

# **Indianola Community School District**

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

**(Reviewed: August 28, 2017)**

### **Lau Leadership Team Members**

- Central Office Administrators
  - Curriculum Director: Cindy Slauson
- High School
  - Principal: Craig Calhoun
  - English Teacher: Bradi Darrah
  - History Teacher: Kevin Huss
- Middle School
  - Principal: Annette Jauron
  - English Teacher: Cori Stanley
- Emerson Elementary School (ESL Magnet School)
  - Principal and ESOL Coordinator: Mark Timmerman
  - Kindergarten Teacher: Jen Piffer
  - ESOL Teacher - Chelsea Cataldo
- Title III Reviewer/ESL Consultant
  - Stephaney Jones-Vo
- ELL Parent
  - Melissa Martinez
- Community Member/Parent
  - Dacni Gable - PTO President/SIAC Member

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

### **Indianola English as a Second Language Theory of Action**

**If...**

**All educators of ELs work collaboratively with parents, colleagues, and other stakeholders to identify and meet the unique needs of ELs and consistently implement modifications and accommodations with fidelity and....**

**All educators are provided extensive, quality professional development to supplement or intensify core instruction and.....**

**They use valid and reliable data (formative and summative measures) to continuously adjust and refine instruction**

**Then.....**

**Students identified as limited English proficient will acquire social and academic language skills to access the Iowa Core Curriculum in order to close the achievement gap that exists between ELs and their peers.**

I. Lau Plan Goals

A. English Language Development

- Teaching English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence

B. Academic Achievement

- Educating ELs to meet the same challenging academic content and student academic achievement that all children are expected to meet

C. Cross-cultural Goals

- Indianola students, staff, and community will have a broader appreciation and acceptance of families of multicultural backgrounds within and beyond our community.

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

A. Home Language Survey ([www.TransAct.com](http://www.TransAct.com)) (Appendix A)

- Form Home Language Survey - IA on TransAct will be used for all students entering the district
- HLS will be stored in the each student's cumulative folder. Additionally, a copy will be stored electronically through the district student information system (Infinite Campus)

B. State-Approved English language proficiency placement assessment

- ELPA21 assessment system will be used for all screening and proficiency assessments
- TELPA Assessment will be used in the fall of 2016 and the fall of 2017

C. Process to place student in appropriate LIEPs

■ Step 1 - Screening Process

- Completed within first 30 days of school year
- Students arriving after the start of the school year will be assessed within 2 weeks of arrival.
- State Approved Screening Assessment Tool** is administered by trained ESOL teacher
- Completed assessments are stored/located at Emerson Elementary and in student cumulative folder

■ Step 2 - Assessment of Academic Skills

- K-12 classroom/content or specialized/support teacher will be responsible for assessment of academic skills
- If data is not available, use a lower level screening or end-of-year benchmark assessment in different content areas
- Utilizing an interpreter, ask child or parent about previous classes, courses, or education.
- Academic Assessments
- Table of Academic Assessments (Appendix B)

■ Step 3 - Data review

- ESOL coordinator, teacher, counselors, and building administrator participate in data review
- Other Data to be Reviewed by ESOL Coordinator and Teacher
- Prior student records

- d) Teacher observations and interviews
- e) Parent input
- f) Student Grades
- g) Referral from teacher
- h) Qualification - 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 regular classroom because of language background, the student is identified for the LIEP.

i) Send the Determination of Student Eligibility for Program Placement - A form (TransAct) in English and native language to notify parents of student eligibility for program placement.

■ Step 4 - Placement

- a) 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).
- b) LIEP services begin upon identification.
- c) Emerson Elementary School has been identified as the LEA center for K-5 EL support for the Indianola School District.
- d) Students in grades PK-5 with the most intensive ESOL needs will be recommended to attend Emerson to receive direct ESOL support and instruction.
- e) Based on individual student's English language needs, ELs in grades 6-12 will be enrolled in the ESOL course offered at each attendance center and taught by the ESL teacher.
- f) Preliminary Placement – Upon entering the school system, ELs will be placed in either a program designed for them, in mainstream classes, or a combination of mainstream and pull-out service. Refer to Educating English Language Learner's Handbook p. 16, step 3, *The English Language Instructional Program and Mainstream Classes*.

D. Parental forms distributed in a language most easily understood (found on Transact)

- Send EL-02 - English Learner Program Placement (Required - Meets ESSA Requirements) form (TransAct) in English and native language to notify parents of program placement.
- Parents will be notified within 30 days if identified at the beginning of the year or within two weeks if identified later in the year.
- Parental LIEP Waiver Process
  - a) Documentation of the meeting held to discuss recommendations, concerns, and potential outcomes with parent(s)
  - b) Signed documentation of the parents' decision
  - c) Fully developed district process to implement a plan to provide support to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP

III. Description of the LIEP

A. LIEP Goals - (measurable and based on district-level data)

- 2017-18 LIEP goal: By June of 2016, 63.1% of ELs will have progressed one level on the ELPA21.
- B. Description of specific state approved LIEP model used in district and the process to place students
  - K-12 English for Speakers of Other Languages (ESOL)
    - a) A program of techniques, methodology, special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESOL instruction is usually in English with little use of native language.
    - b) Our model of ESOL instruction includes strategies associated with sheltered instruction (SIOP).
    - c) Students are placed in the ESOL program based on the results of their home language survey, state-approved screening assessment, and parental acceptance of services.
- C. Annual parent notification and procedure for refusing services
  - The ESOL coordinator is responsible for parental notification and record storage.
  - Parent notification will take place annually (no later than 30 calendar days after the beginning of the school year or within two weeks of a child being placed in a LIEP if a student enrolls after the beginning of the year).
  - Information will be communicated in a language the parents/guardians can best understand. TransAct forms will be used when applicable.
- D. Procedure for refusing LIEP services
  - Students will be assessed with the TELPA in the fall of 2016 and the fall of 2017.
  - Based on the results of the TELPA, a recommendation for services will be made by the ESOL coordinator and ESOL teacher.
  - Parents will receive this recommendation by letter and will have the opportunity to accept or waive ESOL services.
  - If parents refuse services, the following TransAct forms will be sent in English and native language
    - a) EL - 05 - Explanation of Consequences for REfusing ENGLISH Learner Program
    - b) EL - 04 Request for Change in English Learner Program
  - Documentation of acceptance or refusal of ESOL services will be placed into the student cumulative folder.
- E. Highly qualified staff (ESOL endorsement)
  - Staff will hold appropriate endorsement to deliver LIEP services to ELs.
- F. Designated administrator oversight for LIEPs (Include name and position.)
  - Emerson Elementary Principal is assigned as the K-12 ESOL program administrator. Emerson Elementary is the magnet school for all K-5 English learners.
  - Mark Timmerman, K-5 Principal, is currently the administrator in charge of the Indianola K-12 ESOL program.
- G. Access to Iowa Core and English Language Proficiency (ELP) Standards

- ELs will participate in regular education classes with native English speaking peers engaged in the Iowa Core Curriculum.
- Teachers will utilize sheltered instruction (SIOP) strategies in the delivery of the Iowa Core Curriculum.
- Teachers will make accommodations to core content based on each student's individual linguistic level.
- Classroom teachers will collaborate with ESOL teacher on an as-needed basis. ESOL Coordinator and ESOL teacher will provide regular and ongoing professional development.

#### H. Curriculum and supplemental resources

- Curriculum
  - a) K-5- Differentiated core curriculum resources will be used for core subjects including:
  - b) Read Well (K-2)
  - c) Journeys Reading (K-5) ESL component
  - d) Everyday Mathematics (EDM)
  - e) TCI (Teacher Created Instruction) Science Curriculum (K-5)
  - f) Other supplemental resources as needed
  - g) 6-8 - National Geographic / Cengage INSIDE
  - h) 9-12 - National Geographic / Cengage EDGE
  - i) 6-12 - National Geographic Magazine (Leveled Readers)
  - j) 6-12 - All other core curriculum is modified for English learners
- Purchasing
  - a) ESOL teacher will submit requests for curriculum on a per-year basis based on the needs of the students and the program.
  - b) Requests will be submitted to the ESOL coordinator on a case-by-case basis.
  - c) ESOL Coordinator will review and approve appropriate materials to then be approved by the Curriculum Director
  - d) Requests for curriculum materials will be considered on an annual basis.
  - e) Resources will be reviewed, selected, and requested by the ESOL teacher and ESOL coordinator collaboratively.
  - f) Collaboration with core content teachers will be encouraged to ensure alignment with skills needed in core subjects.

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

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

- When considering GY services for ELs, the following resources will be considered for each individual student:
- G-T/ESOL Plan (Appendix C)
- Final Placement – Based on the previously described assessment, observation, and information gathering, a decision must be made regarding the student's placement in both mainstream classes and the English language instructional program. This decision should be made using a team approach, including, but not limited to, the following: the student, mainstream teachers, the ESOL teacher, instructional assistants, the counselor, the parent(s), and administrators.

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

- When considering special education services for ELs, the following resources will be considered for each individual student:

- “Educating Iowa’s English Language Learners” – A Handbook for Administrators and Teachers (Appendix D)
          - (<https://www.educateiowa.gov/sites/files/ed/documents/ELHandbook-May2013.pdf>)
        - Indianola Service Delivery Plan for Special Education Services (Appendix E) - (Indianola Special Education Service Delivery Plan)
          - SPED Considerations for ESL (Hamayan, 2013) (Appendix F)
  - 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.)
    - At the Elementary, Middle School, and High School level, Building Assistance Teams are developed and will meet regularly throughout the school year.
    - The purpose of each Building Assistance Team is to focus on student needs and determine whether the appropriate services are in place to support those students. At the middle and high schools, the building assistance team is specifically focused on English learners.
    - The building assistance teams are comprised of administrators, at-risk teachers (SPED - Title I), instructional coaches, highly trained ESOL teachers and any other relevant members.
    - Teachers have the opportunity to bring concerns for students to these meetings to align services. The team will also regularly review progress of English learners at the middle and high schools.
- V. Ongoing, Embedded EL Professional Development for Staff who Support ELs
- A. ESL Staff Needs Assessment - conducted a minimum of every 3 years
    - Administered by the ESOL coordinator to grades K-12
  - B. Professional Development Opportunities and Focus:
    - District Leadership Team - Administrators, Instructional coaches, lead teachers and classroom teachers participate in regular meetings focused on the following content:
      - K-12 Study of the Fisher/Frey Framework for the Gradual Release of Responsibility
        - a) ESOL Coordinator will consult with District Leadership Team planning team to inform of best practices for English learners.
    - Instructional Coaches – training in ESOL content and strategies
    - Semi-Annual meetings/updates for 6-12 Teachers
      - a) State law, statutes, expectations
      - b) Best Practices (SIOP/Differentiation)
      - c) Accommodations/Modification/Strategies
      - d) Assessment practices/accommodations
    - Iowa Culture and Language Conference (Voluntary-Annual)
    - Our Kids Summer Institute (Voluntary-Annual)
      - a) Stipend from Heartland AEA
    - Monthly Building Assistance Team meetings (middle and high school) will provide teachers resources, strategies and philosophical information in order to better serve ELs.
    - SIOP Review for K-5 Teachers (Annual)
    - Monthly ESOL Learning Component @ staff meetings (K-5)

- Differentiation for EL's - AEA Support - Stephaney Jones Vo (2013-14 School Year)
  - Ongoing "ESOL Teacher/Classroom teacher collaboration/consultation
  - Ongoing ESOL Professional Development - ELP Standards Modules 1-6 through AEA PD Online Learning System
- C. Describe the support provided to classroom teachers with regard to designing, modifying and adapting lessons and providing accommodations in the general education classroom?
  - The District has been granted approval of the Teacher Leadership and Compensation Grant which will fund instructional coaches K-12
  - Instructional Coaching personnel will collaborate and consult with teachers on research-based instructional strategies, including best practices for English learners.
  - ESOL teacher is available for consultation and collaboration with core content teachers.
- D. Describe how administrator capacity is built and further developed to equip them to lead their buildings in serving ELs. Administrator Capacity
  - Lau Plan Review - Administrative members on team
  - Program Evaluation Team - Teachers, principals, central office administrators
  - Gradual Release Study – DLT
  - Participate in ESL informational sessions to MS and HS staff
- E. Has a plan which offers/describes access to PD on new ELP standards during the 2016-17 and 2017-18 school year
  - All staff will be provided professional development based on the new ELP standards on an ongoing basis (ELP Standards Modules 1-6 through AEA PD Online Learning System)
  - Professional development will be coordinated by the district curriculum director, ESOL director, and lead instructional coaches
  - Professional development will be provided in the following contexts:
    - a) District professional development days
    - b) District Leadership Team meetings
    - c) Building level staff meetings
    - d) Professional Learning Community collaboration (every Wednesday-2:00 dismissal)

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

- A. Annual training to appropriate staff
  - All staff administering state-approved assessments will complete required training prior to administering assessments.
  - All staff receiving training will provide and store documentation in the district personnel folder held at the Indianola Central Office
- B. Dissemination of scores to stakeholders
  - All staff will routinely review assessment results of all K-12 students (AMAO) and individual student results (TELPA/ELPA21) for appropriate teachers.
  - Data will be reviewed at beginning of school year meetings and at Building Assistance Team meetings throughout the school year.
- C. Appropriate training to interpret results for staff is provided multiple times each school year at each level (elementary, middle, and high schools)
  - Meetings coordinated with building principals and appropriate staff
- D. Utilization of assessment results to guide instruction and programming

- TELPA/ELPA21 results are reviewed at a minimum of 2 times per year. Teachers have been provided copies of the professional resource *Differentiating Instruction and Assessment for English Language Learners: A Guide for K-12 Teachers* (Jones-Vo, Fairbairn, 2010)

VII. LIEP Exit Criteria and Procedures

A. Criteria

The Student:

1. Achieves the required score for proficiency on ELPA21
2. Scores proficient on district-wide or statewide assessments in reading and math.
3. Meets both of the above criteria in the same school year

B. Procedures

1. Notify parents with state-approved TransAct exiting form in English and language most understandable to parents/families
  - a. English Language Development Program - Exit Letter
2. 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*.
3. Begin required two-year monitoring process.

VIII. Monitoring Procedures after Students Exit the LIEP Program

A. Two-year monitoring process

- Description of monitoring process
  - a) Building Assistance Teams at all levels (elementary, middle, and high school) will review data and scores of exited ELs each quarter after their exit for two years.
  - b) BAT team members will review the following data:
    - (1) State assessments
    - (2) District assessments
    - (3) Classroom performance
- Criteria to determine sustained academic process
  - a) Success in regular classroom
  - b) LIEP support not required
  - c) Scores proficient on district-wide or statewide assessments
- Names and positions of certified/licensed professionals responsible for the monitoring of students
  - a) ESOL Coordinator - Mark Timmerman
  - b) ESOL Teacher - Chelsea Cataldo

B. Re-entry to LIEP process

- Upon the BAT team review of the criteria to determine sustained academic process, parents will be notified by a recommendation letter of student re-entry into program.
- Parents will receive this recommendation by letter and will have the opportunity to accept or waive ESOL services.
- Documentation of acceptance or refusal of ESOL services will be placed into the student cumulative folder.

IX. LIEP Evaluation



- A. The LIEP program will be evaluated annually.
- B. Evaluation Tool - The LIEP program will be evaluated using the "Lau Plan Checklist."
- C. Process
  - A committee will be created including required Lau Plan Leadership Team members
  - Data - The following data and information will be reviewed during the evaluation of the LIEP program:
    - a) State approved proficiency assessment progress (AMAO review)
      - (1) AMAO-1
      - (2) AMAO-2
      - (3) AMAO-3
    - b) Student performance in classroom and on district assessments
    - c) Practices and procedures outlined in the Lau Plan
  - The Lau Team will use the following data/information in addition to student achievement data to evaluate the LIEP program
    - a) Previous Lau Plan program evaluation
    - b) Current Lau Plan
    - c) Input from all stakeholders
      - (1) Students
      - (2) Parents
      - (3) Teachers
      - (4) Administrators
    - d) Professional Development review

X. Appendices

- A. Home Language Survey - IA
- B. Table of Academic Assessments
- C. Gifted and Talented ESOL Plan
- D. Educating Iowa's English Language Learners - A Handbook for Administrators and Teachers
- E. Indianola Service Delivery Plan for Special Education Students
- F. Special Education Considerations for ESL (Hamayan, 2013)