable, appropriate, or valid results for students with limited English Proficiency. It is inappropriate to believe that teachers will be able to effectively drive instruction for these students with scores that do not reflect their true content knowledge. For these students to be successful, teachers will need to modify or accommodate students’ assignments and assessments to show accurate data to utilize for instructional planning.

It is vital that EL have support from a certified ESL instructor and highly qualified classroom teacher. If an EL is a newcomer, grades should be assigned using the non English speaker rubric. If the EL is not a newcomer, grades could be assigned using a modified rubric (provided by the ESL teacher) or through standard grading practices.

KEY PRINCIPLES FOR ENGLISH LEARNER INSTRUCTION

The Common Core State Standards (CCSS) in English Language Arts and Mathematics as well as the Next Generation Science Standards (NGSS) require that ELs meet rigorous, grade level academic standards. The following principles are meant to guide teachers, coaches, EL specialists, curriculum leaders, school principals, and district administrators as they work to develop CCSS-aligned instruction for ELs. These principles are applicable to any type of instruction regardless of grade, proficiency level, or program type. Finally, no single principle should be considered more important than any other. All principles should be incorporated into the planning and delivery of every lesson or unit of instruction.

- 1. Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices, which are designed to build conceptual understanding and language competence in tandem.** Learning is a social process that requires teachers to intentionally design learning opportunities that integrate reading, writing, speaking, and listening with the practices of each discipline.
- 2. Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.** ELs' home language(s) and culture(s) are regarded as assets and are used by the teacher in bridging prior knowledge to new knowledge, and in making content meaningful and comprehensible.
- 3. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.** Instruction that is rigorous and standards-aligned reflects the key shifts in the CCSS and NGSS. Such shifts require that teachers provide students with opportunities to describe their reasoning, share explanations, make conjectures, justify conclusions, argue from evidence, and negotiate meaning from complex texts. Students with developing levels of English proficiency will require instruction that carefully supports their understanding and use of emerging language as they participate in these activities.
- 4. Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.** ELs within a single classroom can be heterogeneous in terms of home language(s) proficiency, proficiency in English, literacy levels in English and the students' home language(s), previous experiences in schools, and time in the U.S. Teachers must be attentive to these differences and design instruction accordingly.
- 5. Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.** ELs must learn to use a broad repertoire of strategies to construct meaning from academic talk and complex text, to participate in academic discussions, and to express themselves in writing across a variety of academic situations. Tasks must be designed to ultimately foster student independence.
- 6. Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.** These assessment practices allow teachers to monitor students' learning so that they may adjust instruction accordingly, provide students with timely and useful feedback, and encourage students to reflect on their own thinking and learning.

Supporting ELs in the classroom

In order to achieve the key principles for English Learner instruction, the following practices will be utilized in classrooms.

Provide a welcoming classroom environment

- Embrace, encourage, and elevate the status of home languages
- Provide classroom patterns and predictable structures to aid language development.
 - Post the daily schedule and keep it as constant as possible.
 - Use specific morning routines, such as lunch count, turning in homework, putting things away, morning greetings, to teach language
 - Use predictable signals for getting student attention, transitions, lining up, etc.
 - Use predictable procedures for passing out materials.
- Help other students to welcome the EL into the classroom.
 - Talk to all students about the challenges of learning a new language
 - Learn and teach the class common words and phrases in each of the languages spoken in the homes of the students in the class.
 - Use translanguaging techniques
 - Understand that mistakes in English does not mean that the new student is unintelligent.
 - Look for ways to include the new student in classroom and playground activities.

Know and include the student

Extra factors to explore for an EL or student from other cultural backgrounds.

- Learn and teach about the students' cultures
- Observe the students themselves
- Initial questions to consider
 - What kind of prior schooling has the child had?
 - Is the student literate in the home language?
 - What is the cultural orientation towards personal space?
 - Eye contact when an authority figure is speaking to a student?
 - Touch?
 - Timeliness?
 - What is the cultural orientation towards work and leisure?
 - Is the culture more oriented towards competition or cooperation?
 - What community services are available to assist the student and his/her family?
- Do not draw unnecessary attention to a beginning EL in front of the entire class
- Do not ignore the child or assume he or she will naturally catch on to classroom expectations.
- Seat the student near the front of the classroom or teacher's desk
- Use frequent eye contact (and smiles) with the student to communicate care and inclusiveness
- Encourage the student to participate in any way that child feels comfortable
 - Intentionally plan for students to participate at their CAN DO level
- Assign the student a buddy, especially a buddy from the same home language
- Allowing the child to communicate with others in the home language to clarify classroom expectations and content knowledge.

Modify your speech

- Speak more slowly, increase wait time, enunciate carefully while still using a natural tone and rhythm.

- Use gestures with your speech and point to sections of text or materials to be used
- Use facial expressions and other kinds of body language or miming.
- Provide visual aids in the form of pictures or realia (concrete objects or models)
- Model directions or processes.
- Adjust questioning techniques so students can respond in stage appropriate ways

Provide opportunities for interaction

- Use adequate wait time
- Use a think, pair, share strategy
- Use conversational role plays in pairs or small groups
- Buddy reading of texts that are a little beyond the ELs independent comprehension level.
- Use learning centers for literacy, math, science, or social studies investigations.
- Use cooperative learning projects

Support literacy development

- Recognize that the more fully a child's literacy skills in the home language have developed, the better foundation there is for literacy skills in English
- Encourage home language literacy development in every way possible, regardless of age or oracy in home language. (Missouri Seal of Biliteracy)

Best practice instruction in reading and writing is especially important when working with ELs.

Reading Instruction

- Teach students to decode AND make meaning
- Instruction in phonics and high frequency words is done in the context of meaningful text.
- Reading texts multiple times:
 - Previewing
 - Predicting
 - Monitoring and Questioning
 - Making connections in linguistically and culturally responsive ways
 - Summarizing and retelling
 - Text Structures: Comparing and contrasting different cultures use of different structures for texts.
 - Using graphic organizers before and after reading to cue text structures

Development of Writing Skills

- Teach the writing process (*prewriting, drafting, revising, editing, publishing*) with modified expectations for beginners, intermediate, and advanced writers
- Frequent conferencing to provide many opportunities for authentic conversation practice in addition to helping to develop a piece of written work.
- There are a few strategies that can help support beginning ELs in writing:
 - Allow the student to talk with someone about an idea before writing
 - Provide writing scaffolds:
 - write the story for a wordless book;
 - create pattern books modeled after a classroom book in groups;
 - create concept books for a color, shape, or adjective like tall or short;
 - write pattern poems.
 - Use personal journals, buddy journals (between two students), or dialogue journals
 - Encourage the use of inventive spelling
 - Provide personal dictionaries to record correct spellings for frequently used words.

- Here are a few strategies that may help support intermediate ELs in writing:
 - Combine two short sentences into one longer sentence to add sentence variety.
 - Create class books on color words, strong verbs, emotions, or other lists
 - Use computers for their writing for spelling and grammar functions.

Support ELS in the content areas: Math, Social Studies, Science

- Teachers must adapt their instruction to support the language development
- ALL lessons in the content areas should have both *content and language objectives*.

Vocabulary Development

- Word Generation sets students on a path to college and career readiness by providing multiple perspectives on complex problems.
- All content-area specialized and technical vocabulary
- WordSift was created to help teachers manage the demands of vocabulary and academic language in their text materials.
- Common language in each content area that English proficient students have mastered such as microscope, thermometer, or ruler.
- Common English words used in a different specialized way in a content area
- Provide Academic Language Scripts leveled scaffolds for everyday language structures or frameworks for reporting their learning, for example “The ____ is __ inches long.”
- Vocabulary activities:
 - Word Walls - Illustrated Word Walls*
 - Word Sorts*
 - Concept Definition Map*
 - Dramatization*
 - Opportunities to talk about the content in both English and their home language*

Build or Connect to Background Knowledge

- Use visuals, realia, and manipulatives
- Go on field trips to build background knowledge for a new topic.
- Use videos, computer software, and websites to provide visual, interactive, and primary language support
 - WordSift website: With just a click on any word in the Tag Cloud, the program displays instances of sentences in which that word is used in the text.

Modify Texts

- *Supplemental resources: Highlighted text*
- *Taped text*
- *Adapted text*

Provide a Framework for Understanding

- *Timeline*
- *Venn Diagram*
- *Attribute Chart*

Build autonomy by teaching learning strategies

Metacognitive Strategies

- Advanced organization: Previewing section headings and bold words of a text, planning how to organize and use materials.
- Selective attention: Focus on key words in spoken or written language

- Self-monitoring: Checking one's comprehension; checking oral and written production as it is taking place.
- Self-assessment: Judging how well one did a task.

Cognitive Strategies

- Use available resources: Dictionaries, word walls, encyclopedias, ect.
- Connecting: Take new information and relate it to prior knowledge or personal experience.
- Summarizing: Review main ideas in spoken or written language.
- Rehearsal: Reviewing an idea or concept multiple times or practicing a new skill repeatedly.

Social-affective Strategies

- Questioning: Ask others for clarification, rephrasing, or more information.
- Self-talk: Use mental techniques to boost one's confidence or reduce anxiety about a learning task.
- Cooperation: Working with peers to solve problems or pool information.

Modify assessments

Adapting Tests

There are a number of different modifications that can be used to create a more approachable testing situation for ELLs, depending on the level of English proficiency:

- Have the test translated into the student's home language or allow them to use bilingual dictionaries.
- Provide the student with extra time for taking the test because thinking and processing takes longer in a new language.
- Read directions and test questions aloud to the student.
- Allow oral or pictorial responses.
- Simplify the language on the test: use short sentences and easy vocabulary.
- Allow students to make lists instead of writing essays or complete sentences.
- Provide students with word banks containing relevant vocabulary.
- Ask students to fill in graphic organizers similar to those used during instruction.

Using Alternate Forms of Assessment: Alternate assessments may provide more useful information about student progress than traditional tests. Often these assessments are less language dependent, more skill based, or more relevant to real life contexts.

- *Observations*
- *Formal Performance Assessments*
- *Sorting activities*
- *Models and visual displays*
- *Graphic organizers*
- *Self-assessments*
- *Rubrics*
- *Differentiated Scoring - One score for content and one for language*

Using Multiple Forms of Assessment

- Unit Test Modified for ELLs: A partially completed graphic organizer
- Alternate Assessments for a Unit Portfolio
- Adapted from:
<https://ed.psu.edu/pds/elementary/intern-resources/esl-handbook/supporting-ellsr>

Chapter 5. Creating an Inclusive Environment and Avoiding Unnecessary Segregation

Schools should take steps to create positive school climates that welcome diversity and that prevent and address inappropriate behaviors, such as bullying and harassment. Such positive steps include training staff, engaging families and community partners, and helping students develop social-emotional skills that include conflict resolution. For additional information on school climate from the U.S. Department of Education, see *Guiding Principles: A Resource Guide for Improving School Climate and Discipline* at <http://www2.ed.gov/policy/gen/guid/school-discipline/guiding-principles.pdf>. As part of an inclusive school climate, LEAs should implement educationally sound and effective EL programs and limit the degree of segregation of ELs to what the program requires.

EL programs may not segregate students on the basis of national origin or EL status unless there is a program-related, educational justification for doing so. Programs that allow for continuous inclusion and interaction between ELs and non-ELs, such as two-way immersion programs, do not raise concerns about segregation.

In addition, LEAs should not keep EL students in EL programs for periods that are longer or shorter than necessary to achieve the program's educational goals. The degree of segregation should be necessary to achieve the stated goals of the program and required by each student's level of English language proficiency (ELP) and his or her time and progress in the EL program.

For example, as ELs in a Spanish-transitional bilingual education program acquire higher levels of ELP, they should be transitioned from EL-only classes in Spanish into integrated content classes in English. These should include continued supports, as needed, in the students' primary languages or other supports needed to access the content. Further, while ELs may receive intensive English language instruction or bilingual services in separate classes, it would rarely be justifiable to segregate them from their non-EL peers in subjects like physical education, art, music, or other activity periods (e.g., lunch, recess, assemblies, and extracurricular activities). Research shows that when placed at length in segregated settings, ELs may be at risk for school failure, delayed graduation, and negative academic self-concepts (Gandara & Orfield, 2010).

Therefore, before placing an EL in an EL program that contains a degree of segregation, an LEA should ensure that (1) the degree of segregation in the program is necessary to achieve the goals of an educationally sound and effective program; (2) the EL has comparable access to the standard curriculum within a reasonable period of time; and (3) the ELs in the EL program have the same range and level of extracurricular activities and additional services as non-EL students.

Some LEAs establish newcomer programs that are designed to help high school-age immigrant students develop linguistic, academic, and cultural skills. LEAs operating such programs should focus on increasing their inclusion by limiting the duration of self-contained newcomer programs (generally to one year) and regularly evaluating students' ELP to allow appropriate transitions out of newcomer programs throughout the academic year.

It is important to note that participation in a segregated EL program is voluntary. Further, the LEA should at least annually assess the ELP and appropriate level of language assistance for its ELs and determine their eligibility to exit.

Chapter 6. Addressing English Learners with Disabilities

ELs may have multiple exceptionalities, such as being intellectually gifted or have a learning disability, like any other student. Limited English proficiency is not a disability and is not covered by IDEA or Missouri special education regulations. ELLs should not be placed in any special education program unless exceptionality is well-documented including assessment of a student's native language skills. To assist in determining the appropriateness of a referral to special education or gifted and talented programs, the district's established pre-referral process for interventions will be followed, independent of the ELL identification. The process documents approaches utilized to provide positive supports for student's learning.

According to Cummins (1984) in his book *Bilingualism and special education: Issues in assessment and pedagogy*, oral proficiency of language can be acquired in approximately 2 or 3 years. Also, the acquisition of academic language may take a student 5 to 7 years to achieve a level of native peer proficiency.

When it comes to ELs with possible Disabilities the district must:

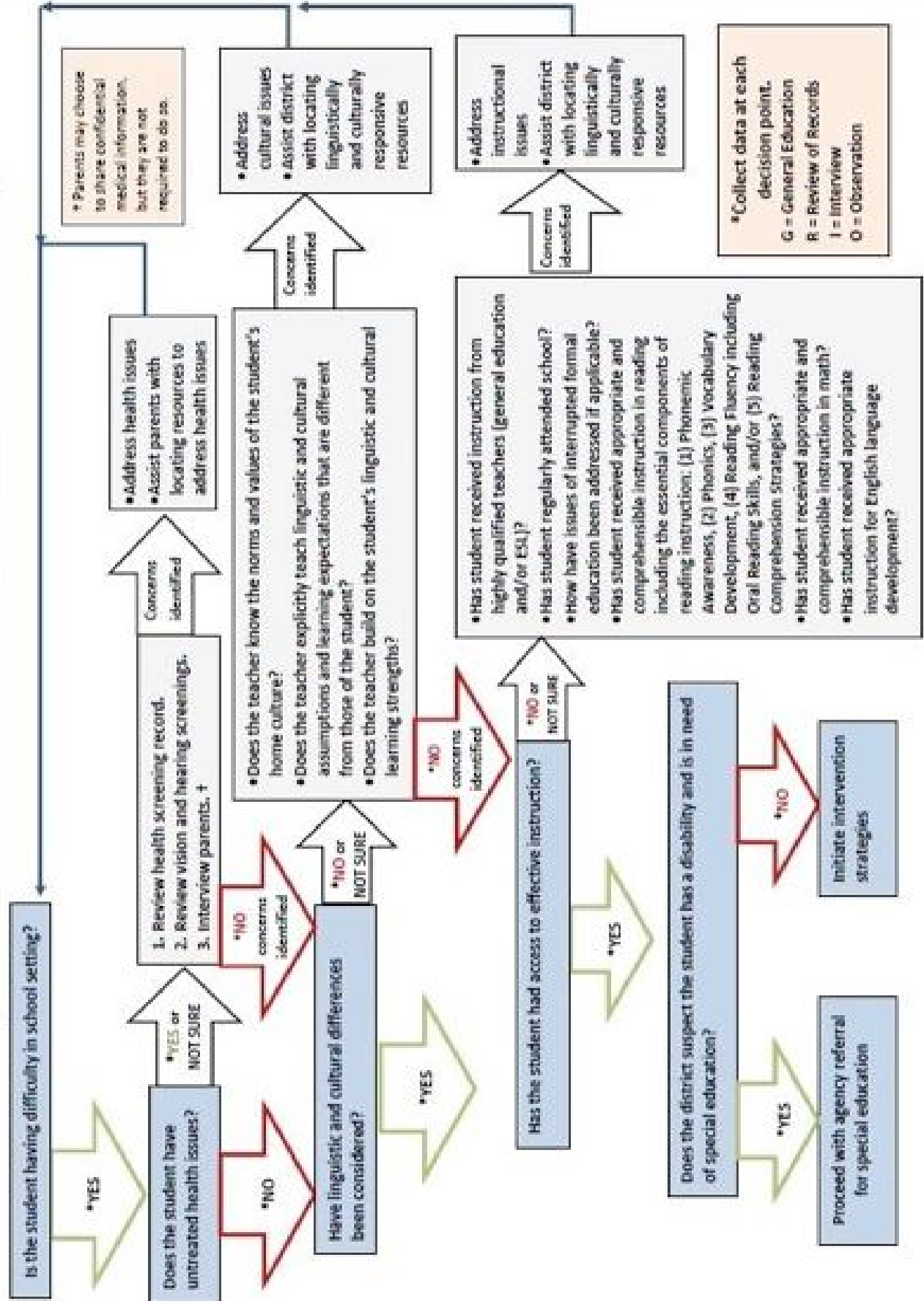
- identify, locate, and evaluate ELs with disabilities in a **timely manner**.
- consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials.
- must provide and administer special education evaluations **in the child's native language**, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability-related needs.
- must not identify or determine that EL students are students with disabilities because of their limited English language proficiency.
- must provide EL students with disabilities with both the language assistance and disability-related services they are entitled to under federal law.

Historically, there has been a tendency to refer all language minority students to special education programs without legitimately determining that a special need exists. Since this is not only inappropriate but also illegal, it is important to understand how an accurate determination of special needs can be made.

The fundamental distinction in question is that between *language acquisition* related behaviors and *behavioral and developmental* related evidence. In other words, educators must distinguish between the behaviors exhibited when one is learning another language, and those exhibited when there are psychological or physical problems or handicaps. Because many of these behaviors may appear similar, it is essential that school personnel have a reliable process for distinguishing between those ELL students who are simply going through normal language acquisition processes and those who also have special educational needs. Research in the area of bilingual special education has provided some proven tools for this purpose. One of the most practical is a flowchart that takes educators through a questioning process designed to prevent inappropriate referrals for special education testing. See the flow chart on the next page.

After considering all of the above timelines and exceptions, and it is determined that a special education referral is warranted, the following process should be implemented. (See flow chart on following page)

Step 1: Consideration of Factors that May Impact Academic Success for ELLs



Chapter 7. Serving English Learners who Opt-Out of EL Programs

If a student qualifies for ESL services, it is the practice of the Lincoln County R-III District, for these students to attend elementary school at Main Street Elementary in order for them to receive the maximum support by a certified ESL instructor.

If the parents wish for their child to remain in their boundary school, they have the option to decline direct ESL services. If a parent declines ELL programming, the district still must provide meaningful education. These students are identified as “Distance EL’s”. For our distance EL’s, ESL support will be provided through the student’s classroom teacher. The ESL teachers will remain in contact with the classroom teacher to offer support, tips, accommodations, and possible modifications for the distance EL’s. The parents of all distance EL students will receive notifications as described in Chapter 11. The district “Opt out form” can be located in the Appendix.

Chapter 8. Monitoring and Reclassifying (Exiting) English Learners from EL Programs and Services

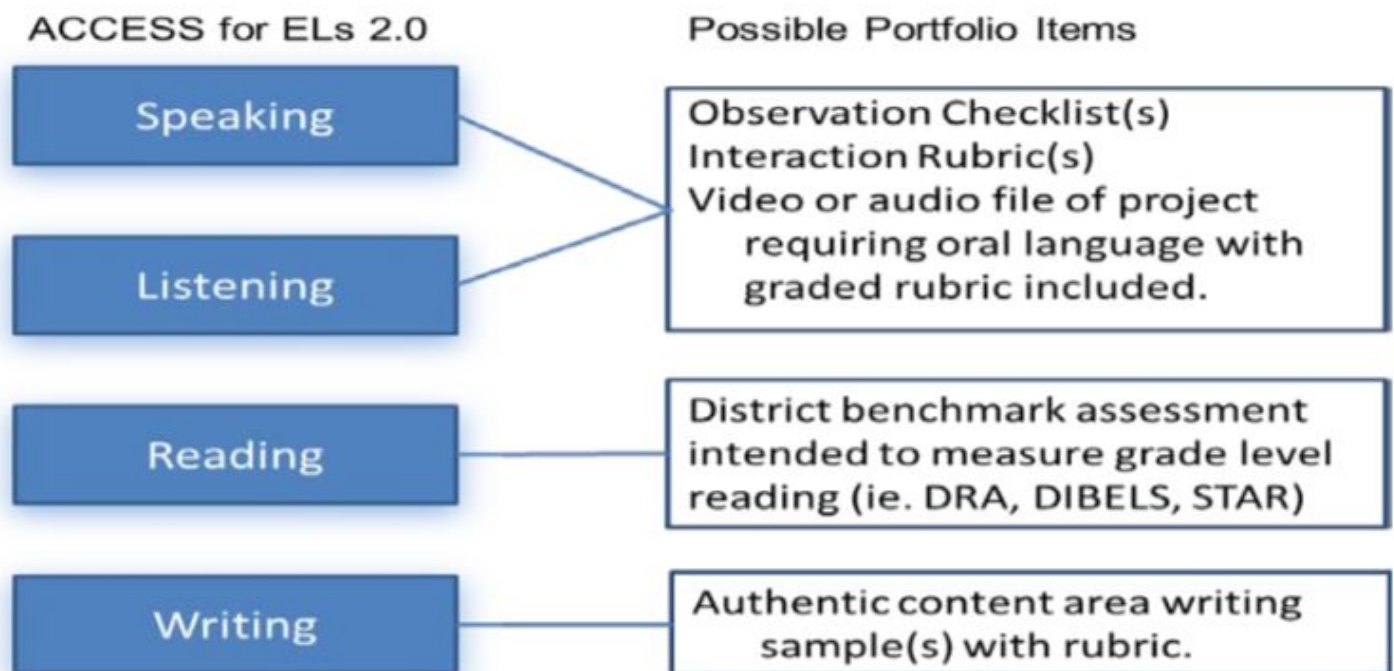
Gathering and Evaluating Evidence for Reclassification

Results from the Missouri Assessment Program (MAP) Grade-Level Assessments and the End-of-Course (EOC) Assessments can no longer be used as part of the reclassification criteria. Without content assessments, districts are encouraged to find alternative evidence that proves an EL can fully participate in classrooms where English is the language of instruction. This provision includes all content classes and electives. To meet such a challenge, the Lincoln County R-III District will collect additional evidence, commonly referred to as a portfolio, to complement the student's ACCESS score when making reclassification decisions.

Portfolios

Additional evidence should support inferences about an EL's English language proficiency as used in general education classrooms and should directly confirm or dispute individual domain scores earned on the ACCESS. The following diagram illustrates how evidence collected in the district's portfolio complements the ACCESS for ELs assessments.

Figure 2.1 – Complementary evidence in portfolio

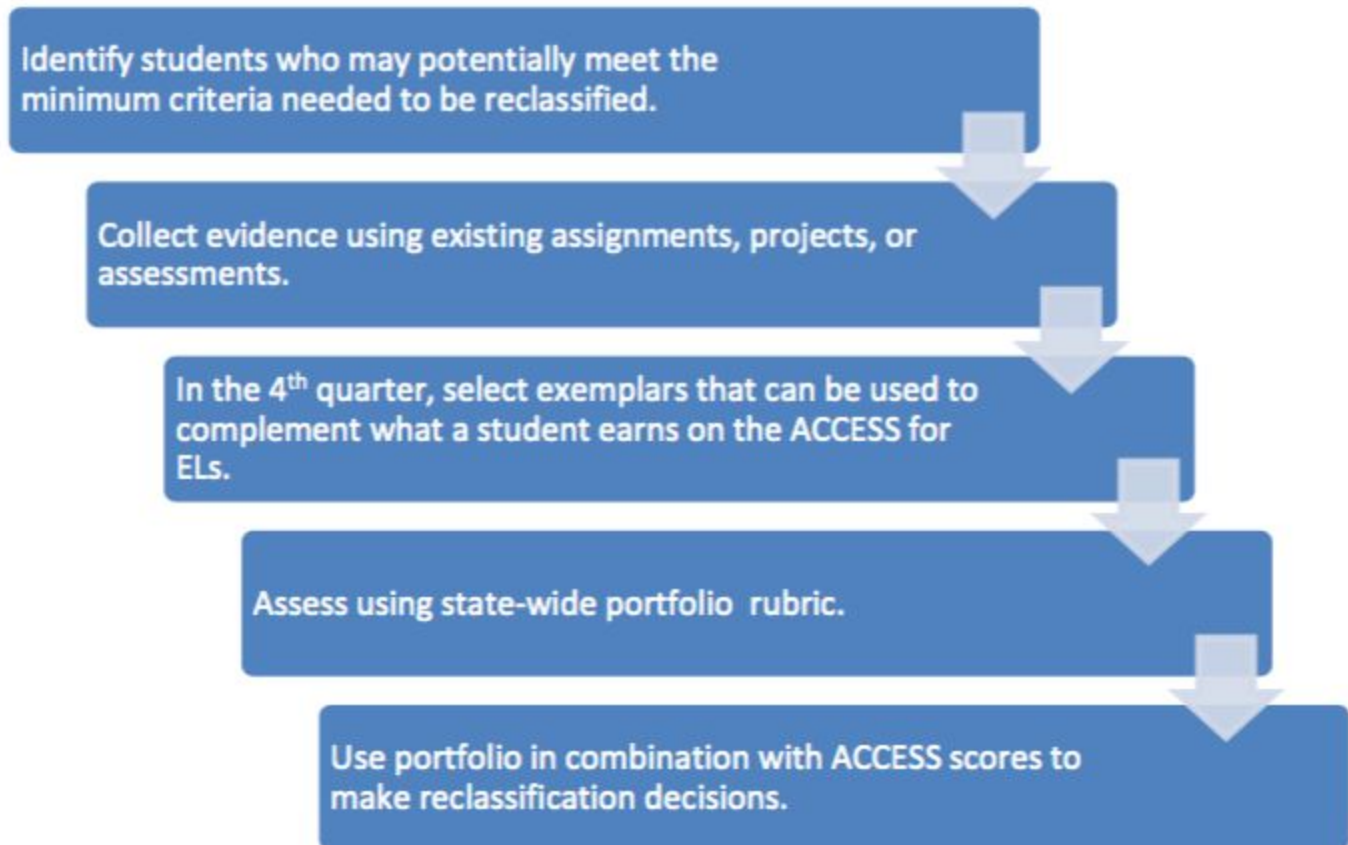


The goal of the portfolio is simple: to ensure districts are exiting students according to the “Goldilocks Principle” - just the right time, in just the right manner. If a district exits a student too early, they are at risk of academic failure; however, prolonging a student's time in an EL support program potentially limits educational opportunities and demoralizes students (Linguanti 2001; Callahan, 2009; Robinson, 2011). Since exited students should be able to demonstrate full academic potential in content area classrooms without additional English language support services, the Lincoln County R-III School

District will utilize multiple measures taken from various content areas to comprehensively verify any reclassification decision.

The ESL teachers will start the data collection process early in the school year for students with an overall ACCESS score of 3.5 or higher. Those responsible for the student's education should collect evidence from *existing* formative assessments, projects, formal reports or writing assignments. In the final quarter, evidence can easily be selected from the portfolio to serve as a summary of the student's abilities and used to support what the student earns on the ACCESS for ELs when the performance reports are given to districts.

Figure 2.2 – Evidence-gathering flow chart



The process outlined in figure 2.2 reverses the previous steps that districts typically made for reclassification in that the additional criteria is assembled prior to receiving the ACCESS for ELs 2.0 score reports. To ensure that adequate data is collected, the ESL teachers gathering the evidence should consider data points representing each language domain in the case one is low on the ACCESS. Please see Appendix for a sample portfolio summary.

Prior to receiving the score reports, the ESL teachers will evaluate the portfolio to identify students who may potentially be reclassified. This final preparatory step anticipates both false positives and false negatives on the ACCESS. False positives are those students who score high on the ACCESS, but should remain in the program. False negatives are students who score low on the ACCESS, but have demonstrated the potential to achieve on grade level assessments and participate fully in class and society (see Federal EL definition). Please see Appendix for a portfolio rubric.

Guidelines for Reclassification

After receiving the ACCESS for ELLs reports, district staff should carefully review the performance of any student considered for reclassification. Students will no longer meet the definition of an English learner and consequently be reclassified from ESL services when they demonstrate proficiency on the annual ACCESS for ELLs 2.0 assessment and are able to succeed in age/grade appropriate learning environments. Missouri's defined scores for English proficiency are shown on figure 3.1 below.

In the case the district feels a student's score was a false positive, or too high, additional evidence must be in the student's portfolio that directly contradicts a specific domain score on the ACCESS. For example, the student earned a score in the 5 range for each domain, but the district has gathered evidence that the student is reading below grade level or is not able to write authentic, content-area reports at an acceptable level. The district is able to prove the student still needs language support.

To account for false negatives, students who score low but by all other measures is not an EL, may be exited provided the district has collected a body of evidence that directly disputes low domain scores. Students whose overall scores are lower than 4.7 may be reclassified with satisfactory evidence.

Figure 3.1 – Target ACCESS scores and district actions

ACCESS Scores	District Actions
4.7-6.0	The student must be exited barring compelling evidence in the EL Portfolio suggesting the student should remain in the LIEP.
Below 4.7	The student must remain in the LIEP barring compelling evidence that the student is capable of fully participating in a classroom where English is the language of instruction. The portfolio must include evidence that any unsatisfactory domain score on the ACCESS is not indicative of her or his ability.

The Lincoln County R-III District will notify parents or guardians when students are reclassified. See Appendix for a sample reclassification agreement form.

The final step to reclassification is coding in MOSIS. Two years are required for monitoring (MY1 and MY2) after a student is reclassified. The additional MOSIS codes AY3 and AY4 are added for the 2017-18 school year and beyond to identify former ELs who have successfully completed the two-year monitoring period. Please see the chart on the next page for the codes needed for reclassification.

Codes	Descriptions
MY1	MY1 students are in the first year of monitor status.
MY2	MY2 students are in the second year of monitor status
AY3	AY3 students are no longer monitored, but recognized as a former EL in the accountability system.
AY4	AY4 students are a not monitored, but recognized as a former EL in the accountability system.
ACCESS	Students reclassified due to a score of a 5.0-6.0 on the ACCESS for ELs assessment.
POR	Students reclassified due to a score of 4.5-4.9 on the ACCESS for ELs with an approved portfolio.



The concept of masking refers to scenarios when a student's limited English proficiency "masks," or prevents school personnel from identifying other areas in need of attention or development. The following are common scenarios that can be "masked" by a student's limited English proficiency.

- Student A has been in the LIEP for 5 years and has earned two consecutive scores in the 5 range on the ACCESS for ELs. However, the student continues to underperform in class. This student is potentially in need of a specific intervention other than ELD.
- Student B consistently performs at the top of his class, shows remarkable leadership skills, creative thinking, and visual or performing arts skills. In other words, he shows the signs of a gifted and talented student, but is in an LIEP and consequently not identified.
- Student C is a long-term EL who consistently scores high on the ACCESS for ELs, but has excessive absences, poor class grades and consequently, an inadequate portfolio. This student continues in the LIEP because of poor content performance and most likely will not produce the evidence necessary to successfully complete the eventual monitoring period.

In each of these scenarios, the local district has the option to use professional judgement to provide the most appropriate support or interventions. District personnel may determine that a student may be exited from the LIEP when objective data supports the decision that English proficiency is no longer a barrier to performing in a class where English is the language of instruction.

Guidelines for Monitoring

ESSA continues the requirement of the two-year monitoring period. To better understand reclassification, consider it as a "conditional exit" from ESL Services. They are exited from the program with the condition that they continue to perform on par with their English-speaking peers. Monitored students follow all of the same rules and procedures as all other students. They do not receive accommodations, modifications or alternative assessments. They do not receive direct support from the ESL teacher and they do not take the ACCESS for ELs. If a monitored student begins to struggle or if concerns arise that English language proficiency is a barrier to achievement, that student can be placed back into the ESL program and continue as if (s)he never left the program. This includes taking the yearly ACCESS for ELs 2.0.

Documentation is required to prove these students were indeed monitored to ensure each student is performing on par with the average non-EL in the classroom. Evidence should reflect how each monitored student performs on typical assignments, projects and/or assessments and be taken from what all students. See Appendix for the monitoring form. This form and evidence should be included

in the student's permanent file. After successful completion of the two years of monitoring, there are no further actions with regard to data collection.

After two years of monitoring, students are still a part of the EL subgroup for an additional two years. Although there will be special coding (see above), there is no further actions to be taken by teaching staff for former ELs.

Chapter 9 Evaluating the Effectiveness of a District's EL Program

The Director of Federal Programs will receive the DESE annual accountability results, which are based upon ACCESS data and/or MAP scores. Upon the receipt of these results, a meeting will be scheduled for the purpose of the district LIEP team to review program effectiveness and make changes as needed. The District LIEP team will document relevant data using district and building level scorecards.

After the program has been evaluated, ESL teachers will share the information and new plan with building LIEP teams.

OCR Policy

Districts are required to modify their programs if they prove to be unsuccessful after a legitimate trial. As a practical matter, recipients cannot comply with this requirement without periodically evaluating their programs.

Generally, districts measure "success" in terms of whether the program is achieving the particular goals the district has established for the program and its students. If the district has established no particular goals, the program is successful if its participants are achieving proficiency in English and are able to participate meaningfully in the district's program.

Source: [1991 OCR policy memorandum](#)

This is the new accountability piece from DESE that will be used for program accountability at the state level.

	1st	2nd-3rd	4th-5th	6th-8th	9th-12th
Starting PL	1.2	1	0.9	0.8	0.7
1.0-1.9	1.2	1	0.9	0.8	0.7
2.0-2.9	0.9	0.8	0.8	0.7	0.6
3.0-3.9	0.6	0.6	0.6	0.5	0.4
4.0-4.6	0.4	0.4	0.4	0.4	0.4

Chapter 10. EL Plan Checklist for Self-Monitoring

ELL Plan Checklist

Legal Foundation: (Introduction of Lau Plan Template)

Beginning with the Civil Rights Act of 1964, federal statutes require school districts to have a plan that ensures equal access for English language learners to instructional programming. The numbers under each heading refer to sections of Title III of NCLB and are required elements in a Title III Plan.

Identification (Chapter 1 of Lau Plan Template)

3116(b)(1)

This section of the plan describes the procedure for identifying students who may be English Language Learners. The following checklist of questions may be used in developing this section of the plan or assessing the effectiveness of the identification procedure in an existing plan.

<input type="checkbox"/>	Does the plan contain a detailed description of the procedure for identifying potential ELLs?
<input type="checkbox"/>	Is the procedure designed to ensure that all students potentially in need of ELL services are identified?
<input type="checkbox"/>	Do identification criteria for potential ELLs include consideration of the following? <ul style="list-style-type: none"> • Students of all ages and grade levels • Students of all races and national origins • Native-born students • Students of all socioeconomic backgrounds, including homeless • Students who speak multiple languages • Immigrants, migrants, refugees, adoptees • Educated students, literate in primary language • Non-educated students, illiterate in primary language
<input type="checkbox"/>	Is the title of the responsible person for each step in the identification procedure listed in the plan?
<input type="checkbox"/>	Does the plan describe how special staff, such as interpreters, is integrated into the identification procedure?
<input type="checkbox"/>	Are the timeframes for each step in the identification procedure defined in the plan?
<input type="checkbox"/>	Does the plan describe how the district will maintain documentation of the following? <ul style="list-style-type: none"> • Identification results • Potential ELL status • Referral for language proficiency screening assessment • Other referral requests

English Language Assessment (Chapters 1 and 8 of Lau Plan Template)

3116(b)(1)

This section of the plan describes the procedure for assessing potential ELLs to determine which students are in need of services in order to participate meaningfully in the regular instructional program. The following checklist of questions may be used in developing this section of the plan or evaluating the effectiveness of the assessment procedure in an existing plan.

<input type="checkbox"/>	Does the plan contain a detailed description of the procedure for assessing potential ELLs?
<input type="checkbox"/>	Is the assessment procedure designed so that all students identified as potential ELLs will be evaluated for English language proficiency?
<input type="checkbox"/>	Does the assessment procedure include a description of all skill areas and modalities to be assessed and measured?
<input type="checkbox"/>	Does the assessment procedure include a statement of the instruments used to assess English language proficiency and academic level?
<input type="checkbox"/>	Are the guidelines and criteria for the use of each instrument included in the assessment procedure?
<input type="checkbox"/>	Is the title of the person(s) responsible for assessing each student listed in the plan?
<input type="checkbox"/>	Does the plan detail any special abilities, skills, and/or training that assessor(s) may need to conduct the assessments?

Placement (Chapter 2 of Lau Plan Template)**3116(b)(1)**

This section of the plan addresses student placement, instructional time and documentation. The following checklist of questions may be used in developing this section of the plan or evaluating the effectiveness of the placement procedure in an existing plan.

<input type="checkbox"/>	Does the plan describe the criteria that qualify a student for ELL services, including English language proficiency level?
<input type="checkbox"/>	Does the plan specify appropriate instructional time based on English language proficiency level and grade level?
<input type="checkbox"/>	Does the plan define how the district will maintain documentation of assessment results and its decision regarding qualification, placement and instructional time, including where the documentation is kept and by whom?

Parental Notification and Communication (Chapters 1 and 11 of Lau Plan Template)**3116(b)(4)**

This section of the plan addresses parental notification and communication. The following checklist of questions may be used in developing this section of the plan or evaluating the effectiveness of the placement procedure in an existing plan.

<input type="checkbox"/>	Are parents of newly enrolled students notified, in a language they understand, of results of language proficiency assessments, availability of services, types of programs, and other options for ELLs?
<input type="checkbox"/>	Do the notification procedures enable parents to make well-informed educational decisions about the participation of their children in the district's ELL program, other educational options, and services?
<input type="checkbox"/>	Does the plan describe how the district will communicate with parents in a language they understand, including notices related to the following: <ul style="list-style-type: none"> ● School notifications and calendars ● Parent conferences ● School activities, such as field trips and extracurricular activities ● Student progress reports ● Student handbooks ● Special meetings and events

Parental and Community Involvement (Chapter 11 of Lau Plan Template)**3116(b)(4)**

This section of the plan describes parental and community involvement. The following checklist of questions may be used in developing this section of the plan or evaluating the effectiveness of parental and community involvement programs in an existing plan.

<input type="checkbox"/>	Does the ELL plan include a policy document on use of translations and interpreters?
<input type="checkbox"/>	Does the ELL plan describe programs for parental involvement in the schools?
<input type="checkbox"/>	Does the ELL plan include a description of the following programs? <ul style="list-style-type: none"> ● Community-based mentoring ● Business sponsorships ● Higher Education Collaboration

Instruction, Assessment and Evaluation (Chapters 2, 4, 5 and 8 of the Lau Template)**3115(e), 3115(f), 3116(b), 3121(b), 3121(c) and 3122(b)(2)**

This section of the plan addresses in detail the instructional program that is used 1) to develop English language proficiency and 2) to ensure equal access to core academic content and special programs in the district. It also describes the procedure for evaluating the effectiveness of the instructional program. The following checklist of questions may be used in developing this section of the plan or evaluating the effectiveness of the instructional, assessment and evaluation program in an existing plan.

Educational Theory	
<input type="checkbox"/>	Is the educational approach based on language acquisition theories of the following linguists? <ul style="list-style-type: none"> ● Chomsky ● Krashen ● Cummins

	<ul style="list-style-type: none"> • Swain • Spolsky
Educational Goals	
<input type="checkbox"/>	Does the plan include measurable goals for ELLs making progress in learning English?
<input type="checkbox"/>	Does the plan include measurable goals for ELLs attaining English proficiency?
<input type="checkbox"/>	Does the plan include measurable goals for ELLs making annual yearly progress (AYP)? (NOT required under ESSA)
<input type="checkbox"/>	Are the long-term educational goals for ELLs comparable to those for non-ELLs?
<input type="checkbox"/>	Do these long-term goals prepare ELLs to meet district goals for its overall education program?
Instructional Services (Describe for each school separately - and by each classroom teacher where ELs are enrolled - See Chapter 2 of the Lau Plan Template)	
<input type="checkbox"/>	Is the direct language instruction educational program scientifically research-based and consistent with sound educational theory in English language development? <ul style="list-style-type: none"> • Structured Immersion • Transitional Bi-lingual • Dual Language • Content-Based ESL • CALLA (Cognitive Academic Language Learning Approach)
<input type="checkbox"/>	Does the plan detail instructional practices that develop language proficiency in the four domains?
<input type="checkbox"/>	Does the plan detail instructional programs that will enable ELLs to meaningfully participate in academic content programs and other special programs, including the following? <ul style="list-style-type: none"> • Sheltered Instruction • Co-Teaching • Dual Language • Structured Immersion
Coordination of Services (District with Schools)	
<input type="checkbox"/>	Does the plan include policies and procedures for the following? <ul style="list-style-type: none"> • Communication among multiple ESL teachers and content teachers • Staff teaming, including grade-level, vertical and content teams • Permanent record maintenance across grades and content areas
Additional Services (District and schools)	
<input type="checkbox"/>	Does the plan include procedures for ensuring that ELLs have access to the following, as appropriate? <ul style="list-style-type: none"> • Developmental Reading • Special Education Services - Chapter 6 of Lau Plan Template) • Gifted & Talented Services • Speech Therapy • "At Risk" Services • Course Electives & Special Subjects • Extra-Curricular Activities • Acculturation Support • Interpreters
Assessment (Describe by each school - See Chapter 8 of Lau Plan Template)	
<input type="checkbox"/>	Does the plan describe provisions for the following? <ul style="list-style-type: none"> • Authentic assessments • Alternate assessments
<input type="checkbox"/>	Does the plan include procedures for the following? <ul style="list-style-type: none"> • Monitoring progress in attaining English language proficiency • Monitoring for achievement of state content standards • Transition or exit criteria
Evaluation, Review and Improvement - (Chapter 9 of Lau Plan Template)	
<input type="checkbox"/>	Does the plan contain a procedure for program evaluation?
<input type="checkbox"/>	Does the program evaluation include review of the following? <ul style="list-style-type: none"> • Identifying potential ELLs • Assessing English language proficiency • Serving all eligible students • Implementing effective instructional practices • Providing appropriate resources consistent with program design and student need • Transitioning and monitoring

<input type="checkbox"/>	Does the program evaluation use observational data as well as a review of records considered?
<input type="checkbox"/>	Is data organized and arrayed in a manner that enables the district to evaluate student performance over time and to monitor performance after transitioning?
<input type="checkbox"/>	Does the data provide sufficient information to enable the district to determine program effectiveness and to identify areas that require improvement? <ul style="list-style-type: none"> • ELL program implementation • ELL student achievement
<input type="checkbox"/>	Has a process been established for designing and implementing program modifications in response to concerns identified through the evaluation process?
<input type="checkbox"/>	Does the plan include a procedure for creating a Title III improvement plan should the district fail to meet AMAOs for two or more consecutive years?

Personnel (Chapter 3 of Lau Plan Template)

3116(c)

This section of the plan describes district instructional staffing policies, including support staff. The following checklist of questions may be used in developing this section of the plan or evaluating the effectiveness of instructional staffing policies in an existing plan.

<input type="checkbox"/>	Does the plan identify the number and categories of instructional staff determined appropriate to implement the district's program of services (<i>e.g.</i> , qualified teachers, interpreters, translators, teaching assistants, and other categories of support staff)?
<input type="checkbox"/>	Does the plan state the qualifications for instructional staff assigned to implement the program of services?

Professional Development (Chapter 3 of Lau Plan Template)

3115(c)(1), 3115(c)(2), 3115(d)(2) and 3115(e)(1)(b)

This section of the plan describes how the district plans to provide high-quality professional development related to the needs of ELLs. The following checklist of questions may be used in developing this section of the plan or evaluating the effectiveness of professional development offerings in an existing plan.

<input type="checkbox"/>	Does the plan identify the training needs of instructional staff and administrators including the following? <ul style="list-style-type: none"> • In-service training • Conferences • Formal college coursework
<input type="checkbox"/>	Does the plan include the amount, type, and schedule of training provided to instructional staff and administrators?
<input type="checkbox"/>	Does the plan describe how the professional development will be implemented and how it will be evaluated for its effectiveness including the following? <ul style="list-style-type: none"> • Classroom observations • Mentor meetings & coaching • Walkthroughs • Teacher collaboration time
<input type="checkbox"/>	Does the plan include a detailed description of on-going ELL-specific professional development for instructional staff that works with ELLs including the following? <ul style="list-style-type: none"> • ELL Teachers • Mainstream Classroom Teachers • Special Education Teachers • Administrators • Support Staff • Other Certified and Classified Staff Members
<input type="checkbox"/>	Is the professional development specifically designed to improve the instruction and assessment of ELLs?
<input type="checkbox"/>	Is the professional development content scientifically research-based and consistent with sound educational theory in English language development?
<input type="checkbox"/>	Is the professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instructional strategies for ELLs?
<input type="checkbox"/>	Is the professional development designed to:

	<ul style="list-style-type: none"> ● Increase English proficiency ● Improve academic achievement ● Increase teaching knowledge ● Improve teaching skills
<input type="checkbox"/>	Is the professional development of sufficient intensity and duration to have a positive and lasting impact on teacher performance in the classroom?

Resources & Equity (Chapters 2 and 5)

3115(d)

This section of the plan addresses the resources provided to support the ELL program of services, including issues related to equity. The following checklist of questions may be used in developing this section of the plan or evaluating resource and equity policies in an existing plan.

<input type="checkbox"/>	Does the plan describe the materials and resources, including specialized books and equipment that are needed to fully implement the ELL program?
<input type="checkbox"/>	If the district does not currently have all the resources necessary to implement its program of services for ELLs, does the plan outline a timeline for obtaining such resources?
<input type="checkbox"/>	Does the plan describe how a review of resources needed for the district program of services for ELLs will be accomplished on an ongoing basis?
<input type="checkbox"/>	Does the plan ensure equitable instructional space?
<input type="checkbox"/>	Does the plan ensure equitable access to special programs?
<input type="checkbox"/>	If there are any variations in the district program of ELL, parental and community services among schools and grade levels, are the variations described?
<input type="checkbox"/>	Does the plan describe all of the following? <ul style="list-style-type: none"> ● Delivery of ELL services ● ESL curriculum ● Instructional materials ● Technology resources ● Native language support ● Peer support ● Before- and after-school programs
<input type="checkbox"/>	Are wage scales for ELL teachers equitable to those of other specialized teachers?

Chapter 11. Ensuring Meaningful Communication with Limited English Proficient Parents

Parents will be notified about the screening test results and placement decisions no later than 30 calendar days after the beginning of the school year or within 10 school days if the student enrolls in the school district during the school year. Such notifications shall be provided in English and an interpreter will be available per parent request to assist parents in communicating with school staff to discuss the student's programming and progress in attaining English proficiency as well as progress in the regular classroom setting.

Annual Notifications will include:

- Eligibility for ESL services
- Student's level of proficiency and how it was assessed
- Program model and supports for ESL services
- Specific requirements for exiting the program
- Information pertaining to parental rights that includes written guidance detailing: The right that parents have to have the child immediately removed from Title III supplemental programs upon their request.

In order to fully comply with Federal and state guidelines, students who are not identified as EL but whose families require language assistance (PHLOTE), will also be provided with services upon request. These services could include translations for:

- School notifications and calendars
- Parent conferences
- School activities, such as field trips and extracurricular activities
- Student progress reports
- Student handbooks
- Special meetings and events

Resources used for developing the district's Lau Plan:

<https://www2.ed.gov/about/offices/list/ocr/ell/index.html>

<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>

APPENDIX

Appendix A - Language Use Survey

In order to provide your child with the best possible education, we need to determine how well he or she understands, speaks, reads and writes in English. Please provide information about your child's language

Student's Name: _____ Date: _____

School: _____ Grade: _____

Relationship of person completing this survey: _____

Tier I: Language Background

1. What was your child's first language? English Other: _____
2. Which language(s) does your child use (speak) at home and with others? English Other: _____
3. Which language(s) does your child hear at home and understand? English Other: _____

If any of these answers indicate a language other than English, please complete the rest of the survey.

Tier II: Expanded Language background

4. Does the student understand when someone speaks with him/her in a language besides English?
5. Does the student read in a language other than English?
6. Does the student write in a language other than English?
7. Does the student interpret for you or anyone else in a language other than English?

Yes	No

Tier III: Educational History

8. How many years did the student attend school where the native language was used for instruction? _____
9. What was the most recent month and year the student attended school? _____
10. Do you believe that your child has learning difficulties that affects his/her ability to understand? _____
If yes, please explain: _____
11. Has your child been referred to be evaluated for special education? If yes, please explain _____

The school is required to assess the English language proficiency of all students who indicate, or are suspected of having, a first language other than English. If the results of the assessment show a student needs language support, you will be notified in writing and the school district will provide language support as deemed appropriate by district staff.

Notice to School Staff: This form must be given to all new and enrolling students. Any student that indicates use of a language other than English must be assessed to determine the student's English language proficiency. Please notify district staff responsible for the next steps immediately and when ready, keep this form in the student's permanent records.

Cuestionario del Uso de Idiomas

Para proveer a su hijo(a) la mejor educación posible, necesitamos determinar el nivel del habla, lectura, escritura y comprensión en el inglés. Favor de proveer información de las habilidades de su hijo(a).

Nombre del Estudiante: _____ Fecha: _____

Escuela: _____ Grado: _____

Relación de la persona que completa este cuestionario: _____

Nivel I: Conocimientos de idiomas

4. ¿Cuál es su primer idioma? inglés otro: _____
5. ¿Cuál idioma(s) habla su hijo(a) en la casa y con otras personas? inglés otro: _____
6. ¿Cuál idioma(s) escucha su hijo(s) en la casa o con familia y puede entender? inglés otro: _____

Nivel II: Conocimientos de idiomas expandidos

4. ¿Entiende su hijo(a) cuando alguien habla en un idioma otro de inglés?
5. ¿Puede su hijo(a) leer en un idioma otro de inglés?
6. ¿Puede su hijo(a) escribir en un idioma otro de inglés?
7. ¿Le interpreta o traduce su hijo(a) para Ud. u otras personas?

Sí	No

Nivel III: Historia educacional

8. ¿Cuántos años asistió su hijo(a) a una escuela donde usa su primer idioma durante las clases? _____
9. ¿Cuál fue el último mes que su hijo(a) estaba matriculado en una escuela? _____
10. ¿Cree Ud. que su hijo pueda tener dificultades educacionales que le afecten su aprendizaje? _____
Si afirmativo, explique por qué: _____
11. ¿Se le ha recomendado a su hijo(a) que reciba una evaluación de educación especial? Si afirmativo, explique por qué y sus resultados. _____

Se requiere que la escuela evalúe las habilidades en inglés de todos los estudiantes que hablen o entiendan un idioma otro de inglés. Si los resultados indican que el estudiante requiere apoyo desarrollando el inglés, será notificado y el (la) estudiante entrará el programa de apoyo lingüístico que el distrito considere apropiado.

Notice to School Staff: This form must be given to all new students. Any student that indicates use of a language other than English must be assessed to determine the student's English language proficiency. Please notify district staff responsible for assessment immediately and when ready, keep this form in the student's permanent records.

Appendix B - Initial Placement

Parent Notification Initial Placement in the ESL Program

Dear Parents /Guardians,

Your child was identified as a student who may benefit from English Language Support based on the answers you gave on the Language Use Survey on the district enrollment form. A primary factor for determining ESL Placement is your child's performance on the WIDA ACCESS Online Screener. A copy of the parent report of this assessment is included with this letter.

In Missouri, a student who has an overall score of 4.7 or higher is considered proficient and not eligible for a language instruction educational program. Some students may remain in the language instruction educational program with a score higher than a 4.7 if the district has additional evidence that shows English proficiency may still be a barrier to success.

Based on your child's scores, s/he qualifies for ESL support in Lincoln County R-III Schools.

The goal of the program is to support your child as he or she acquires English proficiency and meets the learning goals of each subject. We are committed to working closely with all of our families. If you would like more information about the program and what you can do at home to support your child's education, please contact the ESL teacher in your child's school to set up a meeting. Language assistance services are available if you need them.

We are confident that our program will best meet the needs of your child. However, you have the right to decline the specific support plan we have designed in favor of another approach. Please contact the school if you would like to discuss options for your child.

Sincerely,

Mrs. Kelly Hufty
ESL Teacher
Main Street Elementary
636-528-4809
huftyk@troy.k12.mo.us

Mrs. Lonni Long
ESL Teacher
Troy Middle School
636-462-4934
longl@troy.k12.mo.us

Mrs. Silvia Rozas
ESL Teacher
Troy Buchanan High School &
Ninth Grade Center
rozass@troy.k12.mo.us

Appendix C - Continued Eligibility for Language Support

Parent Notification Continued Eligibility for Language Support

Dear Parents /Guardians,

After a thorough review of your child's academic performance and test scores this past school year, your child will continue to be eligible for the district's language instruction educational program. A primary factor for this determination was your child's performance on the yearly language assessment called the ACCESS for ELs. A copy of the parent report of this assessment is included with this letter.

In Missouri, a student who has an overall score of 4.7 or higher is considered proficient and not eligible for a language instruction educational program. Some students may remain in the language instruction educational program with a score higher than a 4.7 if the district has additional evidence that shows English proficiency may still be a barrier to success.

The goal of the program is to support your child as he or she acquires English proficiency and meets the learning goals of each subject. We are committed to working closely with all of our families. If you would like more information about the program and what you can do at home to support your child's education, please contact the ESL teacher in your child's school to set up a meeting. Language assistance services are available if you need them.

We are confident that our program will best meet the needs of your child. However, you have the right to decline the specific support plan we have designed in favor of another approach. Please contact the school if you would like to discuss options for your child.

Sincerely,

Mrs. Kelly Hufty
ESL Teacher
Main Street Elementary
636-528-4809
huftyk@troy.k12.mo.us

Mrs. Lonni Long
ESL Teacher
Troy Middle School
636-462-4934
longl@troy.k12.mo.us

Mrs. Silvia Rozas
ESL Teacher
Troy Buchanan High School &
Ninth Grade Center
rozass@troy.k12.mo.us

Parent Notification

Continued Eligibility for Language Support

Estimados Padre de Familia/o Acudiente,

Después de una revisión detallada del desempeño académico de su hijo(a) y las calificaciones de los exámenes este último año escolar, su hijo(a) seguirá siendo elegible para el programa educativo de instrucción de idiomas del distrito. Un factor primario para esta determinación ha sido el desempeño de su hijo(a) en la evaluación anual del idioma llamada ACCESS para EL's. Una copia del informe de los padres de esta evaluación se incluye con esta carta.

En Missouri, un estudiante que recibe una calificación de 4.7 o superior se considera competente inglés no es elegible por el programa educativo de enseñanza de idiomas. Algunos estudiantes pueden permanecer en el programa de instrucción de idiomas con un puntaje superior a 4.7 si el distrito tiene evidencia adicional que muestre el dominio del inglés pueda ser una barrera para el éxito del estudiante.

El objetivo del programa es apoyar a su hijo a medida que él o ella adquiera el dominio del inglés y cumpla con los objetivos de aprendizaje de cada asignatura. Estamos comprometidos a trabajar estrechamente con todas nuestras familias. Si desea más información sobre el programa y en cómo ayudar a su hijo en casa para apoyar la educación de su hijo(a) favor de contactar a la maestra de su hijo(a)ESL para hacer un cita. Los servicios de enseñanza lingüística están disponibles si los necesita.

Confiamos en que nuestro programa satisfaga las necesidades de su hijo. Sin embargo, usted está en su derecho de rechazar el plan de apoyo designado para su hijo(a), a favor de otro enfoque. Favor de comunicarse con la escuela si desea discutir opciones para su hijo.

Sinceramente,

Mrs. Kelly Hufty
ESL Teacher
Main Street Elementary
636-528-4809
huftyk@troy.k12.mo.us

Mrs. Lonni Long
ESL Teacher
Troy Middle School
636-462-4934
longl@troy.k12.mo.us

Mrs. Silvia Rozas
ESL Teacher
Troy Buchanan High School &
Ninth Grade Center
rozass@troy.k12.mo.us

Appendix D - Parent Notification of Reclassification

Parent Notification of Reclassification

Dear Parents /Guardians,

Congratulations! After a thorough review of your child's academic performance and test scores this past school year, your child will exit the district's language instruction educational program. A primary factor for this determination was your child's performance on the yearly language assessment called the ACCESS for ELs. A copy of the parent report of this assessment is included with this letter.

In Missouri, a student who has an overall score of 4.7 or higher is considered proficient and not eligible for a language instruction educational program. Some students may still exit the program with a score lower than a 4.7 if additional evidence disproves a lower than expected score in speaking, listening, reading or writing.

We will continue to monitor your child for two years to ensure he or she continues to be successful in all classes. If at any time we suspect that your child is struggling and in need of our support, we will bring him or her back into the program.

As always, if you have any questions or concerns, please contact the school.

Sincerely,

Mrs. Kelly Hufty
ESL Teacher
Main Street Elementary
636-528-4809
huftyk@troy.k12.mo.us

Mrs. Lonni Long
ESL Teacher
Troy Middle School
636-462-4934
longl@troy.k12.mo.us

Parent Notification of Reclassification

Estimados Padres,

¡Felicidades! Después de una revisión detallada del desempeño académico de su hijo(a) y las calificaciones de los exámenes este último año escolar, su hijo(a) saldrá del programa educativo de instrucción de idiomas del distrito. Un factor primario para esta determinación ha sido el desempeño de hijo(a) en la evaluación anual del idioma llamado ACCESS para ELs. Una copia del informe de los padres de esta evaluación se incluye con esta carta.

En Missouri, un estudiante que tiene una calificación general de 4.7 o superior se considera competente y no es elegible para el programa educativo de instrucción de idiomas. Algunos estudiantes todavía pueden salir del programa con un puntaje menor que un 4.7 si la evidencia adicional demuestra una puntuación más baja de lo esperado en hablar, escuchar, leer o escribir.

Continuaremos con la supervisión de su hijo(a) durante dos años para asegurar que él o ella continúe teniendo éxito en todas las clases. Si en algún momento sospechamos que su hijo está teniendo problemas y necesita nuestro apoyo, será readmitido al programa.

Si tiene alguna pregunta o inquietud favor de llamar a la escuela

Sinceramente,

Mrs. Kelly Hufty
ESL Teacher
Main Street Elementary
636-528-4809
huftyk@troy.k12.mo.us

Mrs. Lonni Long
ESL Teacher
Troy Middle School
636-462-4934
longl@troy.k12.mo.us

Appendix E- ESL OPT-OUT Form

Lincoln County R-III School District School Year 2018-2019 ESL OPT-OUT FORM

Student Name: _____ **DOB:** _____
School: _____ **Grade:** _____
Home language: _____ **Years in U.S. Schools:** _____
Effective Date of Opt Out: _____

As required by federal law, my child has taken an English language proficiency test (ACCESS for ELL's Online Screener, K-WAPT, or WIDA ACCESS for ELL's 2.0). My child has been tested in reading, writing, speaking and listening and the test scores indicate that s/he is eligible for an English Learner (EL) program to receive ESL instruction in a program designed to help students acquire English language proficiency and access grade level content instruction. I have considered the options offered by the district and have chosen to decline specialized ESL instruction. I understand that my decision to opt-out of specialized ESL instruction will not affect the requirements the district needs to follow in order to comply with the state and federal laws. I understand that:

1. As per this request, my child will not receive specialized ESL instruction delivered by an ESL licensed teacher.
2. My refusal of the specialized ESL instruction provided by an ESL licensed teacher does not release the district from its obligation to ensure that my child has access to the educational program by providing the necessary support in SEI classes taught by an SEI endorsed teacher.
3. The school district will report my child to *Student Information System* (SIS) as an English Learner (EL) until my child attains English proficiency.
4. As long as my child is enrolled in Missouri Public Schools, s/he will be tested annually with ACCESS for ELL's 2.0 until s/he attains English proficiency.
5. As long as my child is enrolled in Missouri Public Schools, the school district will monitor my child's academic progress without benefit of receiving specialized ESL instruction until my child attains English proficiency, and four years after.
6. The school district will continue to inform me of my child's progress in attaining English proficiency.
7. I can change my preference at any time by notifying the school district in writing.

Parent/Guardian Signature: _____ **Date:** _____

Appendix F- IAP Template

Lincoln County R-III School District

Individual Academic Plan (IAP) for English Language Learners

Date: _____ Student: _____ DOB: _____

Current Grade: _____ Current school: _____

ESL Teacher: _____

This student's Proficiency Level on the **W-APT** test:

<u>ACCESS Test</u>	<u>2017</u>	<u>2018</u>
<u>Speaking Proficiency</u>	0.0	0.0
<u>Writing Proficiency</u>	0.0	<u>0.0</u>
<u>Listening Proficiency</u>	0.0	0.0
<u>Reading Proficiency</u>	0.0	0.0
<u>Composite Proficiency</u>	<u>0.0</u>	<u>0.0</u>

Description of English Language Proficiency Scores:

1.0 - 1.9 Entering: Knows and uses *minimal* social and *minimal* academic language with visual support. (May go through a "silent period" of listening and processing.)

2.0 - 2.9 Beginning: Knows and uses *some* social and *some* academic language with visual support.

3.0 - 3.9 Developing: Knows and uses social and *some specific* academic language with visual support.

4.0 - 4.9 Expanding: Knows and uses social and *some technical* academic language with visual support.

5.0 - 5.9 Bridging: Knows and uses social and academic language working with *grade level material*. (Exited from ESOL Services if entering 4th grade)

6.0 Reaching: Knows and uses social and academic language working at the *highest level measured by this test*. (Exited from ESOL Services)

Note: Look at the WIDA CAN DO Descriptors for a more in-depth idea of what you can expect from this student.

Information about this student:

-Number of years of ESL services:

-Number of years in US schools:

-Number of years of formal schooling in a different country:

-Language(s) spoken at home:

-Student Info:

Services recommended for this student:

-Minutes per week of ESL Instruction:

-Interventions, Modifications or Additional Services:

None needed for kindergarten.

- Modified grades on Report Card, (@ for Modified):

Not needed.

-DESE approved MAP accommodations for 3rd grade on up:

Use only select accommodations per the ESL team

***Code S501 – Test in a separate setting (ELA, Math, Science)**

***Code S431 – Use of a Bilingual Dictionary (ELA Writing Performance Task Only)**

***Code S109 – ~~Translation- Directions may be read, answers may be translated~~**

***Code S111 – Read aloud (Math & Science) (trained translator may read- IEP or 504 required for reading of ELA reading passages)**

***For more detailed explanations of each accommodation, look in the TAM under designated supports.**

Necessary changes in the IAP:

Review date of IAP:

Appendix G - Non-English Speaker Grading Rubric

Non-English Speaker Modified Grading Rubric

B@ – ELL students does all of the following

- Attends class regularly
- Is attentive in class
- Frequently attempts to copy from the board or the book
- Frequently attempts to communicate in native language, gestures, pictures, drawings, writing.
- Frequently attempts to complete modified classwork and homework
- Occasionally the student attempts to ask questions through a peer or with I-translate.
- (All things possible for a non-English speaker)

C@ – ELL students does some (3-4) of the following

- Attends class regularly
- Is attentive in class
- Frequently attempts to copy from the board or the book
- Frequently attempts to communicate in native language, gestures, pictures, drawings, writing.
- Frequently attempts to complete modified classwork and homework
- Occasionally the student attempts to ask questions through a peer or with I-translate.
- (All things possible for a non-English speaker)

D@ – ELL students does (1-2) of the following

- Attends class regularly
- Is attentive in class
- Frequently attempts to copy from the board or the book
- Frequently attempts to communicate in native language, gestures, pictures, drawings, writing.
- Frequently attempts to complete modified classwork and homework
- Occasionally the student attempts to ask questions through a peer or with I-translate.
- (All things possible for a non-English speaker)

F@ – ELL students does none of the following

- Attends class regularly
- Is attentive in class
- Frequently attempts to copy from the board or the book
- Frequently attempts to communicate in native language, gestures, pictures, drawings, writing.
- Frequently attempts to complete modified classwork and homework
- Occasionally the student attempts to ask questions through a peer or with I-translate.
- (All things possible for a non-English speaker)

This will be marked in the grading sections and the teacher will utilize the comments section to inform the parents of the progress the student is making, what they are accomplishing in class, and other important information. Once the student has acquired enough English to function in the regular classroom with scaffolding, the teacher will grade them based off of their modified work instead of this rubric. Most non-English speakers will be on this rubric for about one year.

Appendix H - MY1/MY2 Monitor Form

School: _____ Student: _____

Student ID: _____ Current Grades: MY1- MY2-

Monitor Form to be completed a minimum of three times annually (spaced by trimester or quarter)

Criteria to be monitored:
District Benchmarks (DRA, STAR, etc.)
Current Grades
Input from some Stakeholders (EL teacher, Classroom/Content teacher, Counselor/Admin, Parent, Student)

MY1 1st check date	MY1 2nd check date	MY1 3rd check date	MY2 1st check date	MY2 2nd check date	MY2 3rd check date

Notes/Observation:

This student has successfully completed the monitoring process.

ELL Teacher

Counselor/ Administration

Date

Appendix I - ESL Portfolio Summary

Student Name: _____ Academic Year: _____
 District/School: _____ Grade: _____

Criterion	Evidence	Date(s)
Oral Language Proficiency	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
Classroom Interaction	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
Content-Area Writing	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
Grade-level Content Comprehension	<input type="checkbox"/> ELA <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Other: _____	
Sociolinguistic Competence		

Additional Evidence:

- ACCESS Domain Scores
- Reading comprehension data
- Recorded audio samples
- Writing process artifacts (graphic organizers, drafts)
- Classroom observation documentation

Stakeholder Portfolio Review Meeting Date: _____

Appendix J - Portfolio Evaluation Rubric

	Approaches	Meets Expectations	Exceeds
Oral language proficiency (listening/speaking)	Demonstrates ability to comprehend and produce spoken English across content areas <i>with ELD support(s)</i>	Demonstrates ability to comprehend and produce spoken English across content areas <i>with support comparable to that given to native speakers of English</i>	Demonstrates ability to comprehend and produce spoken English across content areas.
Interactive language	Demonstrates ability to interact with peers and teachers across content area classrooms <i>with ELD support(s)</i> .	Demonstrates ability to interact with peers and teachers across content area classrooms <i>with support comparable to that given to native speakers of English</i>	Demonstrates ability to interact with peers and teachers across content area classrooms.
Content Area Writing Proficiency	Demonstrates ability to clearly and accurately express understanding of academic content in writing, across content areas, <i>with ELD support(s)</i>	Demonstrates ability to clearly and accurately express understanding of academic content in writing, across content areas, <i>with support comparable to that given to native speakers of English</i>	Demonstrates ability to clearly and accurately express understanding of academic content in writing, across content areas.
Content Area Language Comprehension	Demonstrates ability to comprehend academic concepts, across content areas <i>with ELD support(s)</i>	Demonstrates ability to comprehend academic concepts, across content areas <i>with support comparable to that given to native speakers of English</i>	Demonstrates ability to comprehend academic concepts, across content areas.
Sociolinguistic Competency	Does not actively seek academic or linguistic resources or clarification.	Demonstrates ability to actively seek resources and self-advocate for linguistic and academic needs	Can accurately self-report grades, reflect on language use and adapt as needed.

Appendix K - Oral Language Data Tools

Component	Oral Language Proficiency Level				
	Level 1	Level 2	Level 3	Level 4	Level 5
Fluency	Fragmentary Speech	Hesitant, telegraphic speech often with long lapses	Conversant speech with some search for words and expressions	Generally fluent with strategies to compensate for challenging vocabulary or structures	Fluid, flowing, effortless speech
Sentence Structures	Syntactic structures consisting of chunks of language	Simple, short, often repetitive sentences	Simple and compound sentences	Simple, compound and complex sentences	A variety of sentence structures and uses specific to the context
Vocabulary Use	Isolated words and memorized expressions	Everyday words and phrases with some academic words	Everyday language sprinkled with academic words and phrases	Use of idioms, multiple meanings and academic language oral discourse	Use of age-appropriate nuances and academic language in specific oral discourse

(Gottlieb, 2006, p.50)

