

South Hamilton Community School District

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

Revised and Updated September 11, 2015

Required Lau Leadership Team Members: Paul Hemphill (Building Administrator), Ken Howard (Equity Coordinator, District Administrator), Kara Sloan (ELL Teacher), Leah Consier (Content Teacher).

Additional Lau Leadership Team Members: Sue Hyland (Counselor); Kathy Brenny (ELL Consultant), Karla Alanis-Palomo (ELL Parent), Marie Johnson (School Board Member), Justin Deppe (Community Member), Ginny Lutjen (Community Member).

Lau Plan

The district plan was designed to meet the instructional needs of English Learners (ELs). It is referred to as the Lau Plan (*Lau v. Nichols*, 1974). The Lau Plan was collaboratively written by the K-12 team identified above and include the following required critical elements:

- **Lau Plan Goals**

- **English Language Development Goals:**

To teach English comprehension through listening, speaking, reading, and writing skills to attain English proficiency and academic competence.

To help students develop proficiency in English in the language skills of speaking, reading, writing, and listening and apply these skills to all content areas.

- **Academic Achievement Goals:**

To help students use English language skills to become proficient in all content areas (math, science, social studies) and meet the same challenging academic content and student achievement that all children are expected to meet.

To help students use English language skills to develop 21st Century Skills (communication, collaboration, creativity, problem solving, decision making, evaluation, use of technology as a tool, use of technology as a game changer).

To provide additional support so students progress academically with their peers.

To involve parents and families of ELs in the educational process and develop positive home school relationships.

- **Cross-Cultural Goals:**

To promote pride in the student's cultural and linguistic backgrounds.

To help students successfully participate in classroom learning situations and other school activities and be active learners.

To help students develop and/or reinforce positive attitudes toward self, school, and community.

To help students become productive citizens and contribute to the community.

Multicultural, Gender-Fair Education

Iowa Code Chapter 256.11 – EDUCATIONAL STANDARDS

Rationale for Multicultural, Gender Fair Approaches

When students see the contributions and perspectives of their group included in the curriculum, it connects the learner to the curriculum. It tends to contribute to a higher self-esteem, stimulate greater motivation to learn, and ultimately to higher achievement.

When students see the contributions and perspectives of other groups included in the curriculum, it tends to prevent students from developing an inflated sense of self/group superiority, which can contribute to ethnocentric perspectives, paternalism, and subtle forms of racism and sexism over time.

It exposes students to the diversity of their country and world and therefore better prepares them to live and work successfully in a diverse world and a global economy.

The Goals of Multicultural Gender-Fair Education

1. To help students to develop positive and realistic self-concepts regardless of their gender, race, national origin, or disability.
2. To assist students to understand that men and women, diverse racial/cultural groups, and persons with disabilities have made valuable contributions to the heritage of the United States and this rich diversity enriches and strengthens our country.
3. To assist students to understand that all persons are members of the human race and that they have common needs, feeling, and problems.
4. To assist students to develop positive interpersonal and inter-group communication techniques as well as the motivation to plan an active role in the solution of societal problems and conflicts.
5. To provide a warm, supportive and inclusive learning environment for all students so that they can achieve their maximum potential.

Standards

All students are able to use English to participate in social interactions.

All students are able to use English to achieve academically in all content areas.
All students use language variety, register, genre, and non-verbal communication appropriately to audience, purpose, and setting.

- **Identification and Placement of ELs in a Language Instruction Education Program (LIEP)**
 - **Home Language Survey-IA (HLS-IA)**

All parents are asked to complete the Home Language Survey-IA (HLS-IA) at time of registration (281.60.3(1)). *(There is no need for parents who have already filled out the survey in a previous year to fill it out again. This is a one time deal.* The survey is found at (www.TransAct.com) in 28 different languages. Completed home language surveys are placed in the student's cumulative folder. Stratford Community School District is prepared to conduct oral or native language interviews in the student's home language in Spanish with those adults who may not have sufficient English or literacy skills to complete a survey written in English or in their home language (281-60.3(1)). If there is a need for other languages, every attempt is made to find competent adults in the community or uses Language Line services. Note that a positive response to an item on this survey does not in itself identify a student as an English Learner (EL); it merely helps to screen students for potential consideration.

If a new family indicates a language other than English on the HLS-IA, or there are other indicators of EL need, the school secretary notifies the EL teacher upon the student's arrival. The EL teacher will facilitate the identification process as needed.

- **State-approved English language proficiency placement assessment**
Step #1: Initial Placement

EL teacher administers the complete Tennessee English Language Placement Assessment (TELEPA) to measure listening, speaking, reading, and writing levels in English within 30 days of the beginning of the school year (NCLB, Sec. 3302(a)), or two weeks of the student's enrollment, if it is after the start of the school year (NCLB, Sec. 3302(d)). Completed assessments are kept in the student's cumulative folder.

- **Process to place student in appropriate LIEPs**
Step # 2: Assessment of academic skills in relation to the student's grade or age level (281-60.3(1) b).

All educators within the district are qualified to administer assessments of academic skills. The following assessments are used for academic testing and considered when making placement and programming decisions for students.

At the elementary school level, the following assessments are given:

Grade Level	Test Name	Skills Assessed
Preschool	Individual Growth & Development Indicators (IGDIs)	Phonemic awareness skills
K	FAST - Phonological Awareness Test	Phonemic awareness skills
1-6	FAST- Diagnostic Reading Assessment	Reading skills
3-11	District developed 2 nd assessment	Reading, Math & Science
2-11	Iowa Assessments	Basic Skills in reading, math, language arts, and science
K-12	I-ELDA (Iowa- English Language Development Assessment) Note: Administered by those trained in I-ELDA	An assessment given to student's receiving LIEP services or support to determine progress in reading , listening, speaking, and writing

Step #3:

Once language and academic skills have been assessed, the EL staff reviews the data with appropriate administrators and classroom co-teaching teams. In addition, prior student records, student grades, medical records, and informal assessments are reviewed and used to determine placement. If the student is non-English or limited English proficient on the English language development assessment or based on previous records, the student is identified for the LIEP.

Step #4: Preliminary LIEP Placement

Based on assessment results, the ELs are assigned to mainstream classrooms with students the same chronological age, with no more than two years differential (60.3(3)a). LIEP services begin upon identification.

- **Parental forms distributed in a language most easily understood**

Step #5: Parental Notification (NCLB, Sec. 3302)

1. Determination of student eligibility (sent once upon placement)

When a student is identified for the LIEP:

- **Parents must be notified every year.**
 1. Parents are notified no later than 30 calendar days after the beginning of the school year.

2. Within two weeks of a child being placed in a language instruction program (if a student enrolls after the beginning of the year)

2. Notification of English language development program placement (Version A or B), initially and annually

- **Parental Notification must include:**
 1. Reasons for identification
 2. Child's level of English language development
 3. Method of instruction
 4. How the program will meet the educational strengths and needs of the student
 5. How the program will help the student learn English
 6. The program's specific exit requirements
 7. How the program meets the IEP of a student with a disability
- **Parental information must be provided in "an understandable and uniform format, to the extent practicable," in a language that the parents can understand. (See www.transact.com for parent notification forms.**

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

- **Process for waiving students from LIEP**
 1. Is a meeting held to discuss recommendations, concerns, and potential outcomes with parent(s)?
 - If parents wish to waive enrollment in the LIEP, a meeting is held to discuss recommendations, concerns, and potential outcomes.
 2. What form is used to document the parents' decision?
 - The Waiver/Refusal of English as a Second Language Program is then signed by the parents and placed in student's cumulative folder.
 3. How does the district provide support to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP?
 - The classroom teachers are notified the parent(s) have requested the waiver. Classroom teachers provide appropriate support within the classroom to ensure mastery of English and academic achievement. The waiver from can be found at www.transact.com . Note: These students, however, continue to be tested with the I-ELDA until they are proficient.

- **Description of the LIEP**

- A. LIEP goals**

- LIEP goals are measurable and include individual and program and goals.

Individual Student Goals

Using beginning of the year and end of year data,

- Within 36 weeks of receiving LIEP support the student's literacy will increase by 10 percent (FAST- fluency- words per minute).
- Within 36 weeks of receiving LIEP support the student will increase his/her receptive vocabulary by 360 words (10 new words X 36 weeks).

Program Goal

- Number of students receiving services will decrease and the number no longer receiving services will increase.

The state is currently transitioning to a new state approved English language proficiency assessment for next year. In the future, South Hamilton Community School District will use the state approved English language proficiency assessment data to set goals.

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

- Newcomer Program
- English as a Second Language (ESL)
- Sheltered Instruction
- Dual Language Program
- Other Bilingual Program

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

- English as a Second Language Program (Elementary)- Other
- Intensive English for Newcomers (Elementary)
- English as a Second Language Sheltered English Instruction Program (Elementary)

English as a Second Language Program (ESL)

ELL students are in the mainstream classes with non-ELLs. The goal is both academic content and proficiency in English. The ELLs are integrated in the mainstream, English-only classroom with a LIEP teacher/para-professional attending the classes, assisting them as needed with concepts, terminology, assignments, etc. Students may be grouped or pulled out from time to time to meet their needs. The LIEP teachers have appropriate training in TESOL and the paras are under the supervision of LIEP teacher(s). Services are provided every day, ranging from 20 minutes – 1 hour per day. Students are typically in the program 1-5 years.

Intensive English for Newcomers

All students in the program are non-proficient English Learners (ELLs). The goal is primarily proficiency in English with academic skills highlighted. Students are integrated in the mainstream classrooms for part of the day for LIEP instruction. Students are grouped around grade levels, not English proficiency. The LIEP teachers have appropriated training in TESOL. Services range from 1½ - 3 hours per day. Students are typically in the program for 1-2 years.

Sheltered English Instruction Program

All students in the program are ELLs. The goal is both academic content and proficiency in English. ELLs are grouped so that the teacher can modify instruction/curriculum to meet their needs. The LIEP teacher have appropriate training in TESOL and co-teaches with the content area teacher. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. Services are provided every day. Students are typically in the program 1-3 years.

C. Annual parent notification and procedure for waiving services

Parents must be notified every year.

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

Parental Notification must include:

- Reasons for identification
- Child's level of English language development
- Method of instruction
- How the program will meet the educational strengths and needs of the student
- How the program will help the student learn English
- The program's specific exit requirements
- How the program meets the objectives of IEP of a student with a disability

Parental information is provided in “an understandable and uniform format, to the extent practicable, “in a language that the parents can understand. (See www.transact.com)

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

If parents wish to waive enrollment in the LIEP, a meeting is held to discuss recommendations, concerns, and potential outcomes. The Waiver/Refusal of English as a Second Language Program is then signed by the parents and placed in the student's cumulative folder. The classroom teachers will be made aware of the

waiver and expected to provide appropriate support to ensure mastery of English and academic achievement. The waiver form can be found at www.tranact.com. Students with waivers continue to be tested with the I-ELDA until they are proficient.

D. Highly qualified staff (ESL endorsement)

Teachers currently working towards certification in ESL:
Kara Sloan, folder number 352040 - LIEP teacher

E. Designated administrator oversight for LIEPs

Ken Howard, South Hamilton CSD/ Superintendent , oversees the district's LIEP(s).

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

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

How are ELP Standards infused into Iowa Core Classes?

All teachers incorporate the ELP Standards (reading, writing, speaking and listening) in their core classes.

G. Curriculum and Supplemental Resources

LIEP Curriculum and Supplemental Resources 2014-15

- Journeys Language Arts Curriculum (including ELL leveled readers) Elementary (Houghton Mifflin Harcourt)
- Think Central – Levels K-6 Elementary
- Rule of Three – Vocabulary Book Sets, Level K-6 Elementary
- Imagine Learning
- Concept-Based Curriculum & Instruction used to develop Social Studies Units, Scott Foreman Science Curriculum materials used

The district will purchase and modify instructional materials that are appropriate to the needs of the learner and goals of instructional programs (280-180.4). State funding is provided for the “excess costs of instruction of ELL students. “ (281—60.4 and 60.6 (280)).

- **Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs**

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

The district has a process in place for identifying and serving gifted /talented (GT) ELs. Iowa code states that gifted and talented students are “those identified as possessing outstanding abilities who are capable of high performance and require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those children with demonstrated achievement or potential ability.” ELL students will be evaluated for TAG services if they demonstrate the following characteristics: acquires second language rapidly, shows high ability in Math, displays a mature sense of diverse cultures and languages, code switches easily, demonstrates an advanced awareness of American Expressions, translates at an advanced level (orally), and/or navigates appropriate behaviors successfully within both cultures. The ELL referral form serves as a starting point for this process. The Lau Leadership team will meet and discuss recommendations. The team may choose to gather more information and may choose to do a follow-up meeting to review prior to referral or TAG services.

B. Process in place for identifying and serving ELs in special education

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

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

Before any special education referrals are put in place, EL strategies should be tried. These strategies are best developed through collaboration between the EL teacher and the co-teaching team and should be implemented in the general education setting with adequate assessment data collected. The strategies may be universal strategies that are good for all students. The EL should only be referred to special education after various EL strategies have been tried over time and yet no progress is being made in the ELs English language acquisition. If the strategies do not improve the EL’s progress in English language acquisition the special education referral process may begin. Special note: EL strategies should not be used to qualify ELs for special education nor should the LIEP (ESL) program be seen as a special education intervention.

C. Process in place for identifying and serving ELs in any other district programs (i.e., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses, performing and visual arts, athletics, clubs, honor societies, etc.)

The district will provide an interest survey to all ELLs and parents in their native language to determine level of interest in various clubs, organizations and services that are offered by the district. The ELL teachers will work with the ELL to determine interests and point of contacts for activities and services that are applicable. Include all EL teacher(s) in the screening process and the data review to determine if these services (Title 1, At-Risk SPED) are appropriate for the EL students.

- **Ongoing, Embedded EL Professional Development for Staff who Support ELs**
 - District and building administrators
 - LIEP staff (certified & support)
 - Content and classroom teachers
 - Paraprofessionals
 - Building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.)

In-service training is provided for all staff involved in the education process of ELs (281-12.5(8), 12.8(1), 60.3(3)b5). All educational and appropriate school personnel receive in-service training regarding instructional techniques and modifications for EL students with continuing training provided according to the district's Comprehensive School Improvement Plan.

Annually, all teachers are informed about EL students in his/her classroom. The information may include I-ELDA/ELPA21) results and students' current levels of English language acquisition utilizing the Language Acquisition Chart. General education teachers, EL teachers and administration will attend training sessions provided by the IDE and AEA in regards to EL, appropriate teaching strategies, and best practices.

The LIEP staff will present strategies to the general education staff and administrators throughout the year.

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

- Review of South Hamilton Community School District's Lau Plan
- TELPA scores
- Number of ELs in district
- Programming services
- ELL professional development for the current school year

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

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

- **Annual English Language Proficiency Assessment (ELPA21) Administration**
 - A. Annual training to appropriate staff**

English Learners will be evaluated annually with a standardized English language development instrument recommended by the State of Iowa. The State is currently using the Iowa-ELDA (Iowa English Language Development Assessment) to measure growth. The state will be replacing I-ELDA with ELPA21 beginning Spring 2016. The district administers the test in late February/early March so that it does not conflict with other district-wide assessments such as Iowa Assessments, MAPS, etc. This testing window is determined and approved by the administrator.

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

- B. Dissemination of scores to stakeholders**

The test results are sent to parents so that they are aware of the language growth of their child. Data is shared with pertinent staff such as classroom teachers, co-teaching team, administrator, resource personnel, etc.

- C. Appropriate training to interpret results for staff**

Training will be presented through webinars provided through the Iowa Department of Education and Prairie Lakes AEA.

- D. Utilization of assessment results to guide instruction and programming**

The LIEP staff analyzes the data to make appropriate instructional supports and program decisions.

- **LIEP Exit Criteria and Procedures**

A. **Criteria for 2015-2016 and Future Academic Years**

The student:

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

Criteria for Prior Academic Years including 2014-2015

The student:

1. Achieves a composite score of "6" on the I-ELDA
2. Meets 3 of the following 4 additional criteria
 - Success in a regular classroom
 - LIEP support not required
 - Sustainability of success
3. Meets all criteria in the same school year

B. Procedures

- Notify parents with state-approved TransAct exiting form in language most understandable to parents/families
- 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*.
- Begin required two-year monitoring process

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

VIII. Monitoring Procedures after Students Exit the LIEP Program

- **Describe two-year monitoring procedures in place after students exit the program. Monitoring procedures need to include criteria to determine ELs' sustained academic progress. A certified, licensed professional(s) must be responsible for the monitoring procedure, identified by name(s) and position(s).**

When students have formally exited LIEP, the EL staff (Kara Sloan- EL teacher) and general education classroom teachers continue to monitor student progress. The ELL staff monitoring exited ELs document the progress of the students. Sustained academic progress is determined by Iowa Assessments, district-wide assessments, grades, participation in extra-curricular activities, and attendance.

In the Student Reporting System, the students continue to be monitored with the South Hamilton student population as the district continues to meet Adequate Yearly Progress (AYP) trajectories.

ELLs who have exited the program may be assigned to the at-risk program where these students are monitored more closely by the at-risk staff that provides academic support. At-risk personnel keep records of students served in their program, as well as the after school program. The after school program provides academic support beyond the school day. Other information to add to this area:

- **Describe re-entry to LIEP process, including parental notification, when appropriate**

If data indicates student has additional ELL needs, South Hamilton will communicate need to the parents. Classroom teachers, LEIP teacher and parents will meet to determine how additional support will be provided. It may include additional in-class support, Homework Assistance Program (5-6), extended year summer program, and in some cases with parental support, it may include LIEP services. Communication will be similar to communication with all parents when students struggle.

IX. LIEP Evaluation

- A. Describe the district's annual LIEP evaluation process, which includes evidence regarding progress toward meeting Lau Plan LIEP goals in both English language development and academic achievement:
 1. Increasing the percentage of ELs making growth in language acquisition as measured by the ELPA21 (Annual Measurable Achievement Objective) [AMAO-1]
 - * Within 36 weeks of receiving LIEP support the student's literacy will increase by 10 percent (FAST- fluency- words per minute).
 - * Within 36 weeks of receiving LIEP support the student will increase his/her receptive vocabulary by 360 words (10 new words X 36 weeks).

The LAU Plan, including evidence regarding progress toward meeting Lau Plan goals, will be evaluated yearly by the Lau Committee to determine the effectiveness of the program(s) and ELL student growth. The following questions will be examined.

- Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as legitimate experimental strategy;
- Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and
- Does the school districts evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome:
The evaluation will examine these areas:
 - Identification of ELs
 - Assessment/Assessment Data
 - Program

- Exiting and monitoring of the EL
- LIEP Staff
- Exit Criteria
- AMAO1, AMAO2, and AMAO3 Results (growth, proficiency and AYP)
- Program Evaluation
- Lau Plan (updates)
- Equitable Access
- Special Education
- Notices to Parents

Tools used to assist the district with program evaluations include:

- “*District Self-Study Guide*,” pp. 73-79 of *Educating Iowa’s English Language Learners; A Handbook for Administrators and Teachers* available at http://educateiowa.gov/index.php?option=com_content&task=view&id=683&Itemid=1391 (see Appendix D)

Appendix A

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

Appendix B

Description of LIEP Models

www.2.ed.gov/about/offices/list/ocr/EL/glossary.html

Newcomer Program: *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).*

Sheltered Instruction: *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.*

English as a Second Language (ESL): *A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.*

Dual Language Program: *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.*

Other Bilingual Program: *Bilingual education...refers to approaches in the classroom that use the native language of English language learners (ELs) for instruction.*
www.nabe.org/BilingualEducation