

Williamsburg Community School District

Written K-12 Lau Plan to Serve

English Language Learners

September, 2015

Williamsburg Community School District Written Plan for English Language Learners

Table of Contents

Lau (ELL) Leadership Team

Tim Hoffman	Assistant Jr-Sr. High Principal
Lynell O'Connor	High School Principal
Dr. Carol Montz	Equity Coordinator
Michael Jepson	Curriculum Coordinator
Dave Widmer	Elementary Principal
Julie West	ELL Teacher
Michael Degner	Migrant Advocate
Traci Eckenrod	Special Education
Erica Wilkinson	Secondary At-Risk
Heather Subbert	Elementary Teacher
Sara Fedler	Elementary Teacher
Katherine Roloff	Spanish
Lori Adamson	Counselor
Kimberly Martinez	ELL Parent

The Lau (ELL) Plan (Lau v. Nichols, 1974) is designed to meet the instructional needs of ELL students. The Lau Plan has been written with collaboration of the K-12 Lau Leadership Team.

Equity Statement

Williamsburg Community School District declares and affirms to its students, employees, and to the public that it does not discriminate on the basis of race, color, creed, national origin, religion, sex, marital status, age, sexual orientation, gender identity, physical appearance, personality traits and/or disability in its educational programs, activities, admission procedures, or employment practices. The Williamsburg Community District affirms its commitment to comply with all applicable federal and state laws, regulations, and orders as required by Iowa Code 216.9 and 256.10 (2), Title VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX, Section 504, and the American with Disabilities Act.

If you have any questions or grievances related to compliance with this policy, Please contact the Williamsburg Equity Coordinator, Carol Montz, at 810 West Walnut, Williamsburg, Iowa 52361 or by phone 319 668-1059; or the Director of the Office of Civil Rights, U.S. Department of Education, Citigroup Center, 500 W Madison Street, Suite 1475, Chicago, IL 60661, or telephone number 312 730-1560, fax 312 730-1576, email: OCR.Chicago@ed.go

Williamsburg Community School District

Lau Plan for Serving English Language Learners

The district plan designed to meet the instructional needs of ELs is referred to as the LAU (EL) 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.

In order to meet the academic, social, and emotional needs of English Language Learners (ELL), Williamsburg has developed the comprehensive plan that includes K-12 Program Goals, English Language Learner Standards, Grade Level Clusters, Proficiency Levels, and Identification Criteria. Supporting documents are included in the Appendices.

I. Lau Plan Goals

A. English Language Development:

- To help students to become English proficient in the language skills of speaking, reading, writing, and listening.
- To help students become proficient in language skills so they are successful in meeting core expectations in other content areas

- To help students to successfully participate in classroom learning situations and other school activities.
- To help students to develop and/or reinforce positive attitudes toward self, school, and community.

State and federal law mandates that schools address the special needs of English Language Learners (ELLs)/Limited English Proficient (LEP) students. In the state of Iowa, A LEP student is defined as “a student whose native language is not English and whose inability of limited ability to speak, understand, read or write English significantly impedes the education process” (Iowa Dept of Ed, 2005).

B. Academic Achievement:

- The Williamsburg Community School District focuses on the following standards for academic achievement
 - Standard 1: English language learners communicate for social, intercultural, and instructional purposes within the school setting
 - Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the area of language arts
 - Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the area of mathematics
 - Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the area of science
 - Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the area of social studies

C. Cross-cultural goals for Williamsburg

- Enhancing and encouraging parental involvement at home and school
- Variety of learning opportunities to enhance involvement in our community
- Fostering positive self-concepts and attitudes toward school by promoting activities that will bring our students together. Example: we hosted a soccer get together with our boys and girls teams for our migrant students. They did drills with our players/coaches and played a game.

II. Identification and Placement in LIEP

A. The Home Language Survey

The “Home Language Survey- IA” be completed by parents and guardians of all new students to the Williamsburg District at registration. Information gathered will become a record to be included in the student’s permanent record and should be available to the student’s teachers. The district will use www.transact.com “Home Language Survey- IA” to attempt to provide the survey in the student’s family native language. The Williamsburg District is prepared to conduct oral or native language interviews in the student’s native language (if possible)with those adults who may not have sufficient literacy skills to complete a survey. (281—60.3(1)).

Each building secretary will screen the home language surveys to determine if any family needs assistance in completing the registration materials and if a language other than English

is indicated. If a language other than English is indicated the building secretary will notify Julie West or Tim Hoffman that the student needs to be screened.

We will conduct oral or native language interviews in the student's home with those adults who may not have sufficient English or literacy skills to complete a survey written in English (281---60.3(1)).

Families registering children will be assisted during our registration process to help complete documents. We also do this for our migrant families.

B. State approved proficiency placement assessment

- Assessment of English Language Proficiency will occur within the first 30 days of the student's arrival (CLB, sec. 3302(a) or, if the child enters after the beginning of the school year, within two weeks (NCLB, Sec. 3302 (d)) by a trained assessor.
- Tennessee English Language Proficiency Assessment is administered by Julie West or Lynn Tiemann who are trained assessors.

C. Process to place students in appropriate LIEPs

- Students who score in the non proficient or limited proficient range on the TELPA will be eligible for the LIEP services. A preliminary placement will be made and additional information gathered to insure the most appropriate programming. A team made up of the Julie West, Mike Degner (migrant advocate) if migrant , classroom teacher, Tim Hoffman, and parent will review the data gathered to make a final determination of services.
- Classroom teachers will administer district academic assessments which will include MAP and FAST along with grade level appropriate assessments
- Other data that the team may use to initially identify a student as needing ELL services include: student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment.
- The student will receive instruction in core content and English language acquisition. The student will be integrated into his/her age appropriate placement to the greatest extent possible. Grade placement will be within two years of the student's age.
- Student's academic skills will be assessed to determine strengths and weaknesses to meet student needs.
- Student placement will be monitored.

D. Parents will be notified in language most easily understood within 30 days at the beginning of the year or two weeks later in the year

1. Transact.com forms will be utilized in order to assure that parents receive notice in the language that they most easily understand.
2. Parental notification of placement and programming options will be made using

the “Determination of Student Eligibility for English Language Development Program” initially and the “Notification of English Language Development Program Placement” (B) initially and annually and along with the “Description of District Language Development Program” forms from www.transact.com

Parental Notification must include:

- A. Criteria & reasons for identification
- B. Child’s level of English language proficiency
- C. Method of instruction
- D. How the program will meet the educational strength and needs of the child
- E. How the program will help the child learn English
- F. Program’s specific exit requirements
- G. How the program meets the objective of the IEP of a child with a disability

Placement of English Learners in appropriate programming designed to meet developmental linguistic needs Parental Notification (NCLB, Sec. 3302)

These forms are completed and distributed by Julie West at the time of initial placement annually. Copies of the parent notification forms are included in the student’s cumulative school file.

E. Process for waiving students from LIEP

Parents are given the right to waive enrollment in the LIEP. Parents will be invited to a meeting to discuss recommendations, concerns and potential outcomes of waiving services.

Forms used - “Request for English Language Development Program Withdrawal/Denial of Enrollment” from available on www.transact.com to document parental decision.

How is support provided to ensure mastery of English and academic achievement with LIEP? For students whose families waive LIEP services, Julie West, ELL teacher will meet with the teachers to share expectations, recommended instructional strategies, available accommodations, and assessments based on the students English language proficiency level. Ongoing support is available to staff working with the student to insure progress toward mastery of English proficiency and academic content.

III. Description of LIEP

A. LIEP Goals

50% of our identified ELs will test proficient on the Iowa Assessments in reading.

75% of our identified ELs will make yearly expected growth on IA assessments in reading or FAST.

During the 2014-2015 school year 4 out of 9 Williamsburg EL students tested proficient on the reading portion and 5 out of 11 on the math portion of Iowa Assessments. The reason the numbers do not match is due to our migrant population. We had two students leave during the testing window, so their test was not complete.

In Williamsburg we have a very small population of EL year-round students, so we look very closely at all individual student data in both areas, along with science and social studies. Julie West and Tim Hoffman meet to discuss our data, which helps us plan for instruction and intervention areas to support our EL students.

What we really focus on in the fall are those migrant students who do qualify as EL. We make sure they are tested during the summer or right away to start the school year. Julie West and Lynn Tiemann do our testing. Once they are identified we make sure the appropriate supports are put in place until they leave..

B. Description of state-approved LEIP model(s) and how students are placed

Williamsburg use the **English as a Second Language (ESL)** program model. This model uses 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. Julie West, EL teacher provides instruction that is usually in English, but is able to provide native language with students who speak Spanish.

Appropriate instructional strategies will be identified using a team approach that includes, mainstream teachers, ELL teacher, associate, administrator, and parent.

Student's English proficiency levels and grade levels are used to determine LIEP services. Typically students at levels 1-3 will receive 25 minutes of service 3-5 times per week and at levels 4-5 30 minutes of service 2-3 times per week at the elementary level. Students at the secondary level will receive services 3-4 per week if they are at levels 1-3 and 2-3 per week if they are at levels 4-5.

Mainstream teachers and Julie West will provide a variety of reading instructional strategies, differentiated curriculum, modifications of assignments, and individual one-on-one instruction as appropriate. This will insure access to the district core curriculum and achievement towards Iowa English Language Proficiency Standards.

C. Annual parent notification and procedure for waiving services

Parents will be notified within 30 days of their child's eligibility and placement in EL services within 30 days at the beginning of the school year or two weeks later in the year. Parental information will be provided in a language that the parents can best understand. (www.transact.com). The ELL teacher will notify parents using the "Notification of English Language Development Program Placement" and "Description of English Language Development Program" forms from www.transact.com. Information provided includes: student's level of English language proficiency, method of instruction, how the program will meet the educational strengths and needs of the child, how the program will help the child learn English, the program's exit requirements, and how the program meets the objective of

the IEP of a child with a disabilities if applicable.

Parents are given the right to waive enrollment in the LIEP program. Parents would be invited to a meeting to discuss recommendations, concerns and potential outcomes of waiting services. The district would use the “Request for English Language Development Program Withdrawal/Denial of Enrollment” from available on www.transact.com to document the parent’s decision. A signed copy of the form will be place in the student’s cumulative folder. Julie West will communicate with parents who have waived services annually to share current English proficiency levels and academic needs to allow parents to reconsider enrollment in the LIEP program. Documentation of the communication will be place in the initial waiver documentation.

For students whose parents have waived ELL services, the district ELL teacher, Julie West, will work to ensure support is provided for acquiring English and academic growth. The ELL teacher will meet with the student’s classroom teacher and share ideas and strategies to support the child’s English and academic development.

D. Highly qualified staff (ESL endorsement)

Williamsburg has an ESL endorsed teacher, Julie West, who directly serves EL students within the district.

E. Designated administrator oversight for LIEPs

Tim Hoffman, 7-12 assistant principal serve as the district EL supervisor and coordinator.

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

Williamsburg will provide students with access to Iowa Common Core and English Language Proficiency (ELP) Standards through collaboration between the EL teacher, Julie West, and content area teachers. The EL teacher will share proficiency information at the beginning of the year or at enrollment. In addition, collaboration will occur via email and in-person as needed at least monthly to assure that instruction is comprehensible and uses differentiation in the classroom settings. Williamsburg staff will follow the specified Iowa DE guidance on required training and implementation of the Iowa ELP Standards to insure access for EL students.

G. Curriculum and Supplemental Resources

i. For literacy our K-6 building adopted a new reading series this year called “Benchmark Literacy”. They also use A-Z Reading and RAZ Kids. In our 7-12 building our teachers closely follow the Iowa Core Standards, and especially hit on those essential standards. In both building we run MTSS group to further meet the needs of our EL students, along with our entire student population.

ii. The ELL teacher aligns instruction for EL students with the core curriculum of the district rather than using a separate EL curriculum. The needs of our students varies from year to year based on the migrant population being served. Adapted and supplement resources are provided to support classroom teachers and meet the needs of the EL students.

IV. Process to Provide Meaningful Access to Co-Curricular and Extra Curricular Activities in the School District

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

Most assessments used to determine giftedness are designed to assess students primarily in the English language. The District has worked with the TAG Consultant and Rachel Klein, our district TAG teacher, to identify alternative methods for the identification of talented EL students.

- The district uses additional non-language based measures to identify potential gifted ELs through consideration of teacher and parent recommendation and additional factors.
- Williamsburg uses teacher recommendation and various assessment data to identify TAG students. Students names are omitted and a team of teachers, administrators, and community members select students based on this criteria.
- EL students will not be denied access to TAG services solely on the basis of standardized scores.

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

The Williamsburg Community School District uses various assessment data to identify student proficiency. The team will work to insure that interventions are appropriate for EL student's needs. Native language assessment will be included as appropriate. The mainstream teachers, AEA Consultants, and ELL teacher will carefully analyze student achievement data to confirm language acquisition, cultural differences in learning style, and prior education/instruction are not the primary factors for student's academic/behavioral concerns. If these exclusionary factors are considered the primary reasons for student's educational needs, students will not be deemed eligible for special education services.

C. Process in place for identifying and serving ELs in any other district programs

Williamsburg will assure that students and parents are notified of all activities in the language they most easily understand. We translate notes home and our entire school report in Spanish to meet the needs of our Spanish speaking and migrant Spanish speaking families. Students will be provided access to all extra-curricular and co-curricular activities for which they are eligible.

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

In-service training is provided for all staff involved in the educational process of ELs (281-12.5(8), 12.8(1), and 60.3(3)b5). All educational and appropriate school personnel receive in-service training regarding instructional techniques and modifications for EL students from the ESL endorsed teacher, with continuing training provided according to district's Comprehensive School Improvement Plan (281-12.7(256) and 281-60.3(3)b5). A record of professional development activities will be maintained.

- A. The Williamsburg Community School District will use a leadership PLC to review and revise the K-12 Lau Plan to serve ELL students.
- B. The Leadership team will collect and analyze student achievement data, and identify appropriate professional development around instructional strategies that increase ELL

English acquisition.

- C. The ELL teacher and regular education teachers serving ELL students will be provided opportunities to attend local, regional and state conferences and training through sponsorship of GWAEA ELL services.
- D. The district will work with Grant Wood AEA Consultant, Lynn Tiemann, to provide appropriate ELL professional development for all teachers.
- E. In-service training will be provided for all staff involved in the educational process of ELL students. All educational and appropriate school personnel will receive in-service training regarding instructional techniques and modifications for ELL students, with continuing training provided according to district's Comprehensive School Improvement Plan. A record of the professional development activities will be kept.
- F. Julie West meets with classroom teachers annually to update our EL plans and also help them with strategies to make our EL students successful.

VI. Annual English Language Proficiency Assessment Administration

English Language Proficiency (NCLB, Sec. 3113(b)(3)(D) English Learners will be evaluated annually with a standardized English language development instrument recommended by the state of Iowa. This is currently the ELPA21. Initial placement will be the result of the TELPA screener.

- i. The district TELPA administrator, Julie West, will successfully complete the training of the AEA online Moodle.
- ii. The district ELPA21 administrator, Julie West, will complete the ELPA21 training on the AEA PD online Moodle and successfully complete the quiz on an annual basis. The EL teacher will participate in state or AEA level training on using ELPA21 results on future programming and guiding instruction. Additional staff will participate in the recommended ELPA21 modules as outlined by the Iowa DE.
- iii. The EL teacher and other staff as indicated will submit certificates of completion for the annual training development models which will be stored in their personnel files in the superintendent's office.

Testing will occur during the state ELPA21 testing window Feb. 15 to April 15.

All students identified as EL will participate in the ELPA21 assessment. This will still include any students whose parents have waived EL.

B. Dissemination of scores to stakeholders

- a. The EL teacher, Julie West, will disseminate test results to parents in English and/or Spanish and other language as needed.
- b. Parents of students who take the ELPA21 will be provided with a copy of their child's assessment results. Student results will be shared with current classroom teachers in the spring and incoming classroom teachers in the fall as well as with other impacted teachers who support EL students.

- c. Appropriate training on interpretation of results
The EL teacher will participate in training on the interpretation of the ELPA21 results provided by GWAEA or the Iowa DE to insure the results are used to develop future programming and future needs.

d. Utilization of assessment results to guide instruction and programming: EL teacher, Julie West, will provide strategies to facilitate student success in academic content areas based on student proficiency levels. Ongoing PD will be provided by Julie West and our AEA consultant, Lynn Tiemann, on how staff can utilize assessment data to guide instruction and future programming.

Classroom Assessments (NCLB, Sec. 111(b)(3)(c) (xi)1)

The EL teacher and content teachers will collaborate to discuss reports of the student's achievement and growth (60.3(1)b). This will include authentic assessment and content area assessments including MAP and FAST results.

EL students are afforded appropriate accommodations in the classroom setting and on district-wide assessments. The district will use Success Plans to document accommodations and strategies to be shared amongst pertinent staff. See Appendix C

District Wide Assessments (NCLB, Sec 111(b)(3)(c) (xi)I)

ELs must be tested on the district-wide assessments with or without accommodations for reading and math and science.

In an effort to ensure appropriate practice with accommodations the district refers to the Iowa Guidelines for K-12 ELL Participation in Districtwide Assessments
<http://www.educateiowa.gov/documents/learner-supports/2014/01/iowa-guidelines-k-12-ell-participation-districtwide-assessments>

Annual Measurable Achievement Objectives (AMAOs)

AMAOs are targets that have been established by the state in compliance with NCLB mandates to measure the effectiveness of language instruction education programs. These objectives are based on the English language proficiency standards and relate to ELs' development and attainment of English language development while also meeting challenging state academic achievement standards.

These targets have been approved by the federal government. Each district is held accountable for meeting these targets. The objectives and targets are shown below:

- a. progressing in English language acquisition: 14/15 - 63.4% & 15/16 64.7% state
- b. Attaining or reaching English proficiency: 14/15 - 25.2% & 15/16 26.1% state
- c. Making Adequate Yearly Progress on Iowa Assessments: NA since N is under 30

Actions the district must take when an AMAO is missed:

- Year 1 - Work with AEA consortium to notify parents
- Year 2 - Work with AEA consortium to notify parents, write and implement CAP
- Year 3 - Work with AEA consortium to notify parents, revisit, and update CAP
- Year 4 - Work with AEA consortium to notify parents, write and implement CAP (with DE support/involvement)

Parent Notification

If the school fails to make progress in meeting the state’s annual measurable achievement objectives, then the school must separately inform parents of an EL about the school’s failure within 30 days (NCLB, Sec. 3302(b))

VII. LIEP Exit Criteria and Procedures

A. Criteria for 2015-16 Academic Year and Future Academic Years

The student:

1. will be considered proficient when he/she achieves the required score for proficiency on the ELPA21
2. and scores proficient on district-wide and state-wide assessments in Reading & Math
3. and meets both of these criteria in the same school year

B. Procedures

1. Julie West will notify parents with the state-approved TransAct.com exiting form, English Language Development Program - Exit Letter in the language most understandable to them.
2. The student’s coding will be changed to “exited” by the guidance counselor, Rich Reasner or Lori Adamson, so that the student does not continue to generate unwarranted funding between June 1 and count date.
3. The student will then begin in two-year monitoring process which is the responsibility of the EL teacher, Julie West.

VIII. Monitoring Procedures after Students Exit the LIEP Program

- A. During a two-year monitoring stage Julie West will monitor our students’ academic achievement and overall progress quarterly. Documentation will be kept in the EL teacher’s files. If students begin to experience difficulty and are in need of linguistic support the student can begin receiving LIEP services again. Information about student’s status will be entered into PowerSchool by the appropriate guidance counselor. Options include either continued monitoring or returned to service in year one or monitoring completed or returned to service in year two.

B. Criteria for returning to LEIP services include:

1. Failing one or more courses due to content related issues
2. Teacher recommendation based on review of data
3. Decline in scores on district-wide assessments, primarily MAPS and also IA Assessments

C. If a student has recommended for re-entry into LIEP services, Julie West will contact them and send copies of the “Notification of English Language Development Program Placement” and “Description of English Language Development Program” forms in the language most easily understood.

IX. LIEP Evaluation

- A. The LIEP program will be evaluated on an annual basis. The district will use information about students who are English Learners to help evaluate their Language Instruction Education Program. Specifically, whether or not EL students are demonstrating growth in the area of reading on the English Language Proficiency Assessment 21. The review will help determine current program effectiveness, identify needs/strengths and assist with future programming recommendations. The review team will include: Julie West, EL teacher, Tim Hoffman, EL administrator, and other members of the team as stated on page two. The review will include progress on the LIEP goals which are:
- a. 50% of our identified ELs will test proficient on the Iowa Assessments in reading.
 - b. 75% of our identified ELs will make yearly expected growth on IA assessments in reading or FAST.
 - c. During the 2014-2015 school year 4 out of 9 Williamsburg EL students tested proficient on the reading portion and 5 out of 11 on the math portion of Iowa Assessments. The reason the numbers do not match is due to our migrant population. We had two students leave during the testing window, so their test was not complete.
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 - e. What we really focus on in the fall are those migrant students who do qualify as EL. We make sure they are tested during the summer or right away to start the school year. Julie West and Lynn Tiemann do our testing. Once they are identified we make sure the appropriate supports are put in place until they leave..
- B. Additional data reviewed will include: input from building administrators, EL teacher, classroom teachers and parents. This will insure appropriate EL instruction in core classes and in progress in English language development.

