

West Central Community School District

K-12 Lau (ELL) Plan for Serving English Learners (ELs)

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Lau (ELL) leadership team members:

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Samantha Gage preschool

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Plan for Serving English Learners

All school districts in Iowa are required to be “on alert” and ready for English Learners (ELs) who may enroll in their schools. As a result, each district is responsible for developing an authentic Lau Plan. The Lau Plan serves as guidance for addressing the linguistic needs of ELs and for implementing appropriate programming designed to reduce linguistic barriers to the Core instructional program.

The Lau Plan will help schools prepare required policy and plans, choose and implement an appropriate program model, ensure that ELs are included in the Core educational program, and assist parents of ELs to participate in their children’s education.

Federal legislation requires every school district to have a program plan in place to serve ELs, regardless of whether they have ELs yet enrolled. The plan must ensure that immediately upon enrollment, the EL has access to a specialized language instruction educational program (LIEP). The plan for meeting the linguistic needs of ELs must provide resources to support the LIEP and the academic achievement of ELs, using state and local funds.

Lau Plan Requirements for English Learners

The Iowa Department of Education requires that all school districts report their plan to identify and serve ELs in accordance with Title VI of the Civil Rights Act to the Department of Education. This required plan is embedded in the annual C Plan submitted by districts. A Lau Plan will ensure that there is an approved process in place for the identification of ELs, as well as a plan to begin English language development services for such students immediately upon enrollment. In addition, the Lau Plan must include screening procedures and the plan for administering an annual assessment of the students’ English language development. Districts with ELs must also identify which LIEP models they have selected to implement.

The district plan to meet the instructional needs of English Learners is referred to as the Lau Plan (Lau v. Nichols, 1974). The Lau (ELL) plan must include the following elements:

- LIEP goals
- Identification of English Learners
- Placement of English learners in LIEP designed to meet linguistic needs
- Background on the LIEP models implemented in the district
- Ongoing professional development for staff targeting EL needs
- English language development assessment and administration
- LIEP transition exit criteria
- Monitoring procedures after students exit the program
- LIEP evaluation

Other information that districts often choose to describe in their Lau Plans to inform constituents includes basic district demographics, definitions and acronyms used in the plan, parent involvement opportunities, and other information relevant to the LIEP.

According to the Code of Iowa, districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students (Chapter 280—280.4 and 281-60.1-6). “No Child Left Behind” legislation added some additional requirements as well.

In order to meet the linguistic, academic, social, and emotional needs of ELs, districts are required to develop a service plan. The components in this guide include both required elements and others considered best practice. Optional supporting documents are included in the Appendices.

Lau (ELL) Plan

The district plan designed to meet the instructional needs of ELs is referred to as the Lau (ELL) Plan (Lau v. Nichols, 1974). West Central’s Lau (ELL) plan was collaboratively written by the K-12 team identified above.

I. Lau Plan Goals

Iowa educators are actively responding to the unique needs of ELs. The goals of our LIEP are aligned with Title III of the *No Child Left Behind Act of 2001*, the Iowa Department of Education publication, *Educating Iowa’s ELs: A Handbook for Administrators and Teachers*, and the Iowa Teaching *Standards and Criteria*. Since the number of ELs in our classrooms is increasing, ALL teachers have a crucial opportunity and responsibility to address their instructional needs.

A. English language development

- We will help our students to attain Cognitive Academic Language Proficiency (CALP) skills in English through the domains of listening, speaking, reading, and writing.
- We will regard each student’s cultural and linguistic background as an asset.

B. Academic achievement

- We will educate English learners to meet the same challenging academic content and academic achievement that all children are expected to meet.
- We will give English learners the opportunity to progress academically with their peer group by providing tutoring assistance in their first language when available.
- We will foster positive self-concepts and attitudes toward school.

C. Cross-cultural goals

- We will help our ELs to retain pride in their home culture and language.
- We will assist EL students in understanding and functioning within American society.
- We will involve families of our EL students and community members in the educational process, in order to make education a cooperative effort between home, school, and community.
- We will communicate with parents in their home language as needed.
- We will encourage the parents of our English learners to take an active role in their child's education.

II. Identification and Placement of ELs in a Language Instruction Education Program (LIEP)

Chapter 280, Section 280.4 of the Iowa Code defines a Limited English Proficient student as follows, "A student's background is in a language other than English, and the student's proficiency in English is such that the probability of the student's academic success in an English-only classroom is below that of an academically successful peer with an English background." To identify and serve limited English proficient students, districts are required to do the following:

A. Home Language Survey (HLS-IA) (www.TransAct.com)

All families will complete a Home Language Survey (281—60.3(1)a) during the initial registration of each student in the district. The Home Language Survey will be available on the district web site and/or in the school registration packet.

Families registering students will be welcomed to our district in their home language when possible. They will also be assisted in completion of documents and registration materials. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support.

The district is prepared to conduct oral or native language interviews in the student's home language with those adults who may not have sufficient English or literacy skills to complete a survey written in English (281—60.3(1)).

Home Language Surveys for 22 languages other than English are available through the TransACT web site (www.transact.com) in order to provide parents with a "language they can understand". West Central CSD follows current state guidelines and uses form IA. Surveys will be screened by office staff and placed in each child's cumulative folder. If any response indicates a language other than English in a student's background, the EL teacher will be notified and given a copy of the home language survey to be kept in his/her files.

B. State-approved English language proficiency placement assessment

If the Home Language Survey indicates the student is a candidate for ELL Services, the Tennessee English Language Placement Assessment (TELPA) will be given and scored by a trained staff member, currently the ELL teacher. (If the student has I-ELDA scores on file, TELPA testing is not required.) Transition to the ELPA21 will take place in the fall of 2016.

A student will be assessed within the first thirty days of the student's arrival (NCLB, Sec. 3302[a]) or, if the child enters after the beginning of the school year, within two weeks (NCLB, Sec. 3302.[d]). The building administrator will receive email confirmation from the EL teacher upon completion of the assessment. If the building administrator has not received confirmation within the time frame listed above, he/she will contact the EL teacher. Each assessment given will be kept in the student's cumulative folder, as well as a copy in the EL teacher's files.

C. Process to place student in appropriate LIEPs

1. Assessment of academic skills, in relation to the student's grade or age level (281-60.3 (1)b):

The Title I teacher, the general education teacher, and/or the guidance counselor will assess academic skills in English, in relation to a student's grade and/or age level. One or more of the following might be used:

Diagnostic Assessments (textbook resources)
Star Reader
FAST
Informal assessments
Teacher observations

Additionally, every effort will be made to assess the student's academic skills in his/her home language. Knowing the student's academic skills is vital. The use of formal and informal assessments will assist the district staff in knowing the existing literacy and instructional levels of the student in order to design appropriate instruction.

If a student arrives at the beginning of the year, every effort will be made to assess academic skills within the first two weeks of his/her arrival to West Central. This will allow the EL teacher and/or members of the Lau Leadership Team time to complete a file review before the 30 day deadline.

If a student arrives later in the year, every effort will be made to assess academic skills within his/her first week of attendance. This will allow the EL teacher and members of the Lau Leadership Team time to complete a file review before the two week deadline.

2. Data will be collected and reviewed for new ELs, including the results from the TELPA, assessment of academic skills, and other pertinent data:

The general education teacher and members of the Lau Leadership team will complete a file review, led by the EL teacher, of each potential ELL student. Student assessment data is kept in a secured individual cumulative file. The team will analyze student performance data in both academic and language skills to determine his or her appropriate placement. The following items may be included in the file review:

- Years in the United States/level of acculturation
- School history/prior student records
- Attendance history
- Student grades
- Proficiency levels in first language (reading, writing, listening, speaking)
- Iowa Assessment scores (or equivalent) if available
- MAPS testing, FAST, I-ELDA, LAS, ELPA21 if available
- Informal assessment including samples of work
- Teacher observations/interview
- Home visit observations (with a native language translator if needed)/parent interview
- Parent observations and concerns
- Student Biography Card

West Central CSD follows the current guidance from the Iowa Department of Education:

If a student is identified as non-English proficient or limited English proficient in any of the English language development subtests (reading, writing, speaking, listening), or there is evidence that he/she will not be successful in the regular classroom because of language background, the student will be identified for LIEP placement.

A student may be eligible for ELL services based on any of the following criteria:

- a composite of less than 6 (full proficiency) on the Iowa-English Language Development Assessment (I-ELDA)
- a composite of less than 3 (full proficiency) on the Tennessee English Language Placement Assessment (TELPA)
- recommendation(s) of classroom teacher and/or parents/guardians due to non-proficiency in English
- assessment of academic skills indicates an English language barrier to academic achievement

3. Preliminary LIEP Placement

Based on assessment results, the EL should be assigned to mainstream classrooms with students the same chronological age, with no more than two years differential (60.3(3)a). LIEP services begin upon identification of a student's eligibility for services. No placement should be considered permanent, however. The student's progress should be evaluated frequently, and an appropriate program change should be made as soon as need is determined.

D. Parental forms distributed in a language most easily understood (found on TransAct) (NCLB, Sec. 3302)

1. Determination of student eligibility (sent once upon placement)
2. Notification of English language development program placement (version A or B) (initially and annually)

Parents/guardians will be informed of the eligibility of placement of their child into an English language acquisition program, no later than 30 days from the beginning of the school year (initially and annually). If the child enters later in the school year, parental notification must be given within two weeks of being placed in a language instruction program.

Parental notification must be provided in an "understandable and uniform format, to the extent practical", in a language that the parents can understand. Home language support will be provided if necessary.

Parental notification must include and answer the following:

- Why does the child need an English language acquisition program?
- What is the EL's current level of English language proficiency and academic achievement?
- What method of instruction will be provided?
- How will the program meet the educational strengths and needs of the EL student?
- How will the program help the student learn English?
- What will be the exit requirements for this program?
- How will the program meet the IEP objectives of a student with disabilities?

Parental notification forms will be completed by the district EL teacher. A copy of each notification (with supporting data, such as TELPA scores, teacher observation, samples of student work) will be kept in the student's cumulative folder, as well as in the EL teacher's files. The appropriate administrator will be notified upon completion of this; this administrator is responsible for making sure the notification deadline is met in a timely manner.

E. Process for waiving students from LIEP (Language Instruction Educational Plan)

It is the responsibility of the EL teacher to meet with and inform parents of the benefits of receiving ELL services, as well as to address any concerns and potential outcomes for not receiving services. A record of this meeting will be maintained in the EL teacher's files.

A waiver or withdrawal request will be included with Determination of Student Eligibility and Notification of Language Development Program Placement forms. A waiver (found at www.transact.com) or withdrawal request must be signed by a parent and returned to the ELL teacher. A copy of this form will be kept in the student's cumulative folder, as well as in the EL teacher's files.

Parental notification must be provided in an understandable and uniform format, to the extent practical, in a language that the parents can understand. Home language support will be provided if necessary.

At this time and based on the student's needs, a plan will be created with the classroom teacher and EL teacher to ensure mastery of English and to provide supports for the academic achievement of the English learner in the regular classroom. Formal EL services, as requested by the parent, will not take place. However, the EL teacher will be available with additional

support for the classroom teacher. A copy of this plan will be shared with parents and kept in the student's cumulative folder, as well as in the EL teacher's files.

The English learner will be assessed using the ELPA21 as mandated by the state of Iowa. Additionally, the district will be held accountable for the language proficiency progress of that student. The EL teacher will monitor student progress based on formative and summative classroom and district-wide assessments (including the ELPA 21).

III. Description of the LIEP (Language Instruction Educational Plan)

A. LIEP goals

Following identification of a student's eligibility for LIEP services and parent/guardian notification of eligibility and placement, the EL teacher, the general education teacher, members of the Lau Leadership Team, and other appropriate support staff will meet to determine the appropriate LIEP for each student. This programming will be designed to assist each English learner to show growth in the areas of reading, writing, listening, and speaking, as assessed through district-wide assessments and the ELPA 21. The EL student is expected to learn the core content upon completion of a given grade level.

B. Description of specific state-approved LIEP model(s) used in district and the process to place students

Based on the individual needs of each child and the guidelines established above, one or more of following services will be provided for K-12 English learners:

K-8 English as a Second Language Push In Services-The EL teacher will push into the grade level classroom to scaffold academic vocabulary and comprehension of content material in English. She may also co-teach and/or lead small group activities which include the English learner. A record of instructional activities, observations, and concerns will be recorded by the EL teacher. This information will be kept confidential and stored in the ELL teacher's files. Additionally, the grade level teacher and the EL teacher collaborate to help the English learner meet state academic and language proficiency standards as assessed with district-wide assessments and the ELPA21.

K-12 English as a Second Language Pull Out Services- The development of English language proficiency and academic language will be the focus of instruction. The EL teacher may practice fluency and comprehension with the EL student through partner reading and discussions. She may also provide study skills assistance as requested by the grade level teacher and/or the parent. Additional interventions may take place during this time, as identified by the staff during monthly Stat meetings. A record of instructional activities, study skills support, and teacher observations, will be recorded by the EL teacher. This information will be kept confidential and stored in the EL teacher's files. Pull out services will take place before/after school, during recess, or study hall to prevent the loss of academic instruction.

C. Annual parental notification

Parents/guardians will be informed of their child's Language Instructional Educational Plan (LIEP) no later than 30 days from the beginning of the school year (initially and annually). If the child enters later in the school year, parental notification must be given within two weeks of being placed in a language instruction program.

Parental notification must include and answer the following:

- Why does the child need an English language acquisition program?
- What is the EL's current level of English language proficiency and academic achievement?
- What method of instruction will be provided?
- How will the program meet the educational strengths and needs of the EL student?
- How will the program help the student learn English?
- What will be the exit requirements for this program?
- How will the program meet the IEP objectives of a student with disabilities?

The EL teacher is the designated person responsible for the completion of each LIEP. A copy of each notification (with supporting data, such as TELPA scores, teacher observation, samples of student work) will be kept in the student's cumulative folder, as well as in the EL teacher's files. The building administrator will receive email confirmation from the EL teacher upon its completion. This administrator is responsible for making sure the notification deadline is met in a timely manner. Parental notification must be provided in an "understandable and uniform format, to the extent practical", in a language that the parents can understand. Home language support will be provided if necessary. TransAct forms will be used for this process.

Procedure for waiving LIEP services

It is the responsibility of the EL teacher to meet with and inform parents of the benefits of receiving ELL services, as well as to address any concerns and potential outcomes for not receiving services. A record of this meeting will be maintained in the EL teacher's files.

A waiver or withdrawal request will be included with Determination of Student Eligibility and Notification of Language Development Program Placement forms. A waiver (found at www.transact.com) or withdrawal request must be signed by a parent and returned to the EL teacher. A copy of this form will be kept in the EL student's cumulative folder, as well as in the EL teacher's files.

At this time and based on the EL student's needs, a plan will be created with the classroom teacher and EL teacher to ensure mastery of English and to provide supports for the academic achievement of the English learner in the regular classroom. Formal ELL services, as requested by the parent, will not take place. However, the EL teacher will be available with additional support for the classroom teacher. A copy of this plan will be shared with parents and kept in the student's cumulative folder, as well as in the EL teacher's files.

The English learner will be assessed using the ELPA21 as mandated by the state of Iowa. Additionally, the district will be held accountable for the language proficiency progress of that student. The EL teacher will monitor student progress based on formative and summative classroom and district-wide assessments (including the ELPA 21).

D. Highly qualified staff (ESL endorsement)

ELL/LIEP services are delivered by a highly qualified EL teacher (ESL endorsement (281—60.3 (2)) with appropriate licensure as required by the Iowa Bureau of Educational Examiners. Content-area certification is required, if a staff member serves as teacher of record.

E. Designated administrator oversight for LIEPs

The EL teacher is the designated person responsible for the completion of each LIEP. The building administrator/curriculum director, Cathy Timmerman, will receive email confirmation from the EL teacher upon completion of all LIEPs. This administrator is responsible for making sure the notification deadline is met within the requirements of the law.

F. Access to both the Iowa Core Standards and English Language Proficiency (ELP) Standards

The grade level teacher and the EL teacher meet weekly or biweekly to discuss the needs of our English learners. They will collaborate to make accommodations for our English learners based on each student's LIEP, as well as work together to scaffold academic language and build comprehensible input. In addition, by providing push in services to our K-8 English learners, the academic instruction of the Iowa Core standards and ELP standards is effectively taught through content area instruction within the grade level setting.

G. Curriculum and Supplemental Resources

Districts will purchase and modify instructional materials that are appropriate to the needs of the learner and goals of instructional programs (280—180.4). State funding is provided for the “excess costs of instruction of ELL students.” (281— 60.4 and 60.6 (280)). This weighted funding (.22) is currently available for four years. For assistance with reviewing and selecting supplemental instructional resources designed to engage ELs in the Common Core while simultaneously promoting language development, contact your local Title III Consultant.

At West Central CSD, ELL services are aligned with the Iowa Core and ELP standards. As the EL teacher pushes into the classroom to provide most services, she uses classroom materials provided by the district for all students. Secondly, West Central CSD has made it a priority to purchase new textbooks and supplementary resources on a rotation, so all academic areas regularly receive updated materials. The district has also made it a priority to purchase textbooks which provide supplementary ELL resources.

Based on the needs of each English learner, supplemental resources may be purchased as needed. A purchase order is completed by the EL teacher, signed by the appropriate administrator and materials are ordered by the secretarial staff in a timely manner.

Keystone Area Education Association (AEA) will serve as a resource during the assessment, development, and implementation of appropriate programming for each EL student. They may also be used to select and order resources for our English learners.

IV. Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs

A. Process in place for identifying and serving gifted/talented (GT) ELs

Giftedness is a human quality that is equally distributed among all cultures of the world. Unfortunately, the tools used to determine giftedness (e.g., intelligence tests, standardized tests of academic achievement) are primarily available in English and accommodate American mainstream learning, teaching, and assessment styles. Therefore, alternative approaches must be devised in order to accommodate for the limitations of existing, conventional identification procedures. The strategy for identifying gifted ELs is much the same as the strategy for avoiding inappropriate referrals for learning disabilities: collect, examine, and weigh a variety of information about the student.

At West Central CSD, the GT identification process is:

1. The TAG Coordinator will annually gather data for all students from Iowa Assessments, and MAP testing (Measure of Academic Progress). In the case of our EL students, other criteria may be included, such as teacher observations, classroom assessments, or alternative assessments/projects. When possible, additional testing will be provided in the ELs home language.
2. A committee of teachers and administration will review the data, identifying students at or above the 95% in all subjects. Teacher and parent recommendation will also be considered as part of this process, if a student's scores are very close to the requirement.
3. Parents will be notified by mail as to their child's acceptance into the GT program. This will be done in their home language if possible.

The GT teacher, the grade level teacher, and the ELL teacher will meet weekly to discuss the needs of our English learners in the gifted/talented program. They will collaborate to make accommodations for our ELs based on each student's LIEP, as well as work together to scaffold academic language and build comprehensible input within the realm of the GT program.

B. Process in place for identifying and serving ELs in Special Education

It is possible that the ELL suspected of experiencing difficulty in learning does not actually have a learning disability, but is going through a period of social, psychological, and/or linguistic adjustment. Cultural differences in learning styles and strategies, as well as social and cultural interaction patterns with peers and teachers do not constitute a learning disability.

Establishing a pre-referral process can be of great assistance when a teacher suspects that an EL student has a learning disability.

This approach is not foolproof, but through the careful collection, examination, and weighing of a variety of sources of information, distinguishing between a learning disability and the normal process of acculturation and language acquisition should prove less problematic.

At West Central CSD, the Special Education identification process is:

1. Monthly Stat meetings will be held to discuss the struggles of individual students as observed by grade level teachers and administration. The staff involved in this meeting will discuss interventions to try with individual students.
2. The EL teacher will collaborate with the grade level teacher to make appropriate accommodations for the English learner, as well as provide strategies to scaffold vocabulary and build comprehensible input. Interventions will be implemented and documentation gathered.
3. Keystone Area Education Agency will become part of the referral process if interventions prove to be unsuccessful or ineffective. A representative from the AEA...
 - may observe the student in the classroom setting.
 - may recommend additional testing, in English, and in the home language when possible.
 - will gather data and complete a file review (see p. 7 of this plan for a list of possible items to be collected).
 - will meet with grade level teachers, the special education teacher(s), the EL teacher, and an administrator to make recommendations.
4. A parent meeting will be held to determine eligibility and to discuss staffing options. If home language assistance is required, every effort will be made to provide it.
5. If data indicates that special education staffing is necessary, an Individual Education Program (IEP) will be created to meet the student's academic needs.

The special education teacher, the classroom teacher, and the EL teacher will meet weekly to discuss the needs of our English learners in the special education program. They will collaborate to make accommodations for our ELs based on each student's LIEP, as well as work together to scaffold academic language and build comprehensible input within the realm of the special education program.

C. Process in place for identifying and serving ELs in any other district programs (i.e., Title I, Reading Recovery, At Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses, performing and visual arts, athletics, clubs, honor societies, etc.)

- ELs will be considered for any other district supplemental academic programs through the use of student data, teacher observations, classroom assessments, or alternative assessments/projects.
- ELs will be encouraged to become involved in extracurricular clubs and/or activities to increase their participation in the school culture.
- The EL teacher will stay in contact with the parents of ELs to inform them of extracurricular clubs and/or activities of interest to their child. If home language assistance is required, every effort will be made to provide it.

V. Ongoing, Embedded EL Professional Development for Staff who Support ELs

Professional development is provided for all staff involved in the educational process of ELs (281—12.5(8), 12.8(1), and 60.3(3)b5). All educational and appropriate school personnel receive in-service training regarding instructional techniques and modifications for EL students, with continuing training provided according to district's Comprehensive School Improvement Plan (281—12.7(256) and 281—60.3(3)b5). A record of the professional development activities will be maintained.

Documentation for professional development/training is embedded within the district professional development plan. When possible, staff members will be asked to share what they have learned about working with English learners during professional development or PLC groups.

A. District and building administrators

- EL teacher will meet twice a year with the district curriculum director to evaluate program needs and professional development needs. The district administrative team will evaluate the program and professional development needs annually.
- The administrative team will regularly participate in the ELL AEA and state webinars.

B. LIEP staff (certified & support)

- EL teacher participates in Keystone AEA Webinars as available.
- EL teacher participates in Keystone AEA Trainings as available.
- EL teacher annually participates in TELPA training.
- EL teacher will participate in ELPA21 training 2015-2016.
- EL teacher will participate in English Language Proficiency Standards training.
- The EL teacher will make every attempt to attend the Iowa Culture and Language Conference held in the fall of each year or the Our Kids Summer Institute held each summer.

C. Content and classroom teachers-

- The EL teacher will work with Keystone AEA to train staff on EL issues and pedagogy.
- The EL teacher will share and explain each EL student's LIEP to all appropriate content and classroom teachers; they will receive a copy for their records.
- All appropriate content and classroom teachers will be given copies detailing ELPA21 scoring and accommodations necessary for a given EL student. They will also receive guidance to accommodate our English learners' needs on the district-wide assessments.
- All appropriate content and classroom teachers meet weekly or biweekly with the EL teacher to discuss ways to meet the needs of our English learners. They collaborate to help the English learner meet state academic and language proficiency standards as assessed with district-wide assessments and the ELPA21.
- The EL teacher will have conversations with content and classroom teachers pertaining to EL training opportunities, professional development/networking at Keystone AEA, the Iowa Culture and Language Conference held in the fall of each year, as well as the Our Kids Summer Institute held each summer.

D. Paraprofessionals

- Paraprofessionals will be encouraged to participate in the district ELL professional development provided for certified staff.

E. Building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.)

- The school counselor and curriculum director are represented on our Lau Leadership Team which annually meets (at a minimum) to review the plan and services provided to our students.
- The curriculum director will regularly participate in the ELL AEA and state webinars.

VI. Annual English Language Proficiency Assessment (ELPA 21) Administration

English Language Proficiency (NCLB, Sec. 3113(b)(3)(D)) English Language Learners will be evaluated annually with a standardized English Language Proficiency instrument recommended by the state of Iowa. The state will be using the ELPA 21 assessment to measure growth. The West Central CSD EL teacher will administer the ELPA 21 assessment during a three week period within the state testing window of February 1 – April 30. Due to our small ELL population, this window is not currently posted on the district calendar. However, the ELL teacher will notify each classroom teacher and EL family prior to the beginning of the district testing window. All students that have been identified as ELs, including those students whose parents have waived/refused services, will be assessed.

A. Annual training to appropriate staff

-Keystone AEA will provide annual online TELPA and ELPA21 modules to train EL teachers in the administration each assessment. At West Central CSD, the current EL teacher is responsible to complete these trainings within the timelines set up by the state. Certificates of completion will be stored in personnel files in the superintendent's office.

-A series of 1-hour webinars will be held to provide additional ELPA 21 information: how to code in accommodations and how to read/access individual and school level score reports.

B. Dissemination of scores to stakeholders

The EL teacher will routinely share EL student achievement and language proficiency data with parents, appropriate content/classroom teachers, and staff. Home language support will be provided if necessary.

C. Appropriate training to interpret results for staff

The following training activities will prepare the EL teacher to interpret results for staff:

-EL teacher participates in Keystone AEA Webinars as available.

-EL teacher participates in Keystone AEA Trainings as available.

-EL teacher annually participates in TELPA training.

-EL teacher will participate in ELPA21 training 2015-2016.

-EL teacher will participate in English Language Proficiency Standards training.

D. Utilization of assessment results to guide instruction and programming

- At West Central CSD, PLC groups will routinely meet to gather and discuss student achievement data.
- The EL teacher will routinely share EL student achievement and language proficiency data with appropriate content/classroom teachers and staff.
- Based on EL student achievement and language proficiency data, the Lau Leadership Team, led by the EL teacher, will determine instruction and programming, as well as the creation each LIEP.

VII. LIEP Exit Criteria

A. Criteria for 2014-2015 Academic Year and Prior Academic Years

The EL student:

1. Achieves a composite score of 6 on the I-ELDA
2. Meets 3 of the following 4 additional criteria
 - a. Success in a regular classroom
 - b. LIEP support not required
 - c. Sustainability of success
 - d. Score of proficient on district-wide and state-wide assessments, such as Iowa Assessments
3. Meets all criteria in the same school year

Criteria for 2015-2016 Academic Year and Future Academic Years

The EL student:

1. Achieves the required score for proficiency on ELPA21
2. Scores proficient on district-wide and/or state-wide assessments in Reading and Math (*Use Iowa Assessments if available; use district-wide assessments if student is in a grade not tested by Iowa Assessments*)
3. Meets both of the above criteria in the same school year

B. Procedures

1. Notify parents with state-approved TransAct exiting form in language most understandable to parents/families
2. Change student coding to "exited" so the student does not continue to generate unwarranted funding. District data personnel responsible for entering data should refer to *Iowa Department of Education's Data Dictionary*.
3. Begin required two-year monitoring process

VIII. Monitoring Procedures after Students Exit the LIEP Program

- A. Describe two-year monitoring procedures in place after students exit the program. Monitoring procedures need to include criteria to determine ELs' sustained academic progress. A certified, licensed professional(s) must be responsible for the monitoring procedure, identified by name(s) and position(s).**

West Central's certified EL teacher, Ronda Huckins, in collaboration with classroom/content teachers will routinely monitor the exited student for a two year period. In addition, the EL teacher will routinely check in with the exited student, confer with parents, and monitor grades/EL performance on district-wide and language proficiency assessments.

- B. Describe re-entry to LIEP process, including parental notification, when appropriate**

If the EL student begins to experience difficulty with academic achievement and/or is in need of linguistic support, the Lau Leadership Team, in collaboration with the parents and the classroom/content teachers will meet to discuss areas of concern. If applicable, an appropriate LIEP will be developed and the EL will return to actively participating in LIEP services. A copy of this plan will be shared with parents and kept in the student's cumulative folder, as well as in the EL teacher's files.

IX. LIEP Evaluation

- A. Describe the district's annual LIEP evaluation process, which includes evidence regarding progress toward meeting Lau Plan LIEP goals in both English language development and academic achievement:**

- B.**

Regular program evaluation is recommended by the Iowa Department of Education. One way to gauge effectiveness is through careful monitoring of the students' progress. Districts may also perform program evaluations in light of the following questions (Castenada & Pickard, 1981, as cited in Office of Civil Rights, 1999, p. 35):

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?

3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

LIEP program evaluation...

1. may be based on increasing the percentage of ELs making growth in language acquisition as measured by the ELPA21. (Annual Measurable Achievement Objective) [AMAO-1]
2. may be based on increasing the percentage of ELs attaining or reaching full proficiency as measured by ELPA21. (AMAO-2)
3. may be based on making Adequate Yearly Progress (AYP) in reading and math as measured by the state-required content assessments according to targets established by Title I. (AMAO-3)
4. may be based on other district data.

Based on these questions, English language development, achievement-test data, and exit criteria could be used as indicators of program effectiveness. The West Central Lau Leadership Team (including EL teacher and Curriculum Director) will analyze this data and develop suggestions for improvement. The West Central Lau Leadership Team will also complete the "District Self-Study Guide" pp. 72-79 (found at the link below). The EL teacher will report the findings to district administration.

(<http://www.state.ia.us/educate/ecese/is/EL/documents.html>)

Appendix A:

Letter to Districts from the U.S. Department of Justice

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

Appendix B:

Description of LIEP Models

www.2.ed.gov/about/offices/list/ocr/EL/glossary.html

Newcomer Program: *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).*

Sheltered Instruction: *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.*

English as a Second Language (ESL): *A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.*

Dual Language Program: *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving 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.*

Other Bilingual Program: *Bilingual education...refers to approaches in the classroom that use the native language of English Learners (ELs) for instruction. www.nabe.org/BilingualEducation*