

Central Lyon Community School District

2016-2017

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

August 2016

Lau Plan Advisory Committee

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I. Lau Plan Guiding Principles

The purpose of the Central Lyon Language Instruction Educational Program (LIEP) is to provide

ELs with language and cultural instruction in a nonthreatening, welcoming environment and guidance in English language fluency in order to obtain academic and social achievement.

English Language Development Goals

- Teach English language comprehension through listening, speaking, reading, and writing skills to attain English proficiency and academic competence.

Academic Achievement Goals

- Educate ELs to meet the same challenging academic content and student academic achievement that all children are expected to meet
- Provide students the opportunity to progress academically with their peer group by using tutor assistance in their first language
- Involve families and community leaders in the educational process in order to make education a cooperative effort between home and school.
- Communicate with parents in their first language when it is needed.
- Foster positive self-concepts and attitudes towards school.
- Promote pride in students' cultural and linguistic backgrounds.

Cross-cultural goals:

Multicultural, Gender-Fair Education

1. Iowa Code Chapter 256.11 EDUCATIONAL STANDARDS.

Rationale for Multicultural, Gender Fair Approaches

When students see the contributions and perspectives of their group included in the curriculum it connects the learner to the curriculum. It tends to contribute to a higher self-esteem, stimulate greater motivation to learn, and ultimately to higher achievement. When students see the contributions and perspectives of other groups included in the curriculum, it tends to prevent students from developing an inflated sense of self/group superiority, which can contribute to ethnocentric perspectives, paternalism, and subtle forms of racism and sexism over time. It exposes students to the diversity of their country and the world and therefore better prepares them to live and work successfully in a diverse world and a global economy.

Goals of Multicultural Gender-Fair Education

1. To help students to develop positive and realistic self-concepts regardless of their gender, race, national origin, or disability
2. To assist students to understand that both men and women, diverse racial/cultural groups and persons with disabilities have made valuable contributions to the heritage of the United States and this rich diversity enriches and strengthens our country.

3. To assist students to understand that all persons are members of the human race and that they have common needs feelings and problems.
4. To assist students to develop positive interpersonal and inter-group communications techniques as well as the motivation to play an active role in the solution of societal problems and conflicts.
5. To provide a warm, supportive and inclusive learning environment for all students so that they can achieve their maximum potential.

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

The following steps are followed to identify and place English learners (ELs) appropriately:

A. Home Language Survey-IA (HLS-IA)

All parents of new students to the district are asked to complete the Iowa Home Language Survey-IA (281-60.3(1a)) at time of registration. The survey, which includes student race and ethnicity reporting (beginning 16-17), is found at www.transact.com in 28 languages. Completed home language surveys are placed in the student's cumulative folder. Central Lyon is prepared to conduct oral or native language interviews in the student's home language in Spanish with those adults who may not have sufficient English or literacy skills to complete a survey written in English or in their home language (281-60.3(1)). If there is a need for other languages, every attempt is made to find competent adults in the community for interpretation. *An example of the IA Home Language Survey is found in Appendix A.*

If a new family indicates a language other than English on the HLS-IA, or there are other indicators of EL needs, the enrolling school secretary lets the EL teacher know about the arrival of the student. The EL teacher will facilitate the identification process as needed.

Note that a positive response to an item on this survey does not in itself identify a student as an English Learner (EL); it merely helps to screen students for potential consideration. The Home Language Survey (HLS) must be collected and filed in the cumulative file for ALL students and includes parent signature.

B. State-approved English language proficiency placement assessment (TELPA Screener)

When a parent indicates a language other than English on the Home Language Survey, the EL teacher will administer the complete Tennessee English Language Placement Assessment (TELPA) to measure listening, speaking, reading, and writing levels in English within 30 days of the beginning of the school year (NCLB, Sec. 3302(a)), or two weeks of the student's enrollment, if it is after the start of the school year (NCLB, Sec. 3302(d)). Completed

assessments/results are kept in the student's cumulative folder.

Administrators of TELPA will be trained through the on-line training offered by the IDE on an annual basis. Certificate of Completion are stored in teacher's personnel files.

C. Process to place student in appropriate LIEP and content courses

1. *Describes how teams gather additional academic and pertinent data to determine ELs needs*

Assessment of academic skills in relation to the student's grade or age level

(281-60.3(1)b). All educators within the district are qualified to administer assessments of academic skills. The following assessments are used for academic testing and considered when making placement and programming decisions for students.

All certified classroom teachers and/or certified specialized teachers and assistants administer the district's grade level assessments. The Central Lyon School District uses the following assessments:

Grade TK & K

- **FAST (Formative Assessments System for Teachers)**

Grade 1

- **FAST(Formative Assessments System for Teachers)**
- **Star Reading**
- **Common Core Math Assessment**

Grade 2

- **FAST(Formative Assessments System for Teachers)**
- **Iowa Assessment**
- **Star Reading**

Grade 3

- **FAST(Formative Assessments System for Teachers)**
- **Star Reading**
- **Iowa Assessments**

Grade 4

- **FAST(Formative Assessments System for Teachers)**
- **Iowa Assessments**

Grade 5

- **FAST(Formative Assessments System for Teachers)**
- **Iowa Assessments**

Grades 6-8

- **Iowa Assessments**
- **MAPS Assessment**

Grades 9-12

- **Iowa Assessments**
- **MAPS Assessment**
- **ACT**

See “*Educating Iowa’s English Language Learners,*” available at:

http://educateiowa.gov/index.php?option=com_content&task=view&id=683&Itemid=1391

Formal and informal assessments are used to determine student’s academic skills in their grade level. These include the tests mentioned above as well as curriculum based assessments and teacher observations of progress.

2. *Describes team-based placement process of ELs into LIEP programming matching their*
 - a. English language development needs
 - b. Academic needs

Once language and academic skills have been assessed, the EL teachers reviews the data with appropriate administrators and members of the Lau Leadership Team. In addition, prior student records, student grades, medical records, and informal assessments are reviewed and used to determine placement. If the student is non-English or limited English proficient on the English language development screener (TELPA) or based on previous records, the student is identified for the LIEP.

LIEP services will begin upon determination.

3. *Describes team-based placement process of ELs into content courses matching their*
 - a. English language development needs

Academic needs

Once language and academic skills have been assessed, the EL teachers reviews the data with appropriate administrators and members of the Lau Leadership Team. In addition, prior student records, student grades, medical records, and informal assessments are reviewed and used to determine placement. If the student is non-English or limited English proficient on the English

language development screener (TELPA) or based on previous records, the student is identified for the LIEP. This data will help in determine the content courses appropriate for the student in meeting his or her language and academic needs. Students will be placed in appropriate content courses based on their language and academic needs.

4. Describes placement in general education setting that is age appropriate (within two years of actual age).

Based on assessment results, the EL will be assigned to a mainstream classroom with students the same chronological age, with no more than two years differential (60.3(3)a).

D. Parental notification of eligibility following state guideline, in language most easily understood

When a student is identified for the LIEP:

A. Parents must be notified every year

1. Parents are notified no later than 30 calendar days after the beginning of the school year
2. Within two weeks of a child being placed in a language instruction program (if a student enrolls after the beginning of the year)

Parent Notification must include:

3. Reasons for identification
4. Child's level of English language development
5. Method of instruction
6. How the program will meet the educational strengths and needs of the student
7. How the program will help the student learn English
8. The program's specific exit requirements
9. How the program meets the objective of the IEP of a student with a disability

Parental information must be provided in "an understandable and uniform format, to the extent practicable," in a language the parents can understand. See www.tranact.com for parent notification form titled "Determination of Student Eligibility, English Language Dev. Program Placement". This form is sent once upon placement. Parents will also be sent the form titled "NCLB-Notification of Language Development Program Placement-Version A" for initial and annual placement notification and program description.

The completed parent notification forms are returned with the parent's signature and placed in the student's cumulative folder by EL teacher or office staff. The EL teacher follows up on unreturned forms.

E. Parent documentation of waiving/withdrawal from LIEP programming

If parents wish to waive enrollment in LIEP, a meeting will be held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parents. This meeting will be documented and filed. The waiver/refusal of LIEP is then signed by the parents and placed in the student's cum. folder. This form is found on www.transact.com and titled "Waiver-Refusal of ESL-Bilingual program" The classroom teachers will be made aware of the waiver and expected to provide appropriate support and accommodations to the student to ensure mastery of English and academic achievement. The district uses a wide range of pedagogical strategies to meet the needs of all of its learners and to support their academic progress.

Note: These students, however, continue to be tested with the ELPA21 until they are proficient.

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

A. LIEP Program Goals:

20% of students will show gains on the writing subtest on the ELPA21.

20% of students will show gains on the reading subtest on the ELPA21.

10% of EL students will score proficient on the ELPA21 in 2016-2017.

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

Newcomer Program: Newcomer students are recent immigrants who have little or no English proficiency and who may have had limited formal education in their native countries. These students have needs that traditional English as a second language (ESL) and bilingual programs are usually not designed to address. Our district will assess the needs of our newcomers. Based on the results of the assessments, our district will implement instruction to support their needs of our newcomers and help bridge the gap between their needs and regular language support programs. The objective of our program is to develop students' English language skills, help them acculturate to U.S. schools, and make them aware of educational expectations and opportunities. Providing a welcoming and safe environment will be the main focus when a newcomer arrives. Assigning a mentor to the student, teaching school routines, (such as how lunch works, how to do recess, how to pass in hallways, the how to's of the classroom, etc.), teaching commands and basic English, and mentoring the family will help to bridge the gaps.

English as a Second Language (Other):

Elementary: The EL students in the Central Lyon Community School District are supported in their education by being pulled out of the classroom for small group instruction or through a co-teaching opportunity. In both of these approaches, students are receiving instruction from a

highly qualified teacher who is endorsed with the ESL Endorsement.

Middle School: Middle school EL services are implemented according to student needs. General education teachers implement the Language program to students as needed as well as the EL supplemental materials associated with the current Language Arts program. In addition, students may receive the necessary support of a para-educator to assist them in their language acquisition. The EL teacher will keep in contact with the teachers to offer any support and/or training in the education of the CLD students. The EL teacher will provide direct instruction to EL students. Time and frequency will be determined by student needs. The law mandates that all EL's be serviced by an endorsed ESL teacher.

High School: At the high school level, EL services will be provided to students by a highly qualified teacher who has the ESL Endorsement. This additional instructional support will be determined according to the needs of individual students.

Frequency and intensity of services by grade level/span (high school vs. elementary) and/or current English proficiency level is determined by individual student language and academic needs.

Classroom teachers will be made aware of students whose parents have waived LIEP instruction. Teachers will be expected to provide appropriate support and accommodations to the student to ensure mastery of English and academic achievement. The district uses a wide range of pedagogical strategies to meet the needs of all of its learners and to support their academic progress.

C. Description of annual parental notification of continuing placement and programming options in language most easily understood.

Parents must be notified every year.

1. Parents are notified no later than 30 calendar days after the beginning of the school year.
2. Within two weeks of a child being placed in a language instruction program (if a student enrolls after the beginning of the year)

Parental Notification must include:

1. Reasons for identification
2. Child's level of English language development
3. Method of instruction
4. How the program will meet the educational strengths and needs of the student
5. How the program will help the student learn English
6. The program's specific exit requirements
7. How the program meets the objectives of the IEP of a student with a disability

Parental information is provided in “an understandable and uniform format, to the extent practicable,” in a language that the parents can understand. See www.transact.com for parent notification form titled *Notification of English Language Development Program Placement (A)*. The completed Parent Notification forms are returned with the parent’s signature and placed in the student’s cumulative folder by Cindy Witt, EL teacher, or office staff. The EL teacher follows up on unreturned forms.

D. Procedure for communicating with parents who have waived LIEP services is in place annually

If parents wish to waive enrollment in LIEP, a meeting will be held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parents. This meeting will be held annually, giving the district an opportunity to review this information with parents. Waiver must be signed annually by parent(s). The meeting is documented and filed. The signed waiver/refusal of LIEP is placed in the student’s cum. folder. This form is found on www.transact.com and titled “*Waiver-Refusal of ESL-Bilingual program*” The classroom teachers will be made aware of the waiver and expected to provide appropriate support and accommodations to the student to ensure mastery of English and academic achievement. The district uses a wide range of pedagogical strategies to meet the needs of all of its learners and to support their academic progress.

Note: These students, however, continue to be tested with the ELPA21 until they are proficient.

E. Highly Qualified Staff

Cindy Witt has her ESL endorsement and will serve as LIEP teacher for the Central Lyon CSD.

Teachers providing instruction through content area classes are endorsed in the content area in which instruction is being provided.

F. Designated administrator Oversight for LIEPs

Steve Harman, Elementary School Principal, oversees the district’s LIEP(s). Mr. Harman has the opportunity to attend EL trainings such as Our Kids Summer Institute, Iowa Culture and Language Conference (ICLC) and other workshops and professional development provided by the Iowa Department of Education and Northwest AEA. Administrators overseeing LIEP are encouraged to watch the webinar titled “*Understanding Title III Requirements*” found on AEA PD On-line.

G. Access to Iowa Core and English Language Proficiency (ELP) Standards

The Central Lyon CSD uses a variety of program models in the English as a Second Language Program. Each program model integrates Common Core Standards and ELP standards. All teachers grades K-12 incorporate the Core Standards, which are aligned to the ELP standards, in their instruction. The LIEP program integrates the ELP standards in each program model. Collaboration between mainstream and LIEP teachers is frequent and ongoing, including lesson planning, sharing of instructional materials, and integration of appropriate strategies for content and language comprehension and acquisition. All teachers incorporate the English Language Proficiency (ELP) Standards (reading, writing, speaking and listening) in their core classes.

H. Curriculum and Supplemental Resources for LIEP

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 cost of instruction of ELL students. (281-60.4) and 60.6 (280). LIEP Curriculum and Supplemental Resources 2016-17. During core curriculum reviews the district will consider the language and academic needs of their ELs. The LIEP teacher and general education teacher(s) will also search out the most effective and appropriate, research based strategies and materials to utilize with ELs so that they are able to meet the rigorous academic demands. The focus will be on reading, writing, speaking and listening.

- Vocabulary building skills workbooks
- Teaching strategies: Word Walls, Cloze Reading, vocabulary strategies, grouping strategies, mind maps, graphic organizers, visuals, modified classwork, multicultural resources, and alternative assessments.
- Modifying and supplementing using classroom materials
- Imagine Learning
- Utilizes Northwest AEA's Loan Out Library

Materials are revised and updated annually. Supplemental materials may be updated with Title III funding.

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

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

Iowa code states that gifted and talented students are “those identified as possessing outstanding abilities who are capable of high performance and require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those children with demonstrated

achievement or potential ability.” ELs will be evaluated for TAG services if they demonstrate the following characteristics: acquires second language rapidly, shows high ability in Math, displays a mature sense of diverse cultures and languages, code switches easily, demonstrates an advanced awareness of American Expressions, translates at an advanced level (orally), and/or navigates appropriate behaviors successfully within both cultures. The ELL referral form serves as a starting point for this process. The Lau Leadership team, led by ELL Coordinator, Cindy Witt, will meet and discuss recommendations. The team may choose to gather more information, such as work samples, test scores, and teacher input, and may choose to do a follow-up meeting to review prior to referral for TAG services. If the team determines TAG services are needed, the data collected will be used to develop services to extend the student’s learning in the areas in which he/she demonstrates a need. These services will be provided in collaboration with the TAG teacher, ELL teacher, and the classroom teacher and will be tailored to the student’s unique learning needs. Accommodations will be provided during TAG time to support the student’s language needs. Reading, writing, listening and speaking skills will be incorporated into the GT services based on EL’s language needs.

See also: [Identifying Gifted and Talented English Language Learners: Grades K-12](#). This guide was developed and distributed by the Iowa Department of Education & The Connie Belin & Jacqueline N. Blank International Center for Gifted Education & Talent Development

“Educating Iowa’s English Language Learners”

http://educateiowa.gov/index.php?option=com_content&task=view&id=683&Itemid=1391; pp. 26, 66, 78

B. Process in place for Identifying and serving ELs in special education:

ELs have specific needs and consideration that must be taken into account when they are progressing through the stages of language acquisition. Such considerations include the following;

- Is the learning environment supportive for language development of ELs?
- Have personal and family factors been considered?
- Have physical and psychological factors been taken into account?
- Has information been gathered about the ELs previous schooling experiences?
- Is the child proficient in oral language and literacy in both first (L1) and second language (L2)?
- Is there academic achievement in both L1, if available, and L2?
- Have cross-cultural factors been considered? How is information gathered about others’ ways of doing things and their values and beliefs?

Before any special education referrals are put in place, EL strategies should be tried. These strategies are best developed through collaboration between the EL teacher and the classroom teacher and should be implemented in the general education setting with adequate assessment data collected. The strategies may be universal strategies that are good for all students. The EL should

only be referred to special education after various EL strategies have been tried over time and yet no progress is being made in the ELs English language acquisition. If the strategies do not improve the EL's progress in English language acquisition the special education referral process may begin. Special note: EL strategies should not be used to qualify ELs for special education nor should the LIEP (ESL) program be seen as a special education intervention.

Note: A student may receive special education and EL services if they meet the requirements for services in both areas. Special education services do not trump LIEP. Additional testing and review of records including teacher interviews, student interviews, parent interviews, academic achievement records, and state assessments, will be used to make this determination. The EL referral form serves as a starting point for this process. The Lau team will meet to discuss concerns and make recommendations. A follow-up meeting is set and recommendations are made at that point for special education services.

Special note: The IEP team includes the LIEP teacher in all discussions regarding ELs who are being considered for special education services. Please refer to the Superintendent's Memo-Joint Guidance OCR/DOJ, sent to superintendents on January 7, 2015.

C. Process in place for identifying and serving ELs in all co-curricular programs (e.g., Title I, At-Risk, career and technical education programs, counseling services, Advanced Placement and International Baccalaureate courses)

The district provides access to all students, including all ELs, to various programs and services offered by the district. Assessment screeners and data will help determine program qualifications based on student's needs. The EL teacher will work with administrators and other educators in the identification and placement of students in a variety of programs. The language needs of the EL will be supported within the program with a focus on reading, writing, listening and speaking. The school will provide parents and students with communication about programs and eligibility in a language most easily understood.

D. Process in place for identifying and serving ELs in extra-curricular (e.g., performing and visual arts, athletics, clubs, honor societies)

The district provides access to all students, including all ELs, to various programs, organizations, services and clubs offered by the district. The EL teachers will work with the EL to determine interests and point of contacts for activities and services that are applicable. The EL teacher will work with administrators and other educators in the identification and placement of students in a variety of other programs. The language needs of the EL will be supported within the program with a focus on reading, writing, listening and speaking. The school will provide parents and students with communication about programs and eligibility in a language most easily understood. Collaboration will occur with the guidance counselor, Jessica Harman in regards to

placement of other programs.

V. Ongoing, Embedded District Level EL Professional Development for Staff Who Deliver Instruction or Support the LIEP for ELs

A. Ongoing EL Professional development (PD) provided for staff who support the LIEP

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 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 professional development activities will be maintained.

The district provides opportunity for EL and regular education staff to attend conferences and workshops offered by Northwest AEA and the IDE that focus on EL issues and pedagogy. An annual EL in-service will be provided to all staff focusing on strategies that benefit EL learners. The EL teacher is available for consultation and collaboration regarding adaptations, modifications, and accommodations appropriate in assisting those with English language needs. Building administrators attend workshops pertaining to EL needs, advise and assist in editing this plan as needed, assist in creating appropriate in-service topics to be delivered, attend EL in-services, and encourage the use of EL methodology/strategies within the classroom.

Administrators and the EL teacher are encouraged to view the webinar titled "Understanding Title III Requirements" found on AEA PD On-line.

Annually, all teachers are informed about EL students in his/her classroom. This information may include (ELPA21) results and students' current levels of English language acquisition utilizing the Language Acquisition Chart.

Professional development is provided to required staff as designated by the Iowa Department of Education for English Language Proficiency Standards "*(Beginning in 2016-2017, all licensed staff providing service to ELs (i.e. content teachers and other certified support staff) must complete the training. By 2017-18, in accordance with the new definitions in rule 281-60.2(280) in Chapter 60, all staff responsible for the LIEP service or supporting such services must be trained (e.g. paraprofessionals, instructional coaches).*" memo from Dave Tilly Oct. 7, 2015

The Lau Plan Committee members will meet 2 times a year. The first meeting will take place in the fall and will address the following:

- Review of district's Lau Plan
- TELPA scores

- Number of ELs in district
- Programming services
- EL professional development for the current school year

The second meeting will take place in the spring and will address the following:

- Discuss student ELPA21 results/scores
- Determine which students meet the exit criteria
- Review and make changes, if needed, to the district's Lau Plan based on district's evaluation process.
- Update Lau Plan with revised rubric from the DE (date revised, Lau Members-people's names and positions, ELP standards, etc.)
- Update District Self-Study document

B. District training of English Language Proficiency Standards and Implementation

Certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment. Each staff member will have the opportunity to download a "*Certificate of Completion*". Certificates will be filed in each Personnel file in the High School Business Office.

VI. Annual English Language Proficiency Assessment and Administration (ELPA21)

A. Annual training to staff assigned to administer ELPA21

ELs are evaluated annually with a standardized English language development instrument recommended by the state of Iowa. The state is currently using the The English Language Proficiency Assessment (ELPA21) to measure growth and proficiency.

All certified LIEP staff and LIEP para-professionals will receive annual ELPA21 training in order to administer the assessment. Administers of ELPA21 are trained through the IDE's on-line training. Completed training certificates are kept on file in the High School Business Office. Parents are informed prior to the test that their child will be assessed with the ELPA21. Parent notification forms can be found at www.transact.com.

All students who have been identified as ELs (including those students whose parents have waived/refused services) are assessed.

B. Dissemination of scores to stakeholders:

The test results are sent to parents so that they are aware of the language growth of their child. Data is shared with pertinent staff such as classroom teachers, administrators, resource

personnel, etc. The results of these tests will be used to measure progress and assist in meeting individual student needs. Information will be disseminated to appropriate staff for instructional decision-making and program development when report cards get distributed, which is quarterly.

C. Appropriate training to interpret results to staff:

Training will be presented through webinars. *Timelines will come from the IDE in the fall of 2016.*

D. Utilization of assessment results (data) used to guide instruction and programming:

The LIEP staff analyzes the data to make appropriate instructional supports and core and LIEP program decisions (current and future). The focus is on students’ language acquisition skills in reading, writing, speaking and listening.

Annual Measurable Achievement Objectives (AMAOs) Special Note: AMAOs have been frozen for the 2016-2017 school year.

AMAOs are objectives 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 Membership Achievement Objective	2015 Targets	2016 Targets	2017 Targets
#1: Processing in English language acquisition-growth (Iowa-ELDA)	62.1%	63.3%	64.7%
#2: Attaining or reaching English proficiency (Iowa-ELDA)	24.2%	24.5%	25.0%
#3: Making Adequate Yearly Progress (Iowa Assessments)	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)

Parent Notification

If the school fails to make progress in meeting the state's annual measurable achievement objectives, then the school must separately inform parents of an EL about the school's failure within 30 days. (NCLB, Sec. 3302(b)).

Annual AMAO data is reviewed by the School Board and reviewed with administration and staff during in-services. Parents are informed of failure to meet AMAOs in writing sent via USPS. AMAO data is reviewed by all staff in collaborative meetings. Ideas for improving programming are shared during these meetings and implemented within the classroom of EL students.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria

Criteria for 2016-2017 Academic Year and Future Academic Years

The student:

1. Achieves a required score for proficiency on ELPA21
2. Scores proficient on district-wide and state-wide assessments in Reading and Math
3. Meets both of the above criteria in the same school year

B. LIEP exit procedures

Students must be exited during the allowable window (end of school year to October 1st, student count) after ELPA21 results are received.

When a student is exited from LIEP parents are notified. A copy of the "*English Language Development Program-Exit Letter*" is given to parents and a copy is filed in the student's cum. folder. This letter can be found at transact.com.

The district's designated staff member will enter the exit codes and information into *Student Reporting in Iowa (SRI)*. District data personnel, currently Rhonda Menning, Office Secretary, will be responsible for entering data should refer to the *Iowa Department of Education's Data Dictionary*.

Exited students will beginning two year monitoring (pending ESSA guidance)

VIII. Monitoring Procedures after student exit the LIEP program

A. Monitoring procedures in place after students exit the program

Once students have formally exited LIEP, the state, through the Student Reporting System, still "monitors" the student for AYP purposes for two more years. ELs who have exited the program are monitored by the EL teacher, Cindy Witt, and general education classroom teachers. If a student is at risk for re-entry a team will review the student progress data. Appropriate measures will be taken by progress monitoring and doing interventions with that student.

Criteria for EL's Sustained Academic Progress

1. Grades: content-area grades are average or above-average
2. Attendance: student regularly attends school
3. Iowa Assessments: student maintains a proficient score
4. K-2 district-wide assessments

B. LIEP re-entry procedures in place, if indicated by data, including notification of parents/guardians:

If during the two year monitoring process, the student does not maintain adequate academic progress based on the data in the above criteria, the student may re-enter the LIEP. EL staff will solicit the approval and support of re-entering the student into the LIEP. A meeting will be held with parents to discuss their child's progress and any concerns of the educators and parents. The district will use the "*Notification of English Language Development Program Placement*" form to document notification to the parents. The EL teachers will determine the appropriate supports and programming for the EL Student. When a decision has been made, it will be documented, signed by parents and staff, and placed into student cumulative folder.

The district data personnel responsible for entering data should refer to the *Iowa Department of Education's Data Dictionary*.

IX. LIEP Evaluation

A. LIEP Evaluation in place

The LIEP will be evaluated yearly by the Lau Committee, led by EL Teacher Cindy Witt, to determine the effectiveness of the program(s) and the growth of the students being served. The following questions will be examined:

1. Is the program based on an educational theory recognized as sound by experts in the field or is considered by experts as 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 being overcome?
4. Is there evidence regarding progress made toward meeting Lau Plan LIEP goals in both English language development and academic achievement.
5. What are our EL professional development needs?
6. What are our staffing needs?

The evaluation examines these areas:

- Identification of ELs
- Assessment/Assessment Data, such as Iowa Assessments and District-Wide Assessments
- Program and Implementation
- Exiting and monitoring of the EL
- LIEP Staff
- Exit Criteria
- AMAO1, AMAO2, AMAO3 Results (growth, proficiency and AYP)
- Program Evaluation
- Lau Plan
- Equitable Access
- Special Education
- Notices to Parents

Tools used to assist the district with program evaluations include: “ 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=139

X. Appendices

- A. Letter to Districts from the U.S. Department of Justice:
- B. Description of LIEP Models
- C. “Title III Compliance Assurances: Checklist for Districts”

D. TransACT.com documents

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

www2.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 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 language learners (ELs) for instruction.*

www.nabe.org/BilingualEducation

Appendix C

Title III Compliance Assurances: Checklist for Districts

___ The district maintains and annually revises the district Lau (EL) Plan. [NCLB Sec. 3116] (Lau v. Nichols, 1974)

___ The district has a policy of admitting students regardless of their immigrant status or

English-speaking status. [Plyer vs. Doe (1982); Title VI of the Civil Rights Act (1964)]

___ The district provides information and communication to the parent(s) in the language the parent(s) understand to the extent practicable. [NCLB Sec. 3302(c)]

___ The district will promote parental and community participation in programs for ELs [NCLB Pub. L. No. 107-110].

___The district includes a Home Language Survey (TransAct form IA) in registration materials for all students and maintains these forms in student cumulative folders. [Iowa Code 281-60.3]

___The district uses the state-approved language proficiency test (ELPA21) to screen and identify ELs (including parental notification) within the first 30 days of a student being enrolled in the district at the beginning of the school year, and within 14 days thereafter. [NCLB Sec. 3302(a); Iowa Code 281-60.3(1)b]

___ The district ensures educators administering the state-approved language proficiency test for identification & placement recertify annually.

___The district notifies parents of program eligibility and placement within the mandated time frames. [NCLB Sec. 3302]

___ The district has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, developing Title III programs and activities [NCLB, Pub. L. No. 107-110].

___The district provides a Language Instruction Educational Program (LIEP) with direct instruction provided by a highly qualified (ESL-endorsed) teacher. Consultative services do not meet the requirement for direct instruction. [Iowa Code 281-60.3(2)]

___ The district assures that LIEPs carried out under Title III will ensure that ELs being served by the programs develop English proficiency. [NCLB, Pub. L. No. 107-110].

___The district ensures that teachers of ELs are fluent in oral and written English [NCLB Sec. 3116(c)]

___The district has a designated administrator overseeing the district's LIEP.

___ The district ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards [NCLB, Pub. L. No. 107-110].

___ The district has developed programs and activities for ELs and immigrant children and youth [NCLB, Pub. L. No. 107-110].

___ The district offers high quality professional development to classroom teachers (including teachers in classrooms that are not the settings of LIEP), principals, administrators, and other school or community-based organizational personnel [NCLB, Pub. L. No. 107-110].

___ The district ensures the implementation of the English Language Proficiency (ELP) standards. [NCLB, Title IX, Part A, Section 9101].

___ The district ensures that all paraprofessionals serving EL students are supervised by a highly qualified teacher. [Iowa Code 281-60.3(2)]

___ The district assesses the English proficiency of all EL students with the state-approved English language proficiency assessment (ELPA21) annually. [NCLB Sec. 3113(b)(3)(D)]

___ The district ensures educators administering the state approved language proficiency monitoring assessment recertify annually.

___ The district disseminates ELPA21 scores to parents and district staff. [NCLB Sec. 3121]

___ The district ensures that all EL students participate in district-wide assessments. [NCLB Sec. 3121]

___ The district uses state-approved exit criteria to determine when students should be exited from the LIEP program [Iowa Code 281-60.3(3)b4]

___ The district monitors exited EL students for two years after exiting the program (Changing to 3 years required monitoring in 2016-7 based on ESSA). [NCLB Sec. 3121(4)]

___ The district reports required EL data elements on Iowa's Student Reporting System.

___ The district conducts an annual program evaluation and makes adjustments to programming as indicated by EL student achievement data. [NCLB Sec. 3121]

___ The district ensures that Title III funding is not used for opportunities that are afforded all students, such as parent-teacher conference translation. This means that interpretation and translation for ELs must be paid, not using Title III funds, rather, using district funds.

___ The district ensures that personnel funded by Title III are being used exclusively for EL students for the full amount of the apportionment of the funding.

___ The district is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127 (NCLB, Pub. L. No. 107-110).

Checklist Completed by (print name): _____

Signature: _____

Date: _____

Superintendent (print name): _____
Signature: _____
Date: _____

Appendix D

Home Language Survey - IA includes second page for race and ethnicity

Determination of Student Eligibility, English Language Dev. Program Placement

Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

English Language Development Program - Exit Letter for students who are eligible to exit services

Notification of English Language Development Program Placement - Version A for initial and annual placement notification

Waiver-Refusal of ESL-Bilingual Program - waive or withdraw from bilingual services

Appendix E

English Language Proficiency Standards Training Options (excerpt from Dave Tilly)

e-mail May 6, 2016)

The Iowa Department of Education has worked with ELPA21 (English Language Proficiency Assessment for the 21st Century) and a consortium of states to develop training modules that can be used to address the required training on the ELP Standards. School districts and AEAs responsible for delivering the training have several options for how to use the modules to support the required training on the ELP standards:

A. AEAs and school districts may require the certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) to view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.

B. AEAs and school districts may use the modules flexibly (chunk the content, provide training to groups where they watch the modules together with some facilitated discussion, alter the sequence, facilitate learning activities in conjunction with the modules, etc.) as long as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district.

C. AEAs and school districts may deliver training using the content within the modules but not necessarily use the modules or only use clips from the modules - this will require submitting a training plan and receiving Iowa Department of Education approval prior to starting the training with staff. This option will also require that AEAs/school districts provide verification of training completed, the list of all participants who completed the training, and evidence of participant learning. The plan must include:

- a. The trainers and the target audience for each training session.
- b. The specific content and learning outcomes for each training session.
- c. The learning activities that will be used to deliver the content.
- d. How the trainers will assess whether or not the participants are meeting the intended outcomes.

<http://www.nabe.org/BilingualEducation>