

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

2018-2019

Lau Plan

According to the Code of Iowa, **districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students (Chapter 280—280.4 and 281-60.1-6)**. In order to meet the linguistic, academic, social, and emotional needs of ELs, districts are required to develop a service plan.

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (Lau v. Nichols, 1974). The Lau Plan must be collaboratively written by the K-12 team, to include: district administrator(s), building administrator(s), equity coordinator (public only), EL teacher(s), classroom /content teacher(s).

Required Lau Plan Team Members: Mr. Gary Benda (Superintendent/ESL Coordinator/Secondary Principal), Kyle Reeve (Elementary Principal, Equity Coordinator), Linda Polk (9-12 ESL teacher), Ismenia Castelan (7-8 ESL teacher), Sarah Bates (Elementary ESL teacher), Jill Hernandez (Elementary ESL teacher), Christina Schenk (Elementary ESL teacher), Kelly Tyler (Guidance Counselor), Kristen Payne (Instructional Coach), Tera Rees (teacher), and Helen Duranleau-Brennan (AEA ESL consultant).

I. Lau Plan Guiding Principles Evidence:

- A. English language development: Increase the number of students scoring proficient on ELPA 21 in grades Kindergarten through 12th grade. Increase the number of students growing one or more levels on ELPA 21.
- B. Academic achievement: The School Improvement Advisory Committee (SIAC) and approval of the school board established the goal: All students will demonstrate one grade level's growth in Math, ELA, and Science by the end of the year. 60% of students in each grade level will test proficient /or advanced proficient on the state test. It is our belief that all students at Columbus Community Schools can and shall learn, and will close the achievement gap.
- C. Cross-cultural goals: To help all families and students connect with community resources that support their cultural identities.

II. Identification and Placement of ELs in a Language Instruction Educational Program (LIEP) Evidence:

- A. "Home Language Survey-IA (HLS-IA) form 1-A (www.TransAct.com)
 - a. The Home Language survey is part of the registration process and is offered in multiple languages so parents may complete it in a language they understand. Office district school registrar and office managers screen surveys for possible testing of students. Names are shared with the Director of ESL and building level ESL teacher for consideration of testing. All Home Language surveys are filed in our student records system (PowerSchool) and race and ethnicity information is entered in the student data management system for state

reporting.

- B. State-approved English language proficiency placement assessment
 - a. ELPA 21 Screener is used to assess new students who mark a language other than English on their Home Language survey. Testing is completed within 30 days of the start of the year and 10 school days within the arrival of a new student within the year. ELPA 21 Screener testing is completed by EL teachers who are trained with the state mandated ELPA 21 screener training. Certificates of completion are kept on file in the office of the Director of ESL.
- C. Process to place student in appropriate LIEPs and content courses
 - a. Qualifying ESL students are placed in age appropriate mainstream classrooms with ESL support determined by needs of individual students and programming that is best determined by their English language development and academic needs. This placement is determined by our ESL teachers and administrator.
- D. Initial Parent Notification of Eligibility
 - a. Determination of Student Eligibility for Program Placement- (sent once upon placement) – eligibility notification and permission from TransAct including parent/guardian signature.
 - b. Notice of Program Placement: for initial placement notification and program description from TransAct. Initially within the first 30 days of school or within two weeks of being identified later in the year.
 - i. Parents are notified annually of their students' eligibility and placement. Notifications are sent home or mailed upon qualifying and are sent in a language parents understand.
- E. Process for waiving students from LIEP
 - a. Parents have the choice to waive services annually once they have received notification of their child's placement and services. A meeting with the parents is held where the student's ESL teacher, ESL Coordinator/or building principal are all in attendance. At this meeting a discussion concerning the student's language and academic concerns is brought up and what potential outcomes could become of them waiving out of services. Documentation with parent's decision and signatures of waiving services on the Explanation of Consequences for not Participating in Program Participation, from TransAct, if that is what is decided, is found in their cumulative file. Students whose parents have waived services will receive support within the classroom to support their English and academic achievement as required by law without enrollment in the LIEP program.

III. Description of the LIEP Evidence:

A. LIEP goals

- Columbus Community Schools will increase the percent of students growing one or more levels as measured by ELPA 21 by 10%.
- Columbus Community Schools will increase the percent of students who score proficient as measured by ELPA 21 by 10%.

- The district shall increase the percent of students proficient in reading , math, science, and social studies by having no overall cohort of students less than 60% proficient for the 2018-2019 school year for each test applicable to all grade levels.

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

All students at all proficiency levels whose families waive LIEP services will receive direct LIEP instruction within the general education setting through a collaborative and co-taught model.

a. Newcomer Program

Newcomer Program: English Language instruction for newcomers is offered as intensive instructional course/services when student's proficiency is limited. This could be individually based or very small group. Newcomer programs are often in correlation with other services and supports throughout the day.

b. English as a Second Language (ESL)

English as a Second Language (ESL): EL's at grades K-12 receive direct English Language instruction daily with an endorsed ESL teacher. Services are delivered through a collaborative model with general education teachers and/or as a pullout model based on time, staff, and needs.

c. Sheltered Instruction—not currently offered as LIEP.

d. Dual Language Program—not currently offered as LIEP.

e. Other Bilingual Program—not currently offered as LIEP.

C. Annual parent notification of continuing placement and programming options.

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

1. Determination of student eligibility sent once upon placement.

2. Notice Program Placement, initially and annually within the first 30 school days of the beginning of the school year.

b. Parents are notified annually of their students' eligibility and placement. Notifications are sent in a mailing or sent home with students upon qualifying and are sent in a language parents understand by the building level ESL teacher. A copy of the Notification of English Language Development Program Placement (A) is placed in each student's cumulative folder.

D. Process for waiving students from LIEP

a. Parents have the choice to waive services annually upon receiving their notification of placement and services. A meeting with parents, ESL teacher, general education teacher, building principal, and Director of ESL is held to discuss recommendations, concerns and potential outcomes of waiving LIEP services. Explanation of Consequences for not Participating in English Learner Program is utilized. Documentation with parents' decision and signature is stored in the cumulative folder, this is by using the form, Request for Change in Program Placement. Students whose parents have waived ESL services will receive support within the general education classroom to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP.

E. Highly qualified staff LIEP and content staff

a. All teachers who provide LIEP are highly qualified with a valid and current ESL endorsement. Staffing for ELs is determined by the number of ELs served and the language level and English language instruction needs of those students. Content teachers who have an ESL endorsement are recruited and hired. In addition, content teachers are endorsed in the content area in which instruction is being provided.

F. Designated administrator oversight for LIEPs

a. The district shall employ a Director of ESL who shall oversee the highly qualified staff, keep evidence of yearly parent notifications, lead professional development, monitor programming, collect and analyze data. The Director of ESL and administrators will receive EL training including but not limited to ELP standards, ELPA, and other pertinent EL trainings. Gary Benda serves as the District ESL Director.

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

a. All teachers grade PreK-6, ELA and Special Education teachers grades 7-12 will be trained with the ELP standards through the state of Iowa released modules delivered by the District ESL director, LIEP teaching staff and support from other qualified organizations. All teachers are currently part of Iowa Core trainings and professional development. Iowa Core standards and ELP standards are infused in content area lessons and supported through LIEP. General education and LIEP teachers meet weekly to collaborate, analyze data, and plan units.

H. Curriculum and Supplemental Resources

a. Teachers use ELP standards and Iowa Core standards as the curriculum. ESL strands of literacy, math, science, and social studies are used as supplemental curricular materials.

The district has established a curricular adoption schedule and cycle for updating curricular materials district-wide. This schedule runs on a 7-8 year cycle. All curricular choices must be presented to the School Board before adoption.

Curricular teams including representatives from general education, ESL, special education, and other programs work with an administrator to review, select, purchase, and update curricular resources.

Curricular textbooks/resources are evaluated on a variety of criteria, including but not limited to: gender fair, multi-culturally sensitive, differentiated curricular resources for ESL/TAG/Struggling learners that can be utilized to reach ELP and Iowa Core Standards.

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

- A. Process in place for identifying and serving gifted/talented (GT) ELs
 - a. Multiple criteria, and assessments that are used to identify Gifted and Talented students are also used to identify Gifted and Talented ELs. Special consideration of student's native language and assessment in the student's native language is included.
 - b. ELs receive equal programming as all GT students with consideration given to their unique language development needs. Highly qualified GT teachers offer advanced and enhanced curriculum.
- B. Process in place for identifying and serving ELs in Special Education
 - a. Students who may qualify for Special Education are assessed in collaboration with the Area Education Agency (AEA) for potential disabilities. The same procedures including multiple criterion are used to assess and determine placement in Special Education for ELs. Special consideration of student's native language and culture as well as assessment in the student's native language is included. Language development and a student's culture are both factors in determining eligibility. Placement in Special Education is a team decision including parents, general education teachers, Special Education teachers, LIEP teachers, AEA staff, building level administration, and the Director of ESL. The district ensures students dually identified for Special Education and LIEP services receive direct instruction by highly qualified LIEP and Special Education teachers with support for language needs.
- C. Process in place for identifying and serving ELs in all co-curricular (i.e., Title I, At-Risk, Career and Technical programs, counseling services, Advanced Placement, International Baccalaureate courses)
 - a. For co-curricular programs, district policies do not discriminate against ELs. Special consideration of student's native language and culture are determining factors for enrollment or qualification for district programs such as Title I, Career and Technical programs, and Advanced Placement courses. ELs have equal opportunities to receive or be involved in district programs such as counseling services, and At-Risk.

- D. Process in place for identifying and serving ELs in extra-curricular activities (performing and visual arts, athletics, clubs, honor societies, etc.)
 - a. For extra-curricular activities, district policies do not discriminate against ELs. ELs have equal opportunities to receive or be involved in district programs such as performing and visual arts, athletics, clubs, honor societies, etc. Special consideration is given to students' native language and culture.

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

- A. Professional Development for those who deliver instruction or support the LIEP
 - 1. District and building administrators
 - 2. LIEP staff (certified and support)
 - 3. Content and classroom teachers
 - 4. Paraprofessionals and building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.)
 - 5. Preschool teachers who serve ELs
- B. The district implements the Danielson Framework model for all teachers, PreK-12. Continued PD for all staff on implementation of the Iowa Core Standards, as well as continued implementation and training of the Danielson Framework in which all have been trained. Administrator walk-throughs collect data on the implementation of the Danielson framework and are reviewed with staff. Grade level and team conversations/collaboration is utilized as well to ensure communication concerning differentiation is appropriately matched to students' needs.
- C. ELP standards training will be completed through the modules released by the State of Iowa during the 2018-2019 school year by all new teachers PreK-12. ESL teachers, the Director of ESL, and support from other qualified organizations will lead professional development using the stated released modules.
- D. LP module certificates are printed for all staff and kept in the Director of ESL office in a labeled binder. Teachers can also access their certificates on the AEA PD online.

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

- A. Annual training to appropriate staff
 - a. All ESL staff are trained annually on administration and scoring of ELPA21 Screener and ELPA21. Training is completed via AEA on-line learning. Certificates for each assessment administration are printed for each individual teacher and given to the Director of Human Resources to be kept with personnel files.
- B. Dissemination of scores to stakeholders
 - a. Results are disseminated to stakeholders including the School Board, parents and staff when results are available and at the start of the academic year to ensure correct services and placement for ELs. All teachers are provided the

language level of ELs within their classroom with interpretation to aid in the deliverance of curriculum.

- b. Annual Measurable Achievement Objectives (AMAO) are set by the state and approved by the federal government. When AMAOs are not met, the AEA consortium of which the district is a part, notifies parents in a mailing in the language most easily understood by parents. A corrective action plan will be implemented when AMAOs are missed two consecutive years at the consortium and district level.

C. Appropriate training to interpret results for staff

- a. All staff are trained on language levels of ELs as well as the annual assessment scores of ELs and their importance and impact on classroom strategies for ELs. All staff are informed of accommodations needed for individual ELs and given copies of those accommodations for assessment and lesson planning purposes.

D. Utilization of assessment results to guide instruction and programming

- a. Results of ELPA21, ISASP (formerly Iowa Assessments) and district assessments as pertaining to ELs are analyzed yearly by ESL staff, instructional coach, and administration.
- b. Results are used to determine placement and LIEP services to be offered. All teachers are trained on the characteristics of EL students at varying proficiency levels and provided strategies to help engage students in language production activities. Weekly PLCs analyze data, share strategies, collaborate and plan lessons around core instruction, and ELPA21 data is used to guide future programming also.

VII. LIEP Exit Criteria and Procedures

A. Criteria for Exiting

- a. The student:
 - 1. Achieves the required score for proficiency on ELPA21

B. Exit Procedures

- a. Exit occurs between May 31 and before October 1 when ELPA and district assessment results are available.
- b. Notify parents with state-approved TransAct Program Exit Letter in language most understandable to parents/families.
- c. Change student coding to “exited” so the student does not continue to generate unwarranted funding. District data personnel responsible for entering data should refer to *Iowa Department of Education’s Data Dictionary*.

- d. Begin required two-year monitoring process.

ESL teachers and administration analyze ELPA, district, and state assessments annually to determine students who qualify for exit by meeting the criteria listed above. District data personnel including office managers confer annually with the Director of ESL to determine that student coding is correct.

VII. Monitoring Procedures after Students Exit the LIEP Program

- A. Monitoring procedures need to include criteria to determine ELs' sustained academic progress.
 - a. A certified, licensed professional(s) must be responsible for the monitoring procedure identified by name(s) and position(s).
 - b. Students who have been exited from the ESL program are monitored for 2 years. A team will review to determine: Continue to monitor, Successful completion of monitoring for 2 years minimum (pending ESSA guidance), or Consideration of re-entry due to language needs.
- B. LIEP Re-entry procedures
 - a. Students are recommended for intervention special academic services, and/or re-entry into ESL when they are unable to sustain success. A team including parents, general education teachers, ESL teachers, building administration, and the Director of ESL will meet to determine re-entry to LIEP, the services to be provided, frequency, and duration using the student's academic progress and data. Parents are an integral part of the process and are included in the final decision making.
 - b. All notifications are sent to parents in a language they most easily understand, using the form Notice of Program Placement.

IX. LIEP Evaluation

- A. An annual district LIEP evaluation process takes place regarding progress towards meeting the Lau Plan LIEP goals in both English language development and academic achievement.
 - a. Program evaluation is completed annually by ESL staff and building level administrators, and the Director of ESL, Gary Benda.
 - b. Modifications to the program and LIEP services are completed by analyzing data from multiple sources including but not limited to ELPA21, ISASP (formerly Iowa Assessments), district assessments, and student achievement in meeting the LIEP goals. Data will also be collected on the success of delivery of LIEP services and professional development needs through teacher input and state requirements.
 - c. Modifications to LIEP services are determined by the results of the evaluation and in meeting LIEP goals and AMAOs. Staffing and scheduling for ELs is determined by the number of ELs served, their language levels, and the English

language instruction needs of those students. In addition, consideration should be taken into the professional development needs and adjustment of the LIEP services. All changes are communicated to stake holders including parents, staff, administration, and the school board.

- d. Title III Assurances are met by the district.

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 Screener) 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 recertification 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 2016-17 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): Gary Benda, Director of ESL

Superintendent (print name): Gary Benda, Superintendent/Secondary Building Principal

Date: 10/10/18

English Language Proficiency Standards Plan: Option C TRAINING TEMPLATE

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. Options A and B do not require the submission of any additional documentation to the Department. Option C requirements are outlined below:

Option 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 AEA/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:

I. The trainers and the target audience for each training session

Professional Development on the ELP standards will be delivered by the Director of ESL, building level ESL teachers and working in conjunction with other certified ESL staff from other districts to present the modules. The presenters have received the training and earned certificates already. The trainings will be delivered at the building level with the following audiences: Elementary: all teachers, grades Prek-5; MS/HS: all ELA and Special Education teachers. Each training will include 1 module and will be approximately 90 minutes in length. For 2017-18, all other teachers 6-12 will receive the same training.

II. Fully Delineate the Specific Content and Learning Outcomes for Each Training Session

***These must be directly aligned to the objectives and outcomes for each of the 6 ELPA21 ELP Standards Modules.*

Module 1: Educators will be able to Understand the rationale and history behind the creation the new ELP standards; Recognize how the new ELP standards are related to other college and career readiness standards and how they are different from previous standards; Identify the goals, guiding principles, essential components and language used in the ELP standards; Navigate the ELP standards document and subsequent modules.

Module 2: Educators will be able to Understand the value of the task analysis process for examining what students need to know and do with regard to content knowledge, analytical skills, and language; Analyze and reflect on instructional tasks from various grade levels and subject areas using the task analysis process.

Module 3: Educators will be able to Analyze and reflect on instructional tasks (from various grade levels and subject areas) through the process of identifying the relevant disciplinary practices and ELP standards; Understand the what, why, and how of utilizing the ELP standards in planning and instruction.

Module 4 - 6: TBD upon release of the state module but in alignment with the goals and objectives of the state modules.

III. Learning Activities Utilized to Deliver the Content

Learning activities will include viewing the video clips within the modules that are relevant to the specific grade levels in attendance, small group discussions, written analysis of video lesson segments, comparisons with teachers' own lessons. Activities will include all learning activities and handouts included within the modules. Teachers will also create and submit a lesson plan that includes the ELP standards entwined with their content standards.

IV. Provide Detailed Plan for How Trainers Will Assess Whether or Not Participants Are Meeting the Intended Outcomes

Participants will complete an analysis of their own teaching with a written reflection or exit ticket. All participants will take the on-line module quizzes and email or print their certificates of completion before being dismissed from professional development.

V. Provide Plan for Documenting Participant Completion of Training

Certificates earned by participants will be printed and kept on file with the Director of ESL, Gary Benda.