

Williamsburg Community School District

Written K-12 Lau Plan to Serve

English Language Learners

September, 2018

Williamsburg Community School District Written Plan for English Language Learners

Table of Contents

- I. [Lau Plan Guiding Principles](#)
- II. [Identification and Placement in Language Instruction Education Program \(LIEP\)](#)
- III. [Description of LIEP](#)
- IV. [Process to Provide Meaningful Access to Co-Curricular and Extracurricular Activities in the School District](#)
- V. [Ongoing, Embedded EL Professional Development for Staff who Support ELs](#)
- VI. [Annual English Language Proficiency Assessment Administration](#)
- VII. [LIEP Exit Criteria and Procedures](#)
- VIII. [Monitoring Procedures after Students Exit the LIEP Program](#)
- IX. [LIEP Evaluation](#)
- X. [Appendices](#)

Lau (ELL) Leadership Team

Brent Zirkel	Assistant Jr-Sr. High Principal
Lynell O'Connor	Jr-Sr. High Principal
Dr. Chad Garber	Equity Coordinator
Michael Jepson	Curriculum Coordinator
Dave Widmer	Elementary Principal
Julie West	ELL Teacher
Michael Degner	Migrant Advocate
Louis Mazzetta	Special Education
Erica Wilkinson	Secondary At-Risk
Heather Subbert	Elementary Teacher
Sara Fedler	Elementary Teacher
Katherine Roloff	Spanish Teacher
Lori Adamson	Counselor
Martha Garza	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, Chad Garber, 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.gov

Williamsburg Community School District

Lau Plan for Serving English Language Learners

In order to meet the academic, social, and emotional needs of English Language Learners (ELL), Williamsburg has developed a 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.

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.

I. Lau Plan Guiding Principles

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 or 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.
- Offering a variety of learning opportunities to enhance involvement in our community.
- Providing a separate registration night for our migrant families and having a Spanish speaking staff member available to assist with the process.
- 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.
- Promote our students', specifically our Hispanic population, backgrounds in the fall by involving them in various activities. Example: we have a large migrant population during the fall until harvest, so we specifically involve migrant students in our homecoming activities by making a float in our parade dedicated to their culture.

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

A. The Home Language Survey

The “Home Language Survey- IA” is to 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 native language of the student’s family. The Williamsburg Community School 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 Brent Zirkel that the student needs to be screened.

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.
- The ELPA21 Dynamic Screener will be administered by Julie West, Lisa Klein or Lynn Tiemann who are trained assessors.
- Certificates of completion will be stored with the ELL teacher.
- A summary of the student’s assessment results will be placed in the student’s cumulative files.

C. Process to place students in appropriate LIEPs

- Students who score as emerging or progressing on the ELPA 21 Dynamic Screener will be eligible for LIEP services. Student’s academic skills will be assessed to determine strengths and weaknesses to then meet student needs. A preliminary placement will be made and additional information gathered to ensure the most appropriate programming. A team consisting of Julie West (ELL Teacher, Mike Degner (Migrant Advocate) if migrant , a classroom teacher, Brent Zirkel (Assistant Jr/Sr. High Principal), and a parent will review the data gathered to make a final determination of services.
- Classroom teachers will administer district academic assessments which will include iReady and FAST along with grade level appropriate assessments.
- Other data that the team may use to initially identify a student as needing ELL services and assist with placement in content courses include: student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessments.
- 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 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

Transact.com forms will be utilized in order to assure that parents receive notice in the language that they most easily understand.

Parental notification of placement and programming options will be made using the “Determination of Student Eligibility for Program Placement” initially and then annually using the “Notice of Program Placement” form from www.transact.com which includes parent/guardian signature.

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

These forms are completed and distributed by Julie West at the time of initial placement annually within 30 days at the beginning of the year or within two weeks later in the year.

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. The team will share the “Explanation of Consequences for not Participating in English Learner Program” notice.

Parents will be asked to sign the “Request for Change in Program Participation” to document the parent/guardian decision. This will be placed in the student’s cumulative file.

Forms are available on www.transact.com to document parental decisions.

For students whose family waives LIEP services, Julie West (ELL teacher) will meet with the classroom 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 ensure progress toward mastery of English proficiency and academic content.

III. Description of LIEP

A. LIEP Goals

- a. Program Goals
 - i. 50% of our identified ELs will test proficient on the Iowa Assessments in reading.
 - ii. 75% of our identified ELs will make yearly expected growth on IA assessments in reading or FAST testing.
 - iii. Within two years of entering our LIEP, students will either test out or move one step toward english language proficiency depending on their level when they enter our program.
- b. Program Results
 - i. ELPA21
 1. In year one of testing, Williamsburg had ten students take the ELPA21. Of those ten students, one tested proficient and exited the program.
 2. In year two of testing, Williamsburg had nine students take the ELPA21. Of those nine students, one tested proficient and exited the program.
 3. In year three of testing, Williamsburg had 12 students take the ELPA21. Of those 12 students, 4 tested proficient and exited the program.
 - ii. FAST
 1. 12 students in First through Sixth grades took the FAST test during the fall of 2016 and then again during the fall 2017. Of those 12 students, three were *adequately progressing*.
 2. 23 students in First through Sixth grades took the FAST test during the fall of 2017 and then again during the spring of 2018. Of those 23 students; 8 were *adequately progressing*, 6 were *at risk*, and 9 were *persistently at risk*.
 - iii. Iowa Assessments
 1. During the 2016-2017 school year (spring), two out of four Williamsburg EL students tested proficient on the reading portion and two out of four tested proficient on the math portion of Iowa Assessments.
 2. During the 2017-18 school year (spring), seven out of nine Williamsburg EL students tested proficient on the reading portion and six out of nine tested proficient on the math portion of Iowa Assessments.
 - a. Unfortunately, very few of our migrant students take the Iowa Assessments because they have returned back to their origin schools during the testing window. For this reason, we use other data to track how they are performing.

In Williamsburg we have a very small population of EL year-round students, so we look closely at all individual student data in the areas of reading, math, science, and social studies. Julie West (ELL Teacher) and Brent Zirkel (Assistant Jr/Sr. High

Principal) will meet to discuss student data, which helps to plan for instruction and determine intervention areas to support our EL students.

Our greatest focus in the fall is on providing supports to those migrant students who do qualify as EL. We make sure they are tested during the summer, at the start the school year, or within two weeks of enrollment. Julie West, Lisa Klein and Lynn Tiemann administer the testing. Once students 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 uses the **English as a Second Language (ESL)** program model. This model uses techniques, methodologies, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Included in this program is the use of Acellus Online Learning, which provides emerging level students with an introductory English Language Learning course and access to other content areas in the native language when appropriate and available. Julie West (ELL teacher) also provides explicit English instruction and is able to provide native language instruction with students who speak Spanish.

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

Student English proficiency levels and grade levels are used to determine LIEP services.

Outline of typical services:

Elementary

- Emerging- *25 minutes of service 3-5 times per week*
- Progressing- *30 minutes of service 2-3 times per week*
- Proficient but Post-Monitoring shows need of additional support- *30 minutes of service 2-3 times per week*

Secondary

- Emerging- *25 minutes of service 3-4 times per week*
- Progressing- *30 minutes of service 2-3 times per week*
- Proficient but Post-Monitoring shows need of additional support- *30 minutes of service 2-3 times per week*

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 ensure access to the district core curriculum and achievement towards Iowa English Language Proficiency Standards. Support is provided through consultation with teachers for students whose parents/guardians have waived LIEP services to ensure access to the district's core curriculum and the development of the English language.

C. Annual parent notification of continuing placement and programming options

Parents will be notified within 30 days of their child's eligibility and placement in EL services at the beginning of the school year or within two weeks if students enroll 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 “Notice of Program Placement” form from www.transact.com. Information provided includes: student’s level of English language proficiency, the 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 disabilities if applicable. Copies of the forms are placed in each student’s cumulative file annually.

D. Annual Procedure for communicating with parents who have waived LIEP services.

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 waiving services. 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. She will provide a copy of the “Explanation of Consequences for not Participating in English Learner Program” notice.

The district would use the “Request for Change in Program Participation” form available on www.transact.com to document the parent’s decision. A signed copy of the form will be placed in the student’s cumulative folder.

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 the student is experiencing 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.

E. Highly qualified staff (ESL endorsement)

Williamsburg has an ESL endorsed teacher, Julie West, who directly serves EL students within the district. In addition, the district ensures that all instruction in content area courses is provided by a teacher endorsed in the area of instruction.

F. Designated administrator oversight for LIEPs

Brent Zirkel, Assistant Jr/Sr. High Principal, serves as the district EL supervisor and coordinator. He also has an ESL endorsement and will participate in training through AEA PD Online and Understand Title III Requirements, also through the AEA.

G. 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 ensure access for EL students.

H. Curriculum and Supplemental Resources

For literacy, our K-6 building adopted a new reading series called “Benchmark Literacy”. The K-6 building also uses A-Z Reading and RAZ Kids. In our 7-12 building, teachers closely follow the Iowa Core Standards and emphasize priority standards. In both buildings we run MTSS groups to further meet the needs of our EL students, along with our entire student population. The ELL teacher aligns instruction for EL students with the core curriculum of the district rather than using a separate EL curriculum.

Williamsburg currently uses I-Ready as the second district assessment. I-Ready generates instructional tutorials that are used in both buildings to help students in their deficit areas.

The needs of our students vary from year to year based on the migrant population being served. Adapted and supplemental resources are provided to support classroom teachers and meet the needs of the EL students. The ELL teacher is consulted when the district conducts core curriculum reviews to ensure that the needs of EL students are considered in the adoption process.

IV. Process to Provide Meaningful Access to Co-Curricular and Extracurricular 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 ELP Consultant and Rachel Klein, our district ELP 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 ELP 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 ELP services solely on the basis of standardized scores.

The ELL teacher will collaborate with the ELP teacher to assist with meeting the language needs of EL students served in the program.

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 ensure that interventions are appropriate for EL student’s needs. Native language assessments 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.

Students who are identified for special education services will receive direct instruction from the highly qualified ELL teacher and the special education teacher.

The ELL teacher will serve as a member of the IEP team.

C. Process in place for identifying and serving ELs in co-curricular activities

Students will be provided access to co-curricular activities for which they are eligible. The ELL teacher will provide support to teachers working with ELLs in co-curricular programs to ensure that their language needs are met.

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.

The ELL teacher will be included in data reviews for placement consideration in co-curricular programs.

D. Process in place for identifying and serving EL students in extra-curricular activities.

Students will be provided access to all extracurricular activities for which they are eligible. 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.

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

- A.** 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 the 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.
1. The Williamsburg Community School District will use a leadership PLC to review and revise the K-12 Lau Plan to serve ELL students.
 2. The Leadership team will collect and analyze student achievement data, and identify appropriate professional development around instructional strategies that increase ELL English acquisition.
 3. 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.
 4. The district will work with Grant Wood AEA Consultants, Lynn Tiemann and Lisa Klein, to provide appropriate ELL professional development for all teachers including preschool teachers with ELL students.
 5. In-service training will be provided for all staff and administrators 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.

6. Julie West meets with classroom teachers frequently to update our EL plans and also help them with strategies to make our EL students successful.
7. Our district is continuing to work through our ELP Standards Modules required by the state. We goal is to have all six modules completed by the end of the 2018-19 school year.

B. District training of ELP Standards and implementation plan

Williamsburg has developed the following plan for PD for required staff for the ELP Standards Module completion and implementation:

- Williamsburg is using **Option B** with all certified K-12 teachers beginning in the 16-17 school year. For Module 1, two trainings sessions were held, one in our K-6 building and one in our 7-12 building. All of our teachers successfully completed the online quizzes.
- Williamsburg completed Module 1 during the 16-17 school year and Modules 2-6 during the 17-18 school year. Staff will use Option B during professional development and log on to AEA PD to take the quizzes. Only staff who are absent from professional development will use Option A. Staff will be expected to begin to implement the content from each module after completing the training through the ELL teacher consulting with teachers and during collaboration with teachers.
- A master list showing module completion will be on file with Human Resources.
- All brand new teachers, teachers new to the district, and/or teachers that have not yet received the ELP Standards Module training but are now working with ELs will start with Module 1 during the fall semester of the new school year and work towards completion of all modules.

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.

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.

- A. 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 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.

B. Dissemination of scores to stakeholders:

The EL teacher will share results of the ELPA21 with administrators, teachers serving students identified as EL and parents. Parents of students who take the ELPA21 will be provided with a copy of their child's assessment results. The EL teacher, Julie West, will disseminate test results to parents in English and/or Spanish and other languages as needed. 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 ensure the results are used to develop future programming and future needs. Additional staff (administrators and teachers) will participate in the recommended ELPA21 modules as outlined by the Iowa DE and receive support in interpreting the assessment results from the EL teacher.

D. Utilization of assessment results to guide instruction and programming

The EL teacher will support staff working with identified ELs on using the results to support core instruction, LIEP instruction and determining direct services to students, and planning for future programming. Ongoing PD will be provided by Julie West and our AEA consultants, Lynn Tiemann or Lisa Klein, 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 assessments and content area assessments including iReady 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 1111(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 District Wide Assessments <http://www.educateiowa.gov/documents/learner-supports/2014/01/iowa-guidelines-k-12-ell-participation-districtwide-assessments>

VII. LIEP Exit Criteria and Procedures

A. Criteria for 2018-19 Academic Year and Future Academic Years

The student achieves the required score for proficiency on ELPA21.

B. Procedures

1. Exiting will occur during the allowable window between May 31st and October 1st.
2. Julie West will notify parents with the state-approved TransAct.com exiting form and Program Exit Letter in the language which is most understandable to them.
3. The student's coding will be changed to "exited" by the guidance counselor, Erica Wilkinson or Lori Adamson, so that the student does not continue to generate unwarranted funding.
4. The student will then begin a two-year monitoring process, which is the responsibility of the EL teacher, Julie West.

VIII. Monitoring Procedures after Students Exit the LIEP Program

A. Monitoring procedures

1. During a two-year monitoring stage Julie West, EL teacher will monitor our students' academic achievement and overall progress quarterly.
 - a. The district will monitor I-Ready, Iowa Assessment, and grades.
 - b. Failing one or more courses due to content related issues
 - c. Teacher recommendation based on review of data
 - d. Decline in scores on district-wide assessments, primarily I-Ready and also IA Assessments 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.
2. A team including the EL teacher and building administrators will review monitoring data to make a recommendation about monitoring status. Options include either:
Year 1: continued monitoring or return to service.
Year 2: monitoring completed or return to service.

B. Criteria for returning to LIEP services include:

If a student has been recommended for re-entry into LIEP services, Julie West will contact parents and send copies of the "Notice of Program Placement" form 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.

1. Specifically, whether or not EL students are demonstrating growth in the area of reading, writing, listening, and speaking on the English Language Proficiency Assessment 21 will be considered. The review will help determine current program effectiveness, identify needs/strengths, and assist with future programming recommendations. The review team will include: Brent Zirkel (Admin), Julie West (EL teacher), 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. Within two years of entering our LIEP students will either test out or move two steps toward english language proficiency depending on their level when they enter our program.
- d. During the 2016-2017 school year, 2 out of 2 Williamsburg EL students tested proficient on the reading portion and 2 out of 4 on the math portion of Iowa Assessments.
- e. In Williamsburg we have a very small population of EL year-round students, so we look closely at all individual student data in both areas, along with science and social studies. Julie West and Brent Zirkel meet to discuss our data, which helps us plan for instruction and intervention areas to support our EL students.
- f. The focus in the fall is on providing supports to 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, Lisa Klein and Lynn Tiemann do our testing. Once they are identified we make sure the appropriate supports are put in place until they leave.
- g. Additional data reviewed will include: input from building administrators, the EL teacher, classroom teachers and parents. This will ensure appropriate EL instruction in core classes and progress in English language development.

2. Title III Assurances will be reviewed by Dr. Chad Garber and Brent Zirkel prior to completing assurances on the CASA site.

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- Letters to Districts from the U.S. Department of Justice

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](http://www2.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- Transact.com Documents

- [*Home Language Survey - IA*](#) - includes second page for race and ethnicity
- [*Determination of Student Eligibility for Program Placement Notification \(English/Spanish\)*](#) - states that the student was screened based on Home Language Survey-IA and reports initial placement of students or students who don't qualify for supports.
- [*Program Exit Letter \(English/Spanish\)*](#) for students who are eligible to exit services
- [*Notice of Program Placement \(English/Spanish\)*](#) for initial, annual and re-entry placement notification
- [*Request for Change in Program Participation \(English/Spanish\)*](#)- 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.