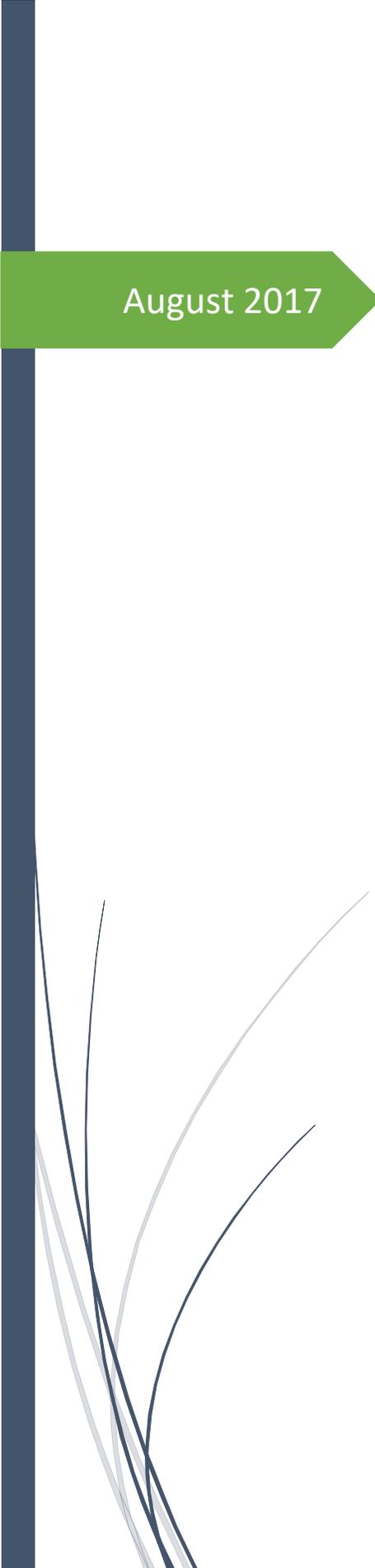




August 2017

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

Storm Lake Community School District



Required Lau Leadership Team Members:

Tina Gress, Curriculum Director; Kara Mauk, EL Teacher; Bob Schaller, EL Teacher; Darla Coyle, EL Teacher; Sandy Mouw, Guidance Counselor; Jeff Tollefson, Asst. High School Principal; Kellie Anderson, Equity Coordinator; Twyla Kleen, School Nurse

Lau Plan

I. Lau Plan Guiding Principles

A. English language development

To teach English comprehension through listening, speaking, reading and writing skills, attain English proficiency and academic competence. Promote pride in the student's cultural and linguistic backgrounds

B. Academic achievement

Educating our students to meet the same challenging academic content and student achievement that all children are expected to meet.

C. Cross-cultural goals

Multicultural, Gender-Fair Education Iowa Code Chapter 256.11 EDUCATIONAL STANDARDS

To help students and staff to develop positive and realistic self concepts regardless of their gender, race, national origin or disability.

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

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

-- All parents are asked to complete the Home Language Survey-IA at time of registration. *(there is no need for parents who have already filled out the survey in a previous year to fill it out again. This is a one time deal.)* Completed home language surveys are placed in the student's cumulative folder. The Storm Lake Community School District 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. If there is a need for other languages, every attempt is made to find competent adults in the community. 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. If a new family indicates a language other than English on the HLS-IA, or there are other indicators of EL need, 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.

B. State-approved English language proficiency placement assessment

-- The TELPA is a placement test designed and based upon the full English Language Development Assessment's(ELDA) battery of tests. It is designed to allow schools to place students, based on their acquisition of English language proficiency skills, into classrooms and services best suited for their current level of acquisition. The TELPA has four operational forms designed for differing levels of academic and developmental language. Thus, there is one test form for each of the follow grade clusters: K-2, 3-5, 6-8 and 9-12. Each administrator of the TELPA will be trained with the appropriate assessment on the aeapdonline.org website. Certificates of completion are on file in the personnel folder at Central Office. The results of the TELPA screener are placed in the individual student's cumulative file as well as a file in the EL teacher's room. The results are also submitted with the Department of Education using their template.

C. Process to place student in appropriate LIEPs

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

---FAST: Formative Assessment System for Teachers K-4; MAPS testing 5-12; Iowa Assessments grades 2-11; ELPA21 K-12, Boulder Valley Math Assessment K-4.

Once language and academic skills have been assessed, the EL staff 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 assessment or based on previous records, the student is identified for the LIEP.

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.

D. Parental forms distributed in a language most easily understood - “Determination of Student Eligibility, English Language Dev. Program Placement” (sent once upon placement) - eligibility notification and permission from Transact including parent signature.

--When a student is identified for the LIEP:

1. **Parents must be notified every year. - “Notification of Program Placement” for initial and annual placement notification and program description on TransAct**
 - a. Parents are notified no later than 30 calendar days after the beginning of the school year.
 - b. Within two weeks of a child being placed in a language instruction program (if a student enrolls after the beginning of the year)
2. **Parental Notification must include:**
 - a. Reasons for identification
 - b. Child’s level of English language development
 - c. Method of instruction
 - d. How the program will meet the educational strengths and needs of the students
 - e. How the program will help the student learn English
 - f. The program’s specific exit requirements.
 - g. How the program meets the objectives of the IEP of a student with a disability.

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

E. Process for waiving students from LIEP

-- If parents wish to waive enrollment in the LIEP, a meeting is held to discuss recommendations, concerns, and potential outcomes. **The “Explanation of Consequences for not Participating in English Learner Program notice Or “Request for Change in Program Participation” from TransAct** is then signed by parents and placed in the student’s cumulative folder. The classroom teachers will be made aware of the waiver and expected to provide appropriate support to ensure mastery of English and academic achievement.

Note: Students waiving services will still be required to take the ELPA21 until Proficient.

III. Description of the LIEP

A. LIEP goals

- Within 36 weeks of receiving LIEP support the student's literacy gap in reading comprehension will decrease by 10 percent
- The gap on Iowa Assessments between the students receiving services and the students not receiving services will shorten
- Within 36 weeks of receiving LIEP support the student will add 5-10 new words to his/her receptive vocabulary per week.

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

The Storm Lake Community School District uses a variety of program models in their English as a Second Language Program. Each program model integrates Common Core Standards. Collaboration between mainstream and LIEP teachers is frequent and ongoing, including lesson plans, instructional materials, and appropriate strategies for English proficiency. The program models include: English as a Second Language Sheltered Instruction at the MS; Intensive English for Newcomers at the Elem, MS, HS; and Other English as a Second Language Program, which is at the Elem, MS, HS

Sheltered English Instruction Program

All students in the program are ELs. The goals are both academic content and proficiency in English. ELs are grouped in special classes so that the teacher can modify instruction/curriculum to meet their needs. The LIEP teachers have appropriate training in TESOL and in the content area in which they are teaching (e.g. English, History, Math, etc.) 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. Services are provided every day. Students are typically in the program 1-3 years. This method is primarily used at the middle school.

Intensive English for Newcomers

All students in the program are non-proficient English Learners(ELs). The goal is primarily proficiency in English with academic skills highlighted. Students are integrated in the mainstream classrooms for part of the day and pulled out for part of the day for LIEP instruction. Students are grouped around grade levels, not English proficiency. The LIEP teachers have appropriate training in TESOL. Students are typically in the program for 1-2 years. This method is used at the elementary, middle school and high school levels.

English as a Second Language Program (ESL)

ELs are in the mainstream classes with non-ELs. The goal is both academic content and proficiency in English. The ELs are integrated in the mainstream, English-only classroom, with a LIEP teacher/para-professional attending the classes, assisting them as needed with concepts, terminology, assignments, etc. Students may be groups or pulled out from time to time to meet their needs. The LIEP teachers have appropriate training in TESOL and the paras are under the supervision of LIEP teachers(s).

Co-Teaching

Co-teaching with our ELL staff and core staff has not been an option in our district. We have felt as a district this movement was needed to meet the needs of our EL students in the 14-15 school year and into the future. Co-teaching will be offered to support our LIEP instruction. ELs at all proficiency levels will receive direct LIEP instruction unless services have been waived.

C. Annual parent notification and procedure for waiving services

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 must be provided using the "Explanation of Consequences for not Participating in English Learner Program" and "Request for Change in Program Placement" form - this form will be signed and place in the student's cumulative file. The EL staff follows up on unreturned forms.

If parents wish to waive enrollment in the LIEP, a meeting is held to discuss recommendations, concerns, and potential outcomes. The Waiver/Refusal of English as a Second Language Program is then signed by the parents and placed in the student's cumulative folder. The classroom teachers will be made aware of the waiver and expected to provide appropriate support to ensure mastery of English and academic achievement. *Note: These students, however, continue to be tested with the ELPA21 until they are proficient.*

D. Highly qualified staff (ESL endorsement)

The following teachers are certified:

Daniel Lopez—Elem. LIEP Teacher; Yadira Alday—Elem. LIEP teacher; Kara Mauk—Elem. LIEP Teacher; Darla Coyle—MS LIEP Teacher; Sandra Duque—MS LIEP Teacher; Haydee Torres—MS LIEP Teacher; Lorena Singh—MS LIEP Teacher; Leah Rekow—HS LIEP Teacher; Norma Behm—HS LIEP Teacher; Kevin Newton—HS LIEP Teacher; Bob Schaller—HS LIEP Teacher

The Storm Lake Community School District has also had the opportunity to provide content teachers the opportunity to gain their ELL endorsement through Morningside College. The district has provided tuition assistance; the district has felt that the increase of ELL knowledge in all areas will help our population of ELL students in our district.

E. Designated administrator oversight for LIEPs

Tina Gress, Curriculum Director, oversees the district's LIEP (s) is taking part of the English Language Learner Administrator Academy.

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

The Storm Lake Community School District uses a variety of program models in their English as a Second Language Program. Each program model integrates Common Core Standards and ELP Standards. Collaboration between mainstream and LIEP teachers is frequent and ongoing, including lesson plans, instructional materials and appropriate strategies for English proficiency.

All teachers incorporate the ELP standards (reading, writing, speaking and listening) in their core classes. This can be found in the teachers curriculum maps along with their Iowa Standards.

G. Curriculum and Supplemental Resources

LIEP Curriculum and Supplemental Resources 2017-18

-- Keys to Learning and Hampton-Brown's EDGE textbook for 9-12 grade. Rosetta Stone

--Middle School students use Longman Keystone Building Bridges. Rosetta Stone. Hampton-Brown EDGE textbook for grades 7-8. On Our Way to English - grades 5-6

--Elementary students use Rigby On Our Way to English oral language program, which is supplemented by the OWE phonics and/or guided reading program.

--Imagine Learning for grades K-4

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

The district has a process in place for 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.” ELL students 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) an/or navigates appropriate behaviors successfully within both cultures. The ELL referral form serves as a starting point for this process. The LAU Leadership team will meet and discuss recommendations. The team may choose to gather more information and may choose to do a follow-up meeting to review prior to referral for TAG services.

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? We don't use only standardized assessments when making this decision. Have cross-cultural factors been considered? How is information gathered about others' ways of doing things and their values and beliefs? EL students should receive direct instruction for special education and LIEP from highly qualified staff.

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 special education intervention.

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.)

The district will provide an interest survey to all ELs and parents in their native language to determine level of interest in various clubs, organizations and services that are offered by the district. The LIEP teachers will work with the EL to determine interests and point of contacts for activities and services that are applicable. Include all LIEP teacher(s) in the screening process and the data review to determine if these (Title I, At-Risk, SPED, SCR) are appropriate for the EL students.

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

In-Service training is provided for all staff involved in the educational process of ELs. All educational and appropriate school personnel receive in-service training regarding instructional techniques and modifications for EL students with continuing training provided according to the district's Comprehensive School Improvement Plan.

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. General education teachers, EL teachers and administration will attend training sessions provided by

the IDE and AEA in regards to EL, appropriate teaching strategies and best practices. Storm Lake CSD will send a team to Our Kids in June, and ICLC in November.

The LIEP staff will meet with regular classroom teachers on a weekly basis in order to design, modify, and adapt lessons and provide accommodations for student in the general education classroom.

The LIEP staff will meet 4-5 times a year to discuss issues that arise and then will present those issues to the general education staff and administration.

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 the district's LAU plan
- Number of ELs in the district
- Programming of 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 - names Positions, ELP, standards, etc.)
- Update District Self-Study document

- A. Training 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. All teachers in the district will have all 6 completed by the end of the 17-18 school year. All documentation is filed in personnel files in Central Office.
- B. Working with Nilda Aguirre Consultant agency for comprehensive needs assessment and implementation of results.
- C. Storm Lake has two administrators and two TLC members who will be members of the ELL Administrative Academy for the 2017-18 school year.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

English Learners will be evaluated annually with a standardized English language development. The district administers the ELPA21 March 1 through April 30. But our current schedule does not conflict with other district-wide assessments such as Iowa Assessments and MAPS. This testing window is determined and approved by district administrators.

All of the certified LIEP staff and the LIEP para-professionals have received the yearly ELPA21 training to administer and score the assessment. With certificate of training in their personnel file at Central Office. All students who have been identified as ELs(including those students whose parents have waived/refused services) are assessed. Parents are informed prior to the test that their child will be assessed with the ELPA21.

The test results are sent to parents so that they are aware of the language growth of their child. Data is share with pertinent staff such as classroom teachers, administrators, resource personnel, etc. Training will be presented through webinars. *Timelines will come from the IDE in the near future.*

The LIEP staff analyzes the data to make appropriate instructional supports and program decisions. LIEP staff will be training classroom teachers and administrators during professional development on the EL standards during the course of the school year. Those participants will then receive a certificate of completion which will be placed in their personnel file at Central Office

VII. LIEP Exit Criteria and Procedures

A. Criteria for 2017-2018 Academic Year

The student:

1. Achieves the required score for proficiency on ELPA21
2. Scores proficient on district-wide (FAST for K-2, state-wide assessments in Reading and Math for grades 3-12)
3. Meets both of the above criteria in the same school year

B. Procedures

Students are only exited during the allowable window, which is the end of the previous school year and Oct. 1st, which is the student count date. Parents will be notified with the TransAct form "Program Exit Letter". After a student is exited, that student will be coded as being monitored by a LIEP teacher for 2 years to make sure that the student is progressing in courses as necessary.

VIII. Monitoring Procedures after Students Exit the LIEP Program

Once students have formally exited LIEP, the state, through the Student Reporting System, still "monitors" the students for AYP purposes for two more years. ELs who have exited the program are monitored by the EL staff: Daniel Lopez, Kara Mauk and Yadira Alday - Elem EL teachers; Darla Coyle, Haydee Torres, Sandra Duque, Lorena Singh—MS EL Teachers; Kevin Newton, Norma Behm, Leah Rekow, Bob Schaller - HS EL Teachers; and general education classroom teachers. Students may be assigned to the at-risk program where these students are monitored more closely by the at-risk staff that provides academic support. The EL staff monitoring exited ELs document the progress of the students. At-risk personnel keep records of students served in their program, as well as the after school program. The after school program provides academic support beyond the school day.

If a student who is being monitored is struggling in courses and on assessments, this student may be placed back into the LIEP program based on this data. Parents would receive notification of this decision using the annual "Notice of Program Placement" form.

IX. LIEP Evaluation

Annual Measurable Achievement Objectives (AMAOs) are targets that have been established by the state in compliance with NCLB mandates to measure the effectiveness of language instruction programs. These objectives are based on the English language proficiency standards and relate to students' development and attainment of English development while also meeting challenging state academic achievement standards. The results of language and achievement testing will be reviewed by the district's staff at each building and also with the District School Improvement Team. This data is reviewed periodically and used in data reviewed with staff at each building to help make instructional changes which will increase the likelihood that students' achievement will improve. If the Storm Lake School District students fail to make progress in meeting the state's target for AMAO, the school will separately inform parents of ELLs about the school's failure within 30 days of the district's notification.

X. Appendices

- A. 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

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 language learners (ELs) for instruction. www.nabe.org/BilingualEducation

Storm Lake Community Schools – ELL Identification Procedures

	PROCEDURES	TIME FRAME	PERSON RESPONSIBLE
1.	New student arrives at school to enroll. <u>Home Language Survey</u> is completed as part of the registration procedure.	Day of enrollment	The school administrative assistant is responsible for distributing and collecting <u>Home Language Survey</u> during enrollment.
2.	If the <u>Home Language Survey</u> reveals that student's primary language is not English, then move to Step 3. When the <u>Home Language Survey</u> reveals that the primary language is other than English, a copy should be given to the school's guidance counselor. In either case, the <u>Home Language Survey</u> should be filed in the student's cumulative folder.	Day of enrollment	When the <u>Home Language Survey</u> reveals that the primary language is other than English, the school administrative assistant is responsible for forwarding a copy of the <u>Home Language Survey</u> to the guidance counselor. The administrative assistant is responsible for filing the original <u>Home Language Survey</u> in the student's cumulative folder.
3.	Notify the school's ELL (English Language Learner) teacher.	1-2 days	The guidance counselor is responsible for notifying the local school's ELL teacher
4.	Idea Proficiency Test (TELPA) or ELDA Placement test is administered.	2 weeks	ELL teacher or designee is responsible for administering the assessment.
5.	Assessment results will be given to the local school's ELL Contact Person. If a student scores NES (Non English Speaking) or LES (Limited English Speaking), then move to Step 6. If not, parents are informed that the student is not eligible for services.	No longer than 2 days after testing	The ELL teacher is responsible for communicating the results of the assessment to the local school's guidance counselor and coordinating student schedule.
6.	Notify parents of ELL program and seek permission to place student.	No longer than 5 days after receiving results	The local school's ELL Contact Person is responsible for contacting parents to seek permission for student placement.
7.	Communicate ELL program status with building administrative assistant.	3-4 days	The local school's ELL teacher is responsible for communicating ELL placement with administrative assistant to enter information into student information management system.
8.	Plan instructional placement.	3-4 days	Instructional placement and/or modification is completed with guidance counselor by ELL teacher.
9.	A copy of the student's placement and/or modification(s) are to be given to the student's teacher(s) and the administrative assistant. The original forms should be placed in the student's cumulative folder.	1-2 days	The local school's ELL teacher is responsible for forwarding student placement and/or modification(s) to the student's teacher(s) and the administrative assistant who will be responsible for filing the original in the student's cumulative folder.
10.	Monitoring of academic progress.	End of each semester	The classroom teacher(s) are responsible for monitoring and completing progress reports/grades and reporting information to the local school's ELL teacher. The ELL teacher(s) is responsible for reviewing and monitoring academic progress.
11.	The academic progress must be monitored for those students who have exited the ELL program. Progress will be reviewed using subject area assessment and report card grades.	End of each semester	The classroom teacher monitors students who have exited the ELL program and reports their progress to the local school's ELL Contact Person.

Appendix D

English Language Proficiency Standards training options excerpt from Dave Tilly email 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 the training to groups where they watch the modules together with some facilitated discussions, 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 my 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*