

## **Columbus CSD K-12 Lau (EL) Plan for Serving English Learners 2019-2020**

**Required Lau Plan Team Members:** Mr. Gary Benda (Superintendent/Secondary Principal), Kyle Reeve (Elementary Principal, Equity Coordinator), Linda Polk (Secondary ESL teacher), Ismenia Castelan (Secondary ESL teacher), Sarah Bates (Elementary ESL teacher), Jill Hernandez (Elementary ESL teacher), Christina Schenk (Elementary ESL teacher), Allison White (Guidance Counselor), Kristen Payne (Title III Coordinator), Tera Rees (teacher), and Helen Duranleau-Brennan (AEA ESL consultant).

### **Lau Plan**

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. (See Appendix A for guidance around Lau requirements and critical elements.)

#### **I. Lau Plan Guiding Principles**

- A. English language development:** Increase the number of students scoring proficient on ELPA 21 Summative in grades Kindergarten through 12<sup>th</sup> grade. Increase the number of students growing one or more levels on ELPA 21 Summative.
- B. Academic achievement:** The school board established the goal: All students will demonstrate one grade level's growth in Math, ELA, and Science by the end of the year. 60% of students in each grade level will test proficient /or advanced proficient on the state test. It is our belief that all students at Columbus Community Schools can and shall learn, and will close the achievement gap.
- C. Cross-cultural Efficacy:** To help all families and students connect with community resources that support their cultural identities.

#### **II. Identification and Placement of ELs in a Language Instruction Educational Program (LIEP)**

- A. "Home Language Survey-IA ([www.TransAct.com](http://www.TransAct.com))**
  - 1. The Home Language survey is part of the registration process and is offered in multiple languages so parents may complete it in a language they understand.
  - 2. Names are shared with the Director of ESL and given to building level ESL teachers for consideration of testing.
  - 3. All Home Language surveys are filed in our student information system (PowerSchool), and race and ethnicity information are entered in the student data management system for state reporting.
- B. State-approved English language proficiency placement assessment**
  - 1. ELPA 21 Dynamic Screener is used to assess new students who mark a language other than English on their Home Language survey. Testing is completed within 30 days of the start of the year and 14 calendar days within the arrival of a new student within the year.
  - 2. ELPA 21 Screener testing is completed by ESL teachers who are trained with the state mandated ELPA 21 screener training.
  - 3. Certificates of completion are kept on file in the office of the Director of ESL.

4. A summary of results will be placed in the cumulative file. Parents must be notified of qualification of services within 14 calendar days.

**C. Process to place student in appropriate LIEPs and content courses**

1. Data is collected and reviewed for newly identified ELs, including the results from the ELPA21, previous English language assessments (if available from another district), transcripts, and other academic records. The team analyzes student performance data in both academic and language skills to determine his or her appropriate placement.
2. Based upon outcomes of the reviewing process, the team makes a decision on the appropriate placement in the LIEP.
3. In addition, based upon the outcomes of the review process and other considerations about the student, decisions are made about placement in appropriate content classes.
4. Qualifying ESL students are placed in age appropriate mainstream classrooms with ESL support determined by needs of individual students and programming that is best determined by their English language development and academic needs. This placement is determined by district ESL teachers and building administrator.

**D. Parental forms distributed in a language most easily understood within 30 days of enrollment, both upon initial and annual school enrollment**

**Location:** TransACT “English Learner Program Placement”

1. For initial placement notification, parents are notified within the first 30 days of school or within 14 days of being identified later in the year. Parents are notified annually of their students’ eligibility and placement. Notifications are sent home or mailed upon qualifying and are sent in a language parents understand.
2. Required copies of the notifications are placed in the students’ cumulative files.

**E. Process for parents considering waiving services from LIEP**

1. Parents have the choice to waive services annually once they have received notification of their child’s placement and services. An initial meeting with the parents is held where the student’s ESL teacher, ESL Coordinator/or building principal are all in attendance. At this meeting a discussion concerning the student’s language and academic concerns is brought up and what potential outcomes could become of them waiving out of services. Parents will be provided a copy of “Explanation of Consequences for not Participating in English Learner Program.”
2. Parents will sign a “Request for Change in Program Participation” form to document the decision to waive services. This will be placed in the student’s cumulative file.
3. Students whose parents have waived services will receive support within the classroom to support their English and academic achievement as required by law without enrollment in the LIEP program. Student progress will continue to be monitored. Staff and parents have the right to request a meeting at any time.

**III. Description of the LIEP:**

**A. LIEP goals**

1. Columbus Community Schools will increase the percent of students who score proficient as measured by ELPA 21 Summative by 10%.
2. The district shall increase the percent of students proficient in reading, math, science, and social studies by having no overall cohort of students less than 60% proficient for the 2019-2020 school year for each test applicable to all grade levels.

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

1. Identifies and describes district implementation of an approved program
  - a. **Newcomer Program:** English Language instruction for newcomers is offered as intensive instructional course/services when student's proficiency is limited. This could be individually based or very small group. Newcomer programs are often in correlation with other services and supports throughout the day.
  - b. **English as a Second Language (ESL):** ELs at grades K-12 receive direct English Language instruction daily with an endorsed ESL teacher. Services are delivered through a collaborative model with general education teachers and/or as a pullout model based on time, staff, and needs.
  - c. Sheltered Instruction—not currently offered as LIEP.
  - d. Dual Language Program—not currently offered as LIEP.
  - e. Other Bilingual Program—not currently offered as LIEP.
2. Description of frequency and intensity of services by grade level/span and/or current English proficiency level
  - a. ELs are placed in the appropriate program of language development based on data received from initial screener scores, ELPA21 summative scores, and/or additional state/district/local assessment information. LIEP services focus on English language development and include support through collaboration with ELL teachers, content teachers, and other staff to support access to district core curriculum.

Columbus Community School District recommends LIEP services based on grade and proficiency levels. However, services are based on the unique needs of the individual students and they may be adjusted to more appropriately serve their specific needs.

■ Elementary EL Recommended Services:

- Newcomer/Proficiency Level 1 (Emerging): Emerging language learners will be met with by ESL staff 30-45 min/daily (5 days/week) in a pull-out model. Instruction targets oral language production and vocabulary. ESL staff and classroom teachers work together collaboratively to best meet instructional needs.
- Proficiency Levels 2-4 (Progressing): Programming for Progressing language learners varies according to age, grade, and various individual needs. On average, these learners are served for 20-30 min/4 days per week in a pull-out and/or co-teaching model.

ESL staff and classroom teachers work together collaboratively to best meet instructional needs.

■ **Junior High and High School EL Recommended Services:**

- Newcomer/Proficiency Level 1 (Emerging): Emerging language learners attend one ESL class period daily (5 days per week) for 45 minutes. Instruction targets oral language production and vocabulary. Emerging language learners also attend one ESL Study Hall daily (5 days per week) for 45 minutes in order to receive support in their content coursework.
- Proficiency Levels 2-4 (Progressing): Progressing language learners are served through the co-teaching model. ESL staff and classroom teachers work together collaboratively to best meet instructional needs.

b. LIEP support to access district core curriculum-ELs are entitled to instruction in the school district's core curriculum. This includes equal access to all programs to ensure that ELs have the ability to participate meaningfully.

3. ELs at all proficiency levels including those with disabilities who have not waived services receive direct LIEP support from highly qualified teachers.

**C. Description of annual parent notification of continuing placement and programming options in language most easily understood**

1. Parents are notified within the first 30 school days of the beginning of the school year annually of their students' eligibility and placement using the "English Learner Program Placement" form.
2. Notifications are sent in a mailing or sent home with students upon qualifying and are sent in a language parents understand by the building level ESL teacher.
3. A copy of the Notification of English Language Development Program Placement (A) is placed in each student's cumulative folder.

**D. Procedure for annual communication with parents who have waived services**

1. Parents have the choice to waive services annually once they have received notification of their child's placement and services. Annual communication provided will be through the "Explanation of Consequences for not Participating in English Learner Program" notice and "Request for Change in Program Participation" form.
2. Parents will sign a copy of the "Request for Change in Program Participation" form in order to document the waived services.
3. The "Request for Change in Program Participation" form will be placed in the student's cumulative file.

**E. Highly qualified LIEP and content staff**

1. All teachers who provide LIEP are highly qualified with a valid and current ESL endorsement. Staffing for ELs is determined by the number of ELs served and the language level and English language instruction needs of those students. Content teachers who have an ESL endorsement are recruited and hired.

2. Content teachers without an endorsement are encouraged to pursue an ESL endorsement. In addition, content teachers are endorsed in the content area in which instruction is being provided.
- F. Designated administrator oversight for LIEPs**
1. The district shall employ a Director of ESL who shall oversee the highly qualified staff, keep evidence of yearly parent notifications, lead professional development, monitor programming, collect and analyze data. Kristen Payne serves as the District ESL Director.
  2. The Director of ESL and administrators will receive EL training including but not limited to ELP standards, ELPA, and other pertinent EL trainings.
- G. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards**
1. All teachers PreK-12 will be trained with the ELP standards through the state of Iowa on-line modules. Iowa Core standards and ELP standards are infused in content area lessons and supported through LIEP.
  2. General education and LIEP teachers meet weekly to collaborate, analyze data, and plan units through common planning times and PLC times.
- H. Curriculum and Supplemental Resources for LIEP**
- a. Teachers use ELP standards and Iowa Core standards as the curriculum. ESL strands of literacy, math, science, and social studies are used as supplemental curricular materials.
  - b. The district has established a curricular adoption schedule and cycle for updating curricular materials district-wide. This schedule runs on a 7-8 year cycle. All curricular choices must be presented to the School Board before adoption. Curricular teams including representatives from general education, ESL, special education, and other programs work with an administrator to review, select, purchase, and update curricular resources.
  - c. Curricular textbooks/resources are evaluated on a variety of criteria, including but not limited to: gender fair, multi-culturally sensitive, differentiated curricular resources for ESL/TAG/Struggling learners that can be utilized to reach ELP and Iowa Core Standards.

#### **IV. Process to Provide Meaningful Access to all Co-curricular and Extra-curricular programs and activities**

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

1. Multiple criteria, and assessments that are used to identify Gifted and Talented students are also used to identify Gifted and Talented ELs. Special consideration of student's native language and assessment in the student's native language is included.
2. ELs receive equal programming as all GT students with consideration given to their unique language development needs. Highly qualified GT teachers offer advanced and enhanced curriculum.

##### **B. Process in place for identifying and serving ELs in Special Education**

1. Students who may qualify for Special Education are assessed in collaboration with the Area Education Agency (AEA) for potential disabilities. The same procedures including multiple criterion are used to assess and determine

placement in Special Education for ELs. Special consideration of student's native language and culture as well as assessment in the student's native language is included. Language development and a student's culture are both factors in determining eligibility.

2. The district ensures students dually identified for Special Education and LIEP services receive direct instruction by highly qualified LIEP and Special Education teachers with support for language needs.
3. Placement in Special Education is a team decision including parents, general education teachers, Special Education teachers, LIEP teachers, AEA staff, building level administration, and the Director of ESL.

**C. Process in place for identifying and serving ELs in any other district programs for which they are eligible (e.g., Title I, Reading Recovery, At-Risk, Career and Technical programs, counseling services, Advanced Placement, International Baccalaureate courses, etc.)**

1. For any district programs, district policies do not discriminate against ELs.
  - a. Special consideration of student's native language and culture are determining factors for enrollment or qualification for district programs such as Title I, Career and Technical programs, and Advanced Placement courses. ELs have equal opportunities to receive or be involved in district programs such as counseling services and At-Risk.
  - b. Support for language needs will be provided for all district programs.
2. Communication about programs and eligibility is provided to parents in a language that is most easily understood.
3. LIEP teachers are included in the data review for placement and consideration of ELs for all district programs.

**D. Process in place for identifying and serving ELs in extra-curricular activities (e.g., performing and visual arts, athletics, clubs, honor societies, etc.)**

1. For extra-curricular activities, district policies do not discriminate against ELs. ELs have equal opportunities to receive or be involved in district programs such as performing and visual arts, athletics, clubs, honor societies, etc. Special consideration is given to students' native language and culture.
2. Communication about programs and eligibility is provided to parents in a language that is most easily understood.

**V. Ongoing, Embedded District Level EL Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs**

**A. Professional Development for those who deliver instruction or support the LIEP**

1. District and building administrators
  - District and building administrators have completed the ELP Modules on the AEA Online website.
  - District and building administrators took part in the Beginning-of-the-Year Program Overview PD presented by the ESL staff.
2. LIEP staff (certified and support)
  - LIEP staff attend the annual ICLC and/or Our Kids Conference.
  - LIEP staff plan for PD to provide to colleagues.

- LIEP staff take ELPA21 Dynamic Screener Administration Training annually.
  - LIEP staff will begin work through the ESL Federal Toolkit to evaluate the effectiveness of the EL District program.
3. Content and classroom teachers
    - Beginning-of-the-Year Program Overview PD is provided.
    - The district implements the Danielson Framework model for all teachers, PreK-12. Continued PD for all staff on implementation of the Iowa Core Standards, as well as continued implementation and training of the Danielson Framework in which all have been trained. Administrator walk-throughs collect data on the implementation of the Danielson framework and are reviewed with staff. Grade level and team conversations/collaboration is utilized as well to ensure communication concerning differentiation is appropriately matched to students' needs. All staff have completed the ELP Modules on the AEA Online website.
  4. Paraprofessionals and building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.)
    - Curriculum Coordinator and Counselors have completed the ELP Modules on the AEA Online website.
    - Curriculum Coordinator and Counselors took part in the Beginning-of-the-Year Program Overview PD presented by ESL staff.
  5. Preschool teachers who serve ELs
    - Beginning of the year program overview PD is provided.
    - The district implements the Danielson Framework model for all teachers, PreK-12. Continued PD for all staff on implementation of the Iowa Core Standards, as well as continued implementation and training of the Danielson Framework in which all have been trained. Administrator walk-throughs collect data on the implementation of the Danielson framework and are reviewed with staff. Grade level and team conversations/collaboration is utilized as well to ensure communication concerning differentiation is appropriately matched to students' needs. All staff have completed the ELP Modules on the AEA Online website.

**B. District training of ELP Standards and implementation plan; has a plan for PD for required staff for ELP Standards completion and implementation**

1. Completion of required training
  - a. ELP standards training will be completed through the modules released by the State of Iowa during the 2019-2020 school year by all new teachers PreK-12 and maintained current by all other teachers. ESL teachers, the Director of ESL, and support from other qualified organizations will lead professional development using the stated released modules.
  - b. Module completion is current for all staff members; new staff members must complete the modules within the first month of school.
  - c. Modules will be viewed individually via AEA PD Online and the associated quiz will be completed.

2. Certificates will be printed and given to the Director of ESL. Teachers can also access their certificates at any time on the AEA PD Online website.
3. The Director of ESL will collect the certificates and place them in personnel files in the Human Resource Office.
4. New staff members must complete Modules 1-6 within the first month of school.

## **VI. Annual English Language Proficiency Assessment and Administration (ELPA21)**

### **A. Annual training to appropriate staff**

1. All ESL staff are trained annually on administration and scoring of ELPA21 Dynamic Screener and ELPA21 Summative. Training is completed via AEA on-line learning.
2. Certificates for each assessment administration are printed for each individual teacher and given to the Director of Human Resources to be kept with personnel files.

### **B. Dissemination of scores to stakeholders**

1. Results are disseminated to stakeholders including the administrators and School Board when results are available.
2. Results are disseminated to teachers serving identified ELs when results are available and at the start of the academic year to ensure correct services and placement for ELs. All teachers are provided the language level of ELs within their classroom with interpretation to aid in the deliverance of curriculum.
3. Results are disseminated to parents when they become available along with a notification of next steps.

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

1. The ELL teachers will attend the training modules regarding the new ELPA21 to learn how to interpret results of the test.
2. ELL teachers will share this information with administrators.
3. Appropriate staff members (involved with the education of an EL student) are trained in the interpretation results of the ELPA21 yearly when the scores are released. All staff are trained on language levels of ELs as well as the annual assessment scores of ELs and their importance and impact on classroom strategies for ELs. All staff are informed of accommodations needed for individual ELs and given copies of those accommodations for assessment and lesson planning purposes.

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

1. Results of ELPA21, ISASP and district assessments as pertaining to ELs are analyzed yearly by ESL staff, instructional coach, and administration. Weekly PLCs analyze data, share strategies, collaborate and plan lessons around core instruction, and ELPA21 data is used to guide future programming also.
2. All teachers are trained on the characteristics of EL students at varying proficiency levels and provided strategies to help engage students in language production activities.
3. Results are used to determine placement and LIEP services to be offered.

## **VII. LIEP Exit Criteria and Procedures**

**A. LIEP Exit Criteria:** The student achieves the required score for proficiency on the ELPA 21 Summative. This is the only exit requirement.

**B. LIEP Exit Procedures**

1. Exit occurs between May 31 and before October 1 when ELPA21 Summative results are available.
2. Parents are notified with the state-approved TransAct Program Exit Letter in language most understandable to parents/families. Signature is required. A copy is kept in the student's cumulative folder.
3. Director of ESL changes 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. Required two-year monitoring process begins.

ESL teachers and administration analyze ELPA annually to determine students who qualify for exit by meeting the criteria listed above. District data personnel including office managers confer annually with the Director of ESL to determine that student coding is correct.

**VIII. Monitoring Procedures after Students Exit the LIEP Program including parent notification (No current form notifies parents of monitoring)**

**A. Describe monitoring procedures in place after students exit the program**

1. ELL teachers will monitor exited students quarterly to ensure that they are passing classes, meeting grade level requirements, and are still performing successfully in the classroom.
2. ELL teachers will be responsible for monitoring procedures in their buildings.
3. ELL teachers will monitor exited students for 2 years.
4. A team will review to determine: Continue to monitor, Successful completion of monitoring for 2 years minimum (pending ESSA guidance), or Consideration of re-entry due to language needs.

**B. LIEP Re-entry procedures**

1. Students are recommended for re-entry based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic screener. A team including parents, general education teachers, ESL teachers, building administration, and the Director of ESL will meet to determine re-entry to LIEP, the services to be provided, frequency, and duration using the student's academic progress and data. Parents are an integral part of the process and are included in the final decision making.
2. All notifications are sent to parents in a language they most easily understand, using the annual form, "English Learner Program Placement".

**IX. LIEP Evaluation**

**A. Describes team-based process for how the LIEP is evaluated annually that includes:**

1. An annual district LIEP evaluation process takes place regarding progress towards meeting the Lau Plan LIEP goals in both English language development and academic achievement. Program evaluation is completed annually by ESL staff and building level administrators, and the Director of ESL, Kristen Payne.
2. The ELL team will consider and respond to district data when planning for EL instruction in core classes and in English language development. The data will

- be used to target professional development needs, make possible adjustments to the LIEP plan, and form goals for the coming school year.
3. Modifications to the program and LIEP services are completed by analyzing data from multiple sources including but not limited to: ELPA21, ISASP, district assessments, and student achievement in meeting the LIEP goals. Data will also be collected on the success of delivery of LIEP services and professional development needs through teacher input and state requirements. Modifications to LIEP services are determined by the results of the evaluation and in meeting LIEP goals. Staffing and scheduling for ELs is determined by the number of ELs served, their language levels, and the English language instruction needs of those students. In addition, consideration should be taken into the professional development needs and adjustment of the LIEP services. All changes are communicated to stake holders including parents, staff, administration, and the school board.
  4. Title III Assurances are met by the district. <https://educateiowa.gov/sites/files/ed/documents/2018-19CASAAssurances.pdf>

## X. Appendices

- A. Letter to Districts from the U.S. Department of Justice:  
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>
- B. Description of LIEP Models
- C. TransACT.com documents
- D. ELP Standards Training Options

### Appendix A

The Department of Justice and Office of Civil Rights Joint Guidance document  
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

### Appendix B

#### Description of LIEP Models

**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.*

**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. An approved LIEP model using sheltered instruction must include direct instruction by an endorsed teacher.*

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

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

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

## **Appendix C TransACT.com Documents**

**[Home Language Survey – IA:](#)** Includes second page for race and ethnicity

**[Determination of Student Eligibility for Program Placement \(Optional\):](#)** Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

**[Program Exit Letter – B:](#)** Students who are eligible to exit services

**[English Learner Program Placement \(Required - Meets ESSA Requirements\):](#)** Initial, annual and re-entry placement notification

**[Request for Change in Program Participation:](#)** Waive or withdraw ELL/bilingual services

**[Explanation of Consequences for not Participating in English Learner Program:](#)**

a. describes compliance with *Civil Rights law* that requires districts to provide services that will help the child attain English proficiency and access academic content by placing the responsibility onto the child's classroom and/or content area teacher(s), and

b. informs parents that the child still participates in the ELPA21 until they meet exit criteria.

## **Appendix D English Language Proficiency Standards Training Options (excerpt from Dave Tilly e-mail 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. School districts and AEAs

responsible for delivering the training have several options for how to use the modules to support the required training on the ELP standards.

- A. AEA 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.
- B. AEA 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 or the school district.
- C. AEA 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 AEAs/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:

- a. the trainers and the target audience for each training session.
- b. the specific content and learning outcomes for each training session.
- c. the learning activities that will be used to deliver the content.
- d. how the trainers will assess whether or not the participants are meeting the intended outcomes.