

AHSTW Community School District
K-12 Lau (ELL) Plan for Serving English Learners (ELL)

Lau (ELL) leadership team members: *Superintendent Darin Jones, Secondary Principal Davis Pattee, Primary Principal Sarah Kock, Intermediate Principal Cristin Rold, General Elementary Education Teacher Shona Weirich, Primary School Counselor Shannon Goetzinger, Intermediate School Counselor Ashleigh Maassen, Secondary School Counselor Noelle Hinrickson, Title I Reading Teacher Ivy Robinson, and GHAEA EL Representative Brielle Cerven.*

Lau (ELL) Plan

The district plan designed to meet the instructional needs of ELs is referred to as the Lau (ELL) Plan (Lau v. Nichols, 1974).

I. Lau Plan goals

A. English Language Development

- The district will teach English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence.
- It is the district's goal to promote pride in the student's cultural and linguistic backgrounds.

B. Academic Achievement

- District Goals:
 - Literacy:
 - AHSTW CSD will increase the percent of students proficient by maintaining 95% proficiency of students who were proficient in the 2024-2025 school year.
 - By the conclusion of the 2025-2026 school year, at least 80% of the students at each grade level will be proficient or demonstrate 12 months growth on our district-wide assessments.
 - Math:
 - AHSTW CSD will increase the percent of students proficient by maintaining 95% proficiency of students who were proficient in the 2024-2025 school year.
 - By the conclusion of the 2025-2026 school year, at least 80% of the students at each grade level will be proficient or demonstrate 12 months growth on our district-wide assessments.

- Science
 - AHSTW CSD will increase the percent of students proficient by maintaining 95% proficiency of students who were proficient in the 2024-2025 school year.
 - By the conclusion of the 2025-2026 school year, at least 80% of the students at each grade level will be proficient or demonstrate 12 months growth on our district-wide assessments.
- It is the district's goal to provide students the opportunity to progress academically with their peer group by using tutor assistance in their first language, if necessary.
- It is the district's goal to educate ELs to meet the same challenging academic content and student academic achievement that all children are expected to meet.
- It is the district's goal to involve families and community leaders in the educational process in order to make education a cooperative effort between home and school.

C. Cross-cultural Goals

- The district will communicate with parents in their first language when needed.
- The district will encourage parental and familial involvement in the school in order to develop positive home-school relationships.
- The district will provide a multicultural, gender-fair education (1. 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 the 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 both 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, feelings, and problems.*
4. *To assist students to develop positive interpersonal and inter-group communication techniques, as well as the motivation to play 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.*

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

A. Home Language Survey

All families are asked to complete a Home Language Survey - Iowa (HLS-IA at www.TransAct.com) during registration. The survey is presented both in English and Spanish, and can be translated to other languages as necessary. The district secretary will screen the home language surveys to determine if any family needs assistance in completing the registration materials. The secretary will inform the building administrator and EL teacher if language assistance is needed in order to complete the registration forms or the language survey, and about the arrival of the student. The survey document shall be kept in the student's cumulative folder after review. The EL teacher will facilitate the identification process as needed.

The 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 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 use Language Line services. Note that a response to language other than or in addition to English for 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.

Families registering children will be assisted in completing documents and registration materials on-site as needed. If home language assistance is necessary to secure accurate data, every reasonable attempt will be made to provide this support.

B. State-approved English Language Proficiency Placement Assessment

- The district shall use the English Language Proficiency Assessment for the 21st Century (ELPA21) for placement purposes, plus additional measures outlined in the district's Talented and Gifted and Special Education programs.
- See: "Educating Iowa's English Language Learners"
http://educateiowa.gov/index.php?option=com_content&task=view&id=683&Itemid=1391, pp. 26, 66, and 78 for suggestions for identification.
- Also see: "English Language Learner Guidelines Manual" for guidelines for determining entitlement of speech-language services for students who are learning English as a second language.
- Designated building administrators or designated teaching staff administer the complete ELPA21 Dynamic Screener to measure listening, speaking, reading, and writing levels in English within 30 days of student enrollment.
- ELPA21 Summative Assessment is to be tested annually in the spring until the student tests proficient, ALT ELPA21 is to be given to students on an alternative plan. Completed assessment reports are kept in the student's cumulative folder.
- The ELPA21 is administered by a trained, certified teacher. Certificate of completion is filed in the trained screener's personnel file.

C. Process to Place Student in Appropriate LIEPs

- Once language and academic skills have been assessed, the EL staff reviews the data with appropriate administrators and members of the Lau Leadership Team. In addition, student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessments are reviewed and used to determine placement. If the student is emerging or progressing on the English language development assessment or based on previous records, the student is identified for the LIEP.
- The Lau Leadership Team will decide about where to appropriately place a student, largely based upon the results of the ELPA21.
- Data will be used to guide placement in all content courses and based on assessment results, the EL should be 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.

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

- Initial parent/guardian notification of eligibility following state guidelines in a language most easily understood by the family.
- Following identification of eligibility, the ELL Assessment Specialist or ELL teacher notifies the parent/guardian through face-to-face, phone, and/or written communication in the language most easily understood by the parent/guardian.
- The “English Learner Program Placement” form (for initial and annual placement notification and program description from TransACT) along with the ELPA21 Dynamic Screener score report is provided to families.
- Parents/Guardians must acknowledge that their child(ren) will be receiving EL services, but a signature is no longer required. The providers of the EL Assessment must document parent/guardian acknowledgement in one of two ways:
 - 1) use the “Determination of Student Eligibility for Program Placement” form to sign and return or

- 2) logging the communication through which the parent/guardian acknowledged EL placement (i.e. email, TalkingPoints, phone call).
- Parents/Guardians will be notified within 30 days of the first instructional day of the EL program.
- Required forms will be kept in the in the student's cumulative file.

E. Process for waiving students from LIEP

If parents wish to waive enrollment in the LIEP, a meeting is held to discuss recommendations, ELPA21 assessment requirements, concerns, and potential outcomes, and provide parents the "Explanation of Consequences for not Participating in English Learner Program" notice. The "Request for Change in Program Participation" 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. This waiver process will occur annually, as long as students are eligible.

The waiver form can be found at www.transact.com.

Note: These students, however, continue to be tested with the ELPA21 Summative Assessment until they are proficient.

III. Language Instruction Educational Program (LIEP) program models implemented in the district

A. LIEP Goals

- Review academic student standing at the beginning of the year and growth at the end of the year.
- ELPA Growth
- ELPA Proficiency
- Number of students receiving services and the number no longer receiving services.

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

English as a Second Language

- 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.

- Once language and academic skills have been assessed, the EL staff reviews the data with appropriate administrators and members of the Lau Leadership Team. In addition, student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessments are reviewed and used to determine placement. If the student is emerging or progressing on the English language development assessment or based on previous records, the student is identified for the LIEP.
- The Lau Leadership Team will decide about where to appropriately place a student, largely based upon the results of the ELPA21.
- Data will be used to guide placement in all content courses and based on assessment results, the EL should be 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.

C. Annual parent notification and procedure for waiving services

Our district's annual parent notification and procedure for waiving services are the same as those outlined in Section II.

Parent Notification: (ESEA § 1112(a)(1)(A))

D. Highly qualified LIEP and content staff

AHSTW Community School District will utilize an ESL endorsed teacher to provide ESL services if/as needed. All content area instruction is provided by highly qualified teachers of that content area.

AHSTW CSD has contracted with GHAEA for EL services with delivery in an on-line setting.

E. Designated administrator oversight for LIEPs

The AHSTW Community School District's designated administrator

responsible for oversight of LIEPs is Cristin Rold, the intermediate principal. The administrator will attend trainings via webinar or conferences annually.

F. Curriculum and Supplemental Resources

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). Other materials will be considered by the Lau Plan Leadership Team on as needed basis. The Equity Coordinator is part of the Lead Team and will help consider the needs of ELs in core curriculum reviews. State funding is provided for the “excess costs of instruction of ELL students.” (281-60.4 and 60.6 (280)).

Virtual EL services are utilizing National Geographic, ‘Look’ for K-4 and ‘Timezones’ for 5-12 as curricular resources.

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

The district has a Student Assistance Team (SAT), in conjunction with the LAU Lead Team, in place for identifying and planning services for gifted/talented students, as well as At-Risk, special education, and Title I services.

EL students would follow this same process, but also includes the culturally-sensitive process and awareness of exclusionary factors and EL-specific considerations.

Multiple data points will be considered including all data sources such as standardized tests, Renzulli Scales, teacher and parent input, grades, student records, developing English language more or less rapidly than normal, etc. Specifically, factors such as language differences, cultural competencies, prior educational experiences, and prior instructional experiences will be considered by the LAU Leadership team. When appropriate, direct instruction will be given to EL by highly qualified ELP teachers, or Special Education teachers. The ELP teacher will be part of the IEP team for any student who is dual enrolled. This will all be considered by the team in order to meet the needs of the student in the areas of

- A. Gifted and Talented
- B. Special Education
- C. Co-Curricular Programs
- D. Extra-curricular

The district will provide an invitation to all ELs and parents to participate in various clubs, organizations, and services that are offered by the district. The EL teachers will work with the EL to determine interests and point of contacts for activities and services that are applicable. Language needs will be supported within the programs. Parent and student communication about programs and eligibility will be provided in a language most easily understood.

V. Ongoing embedded district level EL professional development for staff who deliver instruction or support the LIEP for ELs

- A. Ongoing EL professional development (PD) provided for staff who support the LIEP
 - a. Inservice training is provided for all staff involved in the educational process of ELs (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 the district's Comprehensive School Improvement Plan (281-127(256) and 281-60.3(3)b5)). A record of professional development activities will be maintained.
 - b. The district provides opportunities for EL and regular education staff to attend conferences and workshops that focus on EL issues and pedagogy. An bi-annual EL in-service will be provided to all staff focusing on strategies that benefit EL learners. The EL teacher is available for consultation and collaboration regarding adaptations, modifications and accommodations appropriate in assisting those with English language needs. Building administrators attend workshops pertaining to EL needs advise and assist in editing this plan as needed, assist in creating appropriate in-service topics to be delivered, attend EL in-services, and encourage the use of EL methodology/ strategies within the classrooms.
 - c. Annually all teachers are informed about EL students in his/her classroom. This information may include ELPA21 results and student's current levels of English language acquisition utilizing the language acquisition chart.
 - d. Professional development is provided to require staff as designated by the Iowa Department of Education for English Language Proficiency Standards beginning in 2016-17, all licensed staff providing service to ELs (*in content teachers and other certified support staff*) must complete the training. By 2017-18" in accordance with the new definitions in rule 281-60.2 (280) in Chapter 60, all staff responsible for the LIEP service or supporting such services must be trained (e.g. paraprofessionals" instructional coaches), memo from Dave Tilly, October 7, 2015.
 - e. The Lau plan committee members will meet two times a year. The first meeting will take place in the fall and will address the following:

- i. Review of districts Lau plan
 - ii. ELPA21 scores
 - iii. Number of ELs in district
 - iv. Programming services
 - v. EL professional development for the current school year
 - f. The second meeting will take place in the spring and address the following:
 - i. Discuss student ELPA21 results/scores
 - ii. Determine which students meet the exit criteria
 - iii. Review and make changes, if needed, to the districts Lau plan based on district's evaluation process
 - iv. Update Lau plan with revised rubric from the DE (date revised, Lau Member names and positions, ELP standards, etc.)
 - v. Update district self -study document
- B. District training of English Language Proficiency standards and implementation**
- a. Option A: Certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) view the modules individually or collectively via AEA PD online and take the associated brief quiz to document completion and content attainment .
 - i. All certified staff members (K-12) directly responsible for delivering the LIEP will be trained in Modules 1-3 during the school year of student entry. Modules 4-6 will be completed during the following school year. These will be completed during professional development days. In the future, new certified staff members will have 12 months to complete Modules 1-6.
 - ii. Administration will complete Modules 1-6 by September 1, of the year the student moves into our District.
 - iii. "Certificate of Completion" for training will be filed in the teachers' personnel files at the building level. Darin Jones, superintendent, oversees the trainings and certificates of completion.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

English Language Learners will be evaluated annually with a standardized English language proficiency instrument recommended by the state of Iowa. The state has used the ELPA21 to measure growth since the spring of 2016. Designated building administrators or designated teaching staff will receive the yearly ELPA21 training to administer and score the assessment. Certificates will be filed in personnel files. All students who have been identified as ELs (including those whose parents have waived/refused services) are assessed.

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, administrators, resource personnel, etc. The Designated building administrators or designated teaching staff administer will analyze the data to make appropriate core instructional supports and decisions, LIEP instruction, direct services provided to the student, or future programming.

VII. ELL Exit Criteria and Procedures

- The student achieves the required score for proficiency on ELPA21 Summative Assessment

The AHSTW Community School District will:

- exit during the allowable window (July 1 to Oct. 1 student count) after ELPA21 results are received
- Notify parents with state-approved TransAct exiting form in language most understandable to parents/families “Program Exit Letter”
- Change student coding to “exited” after July 1, 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

VIII. Monitoring Procedures After Students Exit the LIEP Program

Once students have formally exited the program, the state, through Student Reporting in Iowa, still “monitors” the student for AYP purposes for two more years. The district’s Student Services Coordinator, and general education classroom teachers will also monitor the student(s) for two years, ensuring that they maintain proficiency in district-wide and state-wide assessments in Reading and Math. The ESL and classroom teacher(s) of the student will determine whether re-entry into LIEP services are necessary or if other measures given to all students whose grades and achievement fall would be more appropriate. The ELPA 21 Dynamic Screener may be used to determine eligibility. If re-entry is recommended the Parents will be notified using “English Learner Program Placement”. AHSTW CSD will document parental support. If re-entry is needed, the team will make service level decision based on current data and need.

IX. ELP evaluation

The ELP will be evaluated annually by the LAU Leadership Team, monitored and

led by our intermediate principal, Mrs. Cristin Rold, to determine the effectiveness of the program and the growth of the students being served. The team will continue to measure the percentage of ELs making growth in language acquisition and also the percentage of ELs attaining or reaching full proficiency along with those making progress in reading and math as measured by the state-required content assessments according to targets established by Title I to determine effectiveness and student growth.

Based on the results of the evaluation, areas for consideration are: professional development needs, adjustment of the LIEP, staffing, teacher scheduling, curricular needs, meeting the needs of individual ELs and/or subgroups. Team will review the District's Title III Assurances.

X. Appendices

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

- 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 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 two half native English speakers and half native speakers of the other language.

Other Bilingual Program

- Bilingual education refers to approaches in the classroom that uses the native language of English learners (ELs) for instruction.

www.nabe.org/bilingualeducation

Appendix C

- [Home Language Survey- IA](#)
- [Determination of Student Eligibility for Program Placement](#)

- Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify
- [Program Exit Letter](#)
 - Students who are eligible to exit services
- [English Learner Program Placement](#)
 - Initial, annual and re-entry placement notification
- [Request for Change in Program Placement](#)
 - Waiving or withdrawing EL/bilingual services
- [Explanation of Consequences for not Participating in English Learner Program](#)

Appendix D

- English Language Proficiency Standards training options (excerpt from Dave Tilly email May 6, 2016)
 - The Iowa Department of Education has worked with ELPA21 (English Language Proficiency Assessment for the 21st Century) and a consortium of states to develop training modules that can be used to address the required training on the ELP standards.
 - AEAs and school districts may require the certified staff members directly responsible for delivering the LIEP (and others they deem appropriate to view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.
 - AEAs and school districts may use the modules flexibly (chunk the content, provide training to groups where they watch the modules together with some facilitated discussion, alter the sequence, facilitate learning activities in conjunction with the modules, etc.) as long as the modules are viewed in their entirety through the delivery method determined by the AEA and the school district.
 - AEAs and school districts may deliver training using the content within the modules but not necessarily use the modules or only use clips from the modules- this will require submitting a training plan and receiving Iowa Department of Education approval prior to starting the training with staff. This option will also require that AEA's/school districts provide verification of training completed, the list of all participants who completed the training, and evidence of participant learning. The plan must include:
 - The trainers and the target audience for each training session
 - The specific content of learning outcomes for each training session
 - The learning activities that will be used to deliver the content

- How the trainers will assess whether or not the participants are meeting the intended outcomes.