

Center Point-Urbana CSD



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

Center Point-Urbana Community School District K-12 Lau (ELL) Plan for Serving English Learners (ELs)

Revised October 2015

Required Lau (ELL) leadership team members: Alan Marshall (Superintendent), Rob Libolt (High School Principal), Brent Winterhof (Middle School Principal), Jon Hasleiet (Intermediate Principal and Equity Coordinator), Ann Wooldridge (Primary Principal) and Alyssa Heine-Groom (ELL Director & Classroom Teacher) The district plan designed to meet the instructional needs of ELs is referred to as the Lau (ELL) Plan (Lau v. Nichols, 1974). The Lau (ELL) plan must be collaboratively written by the K-12 team identified above. This detailed narrative must include the following:

I. Language Instruction Educational Program (LIEP) goals

A. Linguistic development

To help students to become English proficient in the language skills of speaking, reading, writing, and listening.

B. Academic achievement

To help students to successfully participate in classroom learning situations and other school activities.

C. Cross-cultural goals

1. To help students to develop and/or reinforce positive attitudes toward self, school, and community.
2. To support families of ELL students to engage in the school community's activities and events.
3. To promote multicultural education

II. Identification of ELs

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

- a.** All families are asked to complete the Home Language Survey-IA (281—60.3(1)a) during initial registration to the district. (surveys in 20 other languages are available on the TransACT website [www.transact.com]) Our district is prepared to conduct oral or native language interviews in the student's home language with those adults who may not have sufficient English or literacy skills to complete a survey written in English (281—60.3(1)).
- b.** Families registering children will be assisted in completing documents and registration materials on-site as needed. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support.
- c.** Other data that may be used to initially identify a student as needing ELL services include: student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment.
- d.** Building secretaries will review Home Language Surveys that are completed by parents to determine if a language other than English is indicated. Copies of Home Language Surveys will be placed in all students' files. If another language is indicated they will contact the ELL Director, Alyssa Groom to screen for English language proficiency.

- B.** State- approved English language proficiency assessment and placement – TELPA plus additional measures
- a. Assessment of English Language Proficiency within the first thirty days of the student’s arrival (NCLB, Sec. 3302[a]) or, if the child enters after the beginning of the school year, within two weeks (NCLB, Sec. 3302.[d]). The ELL Director or designated trained assessor will administer the English language proficiency assessment. The district will use the TELPA for assessment purposes. The summary of the results of the completed assessments will be located in the student’s cumulative folder.
- C.** ELL teachers in collaboration with Title I and/or the classroom teachers will assess academic skills, in relation to the student’s grade or age level (281-60.3(1)b).
Data may be gathered from parent interviews, teacher feedback and classroom assessments. The team will review the data to design appropriate instruction and accommodations to meet the child’s needs. Students who are found to be non-proficient or limited proficient in English will be identified for LIEP services which will begin upon enrollment. ELs will be placed in a mainstream classroom with grade level peers their same chronological age, with no more than two years differential.
- D.** Parental notification of eligibility and placement, in language most easily understood.
- a. Forms for communicating this information to parents are available at www.transact.com
If a child is identified for the ELL Program:
 - i. Parents will receive a “Determination of Student Eligibility for English Language Development Program Placement” form. A copy of the signed form will be placed in the student’s file.
 - ii. Upon initial placement and annually parents will also receive the “Notification of English language development program placement” and “Description of District English Language Development Program” forms. Copies will be placed in the student’s file.
 - iii. Parents are notified no later than 30 calendar days after the beginning of the school year or within two weeks of a child being placed in a language instruction program (if a child enrolls after the beginning of the year). Parental Notification must include:
 - b. Reasons for identification.
 - c. The child’s level of English language proficiency.
 - d. The method of instruction.
 - e. How the program will meet the educational strength and needs of the child.
 - f. How the program will help the child learn English.
 - g. The program’s specific exit requirements.
 - h. How the program meets the objective of the IEP of a child with a disability.
 - i. Parental information must be provided in “an understandable and uniform format, to the extent practicable”, in a language parents can understand. TransAct forms will be used.
- E.** Process for waiving students from LIEP- Parents have the right to waive enrollment in the LIEP (Language Instruction Educational Program). The following procedure is utilized:
- a. A meeting is held to discuss recommendations, concerns and potential outcomes with parent(s).
 - b. The NCLB - Request for English Language Development Program Withdrawal/Denial of Enrollment - Version A is used to document the parent decision. A copy will be place in the student’s file.

- c. The district will provide consultation quarterly from the district coordinator, Alyssa Groom, with classroom teachers and professional development opportunities for teachers to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP.
- d. The district will provide an annual update to parents who have waived services, to determine if parents would like to continue to waive service or enroll in the LIEP program.

III. Description of the LIEP

A. LIEP goals

- a. 100% of EL students will be proficient at reading, writing, speaking, and listening as measured by proficiency on Iowa Assessments (sub tests) and grade level FAST Benchmarks.
- b. 100% of EL students will successfully participate in classroom learning situations and other learning activities as measured by Iowa Assessments, FAST Benchmarks and PBIS referral data.
- c. 100% of EL students will develop and or reinforce positive attitudes of self, school and community through PBIS expectations as measured office referral data.

B. Description of specific state-approved LIEP model used

- a. ELL Services - Center Point-Urbana is using an English as a Second Language Model. These services support English Language Development. The district identifies and provides the following ELL services based on student needs:
 - i. Pull Out Services
 - ii. Co-Teaching/Collaboration
 - iii. Curriculum Differentiation
 - iv. Tutorial Support
 - v. Teacher Consultation
- b. Students in the primary and intermediate buildings will receive direct instruction with a classroom teacher during intervention time at least 20 minutes a day. Students in the middle school will receive instruction at least 20 minutes a day during group time at the middle school. Students at the high school will receive direct instruction with a classroom teacher during Storm Lunch. The frequency and intensity of services are individualized based on student needs. More significant needs receive more intensive services. Services range as provided in the list above as well as consultation with the classroom teacher and monitoring transitional students.
- c. The district provides equal access to the Common Core and district core content through research based instructional strategies, reading series aligned to the core, cooperative learning opportunities and small group instruction, pre-teaching of vocabulary, supplementary videos and technology to support learning.
- d. The district ensures collaboration between mainstream and ELL teachers to discuss instructional needs of the ELs. The collaboration between classroom teachers and ELL teachers will take place monthly at a minimum during the Data Teams. The district will also ensure classroom teachers provide time periods for ELL students to receive services, online learning resources for students, sharing of strategies to assist in English proficiency.

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

- e. Forms for communicating this information to parents are available at www.transact.com **These forms are sent home initially and annually as required by the ELL Director** if a child is identified for the ELL Program:
 - i. Upon initial placement parents will receive a “Determination of Student Eligibility for English Language Development Program Placement” form. A copy of the signed form will be placed in the student’s file.
 - ii. Upon initial placement and annually parents will also receive the “Notification of English language development program placement” and Description of District English Language Development Program” forms. Copies will be placed in the student’s file.
 - iii. Parents are notified no later than 30 calendar days after the beginning of the school year or within two weeks of a child being placed in a language instruction program (if a child enrolls after the beginning of the year). Parental Notification must include:
 - f. Reasons for identification.
 - g. The child’s level of English language proficiency.
 - h. The method of instruction.
 - i. How the program will meet the educational strength and needs of the child.
 - j. How the program will help the child learn English.
 - k. The program’s specific exit requirements.
 - l. How the program meets the objective of the IEP of a child with a disability.

Parental information must be provided in “an understandable and uniform format, to the extent practicable”, in a language parents can understand. TransAct forms will be used.

D. Process for waiving students from LIEP- Parents have the right to waive enrollment in the LIEP (Language Instruction Educational Program). The following procedure is utilized:

- m. A meeting is held to discuss recommendations, concerns and potential outcomes with parent(s).
- n. The NCLB - Request for English Language Development Program Withdrawal/Denial of Enrollment is used to document the parent decision. A copy will be place in the student’s file.
- o. The district will provide consultation quarterly from the district coordinator, Alyssa Groom, with classroom teachers and professional development opportunities for teachers to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP.
- p. The district will provide an annual update to parents who have waived services, to determine if parents would like to continue to waive service or enroll in the LIEP program. **Documentation of the annual communication will be maintained by the ELL Director.**

D. Highly qualified staff- Center Point-Urbana CSD employs a highly qualified ESL endorsed teacher to provide LIEP services.

E. Designated administrator oversight for LIEPs Jennifer Burkhart, Director of Instructional Services, is the designated administrator who provides oversight of the LIEP program.

F. Access to Iowa Core Standards and English Language Proficiency (ELP) Standards- The district will use the Iowa English Language Proficiency Standards and Iowa Core Standards. All instruction is based upon these standards. The CPU CSD assists in making decisions regarding supplemental services that are appropriate to the needs of the learner and goals of instructional programs (Iowa Code

280—180.4). The ELL director will work with content teachers to ensure access to core and ELP standards through ongoing professional learning on instructional strategies and accommodations for ELL students.

G. Curriculum and Supplemental Resources

Please see the Iowa Core <http://iowacore.educateiowa.gov> for the district Standards in literacy.

Currently, the district has determined research and/or collected local student data to support the use of several research-based instructional practices to help obtain long-range goals in reading. The universal core curriculum is reviewed every 5 years per the district curriculum replacement/review process. These instructional practices include the following, but are not limited to:

- *Read Well Core Reading* curriculum and supporting instructional practices in Kindergarten with phonemic awareness and phonics; vocabulary, and reading comprehension skills.
- *Read it Again* supplemental phonemic awareness activities supported by AEA personnel
- Additional phonemic awareness and phonics activities
- *Florida Center for Reading Research* : these activities and resources that have been shared and implemented by preschool - 12th grade provide staff with: basic research on reading, reading growth, reading assessment, and reading instruction that will contribute to the scientific knowledge of reading; to conduct applied research that will have an immediate impact on closing the gap and increasing student literacy skills
- Instructional practices and research from *Interventions that Work* (ITW)
- *Journeys Core Reading* curriculum and supporting instructional practices in grades 1st-5th grades with phonemic awareness (1/2), phonics, fluency, vocabulary, reading comprehension
- Read Aloud, Talk Aloud, Think Aloud
- PWIM (Picture Word Inductive Model)
- Small group explicit reading instruction
- Reading Recovery research and instructional practices (1st grade)
- Title 1 (1/2) learning opportunities for struggling students in literacy basic skills
- Explicit reading/writing instruction
- Strategies for literacy skills across content areas (i.e. graphic organizers, summarizing, etc)
- Writing to Learn and instructional practices from 6 Traits Writing
- Write Tools Training K-5 Year 1 (2013-14) Year 2 (2014-15) Year 3 (2015-16)
- Write Tools Training 6-12 Year 1 (2014-15) Year 2 (2015-16) Year 3 (2016-2017)

The district is not currently using a separate ELL curriculum, but supports English instruction on individual student needs. The ELL teacher supports students' English language development through activities aligned with the district's core curriculum. She provides support to teachers about the appropriateness of activities and interventions based on the ELL students' English development levels _____ (frequency). ELL materials and resources are reviewed on an ongoing basis due to the small number of students and their individual needs.

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

A. Process in place for identifying and serving gifted ELs

ELP referral characteristics used to identify ELs who are gifted and talented include:

- i. Acquires second language rapidly
- ii. Shows high ability in math
- iii. Displays a mature sense of diverse cultures and languages
- iv. Demonstrates advanced awareness of American expressions
- v. Translates at an advanced level (orally)
- vi. Navigates appropriate behaviors successfully within both cultures
- vii. Iowa Assessment Scores and CoGAT
- viii. Will follow the same process and protocols as other students the same age who are identified as gifted.

Clause: EL students will not be excluded based upon standardized measures.

Once identified for TAG services, EL students will participate in established programming with support from the EL teacher as needed.

- B. Use district's Multi- Tiered System of Supports in place for identifying and serving ELs in special education. The team will include ELs in the same processes and procedures for identifying ELs as potential candidates for special education identification as other students with additional supports. The team will include the district EL teacher or another professional with knowledge of second language acquisition. The team will include parents early in the process to gather information about language development, prior educational experience and cultural considerations. The team will ensure that interventions are appropriate for EL students. Native language assessment and interpreters will be included as appropriate. If the team determines that academic/behavioral concerns are primarily the results of cultural, English proficiency or prior education, the team will not identify the students for special education placement.

ELs who are identified for special education services will receive direct instruction for both from highly qualified teachers.

- C. Process in place for identifying and serving ELs in all other district programs (e.g., Title I, Reading Recovery, At-Risk, career and technical education programs, counseling services, Advanced Placement and International Baccalaureate courses, performing and visual arts, athletics, clubs, honor societies, etc. EL students are provided access to any district co-curricular and extracurricular program for which they are eligible. The EL teacher will work to ensure students and families are aware of these opportunities to participate.

V. Ongoing professional development for all staff targeting EL needs

- In-service training (Rigorous Curriculum Design, LETRs, Write Tool), is provided for all staff involved in the educational process of EL's (281-12.5(8), 12.8(1), and 60.3(3)b5).
- All educational and appropriate school personnel working with ELs receive in-service training from Alyssa Grom regarding instructional techniques and modifications for EL students, the continuing training provided according to district's Comprehensive School. This will include administrators, classroom teachers, paraeducators and support staff. EL Coordinator, Alyssa Groom (2015-16 and 2016-17) and specific classroom teacher(s) (2015-16 on) will attend the ELP Standards training Modules through GWAEA and/or the AEAPD online training system as required by the Iowa DE.
- Improvement Plan (281-12.7(256) and 281-60.3(3)b5) A record of professional development activities will be maintained:
 - To improve the instruction and assessment of English language learners

- To enhance teachers' ability to understand and use curricula, assessment measures, and instructional strategies for children in an ELL program.
- Base programs on scientifically based research demonstrating effectiveness in increasing English proficiency or subject matter knowledge, teaching knowledge, and teaching skills
- Plan and implement programs of sufficient intensity and duration to have a lasting impact on the teacher's performance (no 1-day or short-term workshops/conferences)
- Reports from Business Office of the Professional Learning sessions will be documented at a district level

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

Center Point-Urbana will conduct a yearly measure of English language proficiency for all ELL students K-12 in the domains of listening, speaking, reading, and writing (NCLB, Sec. 3113(b)(3)(D)). English Learners will be evaluated annually with a standardized English language development instrument recommended by the state of Iowa. The state approved assessment is the ELPA21 which will be administered between Feb. 15th and Apr. 15th.

All students that have been identified as English Learners, including those students whose parents have waived/refused services, will be assessed.

- A. The district will follow the state training guidelines for the TELPA and ELPA21. The assessment administrator will complete the required training modules on the AEAPOnline system and provide the certificate of completion to her supervisor for inclusion in her personnel file.
- B. Results of assessments will be provided to parents/guardians in their preferred language. ELL teachers will interpret the results and will share them with all staff members who provide instruction to ELL students and administration.
- C. The ELL teacher will participate in state and/or AEA training to assist with interpreting scores. The results will then be shared with the students' teachers. Meetings with the ELL instructor will occur at the beginning of the year and following receiving Iowa Assessment results to assist in interpreting results.
- D. Result data will be disseminated to the Lau leadership team and used in instructional and programmatic decision-making. ELL and classroom teachers will utilize the results of ELPA21, the Iowa Assessments and classroom assessments to guide instruction and programming for children.

Classroom Assessments

Classroom teachers will report the student's achievement and growth (60.3(1)b) through authentic assessments and content area tests (modified as necessary) in the regular classroom. Accommodations will be made to support students until the student is able to achieve academically in the classroom with age and grade level peers. ELL teachers will share accommodation information with pertinent staff. ELL teachers and classroom teachers will collaborate and share data to ensure achievement and growth.

School-Wide Assessments

ELs must be tested on the district-wide assessments with or without accommodations for reading, math and science (NCLB, Sec. 1111(b)(3)(c) (xi)I). All ELs, regardless of time in a language instructional

program and level of proficiency in English, will be assessed annually in the areas of reading, mathematics and science using the Iowa Assessments. One or more of the following accommodations may be made at the discretion of the classroom teacher in consultation with the student's parents:

1. Allowing extra time to complete a test
2. Allowing the use of a translation (word-word) dictionary during testing
3. Reading parts or all of a test (This should not be done with tests of reading vocabulary or reading comprehension)
4. Providing word pronunciations or word meanings when such help does not interfere with the subject matter or skills being tested.

For further clarification, including allowable and appropriate accommodations, refer to Iowa Guidelines for K-12 English Language Learners Participation in District-wide Assessments

VII. LIEP Exit Criteria and Procedures

A. To Exit EL Students Must

1. Achieve the required proficiency score on the ELPA 21
2. Score proficient on district-wide and statewide assessments in reading and math
3. Meets both of the above criteria in the same year

B. Utilizing exit criteria defined above, the Lau leadership team will determine exit status for EL students on an annual basis.

Procedures

1. Notify parents on state-approved Transact exiting form "English Language Development Program Exit Letter" in language most understandable to parents/families
2. Change student coding to "exited" so the student does not continue to generate unwarranted funding (See Iowa Department of Education Data Dictionary) between June 1 and count date
3. Begin two year monitoring process

VIII. Monitoring procedures after students exit the program

A. Once students have formally exited the ELL services, they will be monitored for two school years to ensure that academic success is not hindered by lack of English proficiency. The administration, ELL teacher, and classroom teachers will constantly monitor for abnormalities or decreasing success within the mainstream classrooms. Districts must keep documentation (grade level, final ELPA 21 composite score, at least two pieces of evidence (i.e. Iowa Assessment Growth, Meeting Grade Level Expectations and FAST), parental notification, and additional annual evidence of English language proficiency) on file throughout the two-year monitoring period. If a student is academically performing below grade-level after exit, a meeting will be held by the Lau leadership team for an official decision regarding re-entry into the program.

- a. Alyssa Groom, EL Coordinator/AK Teacher (Certified Elementary K-6 Teacher; K-12 EL Endorsement; K-8 Reading Endorsement) **is responsible for monitoring students.**
- b. LAU Leadership Team includes: EL Coordinator, Alyssa Groom; Building Principal(s), Student(s) classroom teacher, Jennifer Burkhardt, K-12 Director of Instructional Services
- c. Building Grade Level data for each EL student will be kept in the Student Cum File (Evidenced data includes: FAST Benchmark data Fall, Winter, Spring; IA Assessment Data for reading and mathematics (beginning in 2nd grade) Final ELPA 21 composite score)

B. Re-entry to LIEP process

If a student is not sustaining success in the classroom the team will meet to review data to determine if the student's lack of progress is due to language issues. If so, the student is returned to full status and LIEP services are reinstated. Parents will be notified of a student's re-entry in the language most easily understood using the "Notification of English language development program placement" and Description of District English Language Development Program" forms available on TransAct.com

IX. LIEP evaluation

Evaluation of LIEP Programs

Program evaluation based on the following questions:

The following questions (Castenada & Pickard, 1981, as cited in Office of Civil Rights, 1999, p. 35):

1. Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a 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 actually being overcome?

Review of LIEP goals

- A. 100% of EL students will be proficient at reading, writing, speaking, and listening as measured by proficiency on Iowa Assessments (sub tests) and grade level FAST Benchmarks.
- B. 100% of EL students will successfully participate in classroom learning situations and other learning activities as measured by Iowa Assessments, FAST Benchmarks and PBIS referral data.
- C. 100% of EL students will develop and or reinforce positive attitudes of self, school and community through PBIS expectations as measured office referral data.

Based on answers to the above questions, ELPA21 data, Iowa Assessment data, and LIEP goals are used as indicators of the effectiveness of our ELL programming. Assessment data will be used to place students appropriately and to inform instruction. The process is ongoing and involves a 6-step data process:

1. Collect and chart data
2. Analyze data and prioritize needs
3. Set, review, and revise SMART goals
4. Select common instructional strategies
5. Determine results indicators
6. Monitor and evaluate results

The data process is completed every 1-6 weeks depending on various factors. Overall program evaluation is completed annually in May and June after the ELPA21 and Iowa Assessment results have been analyzed. The team includes Alan Marshall (Superintendent), Rob Libolt (High School Principal), Brent Winterhof (Middle School Principal), Jon Hasleiet (Intermediate Principal), Ann Wooldridge (Primary Principal) and Alyssa Heine-Groom (ELL Director & Classroom Teacher). Based on the information the team will consider recommendations regarding the instructional practices with ELs and future programming needs.