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St. Landry Parish Lau Plan 2025–2026

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1. Overview & Legal Basis

- A Lau Plan ensures equitable access to curriculum, instruction, and materials for English Learners (ELs), required by the Lau v. Nichols (1974) decision and related federal law.
- Key legal references:
 - Lau v. Nichols (1974)
 - Title I, Part A (ESSA)
 - Title III (Language Instruction for ELs and Immigrant Students)
 - Plyler v. Doe (1981)
 - Castañeda v. Pickard (1981)

2. Goals & Program Evaluation

- Total ELs: 307
- Targets for 2025–2026:
 - Meet trajectory: 48 students
 - Exceed trajectory: 18 students
 - Not meeting trajectory: 127 students
 - Goal: 39% of ELs meet or exceed trajectory this year
- Program evaluation is ongoing. EL staff analyze student-level ELPT data (trajectory, domains, strengths/weaknesses) using the district data tracker and JCAMPUS scorecards. Former ELs are monitored for two years post-exit.

Key district initiatives:

- K–4 LANGUAGE POWER curriculum; 5–8 TEAMS
- Amira for students scoring “emerging” in reading on ELPT
- High school grammar focus
- High-dosage tutoring (Air Reading) for newcomers

Oversight roles:

- Coordinator & Director of Federal Programs — compliance oversight
- EL Coach — EL program evaluation and ELPS administration support
- District Testing Coordinator — administers ELPT



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3. EL Program Options & Staffing

Program models:

- Content-Based English Instruction — EL-certified teacher supports ELs in grade-level classrooms.
- ESL / Targeted ELD — EL-certified teacher provides focused ELD multiple times per week.

Staffing (2025–2026):

- 1 full-time EL teacher (K–4)
- 2 itinerant EL teachers (5–12)
- 15 EL tutors (K–12)
- Bilingual interpreter (contracted) for parent/district conferences
- School EL designees receive annual training on accommodations

All ELs receive equitable access to instruction, facilities, technology, and LDOE-approved language development materials.

4. Individual Language Acquisition Plans (ILAPs)

- Every EL receives an ILAP tailored to English proficiency, native language, educational background, disability status, and other factors.
- ILAP components:
 - Strengths & weaknesses analysis
 - ELPT baseline & goals (Spring 2026 target)
 - Accommodations and scaffolds
 - Instructional strategies
- Creation & review process:
 - Developed collaboratively by Coordinator of Federal Programs, EL Coach, and full-time EL teachers
 - Teachers receive support from EL Coach to implement ILAPs
 - Reviewed annually or as student needs change
- Regular education teachers use ILAP data during PLCs and zone meetings to plan supports and ensure grade-level engagement.



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5. Professional Learning & Training

District-provided training (examples from 2025 schedule):

- District staff leadership training: Title III compliance, EL identification, EL Accommodation Checklist (August 2025)
- Principals: Leadership responsibilities for ELs (July 2025)
- All teachers: Scaffolding, modifications, accommodations; PLC alignment with LA Connectors (August 2025)
- EL-designated staff: Advanced EL instructional strategies, writing supports, ELPT preparation (August & October 2025)
- Paraprofessionals & tutors: Program-specific strategies and online EL program supports (August & October 2025)

Ongoing supports:

- PLCs, EL Coach coaching cycles, statewide EL conferences, and redelivery of learning at school level.
- Professional learning topics: EL Accommodations, Standards-Based Instruction, ILAP use, and ELPT data interpretation.

6. Identification, Screening, Exit & Monitoring

Identification & screening:

- Home Language Survey completed at registration (state-provided forms available in English, Spanish, Arabic, Vietnamese).
- If a non-English language is indicated, a Family Interview is conducted using LDOE interview questions.
- Students who predominantly speak a non-English language are registered for the ELPS (screening) and screened within 30 calendar days of enrollment.



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Screening & notification workflow:

1. Home Language Survey completed during registration.
2. School staff reviews; Family Interview if needed.
3. If non-English dominant, complete EL Demographics and register student in TIDE.
4. Supervisor of Testing schedules ELPS; school test coordinator administers the screener.
5. Results reported; proficient = no further action; less than proficient = identified as EL.
6. Parent Notification of EL status is issued; unless parents refuse in writing, ILAP and services are scheduled.

Exit & monitoring:

- Exit when a student meets state EL proficiency on ELPT.
- Monitoring for two academic years post-exit.
 - Schools receive lists of year-1 and year-2 monitored students.
 - Progress monitoring forms submitted every nine weeks.
 - If academic struggles indicate language need, ELPS may be re-administered and services resumed if necessary.

7. Assessment, Data Use & EL Accommodations

Assessment requirements:

- Annual ELPT administration for all ELs within state testing window; district schedules ELPT within first three weeks of window.
- Test coordination: District Test Coordinator sets schedule; TIDE system tracks completions.

Training:

- Test administrators receive security and test administration training; staff sign required oaths/documents.
- EL staff receive annual training on interpreting ELPS/ELPT results, trajectory reports, and culturally responsive instruction.
- EL staff and students receive online test practice training (navigation, auditory features). Documentation is required for students completed practice.



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EL Accommodation Checklist:

- Annual training for all EL staff; two district sessions offered for convenience (10:15–11:15 a.m. and 1:15–2:15 p.m.).
- EL Designee at each school distributes and collects checklists; copies are filed in EL student records and submitted to Coordinator of Federal Programs and EL Coach.

Using ELPT data:

- Data drives instructional decisions: identify skill gaps, tailor EL services, target interventions, and inform program adjustments.
- EL Coach briefs teachers at beginning-of-year meetings and provides ongoing support in PLCs.

8. Meaningful Access to Academic & Extracurricular Programs

- ELs have equal access to:
 - College-prep, AP, dual enrollment, Gifted & Talented, CTE, pre-K, athletics, counseling, performing & visual arts, clubs, honor societies.
- Supports to encourage participation:
 - Translated event/club/sport flyers
 - Audio/text messages in families' home languages
- Monitoring participation:
 - Principals submit EL participation counts via district surveys/forms



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9. Parent Notification & Engagement

Parent notification:

- The district follows ESSA timelines and uses state parent notification templates.
 - Notify parents of continued inclusion and placement in LIEP within 30 calendar days of school start.
 - For students identified after school start, notify parents within 14 calendar days after identification.
- Parent Notification Forms are sent when a student is identified as EL; parents may refuse services in writing.

Parent engagement:

- The district hosts four zone meetings for EL parents. Typical agenda:
 - ELPT results walkthrough
 - LEAP results overview
 - Homework assistance and educational technology supports
 - Adult English resources and student academic resources
- Title III funds support parent, family, and community engagement activities. District offers outreach language supports, translated materials, and events led by speakers fluent in families' home languages.
- Invitation messaging encourages inclusive participation in extracurricular/community events.

10. Contacts & How to Get Help

- Director of Federal Programs — EL compliance & oversight
- Coordinator of Federal Programs — EL compliance, training coordination
- EL Coach — ILAP support, PLC coaching, ELPT/ELPS guidance
- District Testing Coordinator / Supervisor of Testing — ELPS/ELPT scheduling, TIDE management
- School EL Designee — school-level EL accommodations checklist, parent notification, ILAP coordination
- School principal / school test coordinator — day-to-day implementation and communication

If you need assistance:

- Contact your child's school EL Designee or principal for school-level questions.
- For district-level questions about program services, parent notifications, or Title III funded supports, contact the Coordinator of Federal Programs or the Director of Federal Programs.

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