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

2014-2015

(Required Lau (English Language Learners) leadership team members: Rob Busch (superintendent), Paul Wenger (elementary principal), Dawn Voss (high school principal), Karla Trenkamp (elementary counselor), Robin McCool (resource room teacher), Molly Peyton (classroom teacher), Matt Welp (high school counselor), Eliza Philpott (ELL coordinator)

Suggested additional Lau (ELL) leadership Team Members: Sarah Brincks (AEA Title III consultant), Kevin Klies (Spanish teacher)

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

Lau (ELL) Plan K-12 Program Goals

I. Language Instruction Educational Program (LIEP) goals
   To help students to become English proficient in the language skills of speaking, reading, writing, and listening. (**linguistic**)

   To help students to successfully participate in classroom learning situations and other school activities. (**academic**)

   To help students to develop and/or reinforce positive attitudes toward self, school, and community.

   Educating ELs to meet the same challenging academic content and student academic achievement that all children are expected to meet. (**academic**)

   Teaching English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence. (**linguistic**)

   Communicating with parents in their first language when needed

II. Identification of ELs

   Home Language Survey (www.TransAct.com, Form A)

   - **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 A, 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: Tennessee English Language Proficiency Assessment (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 to the staff shares the information from the Home Language survey by email and discussion.

Initial 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)
- 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

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

ELL teacher/coordinator will analyze data from the TELPA, assessments from chart above, student records, teacher observation and referral. This information is kept in the students' cumulative file.

If the student is non-English proficient or limited English proficient in any of the English language proficiency subtests (speaking, listening, reading, writing) or there is evidence that he/she will not be successful in the regular classroom because of language background, the student is identified for the LIEP. (See Appendix D, *"Educating Iowa's English Language Learners"*)

Parental notification of eligibility and placement, in language most easily understood **(NCLB, Sec. 3302) (**See Appendix B**)**

- Forms for communicating this information to parents are available at the TransACT website. (See Appendix C)

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)

Process in place for identifying and serving gifted 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)
  - I-ELDA scores
  - Classroom observation
- 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 is also included

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

- Consideration of culture, language proficiency and development in the first and second languages, prior schools, and parent input is also included
  - I-ELDA scores
  - Classroom observation

III. Placement of ELs in appropriate programming designed to meet developmental linguistic needs. Based on assessment results, the EL should be assigned to mainstream classrooms with students the same chronological age, no more than two years differential (60.3(3)a). LIEP services will begin upon determination.

> **Parents must be notified every year (NCLB, Sec.3302) (See Appendix B)**
> - **Parents are notified no later than 30 calendar days after the beginning of the school year, or**
> - **Within two weeks of a child being placed in a language instruction program (if a student enrolls after the beginning of the year)** 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.
> - **Parents will be notified via mail**
>
> **Annual parental notification of continuing placement and programming options must include:**
> - **Reasons for identification**
> - **Child's level of English language proficiency**
> - **Method of instruction**
> - **How the program will meet the educational strength and needs of the child**
> - **How the program will help the child learn English**
> - **The program's specific exit requirements**
> - **How the program meets the objectives of the IEP of a child with a disability**

- o **Parental information must be provided in "an understandable and uniform format, to the extent practicable", in a language that the parents can understand.**
  - If the parents choose to waive enrollment in the LIEP, a meeting is held with the building administrator, building counselor and ELL teacher to let them know what they are opting out of
  - Professional Learning Communities (PLC's) will look at data to ensure the student is showing progress as required by law without enrollment in the LIEP
- o The district uses the following forms from Transact.com to notify parents:
  - Notification of English language development program placement

- Student eligibility
- Waive enrollment in an English language development program
  - A copy of the parent notification forms is kept in the students' cumulative file.
IV. Language Instruction Educational Program (LIEP) program models implemented in the district include any of the following:
  - English as a Second Language: A program that includes specialized approaches to language teaching designed for those whose primary language is not English.
  - Sheltered English Instruction (at elementary level): An approach that utilizes the simplification of the English language to teach ESL and subject area content simultaneously (sometimes called "content ESL"). Although the actual content is the same as that taught to non-LEP students, key concepts and vocabulary are targeted to fit the ESL student's English language proficiency level.
  - Pull-out program at all levels
  - Highly qualified staff
    - ELL endorsement
  - The LIEPs will be overseen by the administrator of each building
  - To ensure that all students have access to Common Core and English Language Development (ELD) Standards the district uses the following resources:
    - TESOL standards (http://www.tesol.org/advance-the-field/standards/prek-12-english-language-proficiency-standards)
    - Guidelines for Implementing English Language Proficiency Standards in Iowa (**See labeled tab in LAU plan binder**)
    - English Language Development Standards (http://www.cde.ca.gov/sp/el/er/eldstandards.asp)
    - Common core standards (https://www.educateiowa.gov/iowacore)
    - **Instructional resources**: The district 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 local Title III Consultant.
      1. ELL readers that match the reading program, Reading Streets (grades K-6)

V. Ongoing professional development for all staff targeting EL needs

> **In-service training 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, 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.

VI. 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 by AEA and/or staff trained in EL's
   - Dissemination of scores to stakeholders: the counselor at each level gives results to teachers that have the EL students
   - Provide appropriate training to interpret results to staff
   - Use results to guide instruction and programming: the ELL teacher has student roster and shares accommodation/modification ideas with teachers

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

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
MAP testing (grades 7-11)	Classroom teachers

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.

These targets have also been approved by the federal government. 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
#1:	Progressing in English language acquisition (Iowa-ELDA)	59.5%	60.8%	62.1%
#2:	Attaining or reaching English proficiency (Iowa-ELDA)	22.3%	23.2%	24.2%
#3:	Making Adequate Yearly Progress (Iowa Assessment)	District AYP Data		

There are specific actions districts must take when an AMAO is missed:

Year 1- Work with AEA consortium to notify parents

Year 2- Work with AEA consortium to notify parents, write and implement a

CAP

Year 3- Work with AEA consortium to notify parents, review, revisit, and

update CAP

Year 4- Work with AEA consortium to notify parents, write and implement

CAP (with DE support/involvement)

**Please check with your Title III Consultant, as these required actions have been revised frequently over the past few years.

The data is reviewed by AEA and the information is emailed to the administration. The administration shares the information with the staff at the district wide staff meeting that data is discussed. Professional development selection and implementation is based on AMAO data.

VII.   LIEP transition and exit criteria

> **ELs achieving proficiency in English speaking, listening, reading, and writing at a level commensurate with their grade and/or age peers will be transitioned into the mainstream classroom or exited from programs and services (60.3(3)b4).**

Definition of EL progress:

Transition: A student can enter a transition period upon
- achieving proficiency in English, while
- receiving minimal LIEP support, and
- sustaining academic progress for a period of 2 years.

Transition is a trial period of 45 days when an EL demonstrates sustained progress in the mainstream classroom setting, independently. The district monitors Iowa Assessment data, I-ELDA data, and classroom observations to ensure academic success in the classroom. After a successful transition period, the student is eligible for exit from the LIEP. The counselor will tell the student and parents about the change in status and a letter will be sent home by mail. A copy of this notification will also be kept in the students' cumulative file.

Students in transition must take the I-ELDA. *Note:* Districts should exercise caution when exiting students who are at a key transition point related to the assessment's grade span, e.g., an EL who takes a grade K-2 assessment must be carefully considered before exiting from LIEP services just as he/she enters grade 3. Grades 3, 6 and 9 are due great consideration as exit points since ELs could be more likely to need language support at these points. Ensuring an adequate transition period will help to prevent a premature exit. The current assessment grade spans are K-2, 3-5, 6-8 and 9-12. District teams are advised to use their informed discretion when making such decisions.

Transition

When a student is considered ready to receive minimal language support [scores proficient in English (I-ELDA composite score of 6) and performance in classroom is comparable to his/her peers], the student moves to a "transitional" stage during which the district regularly and routinely monitors language proficiency, academic achievement and overall progress for up to two years.

During the transitional period, this student is still considered EL and must be assessed with the I-ELDA each year. In addition to the I-ELDA, the district regularly and routinely monitors language proficiency, academic achievement, and the progress of transitional students with the following:
- classroom assessments
- Iowa assessments
- NWEA map testing
- FAST testing
- STAR testing

Should the student begin to experience difficulty and be in need of linguistic support, the student is moved back to actively participating in the LIEP to receive services.

Proficiency: A student will be considered <u>proficient</u> when he/she achieves a composite I-ELDA level of 5 or 6. Such a score signals that an EL could be ready to enter the transition period.

Exit: A student will be able to exit the LIEP by meeting the following criteria:
    The EL:
        A. Scores level 6 on the I-ELDA, (**REQUIRED)**
        B. In addition to scoring composite 6 on the I-ELDA, positive recommendations for exit from teachers, parents, and other staff; the exiting EL must meet 3 out of the 4 additional criteria:
            a. Experiences and sustains success in a regular classroom

b. Does not require LIEP support
c. Scores a 3 on the TELPA
d. Scores proficient on district-wide assessments

Exit

Districts must identify and establish 'Exit Criteria'. These criteria must include the State Exit Criteria (listed below). However, a district may choose to add additional components to the exit criteria.

State Exit Criteria

A student may be able to be exited after sufficient input from teachers, parents, and other staff and a composite 6 on the I-ELDA, and meet 3 of the 4 of the following criteria:

- Success in the regular classroom
- LIEP support not required
- Sustainability of success
- Score proficient on district-wide and state-wide assessments such as Iowa Assessments

The district routinely monitors student progress through report cards, progress reports done every 3 weeks (grades 7-12), and in PLCs (K-12). The district uses www.transact.com Exit form to notify parents of the change in program status and sends this in the mail to the parents. A copy of this form is kept in the students' cumulative file.

VIII.   Monitoring Exited Students
Once students have formally exited the program, the state, through the Student Reporting System, still "monitors" the student for AYP purposes for two more years.

IX.   LIEP evaluation
See "*District Self-Study Guide,*" pp. 73-79 of Educating Iowa's English Language Learners; A Handbook for Administrators and Teachers available at: http://educateiowa.gov/index.php?option=com_content&task=view&id=683&Itemid=1391 (See Appendix D)

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 as a legitimate experimental strategy;

2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and
3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Based on these questions, English language development, achievement-test data, and exit criteria could be used as indicators of program effectiveness.

The LAU leadership team members will evaluate the LAU plan annually. Program will be adjusted based on this evaluation in the same way that the special education and TAG program are adjusted in the district. The annual evaluation will be shared in the school board report, district newsletters, and school website.