

Lone Tree Community School District

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

(REVISED 2016)

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). The documents in this handbook compile the EL Plan for the Lone Tree Community School District. As of 2014-2015, this plan will be referred to as the **Lone Tree Community School District Lau Plan**

The LTCSD Lau Plan (Lau vs. Nichols, 1974) is designed to meet the instructional needs of ELs (English Learners) in the LTCSD. It is required that the LTCSD Lau Plan be collaboratively written by a district wide team with a variety of members.

Lau Plan Team Members:

Cassie Goodwin, EL Instructor

Amber Jacque, District Administrator, Building Administrator

Michael Reeves, Equity Coordinator

Stephanie Callan, Teacher Librarian

Sarah Pourroy, Special Education Teacher

Jennifer Wright, Classroom/Content Teacher

Malysa Oblander, Classroom/Content Teacher

Lynn Tiemann, GWAEA EL Consultant

District Equity Statement

Policy Title: NOTICE OF NON-DISCRIMINATION Code No. 102.E1
Students, parents, employees and others doing business with or performing services for the Lone Tree Community School District are hereby notified that this school district does not discriminate on the basis of race, color, age (except students), religion, national origin, creed, sex, marital status, sexual orientation, gender identity, or disability in admission or access to, or treatment in, its programs and activities.

The school district does not discriminate on the basis of race, color, age (except students), religion, national origin, creed, sex, sexual orientation, gender identity or disability in admission or access to, or treatment in, its hiring and employment practices.

Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), Section 504 or Iowa Code 280.3 is directed to contact the Superintendent, 303 S. Devoe Street, Lone Tree, Iowa 52755, 319-629-4212 (Fax# 319-629-4324) who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, Section 504 and Iowa Code 280.3

LTCSD EL Program Summary

The Lone Tree Community School District's English Language Learner Program provides language instruction and tutorial assistance to eligible students from kindergarten through 12th grade. The Lone Tree Community School District has experienced growth of Spanish-language students and families during the past two decades. The schools have responded to the changing demographics by developing the K-12 EL Handbook/Plan. District efforts have included: staff in-service trainings, book studies and informational meetings, parent phone contacts in Spanish, home visits and family support in Spanish, a partnership with the Highland Community School's EL program and several other activities focusing on tolerance, multicultural growth, and EL student and family support.

Lau Plan

In order to meet the academic, social, and emotional needs of English Learners (EL), Lone Tree Community School has developed the following plan. Supporting documents are included in the appendices.

LAU Plan Guiding Principles

- A. To help students to become English proficient in the language skills of speaking, reading, writing, and listening.
- B. To help students to perform successfully on school wide assessments
- C. To help students develop and/or reinforce positive multicultural attitudes toward self, school, and community.

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

- A. LTCSD utilizes PowerSchool as our Student Information System which includes race and ethnicity reporting. Home Language Survey – IA (www.TransAct.com) - All families are asked to complete a Home Language Survey (281—60.3(1)a) during registration. For school staff access to the TransAct database, please contact Cassie Goodwin at 319-657-3151 or via email: cgoodwin@highland.k12.ia.us. **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)). Families registering children will be assisted in completing documents and registration materials as needed.** If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support. Because LTCSD utilizes e-registration, bilingual English/Spanish assistance is provided in person at LTCSD registration. Continued English/Spanish support is provided throughout the school year by LTCSD Spanish Teacher. Building secretaries review the home language forms and contact the EL instructor of students who will need to be screened. Home Language Surveys for ALL students are stored in the students’ cumulative file. More specifically, the HLS-IA are stored in the student’s EL folder which is stored within their cumulative file.
- B. Initial Placement Assessment - 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 district EL instructor (certified screener administrator) will administer the English language proficiency screener (TELPA). The certified screener certificates will be stored in the screener’s personnel file. The Lone Tree Community School will use the current required assessments per the State Department of Education. The child’s classroom teacher in conjunction with the district EL instructor will assess academic skills, in relation to the student’s grade

or age level (281-60.3(1)b). A summary of the results are stored in the student's cumulative file.

- C. Process to Place Student in Appropriate LIEPs- Based on assessment results, the EL will be assigned to mainstream classrooms with students the same chronological age, or when absolutely necessary, with an age group no more than two years differential (60.3(3)a). The district EL instructor will collect and review data for new EL students, through team collaboration with the core instructional teachers and others, within the first thirty days of registration, including the results from the English language proficiency screener and assessment of academic skills. If the student is non-English proficient or limited English proficient in any of the English language proficiency subtests (speaking, listening, reading, or writing) or there is evidence that he/she will not be successful in the regular classroom because of language background, the student is identified for the EL program. EL students will be placed in the age appropriate (within two years of actual age) general education setting.

- D. Parental Forms Distributed in a Language Most Easily Understood - If a child is identified for the EL Program:

Forms for communicating this information to parents are available at

www.transact.com . Signed copies of forms will be placed in student cumulative files.

- o Lone Tree Community School District uses the following forms:
 - o Determination of Student Eligibility For English Language Development Program Placement (sent upon program placement), eligibility notification, and permission from TransAct
 - o NCLB-Notification of English Language Development Program Placement-Version A (initially and annually)
 - o Description of District's English Language Program
 - o Waiver/Refusal of ESL/Bilingual Program

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 child enrolls after the beginning of the year).

Parental Notification must include:

1. Reasons for identification
2. Child's level of English language proficiency
3. Method of instruction
4. How the program will meet the educational strength and needs of the child
5. How the program will help the child learn English
6. The program's specific exit requirements
7. How the program meets the objective of the IEP of a child with a disability

If an EL identified student's parents refuse EL services, a meeting will be held with the parents to identify parent questions and concerns, ELPA21 assessment requirements, discuss options, plan for the student's English Language Development and obtain parent's signature on the Waiver/Refusal of ESL/Bilingual Program form found on www.transact.com. A signed copy of this form will be stored in the student's cumulative folder. Documented meeting notes will be stored with the signed Waiver/Refusal form. This student will still be assessed with the ELPA21. Parental information must be provided in "an understandable and uniform format, and to the extent practicable," in a language that the parents can understand. The EL instructor will collaborate with the general education teachers of the waived students to ensure mastery of English and academic achievement.

Description of the LIEP

- A. LIEP goal, FAST, and IA Assessment
- 33% of the identified EL students will demonstrate expected growth on the statewide assessment in the areas of reading comprehension and math.
 - 50% of the identified EL students in the elementary will demonstrate growth in the area of reading fluency according to the FAST assessment.
- B. Description of State Approved LIEP model used in district and the process to place students - The Lone Tree Community School District provides the following EL services: English as a Second Language Model in each of the buildings in the Lone Tree Community School District. EL students spend the majority of their time in the general education classroom where they have access to the Core curriculum. The EL instructor will collaborate with the general education teachers of the EL students to ensure mastery of English and academic achievement. EL students receive differentiated instruction based on their language level that is shared and explained with examples to each teacher. Core teachers are given results from ELPA 21 broken down by sub categories and what each EL student currently needs academically. The EL teacher works with students in the classroom setting and one on one working on these LIEP goals. The core teacher, EL teacher, students, and parents have a clear idea of what the student needs in order to be successful. Students are placed in the EL program based on their proficiency scores on the ELPA 21 given each spring by the EL teacher. Typically, students newly identified students receive more EL instructional support than those EL students that are close to proficient on both EL and academic achievement. EL students receive direct instruction from the EL instructor. Students at a level 1-2 receive 45 minutes per week and levels 3-5 receive 30 per week.
- C. Annual parent notification and procedure for waiving services - Cassie Goodwin, EL Instructor will notify parents every year, 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 of LIEP (Language Instruction Educational Program) eligibility and

placement (A) Forms for communicating this information to parents are available at www.transact.com

Lone Tree Community School District uses the following forms:

- Determination of Student Eligibility For English Language Development Program Placement
- Notification of English Language Development Program Placement
- Description of District's English Language Program
- Waiver/Refusal of ESL/Bilingual Program

Documentation will be in a language the parents/guardians can best understand using forms from www.transact.com. Parental Notification must include:

1. Reasons for identification
2. Child's level of English language proficiency
3. Method of instruction
4. How the program will meet the educational strength and needs of the child
5. How the program will help the child learn English
6. The program's specific exit requirements
7. How the program meets the objective of the IEP of a child with a disability

These forms will be stored in the student's cumulative folder.

- D. If an EL identified student's parents refuse EL services, a meeting will be held with parents to identify parent questions and concerns, discuss options, plan for the student's English Language Development and obtain parent's signature on the Waiver/Refusal of ESL/Bilingual Program form found on www.transact.com. A signed copy of this form will be stored in the student's cumulative folder. This student will be assessed with the ELPA 21. This refusal/waiver will be reviewed with parents annually.
- E. Highly Qualified Staff - EL/LIEP services are delivered by a highly qualified EL teacher (Cassie Goodwin) with appropriate licensure as required by the Iowa Board of Educational Examiners (281-60.3(2)). Content area teachers must hold appropriate licensure as required by the Iowa Board of Educational Examiners.
- F. Designated administrator oversight for LIEPs – Amber Jacque, Principal, serves as the designated administrator with oversight for Language Instruction Educational Programs (LIEPs). Responsibilities of this designation include collaborating with EL teacher, EL District Professional Learning Community and classroom teachers. The EL District Professional Learning Community reviews student data, reviews student progress, sets goals and plans for the budget/support materials. District administration supporting LIEP will participate in annual EL training.
- G. Access to Iowa Common Core and English Language Development Standards – The district is implementing the Common Core/Iowa Core State Standards in Math and Reading. All students will have access these standards regardless of

program placement. LTCSD will implement the Iowa English Language Proficiency Standards following participation in training provided by the state. Lone Tree uses the PLC structure and process to ensure collaboration focused on meeting student needs. Lone Tree EL students participate in the general education curriculum. The EL instructor uses scaffolding, research based strategies to develop the writing and vocabulary skills and concepts. The EL instructor acts as a consultant and coaches through modeling to increase the classroom teachers' ability to meet the EL student's needs resulting in an increase in their language proficiency as well as academic proficiency. Collaboration between the EL teacher and content teachers will occur at least one time per week either face to face or through email. Regardless, all content teachers that serve EL students will receive a weekly communication from the EL instructor.

- H. The EL teacher uses curriculum that provides support within the general education classroom through collaboration with the teachers to plan for instruction to support student mastery of English language and academic achievement. Individual student needs are taken into consideration when choosing curriculum. When the district is in search of new materials, EL team members are placed on the committees responsible for reviewing, piloting, evaluating and purchasing. Lone Tree's curriculum design template includes differentiation and accommodations to meet the language proficiency level of the EL student.

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

A. Identifying and serving gifted ELs

Lone Tree understands using the same process and procedure for Eligibility Determination for Gifted services for Non-EL could be culturally/ linguistically biased when determining eligibility for EL students. Therefore, Lone Tree will add the following indicators when addressing EL GT eligibility.

- acquires a 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.

When a student is eligible for both EL and Gifted services, the students are served in the programs where parent permission has been granted. The EL teacher responsibilities for EL students served in the Gifted Program is to collaborate with the Gifted Coordinators and classroom teachers, to support and best meet the English language acquisition needs of the student.

B. Identifying and serving ELs in special education

Lone Tree understands using the same process and procedure for Eligibility Determination for Special Education services for Non-EL could be culturally/ linguistically biased when determining eligibility for EL students. Therefore, Lone Tree will add the following indicators when addressing EL Special Education eligibility.

- review of previous educational experience (type, quality and consistency of instruction)
- teacher interviews
- students interviews
- parent interviews
- academic achievement records
- state assessments with proficiency in mind
- use of non-standardized assessments
- native language and literacy assessment
- research-based interventions for EL students
- true peer comparisons

The IEP team must include someone with knowledge of the child's language needs and training in second language acquisition. The EL teacher responsibilities for EL students served in special education is to collaborate with special education teachers and classroom teachers, to support and best meet the English language acquisition needs of the student and to provide direct instruction to the EL student.

C. Identifying and serving EL's 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.) The EL instructor will ensure parents and students are provided with communication about programs and eligibility in a language most easily understood. The EL instructor will be included in team meetings to participate in the data analysis and considerations process. The EL instructor will collaborate with the district program teachers on an as need basis to ensure student mastery of the English language and the content area.

D. EL students have access for extra curricular and co-curricular activities for which they are eligible. The EL instructor ensures parents and students are provided with communication about programs and eligibility in a language most easily understood.

Ongoing, Embedded EL Professional Development for Staff who Support ELs

- A. In-service training is provided for all staff involved in the educational process of EL (281—12.5(8), 12.8(1), and 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 district's Comprehensive School

Improvement Plan (281—12.7(256) and 281—60.3(3)b5). Beginning in the 2016 school year, all staff will be required to complete the DE Created Training Modules as prescribed by the Iowa DE. A record of the professional development activities will be kept.

1. Administrators are encouraged to attend the EL conferences and complete the Teaching English Language Learners: Effective Instructional Practices module found at <http://iris.peabody.vanderbilt.edu/module/EL/>. <http://iris.peabody.vanderbilt.edu/module/EL/>

2. EL teachers, along with EL team members, may attend the Iowa Culture and Language Conference (ICLC) as well as the Our Kids Conference through the support of GWAEA Title III. The EL instructor is part of a multi-district EL Team which meets monthly throughout the school year to stay current with EL requirement updates, analyze data and best practice.

3. Classroom teachers are encouraged to attend the EL conferences. Beginning in the 2016-2017 school year, all certified staff are required to complete Teaching English Language Learners: Effective Instructional Practices Module which can be found at <http://iris.peabody.vanderbilt.edu/module/EL/> .

4. Paraprofessionals are required to complete Teaching English Language Learners: Effective Instructional Practices Module which can be found at <http://iris.peabody.vanderbilt.edu/module/EL/> .

5. Building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.) are encouraged to attend the EL conferences and complete the Teaching English Language Learners: Effective Instructional Practices module found at <http://iris.peabody.vanderbilt.edu/module/EL/>. <http://iris.peabody.vanderbilt.edu/module/EL/>

B. District training of English Language Proficiency Standards and implementation

1. LTCSD will ensure that certified teachers who serve ELs complete the required ELP Standards Modules 1-3 using option A during the 2016-17 school year. Modules 4-6 will be completed by the end of the 2017-18 school year.
2. Teachers will complete the quizzes to document content attainment. Teachers will be expected to begin implementation following completion of the modules.
3. Certificates of completion will be stored in the teachers' personnel files.

Annual English Language Proficiency Assessment (ELPA21) Administration

English Language Proficiency (NCLB, Sec. 3113(b)(3)(D)) English Language Learners will be evaluated annually with a standardized English language proficiency instrument recommended by the state of Iowa. The state is currently using the ELPA 21 to measure growth and the TELPA screener as a measure for services needed.

- A. Annual training to appropriate staff - The EL instructor is trained yearly by AEA PD online to give these assessments. The certificates of completion can be found in the EL teacher's personnel file.
- B. Dissemination of scores to stakeholders- The EL instructor shares EL assessment data and facilitates staff (including administrators) interpretation of scores at the beginning of the school year and/or whenever new EL data is present. A copy of the assessment results will be sent to the parents.
- C. Appropriate training to interpret results for staff – The EL instructor receives training from the GWAEA consultant. It is the responsibility of the EL Instructor to meet at the beginning of each school year and at the end of each school year with each EL student's teachers to share EL assessment data and what these scores mean for instruction and differentiation. The EL instructor meets to share information for any new EL students throughout the year. The EL teacher will also share results with building administrators.
- D. Utilization of assessment results to guide instruction and programming - The EL instructor will share EL assessment data and what these scores mean for instruction and differentiation in core and LIEP services with administrators and staff serving ELs. The EL instructor will facilitate the planning of instruction based on the EL data. This data will also be used to develop future programming and determine direct services, interventions and support groups.

LIEP Exit Criteria and Procedures

- A. **Criteria for 2016-2017 Academic Year and Prior Academic Years**
The student:
1. Achieves the required score for proficiency on ELPA21
 2. Scores proficient on district-wide and statewide assessments in Reading and Math
 3. Meets both of the above criteria in the same school year
- B. **Procedures:** Implementation of exit procedures is the responsibility of the EL team and occurs during the allowable window (end of school year to October 1 student count date) after ELPA21 results are received. The team informs the parent(s), classroom teacher, and other appropriate personnel that an exit review is taking place and gathers relevant information from parents, students and staff. The team follows these steps:
- Review of EL student's file and assessment data
 - Review information gathered from students, parents and staff
 - Recommendation is made to exit student based on data
 - Parents and student are notified and an exit form is sent home for parents
 - The follow-up/monitoring procedure is explained to parents
 - Copies of the exit form are put in student's file
 1. Notify parents with state-approved "English Language Development Program-Exit Letter" www.transact.com
 2. Exiting form in language most understandable to parents/families

3. Building secretaries 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*.
4. Begin required two-year monitoring process

Monitoring Procedures after Students Exit the LIEP Program

- A. Describe two-year (pending ESSA guidance) monitoring procedures in place after students exit the program. Cassandra Goodwin, EL Instructor will be responsible for monitoring students exited from the LIEP program. Information gathered from assessments, student work, classroom teachers and students will be recorded on the yellow EL Portfolio stored in the student cumulative folder. The EL team will review data and make a decision determining monitoring status.
 - Monitor grades monthly to ensure passing grades.
 - Monitor Universal Screening data three times per year to ensure students reach proficiency.
 - Monitor IA Assessment/MAP data to ensure students are reaching proficiency and maintaining progress.
 - Interview students twice per year.
- B. Describe re-entry to LIEP process, including parental notification, when appropriate
 - Review Year 1
 - Student continues to be successful. Student moves into Monitoring Year 2.
 - Success has not been maintained. The student re-enters the LIEP program. Parents are notified of re-entry using the "Notification of English Language Development Program Placement" form.
 - Review Year 2
 - Student continues to be successful.
 - Success has not been maintained. The student re-enters the LIEP program. Parents are notified of re-entry using the "Notification of English Language Development Program Placement" form.

LIEP Evaluation

A. Cassie Goodwin, EL instructor will facilitate the annual LIEP evaluation. The following list of methods are used annually to evaluate the Lone Tree Community School District's EL Program as a general guide employed by district EL instructor, Cassie Goodwin, the EL Support Team and administration: Objectives that have been established by the state in compliance with NCLB/ESSA mandates to measure the effectiveness of language instruction educational programs. These objectives are based on the English language proficiency standards and relate to EL's development and attainment of English

language development while also meeting challenging state academic achievement standards.

The English language development data, achievement-test data, and exit criteria are used as indicators of program effectiveness along with additional components to evaluate success of the program.

- Up-to-date Lau Plan
- Student completion/extracurricular participation rates
- TAG and SPED students
- Achievement scores
- Performance after program exit
- Committee members
- Use of Transact

The District EL Professional Learning Community analyzes data, sets goals and makes plans that improve the educational experiences of the EL students at Lone Tree CSD. The team plans for resources, professional development, focus of the program, etc. Monitoring and improvement of the EL Program also includes parent feedback gathered at conferences, open house, informal settings. Conferences are formally held twice a year at each building. Other parent meetings are often set up on a case-by-case basis as necessary, with the assistance of the Bilingual Translator, and in consideration of parental interpretation needs. Ongoing feedback from the Bilingual Translator also assists in improving the program. District EL instructor observation and input provide useful information for program improvement.