Logan-Magnolia Community Schools
2022-2023 K-12 Lau (EL) Plan for Serving English Learners (ELs)

Leadership Team Members:
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Jill Kiger (PK-6 Principal),
Jacob Hedger (7-12 Principal),
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Colette Dubas (5-12 Special Education Teacher),
Mitchel McKinney (9-12 ELA Teacher),
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I. **LAU Plan Goals**
   A. English Language Development
      1. EL students will master English in speaking, listening, reading, writing and understanding;
      2. Parents will be involved in school and children's education;
      3. Families and community leaders will be involved in the educational process in order to make education a cooperative effort between home and school;
      4. Promote pride in the student's cultural and linguistic backgrounds.
   B. Academic Achievement
      1. EL students will master grade-level appropriate skills;
      2. EL students will be provided a least restrictive environment for learning;
      3. EL students will have an equal opportunity to access the mainstream curriculum;
      4. EL students will be taught by highly-qualified and credentialed instructors.
      5. EL students will attain English proficiency;
      6. EL students will develop high levels of academic competence in English;
      7. EL students will meet the same challenging academic content and student academic achievement standards that all children are expected to meet.
      8. Parents and families of EL's will be included in the educational process, in order to develop positive home school relationships
   C. Cross-cultural Efficacy
      1. To help students develop positive and realistic self concepts regardless of their Gender, Race, National Origin, or disability
      2. To assist all 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 all students to understand that all persons are members of the human race and that they have common needs, feelings, and problems.
      4. To assist all students to develop positive interpersonal and inter-group communications techniques as well as the motivation to play an active role in the

languages, every attempt is made to find competent adults in the community or uses Language Line services.

5. If a new family indicates a language other than English on the HLS-IA, or there are other indicators of EL need, the enrolling school secretary lets the EL teacher know about the arrival of the student. The EL teacher will facilitate the identification process as needed.

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

A. Home Language Survey (www.TransAct.com, Form IA Version);

1. Reporting includes student race and ethnicity
2. The first step in the process of identifying an EL student is to conduct the Home Language Survey. This instrument is available in a number of languages. Its purpose is to help districts determine whether a student meets the first criterion of the definition: "a student's background is in a language other than English." .
3. The HLS should be completed by the parents or guardians of all new students in the district, including kindergartners, transfer students, refugees, migratory children, and immigrants. Information from the survey becomes a part of the student's cumulative files and should be available to the student's teachers.
4. LMCSD stores HLS-IA in the students' cumulative files.

B. State-approved English language proficiency placement assessment;

1. English Language Proficiency: Successful academic performance depends on proficiency in listening, speaking, reading, and writing English. A student's level of proficiency in these skill areas may vary. Therefore, assessing the student's English language proficiency is an important step in deciding upon placement in an English language instructional program. The TELPA or currently recognized assessment tool should be used to determine language proficiency.
2. The ELPA21 Dynamic Screener is given by a trained administrator, _____. Certificates of completion are filed in personnel files for trained screeners.
   a) Dynamic Screener for Future Kindergarteners (available April 2 - November 30th)
3. A summary of ELPA21 Dynamic Screener results are placed in the student cumulative files.
   a) Research literature makes reference to four stages of language development: pre-production, early production, speech emergence, and intermediate fluency. Title III Enrollment Status Descriptors and Language acquisition Chart addresses these same categories and provides important information regarding each of these stages of proficiency.
   b) English Language assessment may include several instruments, both standardized and locally developed. Iowa Code Chapter 281-60.3(3) states that "These assessments shall be conducted by utilizing state, local or nationally recognized tests, as well as teacher observations and recommendations."

C. Process to place student in appropriate LIEP and content courses:

1. EL students' academic experiences may vary greatly, partly dependent on their past opportunities to participate in academic endeavors in any language. Academic skills may be more appropriately assessed in the child's first language. It is important to remember that lack of English skills may influence the performance in content-area testing. (See chart in Section 7).
    a) The EL/Lau team will gather academic and other pertinent data from the student's previous school, if available;
    b) The EL/Lau team with gather academic and other pertinent data by administration of an appropriate grade-level screener or standardized assessment
        (1) An interpreter or translator will be utilized when appropriate.
2. Team-based data review and recommendations for LIEP program
    a) Depending upon the proficiency level of the student as determined by the ELPA21 Dynamic Screener, the LIEP team determines the frequency and intensity of direction instruction for English Language Development Needs.
    b) Depending upon the academic screeners chosen for determining a student's academic proficiency, the LIEP team determines the frequency and intensity of academic services and supports.
3. Team-based data review and recommendations for content courses
    a) The LIEP team makes a determination for the English Language Development needs of students as they enter content specific classes
    b) The scope of the expectations for the appropriate content classes are determined by the LIEP team based upon previous and current academic proficiency and academic history.
4. Students are placed in an age-appropriate educational environment, within two years of their actual age.
D. Initial Parental Notification of Eligibility Following State Guidelines, in Language Most Easily Understood (TRANSACT) within 30 days of enrollment
    1. "Determination of Student Eligibility, English Language Dev. Program Placement" (sent once upon placement) - eligibility notification and permission from TransACT including parent/guardian signature
    2. "NCLB - Notification of English Language Development Program Placement - Version A" for initial and annual placement notification and program description from TransACT.
    3. Within 30 days.
    4. Signed forms are placed in the student's cumulative file.
E. Parent Documentation of Initial change from LIEP programming (including only if parents indicate they want to waive or withdraw from services)
    1. Meeting is held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parent(s); documentation of the meeting is placed in the student's cumulative file, and provides the "Explanation of Consequences for not Participating in English Learner Program" notice.
    2. "Request for Change in Program Participation" from TransACT -- signed copy to document the parents' decision is placed in student's cumulative file

3. The EL coordinator or instructor provides verbal recommendations to support the student's English Language mastery and academic achievement, including appropriate language and academic support.

III.   Description of the LIEP
A. LIEP Goals
   a. 50% of EL students will be proficient in English and other Common Core content, as identified by the ELPA21 test, district assessments, state assessments, content area assessments within five years of receiving EL services.
   b. Identifies goals that are measurable and based on district-level data tied to evaluation process:
      i. Language goal(s)
      ii. Academic goal(s)
B. Description and implementation of Specific State-approved LIEP Model(s) Used in District and the Process to Place Students
   1. The program model(s) include:
      a. English as a Second Language Program (ESL)
         i. 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.
         ii. Further, ESL instruction is usually in English with little use of native language.
      b. Other Bilingual Program: Developmental Bilingual Education
         i. Also known as "maintenance bilingual education" or "one-way dual language program" (Thomas and Collier, 2012)
         ii. Teaches content-area subject matter in the student's native language and in English with the goal of increased student proficiency in both languages (Herrera and Murry, 2016).
         iii. Rooted in the belief that students bring cultural and linguistic assets to be incorporated into the classroom environment (Cummins, 1998).
   2. Description of frequency and intensity of services by grade level/span and/or current English proficiency level
      a. Based upon the student's English Language Proficiency level, the LIEP team will determine the extent, frequency, and intensity of the individualized English language development supports and interventions.
      b. LIEP support to access district core curriculum
      c. *(Intensity and frequency of services must be such that services for each EL student are reasonably calculated to ensure benefit based on each student's individual needs in both language domains and academic learning. This is true until each EL student is deemed proficient. EEOA and Title VI of the Civil Rights Act using Castañeda standards, 648 F.2d at 1010).*
   3. ELs with disabilities at all proficiency levels receive direct LIEP instruction unless services have been waived.
   4. Identified Non Parental waiver ELs at all proficiency levels receive direct LIEP instruction

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

1. Notification occurs within 30 days of the beginning of the school year using the "Notification of English Language Development Program Placement (A)"
2. Nancy Voggesser (Instructional Coach and PK-12 EL Instructor) notifies parents
3. Copy of Notification of English Language Development Program Placement (A) form placed in cumulative file.

D. Procedure for annual communication with parents who have waived LIEP services
1. Annual communication and signed documentation
2. "Explanation of Consequences for not Participating in English Learner Program" shared.
3. Signed "Request for Change in Program Placement" form from TransACT
4. Record of notification is placed in students' cumulative files

E. Highly qualified staff (ESL endorsement):
1. Nancy Voggesser (PK-12 EL Instructor)
2. Content area teachers who deliver content area instruction to ELs are endorsed in the content area in which instruction is being provided, and they are under the direct supervision of the ESL Coordinator and ESL Instructor for providing EL services and accommodations. Documentation of endorsements can be seen at the BOEE website.

F. Designated administrator oversight for LIEPs:
1. Jill Kiger (PK-6 Principal) and Jacob Hedger (7-12 Principal)
2. Administrators supporting ELs receive training through the Green Hills AEA on serving EL students.

G. All ELs have access to both Iowa Core Standards and English Language Proficiency (ELP) Standards to ensure content is comprehensible
1. The LMCSD uses a variety of program models in their ESL Program. Each program model integrates Common Core Standards and ELP standards. Collaboration between mainstream and LIEP teachers is frequent and ongoing, including lesson plans, instructional materials, and appropriate strategies for English proficiency.
2. Collaboration between the EL and content area teachers is ongoing.
   a. Systems and structures are in place for the EL teachers to put together an EL plan for each student for classroom accommodations and considerations
   b. EL teachers collaborate as needed with content area teachers to ensure that the needs of the students are being met.
   c. All teachers incorporate the ELP Standards (reading, writing, speaking and listening) in their core classes.

H. Curriculum and Supplemental Resources
1. The Iowa Core Curriculum is the framework from which we build our curriculum.

2. We purchase curriculum materials and supplemental resources on a rotating basis. Our current LIEP curriculum and supplemental resources for the 2022-2023 school year are:
   a. Houghton-Mifflin Journeys -- K-6
   b. Pearson Math series -- K-12
   c. Illustrative Math series – 5-12
   d. Houghton, Mifflin, Harcourt English/Language Arts- 5 - 6
   e. Holt, Rinehart English/Language Arts -- 7-12
   f. Comprehension Core Support Coach Target Reading Comprehension by Triumph Learning -- 7-8
   g. NoRedInk -- 7-10
3. 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). State funding is provided for the "excess costs of instruction of all ELL students." (281-60.4 and 60.6(280)).
4. If/When virtual learning occurs, EL services will follow district parameters for remote learning.

IV. Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities
   A. Process in place for identifying and serving gifted/talented (GT) ELs
      1. The district has a process in place for identifying and serving gifted/talented (GT) ELs. Iowa code states that gifted and talented students are "those identified as processing outstanding abilities who are capable of high performance and require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program. Gifted and talented children include those children with demonstrated achievement or potential ability." EL students will be evaluated for TAG services if they demonstrate the following characteristics: acquires second language rapidly, shows high ability in Math, displays a mature sense of diverse cultures and languages, code switches easily, demonstrates an advanced awareness of American Expressions, translates at an advanced level (orally), and/or navigates appropriate behaviors successfully within both cultures.
      2. The EL referral form serves as a starting point for this process. The Lau LIEP team will meet and discuss recommendations, including supporting language needs within the program. The team may choose to gather more information and may choose to do a follow-up meeting to review prior to referral for TAG services.

   B. Process in place for identifying and serving ELs in special education
      1. ELs have specific needs and considerations that must be taken into account when they are progressing through the stages of language acquisition. Such considerations include the following:
         a. Is the learning environment supportive for language development of ELs?
         b. Have personal and family factors been considered?
         c. Have physical and psychological factors been taken into account?
         d. Has information been gathered about the ELs previous schooling experiences?

        e.   Is the child proficient in oral language and literacy in both first (L1) and second language (L2)?

        f.   Is there academic achievement in both L1, if available, and L2?

        g.   Have cross-cultural factors been considered?   How is information gathered about others' ways of doing things and their values and beliefs?

2. Ensures students dally identified for special education and LIEP receive direct instruction by highly qualified LIEP teachers and special education teachers with support for language needs. Before any special education referrals are put in place, EL strategies should be tried. These strategies are best developed through collaboration between the EL teacher and the classroom teacher and should be implemented in the general education setting with adequate assessment data collected. The strategies may be universal strategies that are good for all students. The EL should only be referred to special education after various EL strategies have been tried over time and yet no progress is being made in the ELs English Language Acquisition. If the strategies do not improve the EL's progress in English Language Acquisition the special education referral process may begin. Special note: EL strategies should not be used to qualify ELs for special education nor should the LIEP (ESL) program be seen as a special education intervention.

3. The IEP team includes an evaluator, Nancy Voggesser, with knowledge of second language acquisition. [Joint Guidance OCR/DOJ, January 7, 2015, page 27]

C.   Process in place for identifying and serving ELs in all co-curricular programs (i.e., Title I, Reading Recovery, At-Risk, career and technical programs, fine arts counseling services, Advanced Placement)

1. The district will include ELs appropriately in other district programs
    a. Identify ELs who qualify for district programs including supplemental and extended services
    b. Support will be given regarding language needs to ensure participation is equitable.

2. The district will provide parents and students with communication about programs and eligibility, in a language most easily understood.

3. Includes LIEP teacher in data review for placement/consideration in all programs. The EL teachers will work with the EL to determine interests and points of contacts for activities and services that are applicable. EL teachers are included in the screening process and the data review to determine if these services are appropriate for the EL students

D.   Process in place for identifying and serving ELs in extracurricular (e.g. performing and visual arts, athletics, clubs, honor societies)

1. The district will include ELs appropriately in district programs
    a. Provide an interest survey to all ELs in their native language to determine the level of interest in various clubs, organizations and services that are offered by the district.
    b. Provides parents and students with communication about programs and eligibility in a language most easily understood.

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

A. Professional Development is an ongoing initiative for those who deliver instruction or support the LIEP
  1. District and building administrators
  2. LIEP staff (certified & support)
  3. Content and classroom teachers
  4. Paraprofessionals
  5. Building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.)
  6. Preschool teachers who serve ELs
     a. In-service training is provided for all staff involved in the educational process of ELs (281-12.5(8), 12.8(1), 60.3(3)b5). All educational and appropriate school personnel receive inservice training regarding instructional techniques and modifications for EL students with continuing training provided according to the district's CSIO (281-12.7(256) and 281-60.3(3)b5)
     b. Annually, all teachers are informed about EL students in his/her classroom. This information may include I-ELDA/ELPA21 results and students' current levels of English language acquisition utilizing the Language Acquisition Chart. General education teachers, EL teachers, and administration are expected to attend training sessions provided by the IDE and AEA in regards to EL, appropriate teaching strategies, and best practices.
     c. The LIEP staff will meet with regular classroom teachers as needed in order to design, modify, and adapt lessons and provide accommodations for students in the general education classroom.
     d. The LIEP staff will present strategies quarterly to the general education staff and administrators at staff meetings.
     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 district's Lau Plan
        ii. ELPA21 Dynamic Screener 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 will address the following:
        i. ELPA21 results/scores
        ii. Determine which students meet the exit criteria
        iii. Review and make changes, if needed, to the district's Lau Plan based on district's evaluation process
        iv. Update Lau Plan with revised rubric from the DE
        v. Update District Self-Study document

B. District training of ELP Standards and implementation plan.
  1. Completion of required training of ELP standards using 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.
2. All LIEP teachers and staff members completed required training during the 2017-18 school year, as directed by administration. New teachers to the district will complete the required training within one semester of hiring to the district.
3. Logan-Magnolia School District will implement the ELP standards required training during a full day professional development differentiated by PLC teams.
4. Documentation of training is stored in each individual LIEP teacher's personnel file.

VI. **Annual English Language Proficiency Assessment (ELPA21) Administration**
A. Annual training to appropriate staff is done online.
1. Nancy Voggesser takes this training and implements the training to ELs.
2. Certificates of completion are kept on file in personnel folder

B. Dissemination of scores to stakeholders
1. Test results are shared with school administrators.
2. Test results are shared with teachers serving identified ELs
3. The test results are sent to parents so that they are aware of the language growth of their child.

C. Appropriate training to interpret results for staff
1. Training will be presented through webinars for the ESL Coordinator and Instructor. The timeline for training will come from the Iowa Department of Education (IDE).
2. The ELPA21 Score Report Interpretation Guide will be used to assist LIEP teachers to interpret results from the ELPA21.
3. The ELPA21 Score Report Interpretation Guide will be used to assist administrators to interpret results from the ELPA21.
4. The ELPA21 Score Report Interpretation Guide will be used to assist staff directly serving ELs to interpret results from the ELPA21.

D. Utilization of assessment results to guide instruction and programming.
1. The LIEP team, along with feedback from content area teachers, in conjunction with our TAT/MTSS team, analyzes the data to make appropriate instructional support and program decisions to guide.
a. Core instruction
b. LIEP instruction
c. Direct Services to ELs
d. Future Programming

VII. LIEP Exit Criteria and Procedures

A. Criteria for 2019-2020 Academic Year and Future Academic Years
The student:
1. Achieves the required score for proficiency on ELPA21

B. LIEP Exit Procedures
1. Occurs during the allowable window (students can only be exited between 5/31 and the Oct. 1st student count date)
2. Notify parents with state-approved TransAct exiting form, "Program Exit Letter - B" signature required, in language most understandable to parents/families "English Language Development Program - Exit Letter"
3. Change student coding to "exited" so the student does not continue to generate unwarranted funding. District data personnel responsible for entering data are Jill Kiger (PK-6 Principal), Jacob Hedger (7-12 Principal), or Tom Ridder (Superintendent).
4. Begin required two-year monitoring process

VIII. Monitoring Procedures after Students Exit the LIEP Program
A. The responsibility to monitor the transition of EL students into the mainstream classroom full-time is a task of the Language Assessment Committee (LAC) led by Jill Kiger (PK-6 Principal), and Jacob Hedger, (7-12 Principal), designated administrators. The LAC initiates the process when they recommend that an EL exit alternative language services. The process includes these steps:
1. LAC prepares four monitor forms;
   a. A monitor form is issued to the classroom teacher at the end of each academic semester for two consecutive years (pending ESSA guidance);
   b. LAC reviews the form;
   c. The recommendation is made to continue monitoring and/or give support;
   d. If support is recommended, copies of the monitor forms are given to appropriate staff members. That person will be responsible to ensure that alternative language follow support is given;
   e. All monitor forms are placed in the LPF;
   f. If the student has a successful four semester of monitors, the LPF is sent to the inactive file center.

2. Notification of parents/guardians using the "Notice of Program Placement" form.

B. Describe re-entry to LIEP process, including parental notification, when appropriate
   a. If data indicates student has EL needs, the district will document that the parents are supportive of them receiving LIEP services again through use of the annual placement form "Notification of English language development program placement (Version A)".
   b. LMCSD will use the same system of communication that is used for all other students whose grades fail.

IX. LIEP Evaluation
A. Describe the district's annual LIEP evaluation process, which includes evidence regarding progress toward meeting Lau Plan LIEP goals in both English language development and academic achievement:
1. Jill Kiger (PK-6 Principal) and Jacob Hedger (7-12 Principal) are responsible for facilitating the team-based process for LIEP evaluation.

2. Considers and responds to district data when planning for EL instruction in Core classes and in English language development.
3. How this evaluation impacts future programming and services for ELs, for example:
    a. Professional Development needs
    b. Adjustment of the LIEP
    c. Staffing
    d. Teacher scheduling
    e. Curricular needs
    f. Meeting the needs of individual ELs and/or subgroups
4. Title III Assurances

X.   Appendices
   A.   Letter to Districts from the U.S. Department of Justice:
   B. Description of LIEP Models
   C. TransACT.com Documents

Appendix A

The Department of Justice and Office of Civil Rights Joint Guidance document may be downloaded 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 (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 comprised 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

Appendix C

Home Language Survey - IA includes second page for race and ethnicity

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 for students who are eligible to exit services

Notice of Program Placement for initial, annual and re-entry placement notification

Request for Change in Program Participation - waive or withdraw ELL/bilingual services

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.   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.

B.   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 or the school district.

C.   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 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.