**(Edgewood Colesburg Schools)**

**K-12** [**Lau (EL) Plan**](http://www.languagepolicy.net/archives/lau.htm) **for Serving** [**English Learners (ELs)**](http://edglossary.org/english-language-learner/)

**(Revised August 31, 2015)**

**Required Lau Leadership Team Members: Rob Busch (Superintendent/Elementary Principal), Dawn Voss, (High School Principal), Karla Trenkamp, (Elementary Counselor/At Risk Coordinator/Equity Coordinator), Robin McCool (Resource Room Teacher), Molly Peyton, (Classroom Teacher), Sara Dowell (High School Counselor), Eliza Philpott (ELL Coordinator)**

**Suggested Additional Lau Leadership Team Members: Sarah Brincks (AEA Title III Consultant), Kevin Klies, (Spanish Teacher)**

**Lau Plan**

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (*Lau v. Nichols,* 1974). The Lau Plan must be collaboratively written by the K-12 team identified above and must include the following required critical elements:

1. **Lau Plan Goals**
2. English language development – Help EL students become English proficient in language skills and comprehension skills through instruction in speaking, reading, writing, and listening.
3. Academic achievement – Help EL students meet challenging academic achievement as required by all students by participating in classroom learning situations and other school activities.
4. Cross-cultural goals – Help EL students become familiar and exposed to new cultures while maintaining pride in their own culture.
5. **Identification and Placement of ELs in a Language Instruction Education Program (LIEP)**
6. Home Language Survey ([www.TransAct.com](http://www.transact.com) Form IA) – is completed by all incoming students and filed in cumulative folders.
* **All families are asked to complete a Home Language survey (281-60.3(1)a).** (See Appendix C) **Our district is prepared to conduct oral or native language interviews in the student’s home with those adults who may not have sufficient English or literacy skills to complete a survey written in English (281-60.3(1)).**
* **Families registering children will be assisted in completing** **documents and registration materials on-site as needed.** If home language assistance is necessary in order to secure accurate data, **every reasonable attempt will be made to provide support**. A copy of the home language survey, Form IA, is included in the district’s registration materials packet.
* Other data that may be used to initially identify an ELL student includes, but is not limited to: TELPA, student records, teacher interview, parent information, teacher observations, referral, student grades, and/or informal assessments.
* The counselor at each level is responsible for screening Home Language surveys to verify that a language other than English is represented and sharing with the EL students’ teachers the Home Language survey information; the Home Language surveys are kept in the students’ cumulative file.
* The counselor at each level shares the information from the Home Language survey by email and discussion with the staff.
1. State-approved English language proficiency placement assessment
* **Assessment of English Language Proficiency 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]).** ELL staff will administer and score the Tennessee English Language Proficiency Assessment (TELPA) and will use ELPA21 after Fall 2016
* Building administrator will check in with the ELL teacher to ensure that the assessment will take place and then contacts the ELL teacher to confirm that the assessment has taken place within the applicable time frame.
* ELL staff will assess **academic skills, in relation to the student’s grade or age level (281-60.3(1)b).** The district uses *“Educating Iowa’s English Language Learners”* (See Appendix D)
* The staff will also have completed the Moodle training.
1. Process to place student in appropriate LIEPs –
* The district uses the Process and Procedures for Delivery of ELL services chart (See Appendix F)
* The district also uses the ELL Assessment timeline chart (See Appendix F)
* Lau Leadership Team will meet to discuss screening data and determine the most appropriate services needed for success.

See table below for other academic testing to done to assess students’ academic skills and when possible will be done in students’ native language:

|  |  |
| --- | --- |
| Informal academic assessments | Classroom/content teacher |
| Iowa Assessments (grades 2-6) | Classroom teacher |
| Iowa Assessments (grades 7-11) | Classroom teachers |
| NWEA Map testing (grades 3-6) | Technology teacher currently |
| FAST testing (grades PreK-6) | Title/principal/technology teachers |
| STAR testing | Technology teacher |
| STAR testing (grades 2-6) | Classroom teachers |
| MAP testing (grades 7-11) | Classroom teachers |

1. Parental forms distributed in a language most easily understood (found on Transact)

1. Determination of student eligibility (sent once upon placement)

2. Notification of English language development program placement (Version A or B), initially and annually

Within 30 days if identified at beginning of year, or within two weeks if identified later in year) that communicates with parents in a language most easily understood

1. Process for waiving students from LIEP:

Within 30 days if identified at beginning of year, or within two weeks if identified later in year) that communicates with parents in a language most easily understood

AND

Fully describes the Parental LIEP Waiver Process, including:

* Documentation of the meeting held to discuss recommendations, concerns, and potential outcomes with parent(s) The Lau Leadership Team will meet to discuss recommendations and concerns and use the waiver form to serve as documentation of meeting.
* Signed documentation of the parents’ decision. The Lau Leadership Team will meet to discuss recommendations and concerns. We will use the signed waiver form as documentation of the parent’s decision.
* Fully developed district process to implement a plan to provide support to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP. As Ed-Co would do with any other student, we would meet with staff to discuss accommodations and/or modifications that are appropriate for the student to succeed in the regular classroom.
1. **Description of the LIEP**
2. LIEP goals –
* Help EL students to become English proficient in the language skills of speaking, reading, writing, and listening as measured by the ELPA21.
* In 2015-2016, students will grow 6% in reading proficiency based on the Iowa Assessments.
* In 2015-2016, students will grow 4% in math proficiency based on the Iowa Assessments.
* In 2015-2016, students will grow 4% in science proficiency based on the Iowa Assessments.

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

1. English as a Second Language (ESL)
	1. Looking at data from TELPA and IELDA subtests we will drive instruction that is appropriate for the students.
	2. The frequency and intensity of services will be based on TELPA and IELDA data.
	3. There will also be collaboration with classroom teachers to support the academic needs as we would with all students.

C. Annual parent notification and procedure for waiving services - Within 30 days if identified at beginning of year, or within two weeks if identified later in year) that communicates with parents in a language most easily understood. Notices will be sent by Karla Trenkamp and are stored in the student’s cumulative files.

AND

Fully describes the Parental LIEP Waiver Process, including:

* Documentation of the meeting held to discuss recommendations, concerns, and potential outcomes with parent(s) The Lau Leadership Team will meet to discuss recommendations and concerns and use the waiver form to serve as documentation of meeting.
* Signed documentation of the parents’ decision. The Lau Leadership Team will meet to discuss recommendations and concerns. We will use the signed waiver form as documentation of the parent’s decision.
* Fully developed district process to implement a plan to provide support to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP. As Ed-Co would do with any other student, we would meet with staff to discuss accommodations and/or modifications that are appropriate for the student to succeed in the regular classroom.

D. Highly qualified staff (ESL endorsement) (281-60.3(2)) – Eliza Philpott, ESL Coordinator

E. Designated administrator oversight for LIEPs – Rob Busch, Superintendent/Elementary Principal

F. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards – As we would with any other student we will meet with staff to discuss appropriate accommodations and modifications that are appropriate for students to succeed in regular classroom. EL teachers will participate in ELP Standards Training Modules and will use within service time as trained.

G. Curriculum and Supplemental Resources

* Imagine Learning
* Resources from Keystone AEA
* The Oxford Picture Dictionaries
1. **Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs**

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

* + - District will use same criteria that is used for non ELs
			* NWEA tests (using scores 90th %tile and above)
			* Iowa Assessments (using scores 90th %tile and above)
			* For EL students we use I-ELDA scores
			* Classroom observation
			* Parent interviews
		- District will also receive support from the local AEA
		- Consideration of culture, language proficiency and development in the first and second languages, prior schools, and parent input, Gifted/Talented Teacher, Administrator, and EL Teacher are also included
1. Process in place for identifying and serving ELs in special education
* District will use same criteria that is used for non ELs
	+ Initial evaluation is completed (completed by local AEA) and student’s educational progress, need, and discrepancy are analyzed (District also makes sure that lack of appropriate instruction was not the contributing factor for the educational discrepancy)
	+ District will also receive support from the local AEA – 1st Language Assessment from Keystone AEA
* Consideration of culture, language proficiency and development in the first and second languages, prior schools, and parent input is also included
	+ ELPA21 scores
	+ Classroom observation
	+ 1st Language Assessments available from Keystone AEA
1. Process in place for identifying and serving ELs in any other district programs:
	1. Title 1 – FAST data will determine placement of students for Title 1 Interventions.
	2. After School Activities – will be posted in newsletters, online, school website, daily announcements, and through email which is available to all students
2. **Ongoing, Embedded EL Professional Development for Staff who Support ELs**

In Service training is provided for all staff (administration, LIEP teachers, paraprofessionals, etc.) involved in the educational process of EL’s (281-12.5(8),12.8(1), and 60.3(3)b5). All educational and appropriate school personnel, including administrative staff, receive in-service training regarding instructional techniques and modifications for ELL students, with continuing training provided according to district’s Comprehensive School Improvement Plan (281-12.7(256) and 281-60.3(3)b5). The administrator will keep a record of the professional development activities, which could involve opportunities through AEA and conferences.

As we would with any other student we will meet with staff to discuss appropriate accommodations and modifications that are appropriate for students to succeed in regular classroom. EL teachers will participate in ELP Standards Training Modules and will use within service time as trained.

1. **Annual English Language Proficiency Assessment (ELPA21) Administration**
2. English language development assessment and administration will be done annually, during the month of March, with a standardized English language proficiency instrument recommended by the state of Iowa. Currently the state is using the I-ELDA (Iowa English Language Development Assessment) to measure growth.
* Annual training to appropriate staff done through AEA PD online for TELPA and ELPA21. Certificates will be stored in teacher portfolios.
* Dissemination of scores to stakeholders: the counselor at each level gives results to teachers that have the EL students and parents
* Provide appropriate training to interpret results to staff. Test Administrator will meet with classroom/content staff to discuss scores and appropriate classroom support.
* Use results to guide instruction and programming: the ELL teacher has student roster and shares accommodation/modification ideas with teachers. The EL staff will use assessment scores for appropriate services.

**Classroom Assessments (NCLB, Sec. 1111(b)(3)(c) (xi)l)**

Mainstream teachers will **report the student’s achievement and growth (60.3(1)b)** through authentic assessments and content area tests (modified as necessary) in the regular classroom. Accommodations will be made to support students until the student is able to achieve academically in the classroom with age and grade levels.

* The district also uses and Individual Learning Plan (ILP) which has accommodation ideas and I-ELDA scores
* Meeting minutes of grades/teams K-12 are documented to ensure that accommodations are provided to ELs and this information is shared on a Google Doc district wide
* **District-Wide Assessments (NCLB, Sec. 1111(b)(3)(c) (xi)l)**
* **ELs must be tested on the district-wide assessments with or without accommodations for reading and math and science.**
* The district currently uses

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| --- | --- |
| Informal academic assessments | Classroom/content teacher |
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| STAR testing | Technology teacher |
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|  |  |

The district uses Guidelines for inclusion of English Language Learners in K-12 (https://www.educateiowa.gov/sites/files/ed/documents/IowaELLguidelines.pdf) assessments to ensure that the appropriate accommodations are identified. (**See Labeled tab**)

**Annual Measurable Achievement Objectives (AMAOs)**

AMAOs are targets that have been established by the state in compliance with NCLB mandates to measure the effectiveness of language instruction educational programs. These objectives are based on the English language proficiency standards and relate to ELs’ development and attainment of English language development while also meeting challenging state academic achievement standards.

The federal government has also approved these targets. Each district is held accountable for meeting these targets. The objectives and targets are shown in the following table.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Annual Measurable Achievement Objective** | **2012 Targets** | **2013 Targets** | **2014 Targets** | **2015 Targets** |
| #1: | Progressing in English language acquisition (Iowa-ELDA) | 59.5% | 60.8% | 62.1% | 63.4 % |
| #2: | Attaining or reaching English proficiency (Iowa-ELDA) | 22.3% | 23.2% | 24.2% | 25.2% |
| #3:  | Making Adequate Yearly Progress (Iowa Assessment) | District AYP Data |  |

1. **LIEP Exit Criteria and Procedures**

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

The student:

1. Achieves a composite score of "6" on the I-ELDA

2. Meets 3 of the following 4 additional criteria

1. Success in a regular classroom
2. LIEP support not required
3. Sustainability of success
4. 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 student:

1. Achieves the required score for proficiency on ELPA21

2. Scores proficient on district-wide and/or statewide 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**

1. 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).

Karla Trenkamp, At Risk Coordinator, will monitor students by using classroom grades, NWEA scores, FAST scores, and Iowa Assessment scores.

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

The Lau Leadership Team will meet to discuss data. From that conversation we will meet with parents to discuss options and present opportunity to waive services.

1. **LIEP Evaluation**

**A.** Describe the district’s annual LIEP evaluation process will be conducted by Karla Trenkamp, At Risk Coordinator, which includes evidence regarding progress toward meeting Lau Plan LIEP goals in both English language development and academic achievement:

Evaluation will center upon the following criteria:

1. Increasing the percentage of ELs making growth in language acquisition as measured by the ELPA21 (Annual Measurable Achievement Objective) [AMAO-1]

2. Increasing the percentage of ELs attaining or reaching full proficiency as measured by ELPA21 (AMAO-2)

3. 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 such as NWEA, FAST, and Iowa Assessments

The data we receive each year will drive our decisions for programming.

**X. Appendices**

A. Letter to Districts from the U.S. Department of Justice: <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

B. Description of LIEP Models

**Appendix A**

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**](http://www.2.ed.gov/about/offices/list/ocr/ell/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](http://www.nabe.org/BilingualEducation)