



**Mid-Prairie Community School District**

# **Lau Plan**

**2022-2023**

## **2022-2023 Lau (LIEP) Leadership Team Members:**

### **Mid-Prairie Administration**

Brian Stone  
District Superintendent

Chuck Banks  
High School Principal  
Alternative Learning Center Principal

Rob Hruby  
Middle School Principal  
LIEP Coordinator

Robin Foster  
West Elementary Principal

Greg Jergens  
East Elementary Principal

Amy Shalla  
Equity Coordinator

### **Mid-Prairie Teachers**

Karalee Smith  
LIEP/ELL Teacher

Edye Freeman  
High School Spanish Teacher

Wendy Punteney  
Middle School Spanish Teacher

Elena Beachy  
Elementary Spanish Teacher

Michelle Bessman  
5th Grade Teacher

Jill Lundberg  
2nd Grade Teacher

Stacey Cavey  
2nd Grade Teacher

## **TABLE OF CONTENTS**

- I. Lau Plan Goals
  - A. Identification and Placement of ELs in LIEP
    - 1. Home Language Survey
  - B. Additional Identification Data
    - 1. Process to place students
    - 2. Parental notification
    - 3. Communication with LIEP families
    - 4. Process for waiving LIEP services
    - 5. Summarized process for placing students
- II. Description of LIEP
  - A. LIEP Goals
  - B. Description of State-Approved LIEP Model
  - C. Annual Parent Notification
  - D. Highly Qualified Staff
  - E. Designated Administrator Oversight
  - F. Access to Iowa Core and ELP Standards
  - G. Curriculum and Supplemental Resources
  - H. Pandemic Related Information
- III. Process to Provide Access to all Co-Curricular and Extracurricular Programs
  - A. Identifying and Serving TAG ELs
  - B. Identifying and Serving ELs in Special Education
  - C. Identifying and Serving ELs in other district programs
- IV. Professional Development
  - A. District and Building Administrators
  - B. LIEP Staff (Certified and Support)
  - C. Content and Classroom Teachers
  - D. Paraeducators
  - E. Building/District Support Staff
- V. ELPA21 Administration
  - A. Annual training
  - B. Dissemination of Scores to Stakeholders
  - C. Interpretation of Results
  - D. Utilization of Results to Guide Instruction and Programming
  - E. Other District-Wide Assessments
- VI. LIEP Exit Criteria and Procedures
  - A. Exit Criteria for 2015-2016 and Subsequent Years
  - B. Procedures for Exiting a Student From LIEP Services
- VII. LIEP Monitoring Procedures
  - A. Monitoring Process
  - B. Re-entry Process
- VIII. LIEP Evaluation

## **I. LAU PLAN GOALS**

### **English Language Development:**

- Students will develop conversational and academic English in the areas of listening, speaking, reading, and writing at an age appropriate level.
- Students will communicate in English successfully with classmates, teachers, and other building staff at an age appropriate level.

### **Academic Achievement:**

- Students will learn content at a grade-appropriate level in accordance with the Common Core and English Language Proficiency (ELP) Standards with modifications where appropriate.
- Given LIEP support, students entitled to programming will reach proficiency in Reading and Math on the Iowa Assessments.

### **Cross Cultural Goals:**

- Ensure that Limited English Proficient (LEP) parents and guardians have meaningful access to district- and school-related information.
- Honor cultural and linguistic differences to promote inclusion and appreciation of diverse backgrounds.
- Assist students in understanding and functioning within American society while maintaining sense of cultural heritage
- Involving families and community leaders in the educational process in order to make education a cooperative effort between the home and school

## **A. IDENTIFICATION AND PLACEMENT OF ELs IN LIEP**

Chapter 280, Section 280.4 of the Iowa Code defines a Limited English Proficient (LEP) student as follows, “A student background is in a language other than (or in addition to) English, and the student’s proficiency in English is such that the probability of the student’s academic success in an English-only classroom is below that of an academically successful peer with an English background.”

Students who speak a language other than English follow all normal district enrollment procedures with additional supports.

The U.S. Supreme Court ruled that school districts could not deny enrollment to a student who lacks proper immigration documents (Plyler v. Doe, 1982). Therefore, we do not request nor require papers such as a green card or social security number from any student. We can only require proof of age and residency in the MPCSD. However, school districts are not required to enroll those persons who are in the United States on a non-immigrant visa, such as a tourist or student visa. If a district chooses to enroll these students, tuition can be charged.

### **1. HOME LANGUAGE SURVEY**

All students registering for the first time in the Mid-Prairie district must complete the Home Language Survey. This survey is available in the 12 most common languages across

Iowa: English, Spanish, Arabic, Vietnamese, Bosnian, Swahili, Chinese (Mandarin), Burmese, French, Nepali, Somalian, and Marshallese. If the Home Language Survey is not available in the home language of the family, the ELL Teacher must be involved in order to ensure the form is filled out accurately.

The Home Language Survey must be placed in the cumulative file of each student. If the Home Language Survey is completed with any answers other than “English” for any of the questions, it must be shared with the ELL Teacher to begin the screening process within 14 days. Within PowerSchool, the student’s EL Status must be listed as “(8) Pending” until the ELL Teacher indicates otherwise. Preschool students should be listed as “(6) PK Potential English Language Learners (PELL)”.

## **B. ADDITIONAL IDENTIFICATION DATA**

If a new family indicates a language other than English on the HLS, the enrolling school secretary lets the LIEP teacher know about the arrival of the student. This LIEP teacher facilitates the identification process which includes gathering additional identification data such as student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment.

### **ELPA21 Dynamic Screener (1st grade - 12th grade) OR the ELPA21 Dynamic Screener for Future Kindergarteners**

Next, the state-approved English language placement assessment, the ELPA21 Dynamic Screener (beginning August 1, 2018), is administered by LIEP district staff to determine program eligibility. LIEP Staff are required to update certification for administering the ELPA21 every year. A copy of the teacher’s certification report will be filed in the LIEP teacher’s personnel file in the Central Office. The ELPA21 is used to measure baseline listening, speaking, reading, and writing levels in English within 30 days of the beginning of school (NCLB, Sec. 3302[a]), or two weeks of the student’s enrollment, if it is after the start of school (NCLB, Sec. 3302[d]). The ELPA21 also helps to determine instructional placement. A summary of the assessment results are filed in every student’s cumulative record.

### **Assessment of Academic Skills**

The student is placed at the grade level appropriate for his/her age, unless there are extenuating circumstances, which will be considered on an individual basis. Lack of proficiency in the English language is not an extenuating circumstance. In no case is a student assigned to a classroom more than two years different than their like-age peers. The classroom teacher or other building staff assesses academic skills in relation to the student's grade or age level. Differentiation is practiced during the day to ensure that ELs learn grade-level content. The student’s academic skills are assessed in their native language when possible.

## **1. PROCESS TO PLACE STUDENTS IN LIEP**

Preliminary LIEP Placement

Based on the results of the ELPA21 Dynamic Screener and any additional screening measures, LIEP staff (teacher, consultant, or coordinator) and content area teachers collaborate to determine which level of support that students may need in LIEP programming. Students who are shown to be in pre-production, early-production, speech emergence, or intermediate proficiency in English are put into appropriate levels of programming or supports to assist in their continued acquisition of English. Accommodations are made to support ELs until they are able to achieve academically in the classroom with age and grade level peers.

Based on assessment results students will be assigned to classrooms with students of the same chronological age, with no more than two years differential. All students will be expected to participate in rigorous classes and encouraged to participate in extracurricular activities.

## **2. PARENTAL NOTIFICATION**

Parental information will be provided in an understandable and uniform format, and in the language and format that the parents most easily understand.

“English Learner Program Placement (Required - Meets ESSA Requirements)” is for initial and annual placement notification. It includes a description of the LIEP program. It is sent no later than 30 days for continuing students or within two weeks of initial placement for students later in the year. Copies of placement notification should be placed on student cumulative files. This form is available in English and other languages on ParentNotices.com.

## **3. COMMUNICATION WITH LIEP FAMILIES**

There are several means of communicating with non-English speaking families in the Mid-Prairie Community School District. District staff considers both oral interpretation needs and written translation needs in meeting the goal of keeping all families fully-informed and involved.

Our Cultural Liaisons and additional staff translate district-wide documents. Our goal is that this service will provide equal access to information for our non-English speaking families.

Another resource that District staff have found very useful is the ParentNotices translation library of documents. The documents at the ParentNotices website allow Mid Prairie staff to provide some information to our diverse population.

We also use our district website as a place to share information that can be auto-translated into various languages. On the website, families can access the district calendar and various other information.

## **4. PROCESS FOR WAIVING LIEP SERVICES**

The LIEP is a voluntary program, and if at any point the parents want to refuse services or choose to withdraw their student from the program, LIEP staff and a content teacher meet with the parent to discuss recommendations, concerns, and potential outcomes. Signed “Explanation of Consequences for not Participating in English Learner Program” forms

will be completed at this time. The district also uses signed documentation of the parents' decision on "Request for Change in Program Participation" from ParentNotices stored in student's cumulative file. All signed forms are kept in the student's cumulative file. At that moment the student will no longer be served in an EL program, but instead will be supported to ensure mastery of English and academic achievement in the regular content classroom with the content teacher as required by law. All identified ELs, regardless of placement in the program, will be tested and notification sent to parents annually until exit criteria are met. The waiver documentation must be signed at the beginning of every school year until the student achieves a score of Proficient on the annual summative exam.

## **5. SUMMARIZED PROCESS FOR PLACING STUDENTS**

1. **Every student** registering for the first time at MPCSD completes a Home Language Survey (HLS) and electronic verification at e-registration times for future years which is kept in their cumulative file. **Secretaries** scan the HLS and contact appropriate LIEP staff if a language other than (or in addition to) English is indicated on any part of the form.

2. **LIEP staff** will do the following to determine eligibility for the LIEP and placement in an appropriate LIEP within an appropriate time-frame (usually within 2 weeks).

- access academic records and previous assessment data, in particular ELPA21 data, if available (i.e. WIDA or TELPA scores)
- assess students with ELPA21 Dynamic Screener if previous data is not available, or if students are beginning kindergarten
- form **a team** consisting of appropriate administrators, parents, teachers, and other LIEP staff

Informal data that may also be used in addition to the above:

- conduct family and/or teacher interviews
- observe student in social and academic situations
- gather other pertinent information from various sources such as student records, past LIEP teachers, assessment data, etc.

3. **LIEP staff** will notify parents as well as disperse any proper paperwork to stakeholders.

4. **LIEP Staff** inform office staff of students entering LIEP so they can enter and report the appropriate data in the electronic reporting system.

## **II. DESCRIPTION OF LIEP**

### **A. LIEP GOALS**

The LIEP in the Mid-Prairie Community School District is an avenue of access to the regular education program. ELs are required to meet the same rigorous standards and benchmarks as all general education students. There are, however, specialized instructional strategies that will assist ELs in meeting district and state goals. Current theory stresses the need for students to learn both academic content and language simultaneously. We support students to be successful in all-English classrooms with their English-speaking peers. It may take seven years or more for students to score on a par with native English-speakers

on standardized achievement tests (Thomas & Collier). For this reason, regular education teachers, as well as LIEP teachers, need ongoing professional development to learn how to be most effective with ELs.

Specific *Language Instruction Educational Program* (LIEP) goals are:

- 1) 60% of ELs will grow one point on the ELPA21 annually.
- 2) 60% of ELs will grow one point on the writing section of the ELPA21 annually.
- 3) 60% of ELs will show growth on the reading portion of the Iowa assessments.
- 4) 60% of ELs who don't take Iowa Assessments will show growth on their FAST test scores.

## **B. DESCRIPTION OF STATE-APPROVED LIEP MODEL**

MPCSD implements a Language Instruction Educational Program (LIEP) model (also referred to as an English as a Second Language (ESL) model) which is 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, LIEP instruction is usually in English with little use of native language.

Depending on the level of English proficiency, student needs, and grade level, ELs may receive any of the following:

- pull-out LIEP: students are given language instruction outside of the general education classroom from LIEP teacher
- push-in LIEP: students are provided in-class supports and language instruction from LIEP teacher and/or paraeducators
- co-teaching: LIEP teacher and general education teacher collaborate to plan and provide instruction for ELs during regular class time
- resource: extra support or instruction of general education content from LIEP staff

<b>Grade Level</b>	<b>Proficiency</b>	<b>Frequency and Intensity</b>	<b>Typical Services Provided</b>
K-5	Emerging	At least 3 times per week for 30 minutes.	Pull-out Push-in Co-teaching Resource
	Progressing	At least 2 times per week for 30 minutes.	
6-8	Emerging	At least 3 times per week for 30 minutes.	Pull-out Push-in Co-teaching Resource
	Progressing	At least 2 times per week for 30 minutes.	
9-12	Emerging	At least 3 times per week for 30 minutes.	Pull-out Push-in



	Progressing	At least 2 times per week for 30 minutes.	Co-teaching Resource
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Emerging ELs and progressing ELs receive direct LIEP instruction; proficient ELs are exited and monitored for two years.

LIEP staff will work with core instructional teachers to provide ELs with access to core instruction in the least restrictive environment. This will include instructional support for teachers to connect with students as well as providing students with guidance and instruction to be able to participate in the general education curriculum.

General education teachers will report each student's achievement and growth (NCLB, Sec. 1111(b)(3)(c) (xi)l) through authentic assessments and content area tests (modified as needed) such as DIBELS, DRA, Iowa Assessments, FAST, STAR, classroom assessments, Title 1, Reading Recovery, and Special Education Progress Monitoring. Accommodations are made to support ELs so they have the opportunity to achieve academically in the classroom with age and grade level peers.

### **C. ANNUAL PARENTAL NOTIFICATION**

Throughout an EL's K-12 education in the MPCSD, parents receive annual notification from EL staff of continuing placement and programming options in their preferred language in the LIEP (ParentNotices). Notification will take place no later than 30 calendar days after the beginning of the school year or within two weeks of a student being placed in a LIEP if enrolled after the beginning of the year. The following form will be used for annual notification:

“English Learner Program Placement (Required - Meets ESSA Requirements)”

#### **1. ANNUAL PARENTAL NOTIFICATION FOR THOSE WHO HAVE WAIVED SERVICES**

1. Forms will be reviewed annually with parent signature obtained each year and parents will have received and reviewed “Explanation of Consequences for not Participating in English Learner Program” to be signed and stored in the student’s cumulative file.
2. There will be documentation of parental waiving on the required “Request for Change in Program Participation” form filed in the student’s cumulative file.

### **D. HIGHLY QUALIFIED STAFF**

In the Mid-Prairie Community School District, all LIEP teachers hold the ELL endorsement from the Iowa Department of Education or a provisional license from the BOEE.

- Karalee Smith - LIEP Staff (2022-2023) BOEE folder #1047062

In the Mid Prairie Community School District, all content teachers hold the appropriate content endorsements from the Iowa Department of Education or a provisional license from

the BOEE.

### **E. DESIGNATED ADMINISTRATOR OVERSIGHT**

A designated Mid-Prairie Community School District administrator will oversee the Language Instruction Educational Program (LIEP) for the district.

Designated Mid-Prairie Community School District administrator will receive training on LIEP support and procedures.

- Rob Hruby, Mid-Prairie Middle School Principal & LIEP Coordinator

### **F. ACCESS TO IOWA CORE AND ELP STANDARDS**

All EL's receive access to the Iowa Core State Standards through core classroom instruction as required by Iowa Law, and to the English Language Proficiency Standards through LIEP and classroom instruction.

The LIEP teacher will consult with the classroom teacher to communicate about levels and ELP standards. These meetings will occur as needed during the regular academic year.

MP will participate in state ELP standards as recommended by the Iowa Department of Education.

### **G. CURRICULUM AND SUPPLEMENTAL RESOURCES**

One LIEP staff member may participate on our literacy curriculum team during literacy curriculum adoption years. Due to our small EL population, our curriculum will be monitored and based on student need.

The current general education literacy program for K-5 is Benchmark Literacy - Elementary Core Reading and Writing Curriculum. Leveled Literacy Intervention curriculum is also used in intervention settings.

Grades 6-8 use Amplify Education.

Grades 9-12 use a variety of novels, short stories, etc. with teacher-designed units. The American Literature course uses the curriculum MyPerspectives American Lit.

The materials are reviewed and updated throughout the year, based on team recommendations and teacher and student needs, in consultation with the Grant Wood AEA.

In looking at any new curriculum, LIEP teachers will be asked for input and consider the needs of EL students.

### **H. PANDEMIC RELATED INFORMATION**

In the event of a pandemic or other emergency situation, LIEP instruction may differ in time and format.

During the 2020-2021 school year, in light of the COVID-19 pandemic, families chose between in-person school, virtual learning, or the home school program. The following describes the temporary changes to LIEP instruction. In the case of a similar event, the same format may be used again.

- **In-person schooling**: Students who qualify for ELL services will receive support according to their proficiency level. The time and format may differ and this will all be considered on a case by case basis.

Beginner: average of 1-2 on ELPA21 screener or summative exam Intermediate: average of 3-4 on ELPA21 screener or summative exam			
K-2	Beginner	up to 90 minutes per week	<u>case-by-case basis:</u>  push-in support  pull-out instruction  provide resources and support for teacher
	Intermediate	up to 60 minutes per week	
3-5	Beginner	up to 90 minutes per week	
	Intermediate	up to 30 minutes per week <u>and</u> 30 minutes of asynchronous online assignments	
6-8	Beginner	up to 60 minutes per week <u>and</u> 30 minutes of asynchronous online assignments	
	Intermediate	up to 30 minutes per week	
9-12	Beginner	up to minimum of 90 minutes per week with ELL support	
	Intermediate	push-in support as requested; focus on resources and support for content teachers	

- **Virtual Academy**: Students who opt-in for the Mid-Prairie Virtual Academy will be supported by a Student Success Coach, a Mid-Prairie staff member. Students who qualify for ELL services will be screened using the ELPA21 Dynamic Screener (as necessary) and assessed using the ELPA21 Summative exam. Students whose

proficiency level is ‘intermediate’ (average of 3’s and 4’s on ELPA21 screener or summative) will either opt-in or opt-out to ELL services, which is not an official waiver. Students whose proficiency level is ‘beginner’ (average of 1’s and 2’s on ELPA21 screener or summative) will be assigned a Student Success Coach who is qualified to support ELL students. Students K-6 will take the same state assessments as they would if they were attending in person. (This includes FAST earlyReading for K-1, CBM-R FAST for 2-5, and STAR Reading for grade 6. This also includes ISASP for 3-12. This also includes ELPA21 for grades K-12.)

- **Home School Assistance Program:** Students who qualify for ELL services will be able to opt-in for services. Those who opt-out should complete a waiver and testing is optional. Those who opt-in need to be screened using the ELPA21 Dynamic Screener (as necessary) and assessed using the ELPA21 Summative exam. Services will be determined on a case-by-case basis, but may include approximately 30 minutes of virtual assignments per week.
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### **III. PROCESS TO PROVIDE MEANINGFUL ACCESS TO ALL CO-CURRICULAR AND EXTRACURRICULAR PROGRAMS**

MPCSD has universal screeners in place that assist in identifying gifted students as well as students in need of special education services. All students, including ELs, participate in these screeners, which include DIBELS, FAST, district assessments, and other data points. Once a screener identifies a need, those needs are addressed so that gifted ELs and those requiring special education are served appropriately.

#### **A. IDENTIFYING AND SERVING TAG ELS**

EL students will be evaluated for TAG services if they demonstrate the following characteristics: acquires second language rapidly, shows high ability in Math, displays a mature sense of diverse cultures and languages, code switches easily, demonstrates an advanced awareness of American expressions, translates at an advanced level (orally), demonstrates an advanced awareness of mathematical thinking, comes up with multiple innovative solutions to problems, and/or navigates appropriate behaviors successfully within both cultures. The LIEP referral form serves as a starting point for this process. The Lau Leadership team will meet and discuss recommendations as needed. The team may choose to gather more information and may choose to do a follow-up meeting to review prior to referral for TAG services. Students will not be excluded from TAG services based solely on standardized scores.

Once identified for TAG services, EL students will participate in established programming with support from the EL teacher as needed.

#### **B. IDENTIFYING AND SERVING ELS IN SPECIAL EDUCATION**

1. Utilize Steve Gill’s ELL Critical Data Matrix prior to a referral for special

education services. This includes a parent interview and data collection regarding language in the home. Only after this information is collected and language is ruled out may the team move forward with a referral for special education.

2. After the ELL Critical Data Matrix, all processes and procedures for Eligibility Determination for special education services are followed. If a student is determined eligible for both LIEP and special education services, the students are served directly by highly qualified teachers for both.
  - Use our Learning Supports team meetings including (educators, assessors, interpreters, bilingual educators, person familiar with the student's culture and language).
  - Utilize pre-referral strategies and interventions with the student having difficulties. Collect data to determine whether these difficulties stem from language or cultural differences, from a lack of opportunity to learn, or from a disability.
  - Determine the language to be used in testing- language dominance and proficiency will be completed before further testing is conducted for students whose home language is other than English.
  - Conduct a tailored, appropriate assessment of the child and environment utilizing non-biased, appropriate instruments combined with other sources of information (observations, interviews) from a variety of environments (school, home, community) to produce a multidimensional assessment.
  - Provide differentiated instruction based on individual student needs.
  - Review data to determine if the primary reasons for academic/behavioral issues are due to English proficiency, cultural considerations or prior educational experiences. If any of these are deemed the primary reasons for concerns, the student will not be deemed eligible for special education services.
3. MPCSD ensures that students who are dually identified for LIEP and Special education receive direct instruction from highly qualified teachers in each area.
4. LIEP staff responsibilities for students served in special education programming are to attend IEP and other student meetings as appropriate and coordinate LIEP services with the special education teacher and other classroom teachers to best meet the student's English language acquisition needs.
5. In the 2022-2023 school year, the Alternate Assessment of English Language Proficiency (Alt ELPA) will be administered as an operational field test for eligible ELs with significant cognitive disabilities. This will replace the ELPA21 as the annual summative score. In future years, the Alt ELPA will be in full operation for the annual language proficiency assessment of eligible students.

## **C. IDENTIFYING AND SERVING ELS IN OTHER DISTRICT PROGRAMS**

### **1. Co-curricular programs**

Placement in all other district programs (such as Title 1, Reading Recovery, At-Risk, Career and Technical Programs, Counseling Services, AP, ) will be determined as per those programs' criteria and/or any other measures appropriate for non-native English speakers. Notification of a student's invitation or participation in the aforementioned programs will be sent home in the parent's preferred language. Students will not be excluded due to English Language Proficiency. Language needs will be supported within the program.

All relevant information concerning district programs and eligibility will be communicated with parents in their preferred language.

LIEP staff will be included in data review concerning placement/consideration for all district programs.

### **2. Extra-curricular programs (e.g. fine arts, athletics, clubs, honor societies, etc.)**

Students will not be excluded due to English Language Proficiency. Language needs will be supported within the program.

All relevant information concerning district programs and eligibility will be communicated with parents in their preferred language.

## **IV. PROFESSIONAL DEVELOPMENT**

**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, with continuing training provided according to Mid-Prairie's Comprehensive School Improvement Plan (281-12.7(256) and 281-60.3(3)b5). A record of professional development activities will be maintained.

District Training for staff may include the following components:

- Lau Plan and LIEP Overview
- Accessing and using ParentNotices
- Communication with LIEP staff
- Utilizing interpretation and translation services made available by the district
- Cross-cultural communication
- Modifications and accommodations for ELs
- Best instructional practices for ELs
- Collaboration between content area, special education, and LIEP staff
- MP will participate in state ELP standards training as recommended by the Iowa Department of Education

1. MPCSD will use Option A for Inservice Training to Provide Professional Learning for All Certified Staff

Teachers will watch modules individually

- a. 2016-2017: Teachers will complete modules individually and will be paid for their time (4 hours for first 3 modules by the end of the 2016-2017 school year at the teacher's per diem rate when certificate of completion is turned into personnel file at the MPCSD Central Office.)
- b. 2017-2018: Teachers will complete modules 4-6 individually and will be paid for their time (4 hours for last 3 modules by the end of the 2017-2018 school year at the teacher's per diem rate when certificate of completion is turned into personnel file at the MPCSD Central Office.) New teachers who have not done the training in modules 1-3 will be required to do all 6 modules by the end of the 2017-2018 school year. Documentation of trainings for all teachers will be printed and kept in the Central Office staff personnel files.
- c. 2018-2023: Any teacher who has not completed the 6 ELL modules from the state needs to complete those modules (all 6 modules) and are compensated at the teacher's per diem rate when certificate of completion is turned into personnel file at the MPCSD Central Office. Documentation of trainings for all teachers will be printed and kept in the Central Office staff personnel files.
- d. 2021-2023: New staff to MPCSD MAY participate in the future GWAEA condensed version of ELL modules. These condensed versions are a total of 4 hours of learning. Teachers completing the modules outside of the school contract day (i.e. summer 2021), will be compensated at the teacher's per diem rate when certificate of completion is turned into personnel file at the MPCSD Central Office. Documentation of training for all teachers will be printed and kept in the Central Office staff personnel files.

#### **A. DISTRICT AND BUILDING ADMINISTRATORS**

Building level and District Level administrators attend professional development of EL in the classroom along with classroom teachers. Administrators take advantage and attend professional development and information meetings on support for EL students through GWAEA. Building level administrators work in collaboration with GWAEA LIEP Consultants, the District LIEP teacher and classroom teachers to provide appropriate supports for EL students.

#### **B. LIEP STAFF (Certified & Support Staff)**

LIEP staff will be provided opportunities to attend conferences and workshops pertaining to the coordination of the LIEP Program and instruction of ELs. They attended PD offerings on new English Language Proficiency (ELP) standards in the 2017-2018 school year. In addition, LIEP staff will participate in the coordination and execution of training

and PD opportunities for district certified and support staff as required by law.

### **C. CONTENT AND CLASSROOM TEACHERS (Including Preschool Teachers who serve ELs)**

Content and classroom teachers (PreK - 12th Grade) actively serving ELs participated in professional development opportunities that address the new ELP standards for the 2017-2018 school year. In addition, all staff will be encouraged to attend workshops, conferences, and continuing education courses regarding the instruction of ELs. Any new staff to the district will complete the new ELP standards training modules.

### **D. PARAEDUCATORS**

ELs are not currently provided services from paraeducators. In the event that paraeducators are used in the future, they will participate in appropriate PD opportunities as necessary. ELs who are also identified and qualify for Special Education supports and services and who require the support of a paraeducator will be provided that service through the IEP process.

### **E. BUILDING/DISTRICT SUPPORT STAFF (e.g. instructional coaches, curriculum coordinators, counselors, etc.)**

Secretaries and other office staff will continually be trained in the process of screening potential ELs upon enrollment as well as how to work with non-English speaking families.

Examples of professional development opportunities for general education teachers, LIEP teachers, and instructional coaches, counselors, etc. include, but are not limited to:

- The district will encourage participation in professional development opportunities through GWAEA.
- District-wide or school based coaching/training opportunities
- Continued coaching opportunities to extend/adapt Curriculum provided by the district in content area textbooks.

All professional development opportunities follow the Iowa Professional Development Model.

Much of the cost of the LIEP is supported by the general education budget of the district. Some of the monies for the "excess costs of instruction of EL students" come from the additional 0.22 weighting for ELs for four years allocated by the Iowa legislature (281-60.4 and 60.6 (280)).

## **V. ELPA21 ADMINISTRATION**

An annual measure of English language proficiency, the ELPA21, is administered each spring for all EL students K-12 in the domains of listening, speaking, reading, and writing (ESSA).

### **A. ANNUAL TRAINING**



All staff are trained in the administration procedures for the ELPA21 annually through the training module made available by the state-wide AEA PD online system. When necessary, staff may also attend workshops offered through AEA10 for additional training. Certification of this training is filed in each teacher's portfolio.

## **B. DISSEMINATION OF SCORES TO STAKEHOLDERS**

ELPA21 scores will be shared with parents upon receiving the student scores. These will be sent home via mail or email. In addition, administrators and classroom teachers will also receive ELPA21 results for the students they serve.

## **C. INTERPRETATION OF RESULTS**

LIEP staff interpret the results of the ELPA21 using guiding documents and training provided by the state. Often the results indicate a change in proficiency level (Emerging, Progressing, and Proficient) and/or status (exited) if necessary for ELs as their English proficiency increases. LIEP staff will interpret the results for administrators and teachers.

## **D. UTILIZATION OF OF RESULTS TO GUIDE INSTRUCTION AND PROGRAMMING**

LIEP and regular teaching staff utilize the results of the ELPA21 (and the Iowa Assessments) to guide core instruction, LIEP instruction, and future programming. Sharing this information with mainstream teachers occurs at the beginning of the following year through a variety of means including an EL profile document created for each student, a language acquisition chart provided to each mainstream teacher, ongoing support and collaboration throughout the year, and meeting regularly to discuss progress and programming needs.

## **E. OTHER DISTRICT-WIDE ASSESSMENTS**

Participation in all district-wide assessments is another provision of the law pertaining to ELs (ESSA). ELs are tested on all district-wide assessments (including the annual Iowa Statewide Assessment of Student Progress (ISASP) in the spring assessment window) with or without accommodations for all assessments. Students who have not been enrolled in a school district for a full academic year (FAY) are required to take the reading portion of the Iowa Statewide Assessment of Student Progress (ISASP), but their scores don't count for or against the district. A student's ELPA21 reading score will be used as a substitute.

## **VI. LIEP EXIT CRITERIA AND PROCEDURES**

The overall objective of the LIEP is for students to be able to take challenging content-level academic courses and be as successful as native English-speaking students. ELs achieving proficiency in English speaking, listening, reading, and writing at a level commensurate with their grade and/or age peers are exited from LIEP and services (60.3(3)b4) according to state required exit criteria.

### **A. EXIT CRITERIA FOR 2015-2016 AND SUBSEQUENT YEARS**

In accordance with new state required exit criteria, ELs at MPCSD will be exited from the LIEP when s/he:

- Achieves the required score for proficiency on ELPA21 (This is the only exit requirement beginning spring of 2019.)

## **B. PROCEDURES FOR EXITING A STUDENT FROM LIEP SERVICES**

The process below will be followed upon exiting a student from the LIEP

- Students will be exited during the allowable window between the distribution date of ELPA21 scores and October 1 (student count date) each year.
- Notify parents with state-approved ParentNotices exiting form “English Language Development Program Exit Letter (Program Exit Letter A or Program Exit Letter B)” in language most understandable to parents/families
- School secretaries will change student coding to "exited" so the student does not continue to generate unwarranted funding (District data personnel responsible for entering data should refer to Iowa Department of Education’s Data Dictionary)
- Begin required two-year monitoring process

## **VII. LIEP MONITORING PROCEDURES**

### **A. MONITORING PROCESS**

When a student has been exited from the LIEP, they enter a 2 year monitoring period. In this category, students are assessed as having scored proficient on the ELPA21. They would be in full participation in district classes with the same guidelines as general education students and their general achievement level would be assumed to be at grade level in most content areas. MPCSD expects students to maintain achievement levels for two full years.

During this stage, LIEP staff will collaborate with appropriate staff (to include mainstream teachers) to ensure that the student is continuing to be successful without LIEP support. This collaboration includes quarterly meetings where content, district, and state assessment scores are reviewed and evaluated. Other points of discussion may include progress monitoring data and teacher observations. Person responsible for oversight of this process is the LIEP instructor Karalee Smith.

### **B. RE-ENTRY PROCESS**

If the student is not maintaining success, one or more meetings are held with an administrator, appropriate LIEP staff and classroom/content teachers, and any other appropriate staff to determine if the student's lack of success is due to language issues. Best practice necessitates the administration of the screener prior to making any decisions. If so, the student is returned to full status and LIEP services are reinstated. If problems are not due to language issues the student may be referred for general education or special education interventions.

Parents will be notified of a student’s re-entry into the program within 2 weeks of the decision using the “English Learner Program Placement” Form from ParentNotices.com.

## VIII. LIEP EVALUATION

Regular program evaluation is recommended by the Iowa Department of Education. One way that MPCSD gauges LIEP effectiveness is through careful monitoring of ELs' progress. We will use data to plan for changing instruction. We also conduct program evaluation based on the following questions (Castenada & Pickard, 1981, as cited in Office of Civil Rights, 1999, p. 35):

- Is the program based on an educational theory recognized as sound by some experts in the field or as considered by experts as a legitimate experimental strategy?
- Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
- Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

MPCSD's answers to the above questions, ELPA21 data, Iowa Assessment data, AMAO achievement, exit criteria, and other pertinent data are used as indicators of the effectiveness of our LIEP. The process is ongoing and involves a 6-step data process:

- 1) Collect and chart data
- 2) Analyze data and prioritize needs
- 3) Set, review, and revise SMART goals
- 4) Select common instructional strategies
- 5) Determine results indicators
- 6) Monitor and evaluate results

Specific *Language Instruction Educational Program* (LIEP) goals are:

- 5) 60% of ELs will grow one point on the ELPA21 annually.
- 6) 60% of ELs will grow one point on the writing section of the ELPA21 annually.

Overall program evaluation is completed annually by LIEP Staff and Coordinator after the ELPA21 and Iowa Assessment results have been analyzed. Rob Hruby, LIEP Coordinator will facilitate the LIEP review. In addition, the LIEP uses the Iowa Department of Education, "English Language Learner District Self-Study Guide" (2002) for guidance in meeting this goal. Data will be reviewed by the team to assist with planning for instruction in the LIEP program and classroom along with considering future programming needs.

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