

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

2023-2024

(Revised August 2023)

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Required Lau Leadership Team Members: District Administrator(s), Building Administrator(s), Equity Coordinator, EL Teacher(s), Classroom/Content Teacher(s)

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

### **A. English language development**

Through participation in the SLCSO Language Program, students will develop English proficiency through listening, speaking, reading and writing. Students will engage with highly qualified staff who use educationally sound methods.

### **B. Academic achievement**

English Language Learners will have equitable access to the Iowa Core standards with the same high expectations for achievement in place for all students enrolled at SLCSO. Students will also have equitable access to extracurricular activities, such as advanced programs, sports, and clubs.

Students will be regularly monitored and evaluated to ensure their progress in language acquisition and academic achievement.

### **C. Cross-cultural goals**

Through their participation at SLCSO, students will develop pride in their cultural and linguistic backgrounds. Students will develop the capacity to view the world from cultural perspectives other than their own as they become world citizens, able to thrive in diverse contexts.

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

### **A. Home Language Survey**

- All parents are asked to complete the Home Language Survey-IA (available at [www.TransAct.com](http://www.TransAct.com)) at the time of registration. Students who have been previously registered in the district will not complete the HLS-IA again. Completed home language surveys are placed in the student's cumulative folder and the information is entered into Infinite Campus.
- The Storm Lake Community School District is prepared to conduct oral language interviews in Spanish with those parents or guardians who may not have sufficient English or literacy skills to complete a survey written in English or in their home language. If there is a need for other languages, every attempt is made to find proficient adults in the community or through Language Link.
- If a new family indicates a language in addition to English on the HLS-IA, the EL teacher is informed about the arrival of the student. The EL teacher will facilitate the identification process as needed.

### **B. State-approved English language proficiency placement assessment**

- The ELPA21 Dynamic Screener is used throughout the year when a language other than English is indicated on the HLS-IA. The ELPA21 Dynamic Screener will be administered in 30 days if the student is identified at the beginning of the year, or in two weeks of enrollment if the student arrives later in the school year.
- Each administrator of the screener will be trained with the appropriate module through the AEA online training system. Certificates of completion are on file at Central Office through TalentEd.
- The results of the ELPA21 Screener are placed in the individual student's cumulative file.

### **C. Process to place student in appropriate LIEP & content courses**

- If a student scores proficient on the ELPA21 Screener, they are not placed in the ELL program. A score of emerging or progressing indicates the student is not yet English proficient and will be appropriately placed in the ELL program.
- Educators within the district are qualified to administer assessments and tools of academic skills. The following assessments are used for academic testing and may be considered when making placement and programming decisions for students.
  - FAST: Formative Assessment System for Teachers K-8; Formative Assessment System for Teachers Math 5-8
  - Iowa State Assessment of Student Progress grades 3-11
  - ELPA21 K-12
  - Transcripts and records from previous schooling
- The district believes in a multi-faceted, team-approach to placing students in the ELL program. Once language and academic skills have been assessed, the EL

staff will review the data with appropriate classroom teachers, counselors, and administrators to make the best placement decision for each student.

- Based on assessment results and the team's decision, the EL will be assigned to a classroom with students the same chronological age, with no more than one-year differential.
- Students will not be removed from their non-ELL peers for the entire day.
- Students will receive ongoing LIEP support based upon their assessment data, ELD, and academic needs.

#### **D. Parental forms distributed in a language most easily understood**

- All forms are found on TransAct and are distributed in a language most easily understood by the parent.
  - If a student does not qualify for the ELL program, parents receive the Determination of Student Eligibility letter only.
  - If a student qualifies for the ELL program, parents receive the Determination of Student Eligibility and the Notification of Program Placement
- Determination of Student Eligibility for Program Placement (EL-01)
  - This form will be sent to guardians of identified students after the initial screening assessment and a copy of the letter will be placed in the cumulative folder.
- English Learner Program Placement (EL-02)
  - This form is sent as an initial notification of ELL program eligibility after the ELPA21 screener.
  - This letter is sent annually to guardians of students remaining in the ELL program.
  - Each time the letter is sent, a copy is placed in the student's cumulative folder.

#### **E. Process for waiving students from LIEP**

- Parents may waive enrollment in the ELL program.
- If parents wish to waive enrollment in the LIEP, a conversation is held to discuss recommendations, concerns, and potential outcomes. Parents are given the "Explanation of Consequences for not Participating in English Learner Program" (EL-05) notice.
- Parents still wishing to refuse services will sign the "Request for Change in Program Participation" (EL-04) form. A copy will be placed in the student's cumulative folder.
- The district will still provide support for students who have waived ELL services to develop mastery of English through differentiation and accommodations within their classroom(s). Classroom teachers may consult with ELL teachers to accommodate content and support language development.
- Students who waive ELL services will still be required to take the yearly ELPA21 summative assessment until they reach a score of proficient.

### III. Description of the LIEP

#### A. LIEP goals

Goals for 2023-2024:

- Attain growth in English language proficiency as indicated on the ELPA21 summative assessment
- Increase the percentage of ELs and former ELs who score proficient in reading and math on the ISASP

#### B. Description of specific state-approved LIEP model(s) used at SLCS

The Storm Lake Community School District uses a variety of program models in their English as a Second Language Program. Each program model integrates the Iowa Core Standards. Collaboration between mainstream and ELL teachers is frequent and ongoing, including lesson plans, instructional materials, and appropriate strategies for English proficiency. ELL teachers are part of curriculum adoption committees across the district.

##### **Sheltered English Instruction Program**

All students in the program are ELs. The goals are both academic content and proficiency in English. ELs are grouped in special classes so that the teacher can modify instruction/curriculum to meet their needs. The ELL teachers have appropriate training in TESOL and in the content teachers in the content area in which they are teaching (e.g. English, History, Math, etc). 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. Services are provided every day. Students are typically in the program 1-3 years. This method is primarily used at the high school.

##### **Intensive English for ELs**

All students in the program are ELs. The goal is primarily proficiency in English while attaining academic skills through reading, writing, speaking, and listening. Students are integrated in the mainstream classrooms for part of the day and pulled out for part of the day for ELL language instruction. Students are grouped around grade levels K-8 and English proficiency 9-12. These classes are taught by ELL teachers. Students are typically in the program until adequate growth has been achieved.

##### **English as a Second Language Program (ESL)**

ELs are in the mainstream classes with non-ELs. The goals are both academic content and proficiency in English. The ELs are integrated into the mainstream classroom, with a paraprofessional attending the classes where possible, assisting them as needed with concepts, terminology, assignments, etc. Students may be grouped or pulled out from time to time to meet their needs. Content/Classroom teachers are equipped with ELL

strategies during building and district professional development and utilize these strategies with support from ELL teachers and instructional coaches.

### **Co-Teaching**

The district began implementing co-teaching in the 2012 school year to better meet the needs of our EL students in classrooms. Co-teachers plan, consult, teach, assess, and grade together to meet the needs of all students in their classroom, which may be all ELLs or a mix of ELLs and non-ELL students. Co-teachers utilize ELL strategies to make grade-level content accessible and develop academic English proficiency. Co-teachers are provided regular shared planning time.

### **Dual Language**

The district began implementing a two-way dual immersion dual language program in the 2020 school year to better meet the needs of all of our students, especially our ELs. Dual language began in kindergarten and will grow by one grade-level each year. There are two-four sections in each grade level available through lottery application. At least 50% of the students must be Spanish speakers at home and 20% must be speakers of other languages besides Spanish and English at home. Teachers utilize MLL strategies to make grade-level content accessible and develop academic English and Spanish proficiency.

### **C. Annual parent notification**

- For students continuing in the ELL program, the “Notice of Program Placement” from TransAct is sent each year within 30 days of the beginning of the school year.
- TransAct forms are used to communicate in the language most accessible to the parent or guardian. Central office staff are responsible for annual parent notification.
- A copy of “Notice of Program Placement” is placed in the student’s cumulative file each year.

### **D. Highly qualified staff**

- All ELL teachers are appropriately trained with a valid Iowa Teaching License and an ELL Endorsement.
  - Early Elementary: Kara Harder
  - Elementary: Ana Phillips, Stacey Albers, Dep Ung, Joy Vithayasab
  - Middle School: Yadira Muñoz, Haydee Torres, Kimberly Rosales, Sandra Duque, Joanna Chavez De Leon
  - High School: Leah Rekow, Tulia Mulemba, Steph Nees, Marine Pepanyan
- All teachers providing content instruction are endorsed in that content area.
- The Storm Lake Community School District has also had the opportunity to offer content teachers the opportunity to gain their ELL endorsement through Morningside College and Drake University. The district has felt that the increase of ELL knowledge in all areas will help our population of ELL students throughout the



district. SLCSO actively seeks teachers who have their ELL endorsement and experience with ELL students.

**E. Designated administrator oversight for LIEPs**

Superintendent Dr. Stacey Cole oversees the ELL program with support from building administrators and the Multilingual Programs Director.

**F. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards**

Each program model for ELs integrates Common Core Standards and ELP Standards.

ELL teachers have been trained in the ELP standards and share their expertise with classroom teachers to provide equitable access to the Iowa Core to all ELs.

Collaboration between mainstream and ELL teachers is frequent and ongoing, including lesson plans, instructional materials, professional development and appropriate strategies for English proficiency. ELL teachers also participate in grade-level teams at the building level to collaborate further.

All teachers incorporate the ELP standards (reading, writing, speaking and listening) in their core classes.

**G. Curriculum and Supplemental Resources**

LIEP Curriculum and Supplemental Resources 2023-2024

- High School
  - Keys to Learning
  - Hampton-Brown's EDGE textbook
  - American Reading Company Intervention
- Middle School
  - Longman Keystone Building Bridges
  - Hampton-Brown EDGE textbook
  - On Our Way to English
  - My Perspectives
  - Imagine Learning
  - American Reading Company Core & Intervention
- Elementary & Early Elementary & Early Childhood Center
  - American Reading Company Core & Intervention
  - Imagine Learning

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

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

The district has a process in place for identifying and serving gifted/talented ELs. Iowa code states that gifted and talented students are “those identified as possessing 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.”

ELL students will be evaluated for TAG services if they demonstrate some of 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)
- navigates appropriate behaviors successfully within both cultures.

A team including the TAG teacher(s), ELL teacher(s), classroom teacher(s), and other building personnel will use screening data and classroom data to make decisions for enrollment in TAG services that reflect our culturally, linguistically, and economically diverse student body.

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

ELs have specific needs and considerations that must be taken into account when they are progressing through the stages of language acquisition. Multiple criteria should be examined in addition to standardized assessments. Such considerations include the following:

- Is the learning environment supportive for language development of ELs?
- Have personal and family factors been considered?
- Have physical and psychological factors been taken into account?
- Has information been gathered about the ELs previous schooling experiences?
- Is the child proficient in oral language and literacy in both first (L1) and second language (L2)?
- Is there academic achievement in both L1, if available, and L2?
- Have cross-cultural factors been considered?
- How is information gathered about others’ ways of doing things and their values and beliefs?

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 and ELL classrooms with adequate assessment data collected. 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 EL's English language acquisition. A standard of practice at SLCSD is to complete a Steve Gill process before or as part of the child study process, including a full matrix evaluation. If the strategies do not improve the EL's progress in English language acquisition the special education referral process may begin. The student's rate of progress must be compared against EL peers in order to determine the need for special education services. Students should be screened for services with tools appropriate for culturally, linguistically, and economically diverse backgrounds. An EL staff member must be part of IEP teams for placement and ongoing monitoring of IEP goals.

EL students who qualify will receive direct instruction for special education and ELL services from highly qualified staff. One service does not supersede the other.

**C. Process in place for identifying and serving ELs in any other district programs (i.e., Title I, At-Risk, career and technical programs, counseling services, Advanced Placement, performing and visual arts, athletics, clubs, honor societies, etc.)**

Parents and students are included in communication about programs and eligibility in a language most easily understood or with the help of an interpreter. Language needs are continued to be met through collaboration with ELL teachers and building staff.

Programs could include:

- Title I
- Dual Enrollment
- Counseling Services
- Tutoring
- Mentoring
- CTE Programs
- At-Risk
- Migrant
- Clubs
- Athletics

SLCSD works to enroll all students in appropriate specialized programs, including honors programs. A variety of assessments and teacher recommendations may be used.

## **V. Ongoing, Embedded EL Professional Development for Staff who Support ELs**

### **A. Training certified staff members directly responsible for delivering the LIEP**

- In-Service training is provided for all staff involved in the educational process of ELs. All educational and appropriate school personnel receive in-service training regarding instructional techniques and modifications for EL students with continuing training provided according to the district's Comprehensive School Improvement Plan.
- Annually, all teachers are informed about EL students in their classroom. This information may include ELPA21 results and students' current levels of English language acquisition utilizing the Language Acquisition Chart and/or ELPA21 proficiency indicators.
- General education teachers, EL teachers, and administrators will attend training sessions provided by the district in regards to EL, appropriate teaching strategies and best practices.
- Storm Lake CSD will send teams to appropriate trainings during the year to improve instructions for ELs.
- The ELL staff will meet with general classroom teachers on a weekly basis in order to design, modify, and adapt lessons and provide accommodations for students in the general education classroom.

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

English Learners will be evaluated annually with a standardized English language development. The district administers the ELPA21 in early Spring and does not conflict with other district-wide assessments such as ISASP. All students who have been identified as ELs (including those students whose parents have waived/refused services) are assessed. Parents are informed prior to the test that their child will be assessed with the ELPA21.

### **A. Annual training to staff assigned to administer ELPA21**

- All certified ELL staff receives the yearly ELPA21 training to administer and score the assessment. Other certified teachers as appropriate also receive the training. A certificate of training is kept at Central Office through TalentEd.

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

- Individual scores are shared with ELL teachers who compile them into a digital format.
- Individual scores are stored in the students' cumulative files.
- Results are shared with pertinent staff such as classroom teachers, administrators, resource personnel, etc.

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

- ELL teachers, administrators, and coaches receive professional development on the interpretation of ELPA21 results.
- ELL teachers and coaches provide training to all building staff to interpret the results of the ELPA21 and how it aligns to the ELP standards.

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

- The ELL staff analyzes the data to make appropriate instructional support and program decisions.
- Classroom teachers use the ELPA21 proficiency indicators to guide instruction and assessment.

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

### **A. Criteria for the 2023-24 Academic Year**

- The student achieves the required score for proficiency on the ELPA21.
- After exiting, the student will be monitored for a minimum of two years. The student's name is listed on the ELL teacher's roster for those two years.

### **B. LIEP Exit Procedures**

- Students are only exited during the allowable window, which is May 31 and Oct 1<sup>st</sup>, after receiving the ELPA21 Summative scores.
- Parents will be notified with the TransAct form "Program Exit Letter" (EL-10).
- After a student is exited by designated staff (so that the student does not continue to generate unwarranted funding), that student will be coded as being monitored by an ELL teacher for 2 years to make sure the student is progressing in courses as necessary.

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

### **A. Monitoring Procedures**

- Once students have formally exited ELL services, the state, through the Student Reporting System, still “monitors” the students for AYP purposes for two more years. ELs who have exited the program are monitored by the EL staff and general education classroom teachers.
- The ELL staff monitor the progress of the students. The ELL teacher responsible is noted on IC. Monitoring may include:
  - Student evidence and progress toward grade-level standards
  - Grade Reports
  - Assessment data

### **B. Re-entry to LIEP Program**

- If a student who is being monitored is struggling in courses and on assessments, this student may be placed back into the LIEP program based on this data or receive additional supports.
- Parents will receive notification using the annual “Notice of Program Placement” form of this decision.

## **IX. LIEP Evaluation**

### **A. Lau Leadership Team**

The LAU Leadership Team members will meet yearly and will address the following possible topics:

- Review the district's LAU plan
- Number of ELs in the district
- Programming in place for ELs
- EL professional development for the current school year.
- Discuss student ELPA21 results/scores
- Evaluate student proficiency data
- Make changes, if needed, to the district's Lau Plan based on the district's evaluation process
- Determine programming, staffing, and curricular needs



## **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

## Appendix A

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>

## Appendix B

### Description of LIEP Models

[www.2.ed.gov/about/offices/list/ocr/EL/glossary.html](http://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](http://www.nabe.org/BilingualEducation)