

School System: Immaculate Parish

Overall Student Population: 28,961

Overall EL Student Population: 288

**Part I: Goals for EL Programming**

	Description	How it will be measured
Goal(s) for EL Programming in your school system	1. Identify 3 EL program models that are in use in Immaculate Parish	1. Survey schools
Goal(s) for English Language Proficiency	1. Increase our proficiency rates (presently 8%) to 12%	1. ELPT results, 2022
Goal(s) for EL achievement on content assessments	1. The number of ELs scoring above approaching basic will increase from 21% to 30%	1. Assessment results, summer 2022

**Part II: Implementation Table**

**School systems should link or attach supporting evidence of any element that is not state provided.**

**Requirement**-A required element of the Lau Plan.

**Description**-Details what needs to be provided to meet the requirement.

**State Provisions**-In many cases, the state education agency (LDOE) has provided some or all of the elements through guidance, policy or a combination of both. This will guide school systems in identifying what additional pieces they need to provide.

**School System**-List out what additional or specific steps the school system is taking to fulfil the requirement.

**Notes**-Add any explanation or information to identify attached evidence.

Requirement	Description	State Provision	School System	Notes/Documentation
1. Identify ELs	The procedures and documents that your school system uses to identify ELs.	Use a Home Language Survey to identify potential ELs.  Use a family interview to gather additional information about home language use.  Screen potential ELs with ELPS within 30 days of enrollment.	HLS:  <input checked="" type="checkbox"/> We use only the HLS posted to LDOE website <input type="checkbox"/> We use our own/another HLS. (Include copy of HLS and all translations.) <input type="checkbox"/> We don't use a HLS. Explain in Notes.  Screener: <input checked="" type="checkbox"/> We use ELPS to screen potential ELs. <input type="checkbox"/> We use another EL assessment to screen potential ELs. (Include copy of screener) <input type="checkbox"/> We don't use an EL screener.	
	Annual parent notification of new or continuing EL placement	Notify parents within 2 weeks of identification of their child's EL status.	Parent Notification: <input type="checkbox"/> We use the parent notification letters posted to LDOE website. <input checked="" type="checkbox"/> We use our own parent notification	Our letter is similar, but it is on our letterhead and we include the name of the EL specialist working with the student, their contact information, and the student's EL goal for the

			<p>letters. (Include copy of letter and translations)</p> <p><input type="checkbox"/> We do not notify parents annually.</p>	coming year.
<p><b>Resources</b> <a href="#">Home Language Survey</a> <a href="#">Family Interview Questions</a> <a href="#">EL Identification Flowchart</a> <a href="#">ELPS Assessment Guidance</a> <a href="#">Parent Notification Letter</a></p>				
<p>2. Be an effective program reflective of the needs of ELs</p>	<p>Type and description of EL programs offered at your school system</p>	<p>School systems may choose their own EL program model(s) as long as it is based in sound research.</p>	<p>Select which EL Program(s) your school system uses and give details in Notes.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Content Based ESL</li> <li><input type="checkbox"/> Sheltered English Instruction</li> <li><input type="checkbox"/> ESL Program</li> <li><input type="checkbox"/> Newcomer Program</li> <li><input type="checkbox"/> Structured English Immersion Program</li> <li><input type="checkbox"/> Dual Language/Two-Way Immersion</li> <li><input type="checkbox"/> Transitional Bilingual Program</li> <li><input type="checkbox"/> Other (Please describe in notes and attach supporting documentation)</li> <li><input checked="" type="checkbox"/> We have no specific EL program</li> </ul>	<p>We aren't sure what program we use. We use both certified EL teachers and paraeducators to push in to content classes. The paraeducators are mainly in the K-5 grades, and the teachers in 6-12. We push in primarily to ELA, Math and social studies classes.</p>
	<p>Type of direct English language development (ELD) services offered (if any)</p>	<p>Direct ELD should be offered to ELs who demonstrate lower levels of proficiency,</p>	<p>Select which ELD program your school system uses and give details in Notes and as</p>	<p>We pull out all Newcomer and Emerging students in grades 4-12 at least once a</p>

	<ul style="list-style-type: none"> <li>• Frequency of services</li> <li>• Who provides ELD</li> </ul>		<p>follows.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sheltered English Instruction</li> <li><input type="checkbox"/> ESL Program</li> <li><input type="checkbox"/> Newcomer Program</li> <li><input type="checkbox"/> We do not offer ELD</li> </ul> <p>Frequency: <u>Once a week for 20-45 minutes</u></p> <p>Staff: Bilingual ESL teacher or paraeducator</p>	<p>week for language instruction. I am not sure what program that is in the list. We use Imaging Learning and Rosetta Stone for those pull outs.</p>
	<p>Description of procedure for communicating with parents who have opted out of EL services.</p>	<p>Parents of ELs may choose to opt out of EL services. However, this only opts them out of direct ELD. ELs should still be accommodated and supported in all content classes.</p>	<p>Parent Notification:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> We use the parent notification letters posted to LDOE website.</li> <li><input checked="" type="checkbox"/> We use our own letters. (Include copy of letter and translations.)</li> <li><input type="checkbox"/> We follow-up with parents through phone calls, emails, or meetings. (Include documentation)</li> <li><input type="checkbox"/> Other (Describe in Notes)</li> </ul>	<p>See the letter posted above. When parents opt out, we call and document why on a copy of the letter and put it in the student's folder.</p>

Resources: [EL Programming One-pager](#) [EL Program Handbook](#)

3. Employ appropriate ESL or bilingual personnel (or both)	List staff and faculty who provide EL services and their appropriate certifications and add-on certifications.	School systems are encouraged to have all teachers who work with ELs receive their ESL add-on.	<p>Faculty and Staff</p> <input checked="" type="checkbox"/> Attached is a list of all staff and faculty assigned to provide EL services.	Some of our certified teachers working with ELs are working on their EL certifications and have OFATs.
	Indicate if staff and faculty are providing bilingual or first language support	Some EL programs do require bilingual staff/faculty.	<p>Indicate their licensure areas and any add-on certifications.</p> <input type="checkbox"/> We have only paraeducators providing EL services. <input type="checkbox"/> We have no dedicated staff or faculty to provide EL services.	<p>Are any staff/faculty members providing bilingual support to ELs:</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Resources: <a href="#">ESL Add-on Certification Check-List</a>				
4. Align the instruction of ELs to state and local content standards	Describe how ELs have access to Louisiana Student Standards and EL Connectors, and all general curriculum.	Schools may select the Tier 1 curriculum and other content area materials.	<p>Indicate their licensure areas and any add-on certifications.</p> <input type="checkbox"/> We have only paraeducators providing EL services. <input type="checkbox"/> We have no dedicated staff or faculty to provide EL services.	We use bilingual faculty to work with our Newcomer and Emerging ELs.
			<p>Are any staff/faculty members providing bilingual support to ELs:</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
			<p>If so, how many?</p> <p>5</p> <p>In what languages? Spanish</p>	
			<p>ELs are provided access to all content areas through:</p> <input type="checkbox"/> Building content teacher capacity for EL support	ELs are fully immersed in the content areas and supported there with push-in EL supports.

			<input checked="" type="checkbox"/> EL specialist push-in <input type="checkbox"/> Differentiated instruction <input type="checkbox"/> Small groups <input checked="" type="checkbox"/> Other (Describe in Notes.)	
	Describe any supplemental resources used for English language development (ELD).	Some EL programming may require its own curriculum.	Supplemental curriculum or materials for ELD (In Notes, describe selection process and use).	Rosetta Stone Imagine Learning
Resources: <a href="#">LA Connectors for ELs-One Pager</a> <a href="#">ELA -Connectors for ELs Crosswalk</a> <a href="#">Instructional Materials Review Guidance</a>				
5. Provide ongoing authentic assessments to monitor student progress toward EL proficiency and comprehension of academic content	Describe the annual assessment training offered in your school system.	Administer the English Language Proficiency Test (ELPT) annually to all identified ELs to assess English proficiency in a standardized way.	Assessment Training: <input checked="" type="checkbox"/> ELPT TA Training <input checked="" type="checkbox"/> ELPS TA Training <input checked="" type="checkbox"/> LEAP 2025 Training <input type="checkbox"/> Other (Describe in notes) <input type="checkbox"/> We provide no assessment training.	
	Describe any training and/or dedicated time to interpret and evaluate results from assessments.	Administer all statewide assessments to identified ELs with applicable and approved accommodations.	We provide training/dedicated time to interpret and evaluate results from assessments.	As part of the teacher work days before school starts, all EL Specialists and paraeducators meet to

			<input checked="" type="checkbox"/> Yes (Describe how often and who facilitates in Notes) <input type="checkbox"/> No	review EL data, create learning plans with ELPT goals, and revise EL Accommodation Checklists.
	Describe how data is used to guide instruction and planning for ELs.		We use data to guide instruction and planning for ELs. <input checked="" type="checkbox"/> Yes (Describe how often and who facilitates in Notes) <input type="checkbox"/> No	At the beginning of the year (August) we share ELPT data and adjust accommodations and learning plans. The EL supervisor leads this.
	List exit procedures.		Exit procedures: <input checked="" type="checkbox"/> Student scores proficient on ELPT <input checked="" type="checkbox"/> Parent is notified of exiting with LDOE's notification letter <input type="checkbox"/> Parent is notified of exiting through other means (Describe in Notes) <input type="checkbox"/> ELs are exited based on teacher suggestion. <input type="checkbox"/> ELs are not exited.	We put the LDOE letter on our letterhead with our school system's logos.

Resources: [ELPT Assessment Guide](#) [Assessment Library](#) [EL Accommodation Checklist](#) [EL Reclassification Letter](#)



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**Part III: Additional Information Related to EL Programming and Support**

**Provide a description and attach documents or documentation.**

1. What professional development (PD) is your school system providing for teachers and staff who support or deliver instruction to ELs?  
All PD is done in house by the EL Supervisor. She learns about topics from LDOE meetings and shares that with the EL staff.
2. How are former ELs monitored after they are reclassified as fully English proficient?  
We use a form that is created in our parish that is given to teachers at the end of each quarter.
3. How is your school system monitoring the effectiveness of the EL program(s)?  
Through SPS scores and whether our ELs are making their ELPT goals.
4. How are ELs identified for special education, gifted and talented, or related services?  
We wait one year to see if the issue is with language or if there are other things happening. Then we use a flow-chart similar to the one LDOE created to help guide our SBLC. Flowchart is attached.
5. How are ELs given access to extracurricular or co-curricular activities?  
ELs can participate in any sports or clubs that we have on any of our campuses. We provide the student handbook with a description of clubs and activities in Spanish online and mention them at parent nights.
6. What tools is the school system using to monitor ELs' progress in their content areas and with English language development?  
We use their assessment scores. We hope to purchase or create an in house progress monitoring tool for our ELs this year.

7. In the event that ELs are receiving instruction through distance learning, explain how the following will be addressed:

**Immaculate Parish has no hybrid or virtual learning options for 2021-2022**

	EL Classroom Supports	Direct ELD Instruction
Hybrid	NA	NA
Virtual	NA	NA

**Part IIV: Title III (Part A)- Immigrant**

**If your school system receives funding to support the instruction of students identified as immigrants, explain how that funding is being used.**

All students identified as Immigrant are also EL, so we use that money to support their EL instruction by funding paras and buying materials such as bilingual dictionaries. We use some money to buy software licenses for Imagine Learning and Rosetta Stone.