

# Easton Valley Community School District K-12 Lau (EL) Plan

## District Vision

Empowering Today's Leaders to Excel in Tomorrow's Endeavors

## Mission

Easton Valley CSD is committed to serving Every student, Every day!

## Easton Valley Community School District K-12<sup>th</sup> Lau (ELL) Plan for Serving English Learners (ELs)

### Lau (EL) Plan

The district plan designed to meet the instructional needs of ELs is referred to as the Lau (ELL) Plan (Lau v. Nichols, 1974). The Lau (ELL) plan must be collaboratively written by the K-12 team identified above. This detailed narrative must include the following required critical elements:

#### I. Lau Plan Goals

- **English language development** - Teaching English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence
- **Academic achievement** – Given ELL support, students entitled to programming will reach proficiency in Reading and Math on the ISASPs within 3 years of entering the program
  - provide students with English language skills appropriate to their grade level as efficiently and carefully as possible.
  - enable students to make as much progress as possible in their academic subjects by providing them with supplementary materials, instruction and tutoring.
  - provide a person in the school environment who understands the growth and development patterns of the learner.
- **Cross-cultural goals**
  - orient students to the cultural patterns of American life so they can fully participate in classroom activities and community activities.

- develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism.

## II. Identification of ELs

- **Home Language Survey-I A ([www.TransAct.com](http://www.TransAct.com) - Form A)**, is given upon enrollment to the district for every student. This is also a part of the registration process. Information will be stored in student's cumulative file.
- **Initial Placement Assessment** – TELPA plus additional measures is given if the Home Language Survey indicated that the student could be a candidate for ELL programming at Easton Valley. This assessment is given by a trained administrator. This will be the This certificate will be filed in the staff member's personnel file. Training can be completed on the AEA PD Online. Assessment will be given by either the school counselor, ELL teacher or AEA ELL support staff/consultant. Data from the initial placement assessment is reviewed and eligibility for programming is determined. Information will be placed in the LAU folder in the Principal's Office. As a part of this review process prior student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment can be used.

Easton Valley CSD uses the current guidance from the Iowa Department of education which is the following: If the student is non-English proficient or limited English proficient in any of the English language development subtests (speaking, listening, reading, and writing) or there is evidence that he/she will not be successful in the general classroom because of language background, the student is identified for the LIEP.

- **Parental Notification** – Parent notification of Eligibility and Placement, in language most easily understood. Parents will be notified using the determination of student eligibility, English Language Development Program Placement, eligibility notification and permission from TransACT. As a part of parent notification the following information is included:
  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 objective of the IEP of a student with a disability

The district will ensure that the appropriate measures are taken to provide an interpreter and documents in the parent's home language in order for them to fully understand the placement process.

Parent notification forms will be completed by the principal. Parents will be sent Notification of English Language Development Program Placement –Version A if the student is identified at the beginning of the year, within 30 days or within two weeks, if identified later in the year. Documentation of parent notification and approval for placement will be kept in the students cum folder as well as in a file in the ELL teacher's files.

In the event that parents refuse entitlement to ELL programming the ELL teacher will document refusal of services (area for refusal on the district entitlement form). There will be documentation of the meeting held to discuss recommendations, concerns, ELPA21 Assessment requirements and potential outcomes. Parents will sign Waiver-Refusal of ESL-Bilingual program from Transact kept in student's file. At this point a plan for support will be created with classroom teachers and the ELL teacher to provide supports in the regular classroom based on student needs. The ELL teacher will be available for additional support for teachers. Formal programming will not be put into place. The ELL teacher will continue to monitor student achievement for students that were eligible for services, but refused formal placement.

### **III. Description of the LIEP**

#### **• Program Goals-**

Linguistic- 100% of EL students who took the ELPA21 will show improvement in their language proficiency level.

Academic-80% of K-2 ELL students will be proficient as measured by the FAST literacy assessments at the end of the year.

60% of 3-12<sup>th</sup> EL students will be proficient or advanced in reading as measured by the ISASPs.

60% of 3-12<sup>th</sup> grade EL students will be proficient or advanced in math as measured by ISASPs.

- **Annual parental notification** of continuing placement and programming options are provided to families in the fall of each year. These will be accompanied by supporting data for continued placement.
- **Student Placement** – Based on FAST and FAST assessment results, students are assigned to classrooms with their same age peers, and will receive all core instruction from classroom teachers with support and pullout services in ELL as determined by the placement team.
- **Initiation of Services** – LIEP services begin upon identification.
- **Program Models Followed (HYBRID Model) – English as a Second Language Sheltered English Instruction** – which is an instructional approach used to make academic instruction in English understandable to ELL students. In the sheltered classroom, teachers use physical activities, visual aides, and the environment to teach vocabulary, for concept development in math, science, social studies and other subjects.
- **Program Placement Decisions** – Parents will be notified within 30 days using the “Notification of English Language Development Program Placement (A)” Becca Glaser will implement the parental notification

process. The type of programming a student receives is based on what the school team with support from the parents decides is the best fit for the student based on the academic and social emotional needs of the individual student. This notification will be placed in student's cumulative file. Parents who have waived LIEP services will require a signature from the parent annually. Documentation will include

“Waiver-Refusal of ESL –

Bilingual program form. This notification will be stored in student's cumulative file. Highly Qualified Teacher – ELL/LIEP services are delivered by a highly qualified ELL teacher with appropriate licensure as required by the Iowa Bureau of Educational Examiners. EL students will also have opportunity to be served by highly qualified general education teachers. Todd Hawley, Administrator will be in charge of overseeing the LIEP's and receive training for ELL students.

#### **IV. Process to Provide Meaningful Access to all Co-Curricular and extra-Curricular Programs and Activities**

- **Process to place student in appropriate LIEPs** – Following the program placement and parent permission for placement, the ELL teacher, classroom teacher(s), parent and other support persons that are appropriate to programming for the student convene to determine the programming for the student.
- **Process for identifying and serving gifted ELs** – For grades K-3<sup>rd</sup>, we follow our enrichment model for gifted and talented programming for students based on the MTSS data collected. Teacher teams examine student academic achievement data and determine if enrichment services are warranted. Formal placement into gifted and talented programming is done in the 4<sup>th</sup> grade. All students are considered part of the initial candidate pool. Academic classroom achievement data, parent and teacher data, formalized testing data is all used to make gifted placement determinations.
- **Process for identifying and serving ELs in Special Education** – For placement into special education a learning disability must also present itself in the student's home language. Students in ELL cannot be placed into Special Education programming due to ELL status alone. The same process for Eligibility Determination to receive special education services are followed for students entitled to ELL services as all other district students. Students with identified for ELL and SPED receive direct instruction by a highly qualified ELL teacher and SPED teacher with support for language needs. IEP team will include the ELL teacher that has knowledge of child's language needs and training.
- **Process for Identifying and serving ELs in Co Curricular Programs**- Students will also be included into any co curricular activities and programs as are other students in our district. EL students will be supported in these

programs and parents and students will be communicated with in a language most easily understood. For programs such as Title I and At Risk, the ESL teacher will be part of the data review for placement.

- **Process for identifying and Serving ELs in Extra Curricular Programs-** EL students will have the same opportunities granted to them for extra curricular programs at our school and district. Parents and students will be communicated with in a language most easily understood.
- **Highly Qualified Teacher** – ELL/LIEP services are delivered by a highly qualified ELL teacher with appropriate licensure as required by the Iowa Bureau of Educational Examiners. EL students will also have opportunity to be served by highly qualified general education teachers.
- **Designated administrator oversight for LIEPs** – An administrator in the district will work with the classroom teachers and the ELL teacher to review individual student progress data, student placement data, and program oversight including the budget and materials needed to support student programming.
- **Access to Common Core and English Language (ELP) Standards** – The district is implementing the Core State Standards in all subjects. All students will have access to the Common Core regardless of program placement. ELL teachers and content area teachers will have time during the week to collaborate on educational decisions. If and when we have need for curriculum we will purchase ELL curriculum that meets the needs of our students. Lau team will determine the best materials to purchase. Team will consider core content for ELL students.

**V. Ongoing professional development for all staff, targeting EL needs**

- **Since our district does not have EL students the Administrator will access and review EL requirements and updates**
- **Building Teacher Capacity to Deliver Services** – Teachers are encouraged to take graduate and recertification courses at the Mississippi Bend AEA based on meeting the social, emotional, academic and cultural needs of ELL students and their families. Professional development opportunities for all teachers will be provided to our staff by the MB AEA, depending on staff needs.
- **Support for Classroom Teachers** – The principal and instructional coach provides consultation to classroom teachers on how to modify and make accommodations to the regular classroom curriculum instruction and materials for EL students. These classroom consultations range from occurrence on a weekly schedule to periodic check-ins based on individual student needs.
- **Capacity Building for Administrators** – Building level administrators attend professional development of EL in the classroom along with classroom teachers. Administrators take advantage of professional development and information meetings regarding support for EL students through the Mississippi Bend AEA. Administrators work in collaboration with the AEA's ELL consultants and the instructional coach and classroom teachers to provide appropriate supports for EL students.

- **Professional Development Documentation** – Documentation for professional development will be embedded within the district professional development plan as well as in the individual professional development planning sheets completed by building principals.
- **Training options will be letter A-** Certified staff members directly responsible for delivering the LIEP will view the modules individually via AEA PD Online and take quizzes to document completion. Documentation will be stored in school and with staff member's own personal use.

## VI. English language development assessment and administration

- **Annual training to appropriate staff** – Appropriate staff members are trained in the use and analysis of the ELPA21 as recommended by the State of Iowa. Data is recorded and composite proficiency is determined. Documentation stored with ELL Administrator.
- **Dissemination of scores to stakeholders** – Student data is shared with the appropriate school personnel involved with the education of the child, including parents. Based on data, the team will make decisions regarding programming and supports for students.
- **Provide appropriate training to interpret results to staff** – Easton Valley utilizes the support services of the MBAEA to ensure that all staff needed to interpret the results of approved English Language proficiency Assessments are properly trained.
- **Use results to guide instruction and programming** – Assessment and classroom data are used to create and implement programming for EL students at all grade levels. Data will help drive core instruction, LIEP instruction, direct services and future programming.
- **When are Assessments Administered** - The ELPA21 is administered between February 1<sup>st</sup> and April 30<sup>th</sup>, each year.
- **Who may administer the tests** – All teachers that have attended training on the administration of the ELPA21 are allowed to administer the test.
- **Which students are tested** – All students that reflect EL status, as a result of their Home Language Survey, are given the ELPA21 test.
- **Participation in District-Wide Assessments** – Easton Valley uses the ISASPs and the FAST assessments as it's district-wide assessments for all students for AYP and APR reporting purposes. All students, with the exception of students on an alternate assessment, are required to take on-grade level assessments with their grade level peers.
- **Accommodations to District-Wide Assessments** – Students entitled to EL services participate in all district-wide assessments. They are allowed accommodations to testing as determined by the individual needs of the student. Accommodations that are provided are based on student need and are acceptable to provide, based on the "Iowa Guidelines for K-12 English Language Learners Participation in District-wide Assessments". Documentation of accommodations an individual student is allowed to use during testing is documented in their LIEP. Accommodations allowed are provided to the classroom teacher by the ELL teacher based on documentation in the student LIEP.

- **Test data sharing** – Student academic achievement is shared at data team meetings. The team will focus on EL student growth based on standardized testing data from the ISASPs and FAST, as well as classroom formative data. Appropriate interventions will be determined and level of support from the ELL teachers will be provided based on academic need supported by student achievement data.

## VII. LIEP transition and exit criteria

- **Transition** – A student can enter a transition period upon the following:
  - \* Achieving proficiency in English, while
  - \* Receiving minimal LIEP support, and
  - \* Sustaining academic progress for a period of up to 2 years.

Transition is a trial period when an EL demonstrates sustained progress in the mainstream classroom setting, independently. After a successful transition period, the student is eligible for exit from the LIEP.

- **Transition Assessment Requirement** - Students in transition must take the ELPA21. Easton Valley CSD will exercise caution when exiting students who are at a key transition point related to the assessment’s grade span, e.g., an EL who takes a grade K-2 assessment must be carefully considered before exiting from LIEP services just as he/she enters grade 3. Grades 3 and 6 are due great consideration as exit points since ELs could be more likely to need language support at these points. Ensuring students have an adequate transition period will help to prevent a premature exit. The current assessment grade spans are K-2, 3-6, and 7-11<sup>th</sup>. District teams will consider the individual student’s circumstances and academic needs when considering transition out of ELL services.
- **Proficiency** – A student will be considered proficient when he/she achieves the required score on the ELPA21. Such a score signals that an EL could be ready to enter the transition period.
- **Exit** – A student will be able to exit the LIEP by meeting the following:
  - \* Achieves required score on the ELPA21 (Required)  
Scores proficient on district-wide assessments and statewide in math and reading. Meets both of the criteria within the same year.

### **Criteria for 2024-2025 Academic Year and Future Academic Years**

The student:

1. Achieves the required score for proficiency on ELPA21
2. Scores proficient on district-wide and/or state-wide assessments in Reading and Math (*ISASP – Grades 2-6<sup>th</sup>; FAST Grades K&1st*)
3. Meets both of the above criteria in the same school year

- \* Procedures
  1. Notify parents with using the English Language Development Program exit letter.

2. Information entered into SRI by designated staff positions. Change student coding to "exited" so the student does not continue to generate unwarranted funding.
3. Begin required two-year monitoring process(Pending ESSA guidance)

### **VIII Monitoring Procedures after Students Exit the LIEP Program**

- **Monitoring** – Once students have formally exited the program, the district will continue to monitor student standardized test data to ensure proficiency for 2 years (pending ESSA Guidance) The Becca Glaser, ELL teacher will also do periodic checks on students that were served in the ELL program for classroom performance including, grades, curriculum based-measurements, and behavior including social and emotional needs.
- **District systematic monitoring of student progress** – Exited student data will be collected following ISASPs, grade level standardized assessments given at specific grade level such as IGDIs in preschool, FAST in grades K-2 and FAST growth data will be collected and placed in the student file for review on an annual basis to ensure supports (as needed) are put into place each year. ELL team will monitor the review process.
- **Documentation of monitoring** – Documentation will be kept in the student cumulative file as well as in the ELL teacher’s student files. If data indicates a need to re-enter the LIEP, the ELL Team will convene and examine the data and make a determination if reentry should occur. Parents will be notified using the “Notification of English Language Development Program Placement” form.

### **IX. LIEP Evaluation**

- **Regular Program Evaluation** – Regular program evaluation is recommended by the Iowa Department of Education. Our district team will evaluate the process for LIEP evaluation. This includes, staff, ELL teacher and lead administrator. One way to gauge program effectiveness is through careful monitoring of the student’s progress. We use the following questions for our program evaluation:
  1. Is the program based on an educational theory recognized as sound by experts in the field or is considered by experts as a legitimate experimental strategy?
  2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
  3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are being overcome?
- **Evaluation of effectiveness of LIEP** – Data used include: ELPA21 scores, ISASP data, FAST scores, student progress in general education curriculum on Iowa Core assessments in reading and math, teacher objective data, and ELL teacher recommendations and assessment data on proficiency in utilizing the English language in the general education classroom.

- **Program Evaluation Timeline** – The district’s formal ELL summative program evaluation occurs on a five-year basis. Results of the formal evaluation are housed with the district administrator. If needed, an action plan based on program evaluation is created and program improvements and changes are discussed with district stakeholders including teachers, administrators, school board and staff. The district has the “District Self-Study Guide”, to assist with program evaluation.
- **Title III Assurances**-Chris Fee, Superintendent will review, check off and sign the Title III Compliance Assurances document to be included in the district’s Consolidated Accountability and Support Application (CASA).

**The following goal areas are measured as part of the program evaluation process:**

- Provide students with English language skills appropriate to their grade level as efficiently as possible. Evidence will be based on making Adequate Yearly Progress targets in reading and math as measured by the state-required content assessments.
- Orient students’ awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism.
- Enable students to make as much progress as possible in their academic subjects by providing them with supplemental materials, instruction and tutoring.
- Provide a person in the school environment who understands the growth and development patterns of the EL learner.

**Program Staffing:**

Program staffing FTE is subject to change due to the number of students qualifying for programming each academic year.