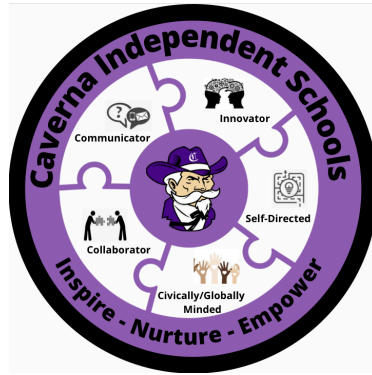


Caverna Independent Schools English Language Learners District Plan (Lau Plan)



Our Vision:

Preparing life-ready leaders that competitively excel in innovation, creativity, and civic engagement.

Our Mission:

Caverna Independent School District challenges, educates, and builds relationships to inspire, nurture, and empower students through meaningful, engaging leadership, and learning opportunities.

Our Shared Beliefs:

We believe in cultivating an environment that embraces our district's diversity.

We believe in empowering students to be self-directed, creative, and innovative.

We believe in nurturing our students to think globally and build locally with servant leadership.

We believe in building students' self-worth and confidence by inspiring them to achieve at high levels.

English Language Learner Plan (Lau Plan)

The District shall provide an English language program to assist English learners, including immigrant children and youth, 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.

District Team Members:

- Susan Mathews - English Language Coordinator
- Cindy Gossett - English Language Teacher PreK-12
- Terry Smith - Coordinator of Student and Family Social Services
- Wilma Bunnell - Family Resource and Youth Service Center Coordinator
- Hannah Jones - Teacher, Caverna Independent Schools
- Travent Hayes- Parent

Guiding Principles

A. English Language Development

- Support the acquisition and development of the interpersonal communication and academic language skills necessary for engaging effectively in a variety of contexts.
- Help students become proficient in the four language domains of listening, speaking, reading, and writing.
- Provide research-based strategies and instructional practices that are designed to meet the unique needs of ELs.

B. Academic Achievement

- Educate ELs to meet the same challenging academic content and achievement that all children are expected to meet.
- Assist successful participation in classroom learning situations and other school activities while maintaining a positive attitude toward self, school, and community.

C. Cross-cultural Goals

- Promote understanding, respect, and appreciation for the cultural and linguistic diversity of our student population.
- Collaborate with the school community to increase the sensitivity of staff to the unique educational needs and cultural backgrounds of ELs and their families.
- Facilitate opportunities for parents of ELs to develop home-school partnerships and encourage involvement in their child's education.

Procedures for enrollment, identification, and placement of ELs in a Language Instruction Educational Program (LIEP.)

The Superintendent/designee, through consultation with teachers, researchers, 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:

- *Survey of Primary and Home Language* - At the time of initial enrollment, the parent/guardian of every student in the school (whether potential English learners or not) shall be asked to complete a home language survey.
- *Assessment of Proficiency* – Students whose primary or home language is other than English shall be administered the state-approved initial English language proficiency assessment to determine whether they are English learners according to the federal definition in ESSA, Title III. A [Welcome Packet](#) will be sent home for students that are being screened for English language proficiency.

Students identified as English learners shall receive an annual state-approved assessment of English language proficiency in reading, writing, speaking, and listening to measure progress and modify the individual Program Services Plan.

Description of the LIEP

- *Individual Program Services Plan* – Assessment, placement, and the design of an individual Program Services Plan for English learners shall be made in compliance with appropriate state and federal education requirements.

Instructional and related services shall be designed to meet the English language and academic needs of students while assisting them to participate in the general education curriculum and to overcome language barriers to grade promotion or high school graduation. Students identified as English learners shall be provided the opportunity to participate in the school's English language instructional program.

The LIEP will include:

- the description of the EL services that will be provided
- expected rate of transition
- instructional and/or assessment accommodations
- district and state data

Access to all co-curricular and extracurricular programs and activities

ELs cannot be excluded from participation in co-curricular or extracurricular programs or activities based on EL status. Caverna Independent Schools will ensure access to all activities and programs ELs are eligible to receive. Language supports will be provided in co-curricular and extracurricular programs through collaboration and support of the EL teachers. Teachers and staff will communicate to students and parents about activities and programs that are available utilizing translated documents as needed.

EL Professional Development

Professional development is provided for all staff involved in the educational process of ELs. All educational and appropriate school personnel received opportunities for in-service training with continued training provided according to the district's Comprehensive School Improvement Plan and Professional Development Plan. The EL teacher, coordinator, and/or other staff will participate in more intensive professional learning opportunities to provide instructional and assessment support.

Parental Involvement

- *Parental Notification* – As required by law, the Principal shall send written notification to parents of English learners addressing the following:
 - (a) Student's need for placement in the program;
 - (b) Student's level of English proficiency;
 - (c) How such level was assessed;
 - (d) Methods of instruction used in the program;
 - (e) Student's lack of progress in the program;
 - (f) How the program will meet the individual learning needs of the student;
 - (g) How the program will help the student learn English;
 - (h) How the program will help the student meet achievement standards necessary for grade promotion and high school graduation;
 - (i) Specific exit requirements for students in the program;
 - (j) How such program meets the objectives of the individualized education program of the child (in the case of a child with a disability); and
 - (k) Information pertaining to parental rights that:
 - 1. detail the right to have their child immediately removed from such program;
 - 2. detail the option to decline enrollment of their child in such program or to choose another program or method of instruction if available; and
 - 3. assist parents in selection among various programs and methods of instruction if more than one (1) program is offered.

This notification shall be sent as follows:

- For students already participating in, or identified for participation in, a program for English learning, parents shall be notified no later than thirty (30) calendar days after the beginning of the school year;
- For students identified after the beginning of the school year, parents shall be notified no later than fourteen (14) calendar days following the student's placement in the program.

Parents also shall be informed how they can be involved, including how to help the student attain English proficiency, achieve at high levels in academic subjects, and meet challenging State's academic achievement (content and performance) standards. Parents shall receive annual notification of their child's progress on the state's English proficiency objectives and required state assessments.
- *Parental, Family and Community Participation* – Parents, family, and community members of English learner children shall be given the opportunity to participate in and make recommendations for the District's language instruction educational programs.

Provision of Services, Assessing, and Exiting

- *Provision of Services* – Once their parent/guardian has received notification, English learners shall be provided services consistent with effective language instruction educational programs and curricular for teaching English learners, guidelines set out in the *Kentucky Academic Standards*, and national, state, and local standards for English language proficiency and academic performance.

Services necessary for the student to access and be involved in the general education curriculum shall be provided by certified general education teachers and English as a Second Language staff, trained bilingual instructional assistants, and/or volunteers.

- *Assessments* – English learners who have not attained English language proficiency shall be assessed during state-wide testing in a valid, reliable manner and provided appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data regarding student knowledge and ability in academic content areas.
- *Evaluation of Progress* – English language instructional programs shall be evaluated on a regularly scheduled basis to determine whether progress is being made toward removing language barriers and to identify changes that need to be made in District program services. District staff shall monitor student access to equal educational opportunities, both instructional and extracurricular.
- *Program Exit Criteria* – The program guidelines shall include an evaluation process that includes establishment of objective exit criteria to indicate when students:
 - (a) Have developed the required proficiency in using English to speak, listen, read, and write with comprehension;
 - (b) Can enter and successfully participate in classrooms not tailored for English learners; and
 - (c) Can expect to graduate from high school.

For ELL program students who have not achieved a Composite proficiency level of 5.0 or higher and Literacy proficiency level of 4.0 or higher on Tier B or C of ACCESS for ELLS but who have demonstrated academic success and language proficiency in other ways, it may be appropriate to provide Sheltered English Instruction (SEI) in the mainstream classroom.

Monitoring Exited EL Students

Districts have an obligation to monitor the academic progress of former EL students who have been re-designated fully English proficient (RFEP). The students must be monitored for four years after exiting from a language instruction program [ESSA 1111(b)(3)(B)].

Monitoring must ensure that RFEP students are able to participate meaningfully in the regular classroom. After students have exited an EL program, school districts must monitor the academic progress of exited EL students to ensure that:

- students were not prematurely exited;
- any academic deficits they experienced as a result of participation in the EL program have been alleviated;
- they are successfully participating in the regular academic program comparable to their never-EL peers.

Designated instructional staff, such as English as a Second Language (ESL) staff or a guidance counselor, must formally monitor the RFEP student’s academic performance regularly. The information must be documented in the student’s records. If monitoring shows that the student is struggling in academic performance and/or English language skills, appropriate assistance and language instruction services must be made available to the student.

Service Options

CAT: Content Area Tutoring	One-on-one or small group tutoring/assistance to ELLs during school hours in content areas, including English/language arts, mathematics, science, and social studies. Tutoring is generally provided by teachers other than bilingual or ESL teachers and may be provided by an aide under the direction of a teacher.
CBE: Content-based ESL	Programs in which English is taught through the content areas of mathematics, English/language arts, science, and social studies.
POE: Pull-out ESL/Resource	Programs remove ELLs from general education classes to pre-teach, teach, or re-teach English language skills and/or academic content covered by the general education teacher.
SEI: Sheltered English Instruction	Programs often serve ELLs from more than one language background. Instruction is in English and adapted to the student’s English proficiency levels and provides modified curriculum-based content. Choose this service type for all students whose parents declined ESL.

SEN: Structured English Immersion (push-in)

TWI: Two-way Immersion

Programs in which ELL teachers or bilingual instructional aides provide linguistic and academic support to ELLs in the general education classrooms.

Programs are bilingual programs that serve English proficient speakers and ELLs in the same classroom. Both English and the primary language of the ELL students are used in content and language arts instruction.

Instructional and Assessment Accommodations

Instructional Accommodations

Read Test in English

Scribe Response

Bilingual/English Dictionary

Prompting/Cuing

Provide Visuals/Organizers

Use Spellcheck

Provide Content Objectives

Engage in Academic Conversations

Meta-Cognitive Strategies

Oral Native Language Support

Read Text in Primary Language

Extended Time (time and a half)

Small Group/Single Form Test
Adapted Materials/Technology
Link Instruction to Prior Learning
Build Background Knowledge
Scaffold Responses
Bilingual or English Glossary
Simplified Language
Adapt Pace of Instruction
Use Computer/Software
Model Language/Task Completion
Provide Language Objectives
Interaction Opportunities
Assessment Accommodations
Bilingual or English Dictionary
Oral Native Language Support
Extended Time (time and a half)
Use of Scribe
Simplified Language
Reader

English Language Proficiency Standards

The WIDA [English Language Proficiency Standards](#) for English Language Learners in Kindergarten through 12th Grade serve as Kentucky's required English language proficiency standards (ESSA Section 1111 (b)(1)(F)). These standards will act as a companion document to the Kentucky Academic Standards in guiding instruction for Kentucky's English Learners (ELs). The WIDA ELD Standards do not replace the Kentucky Academic Standards.

English Development Standards

The Standards provide educators with a connection between language development and academic content.

- Standard 1 – Social and Instructional Language
English language learners communicate for social and instructional purposes within the school setting.
- Standard 2 – Language of Language Arts
English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.
- Standard 3 – Language of Mathematics
English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.
- Standard 4 – Language of Science
English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.
- Standard 5 – Language of Social Studies
English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Program Evaluation

Caverna Independent Schools will conduct a program evaluation which includes surveying teachers, students, and parents on the effectiveness of the EL program implementation. As a part of the evaluation plan, the Lau team will conduct a focus group sharing perceptions gathered from first hand interactions with students, staff, and parents.

Lau Plan Development Assurances

- The Lau Plan is reviewed and revised when necessary on a regular basis (i.e., every two years).
- The Lau Plan is not altered without the participation and/or approval of the Lau Plan team members.
- Lau Plan revisions take into account program evaluations and stakeholder feedback.
- The Lau Plan is easily accessible to the general public (i.e., posted to the district website).

Revised: May 2018
Revised: November 2021
Revised: April 2023
Revised May 2025