

Anchorage Independent School District Lau Plan

Committee Members: Sara Wiles, EL Coordinator and School Counselor; Karen Solise, Superintendent; Andrew Terry, Principal, Kelly Haile, Assistant Principal; Kristy Clark, Director of Special Education; ; Patricia Vaughn, Interim Programs Coordinator.

Guiding Principles

Anchorage Independent Public School District provides an English language instruction to assist English Learners (EL), including immigrant children and youth. Its goal is for EL students to attain English proficiency, develop high levels of academic achievement in English, and achieve the same high standards in the same challenging state academic standards that all students in the District are expected to meet.

The Superintendent/designee, through consultation with teachers, administrators, parents and family members, community members, public or private entities, and institutions of higher learning shall direct the development of English language instruction educational program guidelines for the District.

Anchorage Independent School District educates all students, including students who speak a language other than English, in compliance with Title VI of the Civil Rights Act and the Equal Educational Opportunities Act. The district will provide the same educational experiences and opportunities to all who enroll.

Anchorage independent School District Policy: CURRICULUM AND INSTRUCTION
08.13452

NOTE: other terms are used within the field: English Learner (EL), English Language Learner (ELL), and English as a Second Language (ESL).

Enrollment, Identification and Placement of English Learners in a Language

Instruction Educational Program

- Home Language Survey: If a family indicates anything other than English as their primary language at initial enrollment, a Home Language Survey will be completed by the parent on the APS enrollment form. If a language other than English is listed we will verify the following information:
 - Was the student a current EL student in another school district?
 - Was the student screened previously to see if they qualify for English learning?

- Initial Assessment of English Language Development: A student who is identified as potentially EL based on the Home Language Survey will be administered the appropriate WIDA ACCESS Placement Test (W-APT) for Kindergarten students OR the WIDA Online Screener for grades 1-12 by the EL coordinator, or teacher or staff member trained to administer and score the assessment.
 - If the student in grades one through eight scores a 4.5 overall composite the student would be identified as Initially Fully English Proficient (IFEP).
 - Grades one through eight students identified as IFEP will not take the ACCESS during the state testing window.
 - If the W-APT or WIDA Online Screener indicates that the student is not English proficient, a Program Service Plan (PSP) should be developed for the student. The district is required to notify and provide the PSP to the parents within 30 days if the student was enrolled at the beginning of the school year and within 2 weeks if the student enrolled after the start of the school year. (Required by 703 KAR 5:070).
 - A Kindergarten student who has taken the W-APT test is enrolled as an English Learner student. They will have a Program Service Plan (PSP) regardless of the score, and take the annual ACCESS test during the state window. The student will not be able to exit the EL program until taking the ACCESS in the first grade and meeting the exit criteria. The student's exit date would be June 30 following their first grade year.

Services and Assessment of Current EL Students

- Program Service Plan (PSP) Development: Identified EL students are provided a Program Service Plan (PSP) developed by the EL Coordinator. The PSP will indicate which service delivery options are best aligned to the student's English Language Development (ELD). The plan will include appropriate accommodations and modification, as needed, for the classroom settings and for state testing. Parents will be given notification in their native language regarding their child's inclusion, the benefits of the program to their child, and their right to withdraw their child from the program at any time. Every opportunity is made to meet with families within the first 30 days of the school year to provide input and or an update to the plan. Student's will be placed in a grade level that is age appropriate to their peers.

- ACCESS Testing: Yearly assessments will be given to determine if a student is fully English proficient through ACCESS testing. ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through twelfth grade students who have been identified as English Learners.
- State Required Assessments: All ELs must participate in accordance with 703 KAR 5:070, the document entitled Inclusion of Special Population, and in the State Required Assessment and Accountability Program. Each school shall assess all EL students enrolled on the first day of the testing window in all parts of the state required assessment unless the students are in the first year of enrollment in a United States School.
- **All ELs must participate in:**
 - The state approved English language proficiency assessment annually. Regardless of time enrolled in a U.S. school, all ELs enrolled in grades K-12 shall participate. This is the ACCESS for ELL 2.0.
 - All state-required assessments after one full year of enrollment. The first full year of enrollment is defined as 240 days or 12 months. These are cumulative.
 - Exemptions: ELs in their first year of enrollment in a U.S. school are not required to participate in the state-required reading, social studies or writing (language mechanics and on-demand) assessments. For these students, these assessments are optional and at the discretion of the school and district. This is a one-time exemption. If a student is unable to test due to health reasons, then the district will follow the medical exemption procedures as per Kentucky Department of Education guidelines.
 - Accommodations : For EL students who have been identified, it may be necessary to permit instructionally consistent accommodations for the assessment administration. Any accommodation shall be based on an assessment of English language proficiency, consistent with the ongoing delivery of instructional services, and stated in the student's PSP. Accommodations shall not be solely for the state-required assessment and should occur throughout the school year for the current PSP.

Process to Provide Meaningful Access to Curricular, Co-curricular and Extracurricular Programs and Activities

EL students will have the same access to co-curricular, grade-level programs as the general education students. The school will use multiple data points to determine placement of EL students in intervention programs, special education, Primary Talent Pool, Gifted and Talented. The district recognizes that test scores are not indicative of the EL students' ability in all areas. Such indicators include benchmark testing, classroom performance, parent input, student interviews, and teacher recommendation. Extracurricular activities provided by the district and the community are announced through means of school emails, newsletters and announcements.

Special Education services are available to any student, including EL students as the need arises. Response to Intervention (RTI) through the school's MTSS process, and district's special education procedures are followed to determine the individual needs of students. If a disability is suspected, after following the MTSS process, the school will refer an EL student for evaluation after appropriate intervention services have been. Special care will be taken to ensure that language attainment is not misinterpreted as a disability.

Exiting from EL Services

In order to exit from the English Learner Program, the state of Kentucky requires that a student must be in first grade or higher and achieve a score of 4.5 or higher on their Overall Composite Score on a Tier B or a Tier C. Exit status can only be determined by the ACCESS test given during the state determined window. Once an ML Student has exited the program their status will be changed to monitored.

Monitoring of Former EL Students

The academic progress of former EL students who are now Fully English Proficient must be monitored for four years following their exit date from the program to ensure that student academic success continues after EL services cease. The monitoring of former EL students is completed by academic core teachers under the supervision of the EL coordinator. Monitoring of former EL students must include at least three sources of evidence to determine successful growth of the student. Those may be, but are not limited to, grades from summative classroom assessments, benchmark/interim assessments (MAP), writing samples, and testing data. Students who are not demonstrating growth after exiting will be provided additional services through intervention, and/or be considered to return to the EL status. During monitoring, students are given the opportunity to use accommodations in the classroom setting. No accommodations are given during testing.

School and District Committees

The district and each school will maintain committees with a focus on identifying, serving, assessing, and eventually exiting an English language learner from a language support system. These committees meet at least twice a year to monitor the language and academic progress of EL students, including those who may have exited the program. The committee may also meet with the entire school staff to inform them of their observations and recommendations for meeting the EL needs. The committees recommend revisions to the Lau Plan as needed. The committees may minimally consist of an administrator, a guidance counselor, academic content teachers, and EL teacher(s). It is the responsibility of each school to annually consider the needs of the EL program and make an annual report to the district.

Engaging Families and Community

Engaging families is crucial for a successful EL program and student success. Teachers are encouraged to contact parents with positive updates as well as concerns he/she may have about a student. Translation services will be provided for families should it be necessary.

Professional Learning for Staff who Deliver Instruction or Support for ELs

All teachers of English Learners are provided professional development to support EL students in a variety of settings. During the school year, the EL coordinator will meet with appropriate teachers during faculty and PLC meetings to provide strategies, present data and information to guide their instruction, and address concerns/barriers to their ELs access to education. The school and district committees will annually assess professional learning needs of staff to ensure quality and rigorous instruction continues.

EL Program Evaluation

The EL committee will evaluate the EL program utilizing data and the WIDA best practice framework for program evaluation. Using the most recent ACCESS scores at the end of each school year including teachers and committee members, with data trends from various sources including ACCESS, MAP, classroom assessments and any other assessment data that available. The data from these meetings will inform both school and district needs assessments for continuous improvement.

Definitions and Acronyms

ACCESS for ELLs 2.0 - secure large-scale online English Language proficiency assessment administered to 1st through 12th grade students who have been identified as English language learners (ELLs) annually. (The ACCESS paper test is still administered to Kindergarten students.)

EL - English Learner

ELD - English Language Development - English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as

Mainstream Placement - Students who score at reasonable fluency in English are placed in regular program classes, and are monitored by the EI Coordinator. The goal is to provide ELs with the least restrictive environment and to provide them with grade appropriate instruction along with peers

HLS - Home Language Survey

English language learner (ELL),

English as a Second Language (ESL).

PSP - Program Service Plan

W-APT - WIDA-ACCESS Placement Test

WIDA - A non-profit cooperative group whose mission is to advance academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, and professional learning for educators.

WIDA Screener Online (WIDA Screener) - is an English language proficiency screener test given to incoming students in Grades 1-12 to determine whether they qualify for English language support services. WIDA is working with Data Recognition Corporation (DRC), the technology and test platform development partner, to deliver the assessment to all testing sites.