

NON-Public LAU Plan Template

(Type school name here)

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

(Date written or revised here)

Lau (ELL) leadership team members:

District/Building Administrator(s)*-

ELL Teacher(s)* -

Content Teacher(s)* -

Counselor(s)* -

Suggested additional Lau (ELL) leadership team members: Title III Subgrantee ELL Consultant(s), Native Language Interpreter(s), ELL Parent(s), School Board Member(s), Community Member(s))

I. Language Instructional Educational Program (LIEP) Goals*

Local Goals*

1. To help students to become English proficient in the language skills of speaking, reading, writing, and listening.
2. To help students to successfully participate in classroom learning situations and other school activities.
3. To help students to develop and/or reinforce positive attitudes toward self, school, and community

II. Identification of EL Students

Home Language Survey*

During registration, all families will complete the Home Language Survey located on PowerSchool. The Home Language Survey located on PowerSchool utilized by (School name) is derived from TRANSACT [form A]. It will be provided to parents, to the extent practicable, in a language they can understand. (School name) is prepared to conduct oral or native language interviews in the student's home language with those adults who may not have sufficient English or literacy skills to complete a survey written in English. Families registering children will be assisted in completing documents and registration materials on-site as needed. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support. (Administrator, office personnel, designated teacher) reviews the HLS to verify if a language other than English is represented.

Program Placement*

Step #1 Entrance Screening

Assessment of English Language Proficiency is required within the first thirty days of the student's arrival. If the child enters after the beginning of the school year it is required within two weeks. Additionally, an assessment of academic skills, in relation to the student's grade or age level is also required.

To meet these requirements, the (designated staff member) who is trained to administer and score the assessments will administer the Tennessee English Language Proficiency Assessment (TELP) and review all available standardized test scores within the first 14/30 days of enrollment as required. (name) will insure that the assessment is completed within mandated timelines. Completed assessments will be kept in the student's cumulative folder.

Step #2 Assessment of Academic Skills

At (school name), (designated staff member) working in collaboration with classroom teachers, will review student academic records in relation to student grade or age level and administer necessary formal and informal assessments of current academic ability.

Step #3 Data Review

The Lau Leadership team, lead by (administrator, ELL teacher, counselor) will review data, including the results from the English language proficiency assessment. (School name) may also review prior student records, teacher interview information, parent information, teacher observations, referrals, student grades, or informal assessment information.

If the student is non-English proficient or limited English proficient in any of the English language development subtest (speaking, listening, reading, and writing) or there is evidence that he/she will not be successful in the regular classroom because of language background, the student is identified for the LIEP

Step #4 Preliminary LIEP Placement

Based on assessment results, identified EL students will be assigned to mainstream classrooms with students the same chronological age, with no more than two years differential.

LIEP services will begin upon identification.

Step #5 Parental Notification

When a student is identified for the LIEP:

Parents must be notified every year

1. Parents are notified no later than 30 calendar days after the beginning of the school year
 2. Within two weeks of a child being placed in a language instruction program (if a child enrolls after the beginning of the year)
- A. Parental Notification must include:
1. Reasons for identification
 2. Child's level of English language proficiency
 3. Method of instruction
 4. How the program will meet the educational strength and needs of the child
 5. How the program will help the child learn English
 6. The program's specific exit requirements
 7. How the program meets the objective of the IEP of a child with a disability
- B. Parental information must be provided in "an understandable and uniform format, and to the extent practicable," in a language that the parents can understand.

At (school name) the (administrator, office personnel, ELL teacher, counselor) insures this work is completed. A copy of the parent notification letter is kept in the student's cumulative folder.

Parents do have the right to waive enrollment in the LIEP. If a parent wishes to decline services, a meeting is held to discuss recommendations, concerns, and potential outcomes with parents. To waive enrollment, parents must sign an enrollment waiver. The waiver is kept in the student's cumulative folder.

The school will provide support to students who have waived enrollment in the LIEP within the classroom to ensure mastery of English and academic achievement.

Special Education Considerations

The school will refer to the following resources:

- [Educating Iowa's English Language Learners – A Handbook for Administrators and Teachers](#)
- IEP
- AEA (identify AEA) ESL consultants

Talent and Gifted Considerations

The school will refer to the following resources:

- [Educating Iowa's English Language Learners – A Handbook for Administrators and Teachers](#)
- AEA (identify AEA) ESL consultants

III. Language Instruction Education Program (LIEP)

LIEP services

(school name) will utilize the (program model) for LIEP services.

Program Model List

Bilingual Dual Language Program

English as a Second Language Sheltered Instruction

Intensive English for Newcomers

Other English as a Second Language Program

Other Bilingual Program

* If multiple program models are offered, identify where each program model is available (grades, buildings)

Describe the type of services that are provided.

In what setting(s) are services provided (push in, pull out, co-teaching)

Describe the frequency and intensity of services.

Staffing

(administrator, counselor, ELL teacher) is responsible for LIEP.

The ELL teacher at (school name) is required to have an ESL endorsement as well as content-area certification if the staff serves as the teacher of record.

Standards

(school name) uses the TESOL English language proficiency standards.

Curriculum and Supplemental Resources*

The (name) Public School District (in meaningful consultation with (school name)) making decisions regarding supplemental services that are appropriate to the needs of the learner and goals of instructional programs (Iowa Code 280—180.4).

Instructional materials and supplemental resources are screened for content, organization, presentation and quality. All materials are reviewed and updated on a regular basis.

(School name) is currently utilizing the following curricular materials.

Reading

Math

English

Science

Social Studies

Briefly describe program/materials being used in each area.

Professional Development*

In-service training is provided for all staff involved in the educational process of ELs (Iowa Code 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 school's Comprehensive School Improvement Plan (Iowa Code 281—12.7(256) and 281—60.3(3)b5). A record of professional development activities will be maintained.

Parental Participation*

In compliance with NCLB, Sec. 3302[e][1][A and B]:

1. Information on how parents can become involved in the education of their children will be disseminated in their native language through the (explain how).
2. Information about how parents can actively participate in helping their children learn English and achieve at high levels in the core academic subjects will be provided (in writing in the parent's native language, through an interpreter, other).
3. Regular meetings for parents and notices of such meetings so that parents have the opportunity to provide suggestions and recommendations regarding their child's education (will be provided in writing in the parent's native language, through an interpreter, other, followed up by contact from a member of the Hispanic Outreach group.)

Welcoming Environment

Classroom teachers will exhibit multi-cultural information and displays of the student's native culture in an effort to educate classmates and peers and provide a welcoming and inclusive environment.

IV. Annual Language Development Assessment

English Language Proficiency*

English Learners will be evaluated annually with a standardized English language instrument recommended by the State of Iowa. The state is currently using the Iowa-ELDA (Iowa English Language Development Assessment) to measure growth. (name) who is trained to score and administer the assessment will administer the I-ELDA at (school name) between February 1 - April 30. All students that have been identified as English Learners, including those students whose parents have waived/refused services, will be assessed. Result data will be disseminated to the Lau leadership team and used in instructional and programmatic decision-making.

Classroom Assessments*

Mainstream teachers will report the student's achievement and growth (60.3(1)b) through authentic assessments and content area tests (modified as necessary) in the regular classroom. Accommodations will be made to support students until the student is able to achieve academically in the classroom with age and grade level peers. ELL teachers will share accommodation information with pertinent staff. ELL teachers and classroom teachers will collaborate and share data to ensure achievement and growth. This will occur (when, i.e. during PLC time, problem solving time).

School-Wide Assessments*

ELs must be tested on the district-wide assessments with or without accommodations for reading and math and science (NCLB, Sec. 1111(b)(3)(c) (xi)I). All ELs, regardless of time in a language instructional program and level of proficiency in English, will be assessed annually in the areas of reading, mathematics and science using the Iowa Assessments.

One or more of the following accommodations may be made at the discretion of the classroom teacher in consultation with the student's parents:

- Allowing extra time to complete a test
- Allowing the use of a translation (word-word) dictionary during testing
- Reading parts or all of a test (This should not be done with tests of reading vocabulary or reading comprehension)
- Providing word pronunciations or word meanings when such help does not interfere with the subject matter or skills being tested.
- For further clarification, including allowable and appropriate accommodations, refer to [Iowa Guidelines for K-12 English Language Learners Participation in District-wide Assessments](#)

Annual Measurable Achievement Objectives (AMAOs)

(school name) will strive to reach the AMAO targets approved by the federal government. The objectives and targets are shown in the following table.

Annual Measurable Achievement Objective	2014 Targets	2015 Targets
#1 Progressing in English language acquisition (Iowa-ELDA)	62.1%	TBD
#2 Attaining or reaching English proficiency (Iowa-ELDA)	24.2 %	TBD
#3 Making Adequate Yearly Progress (Iowa Assessment)	School AYP Data	

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 child about the school's failure within 30 days. (NCLB, Sec. 3302[b])

V. Transition and Exit*

ELs achieving proficiency in English speaking, listening, reading, and writing at a level commensurate with their grade and/or age peers will be transitioned into the mainstream classroom or exited from programs and services (60.3(3)b4).

The following definitions will be used to classify the different levels of proficiency:

Transitional – A student will be considered transitional when he/she receives minimal EL support, and sustained academic progress is evidenced for a period of up to 2 years. Transitional students must take the I-ELDA as part of a demonstration of English language proficiency.

Proficient – A student will be considered proficient when he/she achieves a composite I-ELDA level of 5 or 6.

Exited – A student will be able to be exited after a) sufficient input from teachers, parents, and other staff, b) a level 6 on the IELDA, and c) meets 3 of the 4 following criteria:

1. Experiences success in the regular classroom.
2. Does not require ELL support.
3. Sustains success
4. Scores Proficient on district-wide assessments

Transition

Transition is defined as 2 years of monitoring prior to exiting the ESL program when the student appears proficient. During the transition period, teachers and the principal will review the student's progress by examining his or her grades for every grading period. If the student does not meet the minimum requirements to pass the course or make satisfactory progress in class due to the language difficulty, the student may need to re-enroll in LIEP in order to receive the necessary extra support.

Exit

Utilizing exit criteria defined above, the Lau leadership team will determine exit status for EL students on an annual basis or more frequently as deemed necessary. The decision will be documented in the student's cumulative folder. Parents will be notified of this change in status via letter mailed home.

VI. Monitoring Exited Students

Once students have formally exited the EL program at (school name), the state of Iowa, through the Student Reporting System, will continue to monitor the student for AYP purposes for two more years. (school name) will continue to

monitor students who have formally exited the EL program for two more years. (or time enrolled at (school name), whichever is shorter) The Lau leadership team will document this review.

VII. Program Evaluation*

The Lau Leadership team will evaluate the LIEP program on a regular basis. One way to gauge the program effectiveness at (school name) is through careful monitoring of students' progress,

Based on the questions below, English language development, achievement-test data, and exit criteria could be used as indicators of program effectiveness.

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

Result data will be used to design and implement LIEP improvement. Effectiveness of the program will be communicated to stakeholders in the school's annual progress report.