

Cardinal Community School District

K-12 Lau (EL) Plan for Serving English Language 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 Leadership Team Members:

District Administrator(s): Joel Pedersen (Superintendent); Landon Miller (High School Principal); Cindy Green (Middle School Principal and Director of Curriculum and Instruction); Heather Buckley (Elementary Principal); Leah Hallgren (District ELL Coordinator and ELL Teacher); Debra Osborn (Special Education Teacher)

Additional Lau Leadership Team Members:

Michelle Dickey (GPAEA ELL Coordinator); Sabrina Morrison (Special Education Director); Haley LeGrande (Elementary Teacher); Jenny Little (Elementary Teacher); Maria Youngblut (Elementary Teacher); Laura Jacobs (Elementary Teacher)

I. Lau Plan Guiding Principles:

Evidence: Reference English language development, academic achievement, and cross-cultural aspects.

A. English Language Development

- a. Support the acquisition of Basic Interpersonal Communication Skills (BICS) and the development of CALP (Cognitive Academic Language Proficiency).
- b. Help students become proficient in the four language domains of listening, speaking, reading, and writing.
- c. Provide research-based strategies and instructional practices that are designed to meet the unique needs of ELs.

B. Academic Achievement

- a. Educate ELs to meet the same challenging academic content and achievement that all children are expected to meet.
- b. Assist successful participation in classroom learning situations and other school activities while maintaining a positive attitude toward self, school, and

community.

C. Cross-cultural Goals

- a. Promote understanding, respect, and appreciation for the cultural and linguistic diversity of our student population.
- b. Collaborate with the school community to increase the sensitivity of staff to the unique educational needs and cultural backgrounds of ELs and their families.
- c. Facilitate opportunities for parents of ELs to develop home-school partnerships and encourage involvement in their child's education.

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

Evidence: Please include references to Home Language Survey, State approved English language proficiency placement assessment, process to place student in appropriate LIEP and content courses, initial parent notification of eligibility in language most easily understood, documentation of initial change from LIEP to waiver, process for waiving students from LIEP.

A. Home Language Survey - IA (TransACT)

1. All students registering in the CCSD complete a Home Language Survey (IA) which includes student race and ethnicity reporting (began school year 2016 - 17 on www.TransACT.com; available in multiple languages).
2. The purpose of the HLS is to help determine whether the student meets the first criterion of the definition, "a student's background is in a language other than English." The CCSD will provide an interpreter as needed to assist adults who may not have sufficient English or literacy skills to complete a survey written in English. If the parent indicates that a language other than English (or in addition to English) is used in the home, the school secretary or intake person will send a copy of the HLS to the District ELL Coordinator and screening is held at the designated building.
3. The Home Language Survey is stored in the student's cumulative file. A copy may be kept in a file in the District ELL Coordinator's office.

B. State-approved English language proficiency placement assessment (ELPA21)

1. The ELPA21 Dynamic Screener is the assessment used in the state of Iowa to measure language proficiency levels in reading, writing, speaking, and listening. (August 1, 2018)
2. A certified screener, the District ELL Coordinator or a certified ELL Teacher(s), administers the ELPA21 screener at the appropriate building.
3. Screeners must complete online training each year. Certificates of completion are kept online on the AEA PD training website and at district office (if needed).
4. A summary of student screener results will be stored in the student's cumulative file. A copy may be kept in a file in the District ELL Coordinator's office.

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

Assessment of Academic Skills

1. Data is collected and reviewed for newly identified ELs, including the results from the English language proficiency assessment (ELPA21), previous English language assessments (if available from another district), academic records and transcripts (if available), academic skill assessments (such as FAST, aReading, math), parent interviews, teacher observations, and any other pertinent information. Data collection and review should be made using a team approach, which may include (but not limited to) the following: the student, classroom teachers, ELL teacher(s), instructional assistants, counselor(s), the parent(s), and administrators. The team analyzes student performance data in both academic and language skills to determine his or her appropriate placement.
2. Based upon outcomes of the review process and in consideration of English language development and academic needs, a decision is made regarding the student's placement in the LIEP.
3. In addition, based upon outcomes of the review process and in consideration of English language development and academic needs, decisions are made about placement in appropriate content classes. Due to the often quick and general nature of the initial assessments - even with careful data collection and review - the placement of an EL in a particular level of English language instruction may be tentative. *No placement should be considered permanent.* The student's progress should be evaluated frequently, and an appropriate program change should be made as soon as a need is determined.
4. Once identified, an EL should be placed with students the same chronological age, unless there are extenuating circumstances, which will be considered on an individual basis. **In no case will a student be placed in a grade level more than two years different from age appropriate peers.** If the team recommends a placement outside of the "age-based grade", the principal and district ELL Coordinator must be included in the decision making process.

D. Initial parent notification of eligibility following state guidelines in a language most easily understood

Following identification of eligibility, the ELL Director or certified ELL teacher will notify the parent(s) through face-to-face, phone, and/or letter communication.

1. Parents will receive the "Determination of Student Eligibility for Program Placement" form (sent once upon placement) which notifies parents of eligibility and requires a signature giving permission for services.
2. "Notice of Program Placement" (for initial and annual placement notification and program description from TransACT)

3. Parents will be notified within 30 days if identified at the beginning of the year, or within two weeks if identified later in the year
4. Required form will be kept in the student's cumulative file. A copy may be kept in a file in the District ELL Coordinator's office.

E. Parent documentation of initial change from LIEP Programming (included only if parents indicate they want to waive or withdraw from services)

1. Parents have the right to choose to opt-out and not enroll their child in the LIEP. When a parent chooses to initially change services, the ELL Director or a certified ELL teacher will contact the parent and request to meet in person or communicate by phone to discuss recommendations, concerns, and potential outcomes. The parent receives the "Explanation of Consequences for not Participating in English Learner Program" notice. The parent is informed that the student must still participate in the annual ELPA21 assessment.
2. If the parent elects to waive services, he/she will sign the "Request for Change in Program Participation" form from TransACT. The signed form will be placed in the student's cumulative file. A copy may be kept in a file in the District ELL Coordinator's office.
3. To ensure the needs of opt-out ELs are met, the ELL teacher and/or ELL Coordinator periodically monitor progress by checking in with classroom teachers. The ELL teacher, Coordinator, or Instructional Coach may also meet with the content teacher in order to recommend accommodations and strategies to support the student as needed. If an EL student who opted out of the school district's LIEP does not demonstrate appropriate growth in English proficiency or struggles in one more more subjects due to language barriers, the school district's affirmative steps include informing the EL student's parents of his or her lack of progress and offering the parents further opportunities to enroll the student in the LIEP.

III. Description of the LIEP

Evidence: LIEP goals, description and implementation of specific state-approved LIEP models, description of annual parent notification of continuing placement and programming options, description of procedure for communicating with parents who have waived LIEP services, highly qualified staff, administrator oversight, access to Iowa Core and ELP standards, and curriculum and supplemental resources for LIEP.

A. LIEP Goals

- a. Language goals
 - i. 50% of ELs who scored below proficient will increase scores in reading or writing by one level as measured on ELPA21
- b. Academic Goals
 - i. The number of ELs in grades K-6 scoring in the proficiency range on the reading portion of the district's reading screening

assessment will increase by 10% from the beginning of the school year to the end of the school year.

- ii. The number of ELs tested in consecutive years in grades 7-11 scoring in the proficiency range on the Reading and Writing Comprehension subtest of the Iowa Statewide Assessment of Student Progress will increase by 10%.

B. Program Models

- a. The Cardinal Community School District identifies and provides the following LIEP service models based on student needs:
 - i. *English as a Second Language (ESL)*: This model is utilized in both the secondary and elementary settings. ESL is 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 the native language. At the secondary level, students participate in ESL intervention times with the ELL Coordinator or certified ELL staff according to proficiency levels. In the elementary setting, the majority of ELs participate in small-group interventions. Co-teaching models occur in smaller capacity.
 - ii. *Sheltered-Instruction for Newcomers, Beginners and Intermediates*: This model is utilized at the elementary, junior and high school level for students who are new to the United States and have no (or very limited) English language proficiency. This is also used for students at beginning to intermediate proficiency who need additional content support. Some students may have limited previous educational experiences. Sheltered instruction is an instructional approach used to make academic content in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, scaffolds, and the environment to teach vocabulary for concept development of mathematics, science, social studies, and other subjects. All content teachers who provide sheltered instruction participate in *SIOP* training. Sheltered interventions may be or may not be co-taught.
- b. Description of Frequency and Intensity of Services by Grade and/or Proficiency Level

ELs are placed in the appropriate program of language development based on data received from initial screener scores, ELPA21 summative scores, and/or additional state/district/local assessment information. LIEP services focus on English language development and include support through collaboration with ELL teachers, content teachers, instructional design strategists, and other staff to support access to district core curriculum.

The following CCSD recommendations for LIEP services are based on grade and proficiency levels. In some instances - based on the unique needs of individual students - the amount of services may be adjusted to more appropriately serve their needs.

1. Elementary Recommended Minutes of Instruction:

- a. Newcomer/Proficiency Level 1 (**Emerging**): Grades 1 - 6, Recommended minimum 60 minutes per day, 5 days per week
- b. Kindergarten (all levels): Recommended minimum 30 minutes per day, 5 days per week; (allow 5 minutes transition time)
- c. Grades 2 - 6: Proficiency Levels 2 - 3 (**Progressing**): Recommended minimum of 30 minutes per day, 5 days per week
- d. Grades 1 - 6: Proficiency Levels 3 - 5 (**Advanced** - not proficient in all domains) Recommended minimum 30 minutes per day, 3 - 5 days per week, based on individual needs

2. Junior High Recommended Minutes of Instruction:

- a. Newcomer/Proficiency Level 1: Two 60 minute interventions per week and sheltered classes if needed
- b. Proficiency Levels 2 - 3: One or two 60 minute interventions per week and sheltered classes if needed
 - i. *Sheltered classes may include (but not limited to):*
Science, English, History, Math, Literacy, Language Arts, Success Centers or Direct Study times
- c. Proficiency Levels 3 - 5 (not proficient in all domains): One 60 minute intervention per week

3. High School Recommended Minutes of Instruction:

- a. Newcomer/Proficiency Level 1: (includes students with limited or interrupted formal education) Two 60 minute interventions per week and sheltered classes if needed
- b. Proficiency Levels 2 - 3: One or two 60 minute interventions per week and sheltered classes if needed
- c. Proficiency Levels 3 - 5 (not proficient in all domains): One 60 minute intervention per week

c. LIEP Support Access to Core

- i. The Cardinal Community School District provides a comprehensive K - 12 instructional program to help ELs acquire proficiency in the English language, become integrated into the total educational program, and adjust successfully in the school culture. ELL teachers and content area teachers collaborate continuously through co-planning (co-taught sheltered classes), email correspondence, and PLC meetings.

- ii. ELs are entitled to instruction in the school district's core curriculum (*i.e.*, reading/language arts, math, science, and social studies). This includes equal access to the school's facilities such as computers, science, and other labs or facilities, to ensure that ELs are able to participate meaningfully in all educational programs. Meaningful access to the core curriculum is a key component in ensuring that ELs acquire the tools to succeed in general education classrooms within a reasonable length of time.
- d. ELs at all proficiency levels (newcomer to advanced) who have not waived services receive direct LIEP support from highly qualified teachers.

C. Description of Annual Parental Notification of Continuing Placement

- 1. Parents are notified annually of continuing placement within 30 days of the beginning of the school year using the "Notice of Program Placement" (TransACT) in a language most easily understood.
- 2. The parental notification process is implemented by the ELL Coordinator and/or certified ELL teachers.
- 3. Copies of the notification are stored in the student's cumulative file. A copy may be kept in a file in the District ELL Coordinator's office.

D. Procedure for Annual Communication with Parents who have waived LIEP Services

- 1. Parents who have waived services are contacted annually and informed that their child is still eligible to receive services. Parents receive a copy of "Explanation of Consequences for not Participating in English Learner Program" and a new copy of "Request for Change in Program Participation" is signed.
- 2. Communication about the continuation of waiving services with the "Request for Change in Program Participation" is documented.
- 3. Copies of the notification are stored in the student's cumulative file. A copy may be kept in a file in the District ELL Coordinator's office.

E. Highly Qualified Staff

- 1. CCSD staff who deliver direct LIEP services for all identified students hold an appropriate ESL endorsement and are considered highly qualified by the Iowa Board of Educational Examiners.
- 2. CCSD ensures that teachers who are providing instruction through content area classes are endorsed in the content area which instruction is being provided.

F. Designated Administrator oversight of LIEP

- 1. CCSD administrators in charge of oversight for the LIEP are: Dean Cook, Superintendent; Lindy Hammes, Elementary Principal; Jil Nelson, Elementary Principal; Sheryl Friedman, Elementary Principal; Steve Noble, Junior and High School Principal; non-administrative: Leah Hallgren, ELL Coordinator
- 2. All administrators and non-administrative staff supporting ELs participate and receive appropriate training. Administrators and non-administrative staff attend professional development in partnership with the GPAEA.

G. Access to Iowa Core and English Language Proficiency Standards

1. The CCSD provides access to Iowa Core and English language proficiency standards through research-based instructional strategies and supplemental resources. Curriculum modifications and accommodations ensure access to Core. All K-12 certified staff participate in ELP standards training.
2. Collaborations between ELL teachers and classroom teachers may include:
sharing of sharing information about appropriate accommodations, providing supplemental resources and information about students' English proficiency in reading, writing, listening and speaking.
 - a. Collaboration occurs through PLC meetings, planning for co-teaching (sheltered classes), before and after school meetings, grade-level team meetings, phone communication, and email.
 - b. These collaborations differ based on building needs, but they will occur at least monthly.

H. Curriculum and Supplemental Resources for LIEP

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

Evidence: Identifying and serving talented and gifted students, identifying and serving students for special education services, and identifying and serving students in co-curricular and extracurricular areas.

A. ELLs that qualify for Talented and Gifted (TAG)

- a. Iowa Code, Chapter 59 states that gifted and talented students are “those students, distinguished from the total K-12 student population, who are identified as possessing outstanding ability and who are capable of high performance. Gifted and talented children are children who 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, or both, in any of the following areas or in combination: general intellectual ability, creative thinking, leadership ability, visual and performing arts ability, or specific ability aptitude.”

According to the IA Department of Education (Belin and Blank Center, 2008), research has described gifted English Language Learners as having varying degrees of the following characteristics:

- a. acquires a second language rapidly
- b. shows high ability in mathematics
- c. displays a mature sense of diverse cultures and languages
- d. code switches easily (thinks in both languages)

- e. demonstrates an advanced awareness of American expressions
- f. translates at an advanced level (oral)
- g. navigates appropriate behaviors successfully within both cultures

B. ELLs that qualify for Special Education

1. The *Iowa Administrative Rules of Special Education* 41.48(2) outlines the requirements and needs for general education interventions prior to considering placement in a special education program. These administrative rules describe collaborative activities that are well documented, measureable, and goal directed. Included under the requirements for general education interventions are communication with parents, collection of data related to the presenting problem, intervention implementation, and systematic progress monitoring to measure intervention effects. The context in which evaluation and eligibility decisions are made includes the consideration of linguistic variables unique to the individual. For children whose primary language is not English, communication deficits only constitute a disability if the communication problem is present in both English and the individual's primary language. During the eligibility decision making process, the evaluation team must rule out limited English language proficiency, lack of appropriate instruction and ecological factors as the primary reason for the performance deficits.

In alignment with best practice for identification, multiple criteria are examined to determine students in need of modifications, accommodations, and specially designed instruction. Student's rate of progress must be compared against EL "like" peers as another data point to inform the determination of the need for special education services.

ELs may present a unique and often difficult challenge to the classroom teacher. It is important to know and understand that ELs/culturally and linguistically diverse (CLD) students have legal rights and that best practices must be implemented when working with them. It is possible that an EL suspected of experiencing difficulty in learning does not actually have a learning disability, but is going through a period of social, psychological, and/or linguistic disability, but is going through a period of social, psychological, and/or linguistic adjustment. Cultural differences in learning styles and strategies, as well as social and cultural interaction patterns with peers and teachers do not constitute a learning disability.

The Iowa MTSS (Multi-Tiered Systems of Support) framework is implemented in all classrooms throughout the the district. ELs and CLD students must be included in the process. Problem solving with EL students should include a team approach with a collection of data regarding the student's culture, experiential and educational background, language proficiency, current curriculum, instructional interventions and accommodations that have been implemented, behavior and

adaptive skills, academic progress, and data driven intervention information with progress monitoring data. An ELL teacher or someone with requisite knowledge of the child's language needs and training in second language acquisition must be part of the team when ELs are being considered for identification and special education eligibility.

The building level process should include a description of the difficulty the student is experiencing. Determination should be made as to the appropriateness and effectiveness of the curriculum and instructional methods for ELs, and the student's challenges *should be validated in both the first and second languages when possible*. At this stage of the problem solving process, materials and methods should be developed, adopted, and modified to fit EL needs; concepts and vocabulary should be taught in context, and EL services should be provided as appropriate to the language acquisition level of the student.

At the Eligibility Determination meeting, the exclusionary factors will be discussed. A child must not be determined to be a child with a disability if the team determines that the educational difficulty is primarily related to lack of appropriate instruction, socio-economic variables, cultural differences, poor attendance, and/or limited English proficiency. Documentation of the eligibility determination must be provided to parents on a Prior Written Notice and documented electronically within the Iowa IDEA system. For an individual who is eligible for special education, data resulting from the full and individual initial evaluation as well as other relevant information will be used to develop an IEP. A meeting to develop the IEP must occur within 30 days of eligibility determination.

2. Students dually identified for special education and ELL receive direct instruction by highly qualified ELL and special education with support for language needs.

3. The IDEA requires that the IEP team consider, among other special factors, the language needs of a child with limited English proficiency as those needs relate to the child's IEP. To implement this requirement, it is *essential* that the IEP team include participants who have the requisite knowledge of the child's language needs. To ensure that EL children with disabilities receive services that meet their language and special education needs, it is important for members of the IEP team to include professionals with training, and preferably expertise, in second language acquisition and an understanding of how to differentiate between the student's limited English proficiency and the student's disability (Join Guidance OCR/DOJ, January 7, 2015, p. 27).

C. Process in place for identifying and serving ELs in all co-curricular programs

1. ELs cannot be excluded from participation in co-curricular programs for which they are eligible based on EL status (i.e. Title I Services, Reading Recovery,

At-Risk, Advanced Placement, counseling services, etc.). When there is a question in regard to an EL receiving particular support services or supporting students within programs (such as Title I Reading), a team meeting is held which includes the ELL teacher, classroom teacher, co-curricular teacher, and/or principal to review data and discuss whether or not such service would be beneficial to the student.

- a. CCSD will ensure access to co-curricular activities and programs through collaboration and support of ELL teachers.
- b. Language needs are supported within co-curricular programs through collaboration and support of ELL teachers.
2. ELL teachers and staff communicate to students and parents about activities and eligibility in a language most easily understood through translated documents, phone communication, and/or assistance of interpreters.
3. ELL teacher(s) are included in the data review for placement/consideration in all co-curricular programs.

D. Process in place for identifying and serving ELs in extra-curricular activities

1. CCSD ensures access to all extracurricular activities (performing arts, clubs, and honor societies) for which ELs are eligible. Students cannot be excluded due to English learner status.
2. ELL teachers and staff communicate to students and parents about activities and eligibility in a language most easily understood through translated documents, announcements in various languages, district website with translation options, personal communication, and classroom presentations.

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

Evidence: Professional development for those who deliver or support LIEP services and training and implementation of ELP standards.

A. Professional development is provided for all staff involved in the educational process of ELs. All educational and appropriate school personnel receive opportunities for in-service training with continued training provided according to district's Comprehensive School Improvement Plan. The CCSD partners with GPAEA Title III Services to support a menu of learning opportunities. Professional development is offered to:

1. District and building administrators
2. LIEP staff (certified and support)
3. Content and classroom teachers
4. Paraprofessionals and building/district support staff (instructional coaches, curriculum coordinators, counselors, etc.)
5. Preschool teachers who serve ELs

Examples of professional development opportunities have included and/or may include:

1. Professional development between and among ELL teachers during various early dismissal PD dates
2. Professional development offered by ELL Coordinator one-on-one or with small groups of content teachers who need additional support throughout the school year
3. Discussion of scholarly articles, viewing of webinars, and/or book studies during meetings with Coordinator, ELL teachers, and/or other staff.
4. Professional development offered by ELL teachers for building staff (content teachers, administrators, counselors, paras): training on second language acquisition, working with interpreters, and Sheltered Instruction/ELL strategies.
5. All teachers attend ongoing training on cultural competency and implicit bias led by the GPAEA, ELL teachers and/or the Equity Director in each building.
6. Attending conferences, fairs and/or workshops that encourage cultural competency and how to work with ELs effectively in the school setting
7. Evaluating and reflecting on work done with ELs in state-mandated student climate surveys

Opportunities encouraged through GPAEA support:

1. Participation in the annual Iowa Language and Culture Conference in Coralville, IA (supported through GPAEA with Title III funds); ELL teachers, content teachers, counselors, and a limited number of administrators attend.
2. Participation in Our Kids Summer Institute in Des Moines (Supported through GPAEA with Title III Funds); ELL teachers, content teachers, ELL Coordinator and a limited number of administrators participate.
3. Workshops offered by nationally known experts in the field through GPAEA or other AEAs; ELL teachers, content teachers, and administrators are invited and encouraged to attend Professional Development classes offered by the GPAEA ELL Consultants and/or ELL Coordinator; Presenters train within district buildings and off-site. Content teachers, ELL teachers, coaches, and administrators participate.
4. Sheltered Instruction Training offered by GPAEA and/or CAL (Center for Applied Linguistics) professionals (district and supported through GPAEA and Title III funds)

B. District training of ELP Standards and implementation plan

1. The district implements a combination of option A and option B to train the ELP Standards modules with all K-12 certified staff.
 - a. A limited number of facilitated sessions were offered to staff. Staff who did not attend facilitated sessions completed the modules using option A. Modules 1-3 were completed in 2018-2019. Modules 4-6 were completed in 2018-2019.
 - b. New and licensed support staff serving ELs will complete modules 1-6 via option A or C within one calendar year.
 - c. Implementation has been will be supported within buildings by members of the building leadership team and/or ELL teachers. Follow-up sessions

were provided after the initial viewing of the modules. Information is shared by ELL teachers at PLC meetings.

- d. Certificates of completion are sent to the District Office or stored electronically.
 - e. Certificates can also be placed in personnel files.
 - f. New licensed staff who serve ELs are required to complete modules 1-6 via Option A or C within one calendar year. ELL teachers must complete all modules via Option A but also participate in additional training through Option C.
2. Description of options A and B
- a. Option A: View the modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment
 - b. Option B: Use the modules flexibly as long as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district and the associated quiz is taken to document completion and content attainment

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

Evidence: Annual assessment training, dissemination of scores, training to interpret results, and use of assessment data to guide instruction and programming

- A. Annual training to staff assigned to administer ELPA21
 - a. Staff who administer the ELPA21 complete the training module on AEA PD online provided by the Iowa DOE.
 - b. ELPA21 Certificates are saved by each participant electronically.
- B. Dissemination of Scores to Stakeholders
 - a. The ELL Coordinator shares results of the ELPA21 with EBFCSD administrators, content teachers and ELL teachers.
 - b. ELL teachers, administrators, and/or the Coordinator shares results with classroom/content teachers and staff who serve ELs. Student results and proficiency levels are shared at the beginning of the school year. Face-to-face discussions will take place whenever possible. The teacher will recommend modifications, accommodations, and effective strategies based on individual student results.
 - c. Parents receive a hard copy of the results with a recommendation for the student's programming.
- C. Appropriate Training to Interpret Results to Staff
 - a. The ELL Coordinator and other ELL staff as outlined by the Iowa DE will participate in training provided by the Iowa DE or GPAEA to interpret the results of the ELPA21.
 - b. The ELL Coordinator and/or ELL teachers will meet with administrators to share results and provide guidance in interpretation.

- c. The ELL Coordinator and/or ELL teachers will communicate with staff who teach ELs and provide guidance on the interpretation of the results. They will also discuss implications for instruction.
- D. Utilization of assessment results to guide instruction and programming
 - a. The ELL Coordinator and/or ELL teachers will meet with staff who teach ELs in order to discuss the results and implications for instruction and assessment.
 - b. The ELL Coordinator, ELL teachers and GPAEA ELL Consultant meet and analyze the results of the assessment. ELL teachers work in teams to identify areas of language development that may require more targeted instruction by looking at grade level and individual scores in each area reading, writing, speaking, and listening. Student performance results - along with additional academic achievement measures - are used to guide instruction and programming decisions.
 - c. The ELL Coordinator, ELL teachers, and Director of Learning Supports will analyze the results to determine if changes should be made in future programming.

VII. LIEP Exit Criteria and Procedures:

Evidence: Identifies state/federal approved exit criteria and describe LIEP exit procedures.

- A. LIEP Exit Criteria
 - a. The student must:
 - i. Achieve the required score for proficiency on ELPA21; (This is the only exit requirement beginning Spring 2019)
- B. LIEP Exit Procedures
 - a. Occurs during the allowable window; (Students can only be exited between May 31st and Oct 1st)
 - b. ELL Coordinator and/or ELL teachers notify parents using the “Program Exit Letter” (TransACT) in a language most understandable to parents
 - c. ELL Coordinator enter into SRI
 - d. District begins two year monitoring

VIII. Monitoring procedures after students exit the LIEP Program including parent notification

Evidence: Describes monitoring procedures and re-entry into LIEP

- A. Procedures
 - a. Students who exit from the LIEP are monitored for two years after exiting. One designated ELL teacher (certified and licensed - *see list below) in each building with a LIEP will communicate with classroom teachers and counselors to determine if exited students within the building are sustaining academic success at the end of the first and third trimesters. Criteria for determining success are classroom performance and/or passing

grades. Information will be shared with the ELL Coordinator who will discuss next steps - if needed - with the designated ELL teacher. Data will be collected and maintained by the ELL Coordinator via a Google document that is shared with appropriate staff and/or kept in the ELL Coordinator's office.

- b. *Designated Licensed Professional in Monitoring Team: Leah Hallgren (ELL Coordinator), any other certified members who have been identified in the above stated Lau Plan leadership team members
- c. A building team reviews data for each monitored student to ensure he/she has demonstrated continued success and determines if the student should continue monitoring, complete monitoring, or re-enter the LIEP. The ELL Coordinator assists and provides additional input on the decision-making process when appropriate.

B. Re-Entry Process

- a. If a monitored student has been identified as having difficulty, the MTSS process will be followed, and targeted supports will be put into place with a goal to remedy the area of concern. If support in general education and remediation services have proven inadequate, and there is sufficient evidence that a persistent language barrier may be the cause of academic difficulty, the district takes action to re-enter the student into EL status and offers LIEP services.
- b. ELL teachers and/or the ELL Coordinator document the basis for the re-entry and the parents are notified. Parents/guardians receive notification using the "Notice of Program Placement" form (TransACT) in a language most easily understood. The form is stored in the ELL Coordinator's office.

IX. LIEP Evaluation

Evidence: Describes team-based process for LIEP annual evaluation.

- A. The CCSD LIEP will be evaluated annually and continuously by gathering evidence regarding progress toward LIEP goals in both English language and academic achievement. Student needs, achievement data, and ELL teacher/administrator input will be considered.
 - a. Lindy Hammes, building administrator, and Leah Hallgren, ELL Coordinator, will facilitate LIEP evaluation.
 - b. Evaluation of district achievement data will assist in identifying ELs strengths and challenges in core classes.
 - c. Information from the LIEP program review will be used to assess future LIEP programming needs.
 - i. The ELL team will identify professional development needs for staff who serve ELs.
 - ii. The ELL team will identifying components of the LIEP that need to be adjusted in order to better meet student needs and promote achievement.

- iii. Staffing needs will be considered and FTE adjusted at the district and building levels in order to provide the most support to students
 - iv. Teachers will be scheduled and placed according to student numbers/need in buildings; student rosters are reviewed continuously throughout the year
 - v. Curricular needs will be provided through district funds and Title III as appropriate
 - vi. The needs of individual ELs and subgroups will be identified and programming will be adjusted as appropriate
- d. Title III Assurances have been reviewed and addressed