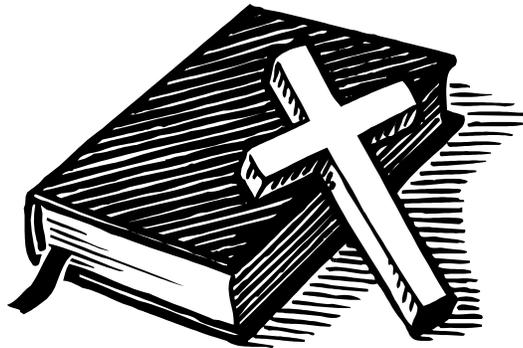


Lourdes Catholic School

K-8 Lau (EL) Plan for Serving English Learners (ELs)

September 1, 2017

Lau Leadership Team Members: Jennifer Alongi, Building Principal; Lee Morrison, Superintendent; Julie Delaney, Diocesan EL Consultant; Chad Steimle, Diocesan EL Consultant; Jeanne VonFeldt, Diocesan EL Consultant; Leigh Johnson, Guidance Counselor; Cayleah Willits, Reading Specialist; Shannon Heck, Content Teacher; Jennifer Alongi, EL Teacher; Michelle Tabares, BCSD EL Consultant



According to the Code of Iowa, **districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students (Chapter 280—280.4 and 281-60.1-6)**. Current legislation has added some additional requirements as well. In order to meet the linguistic, academic, social, and emotional needs of EL students, districts and state accredited nonpublic schools are required to develop a service plan.

The service plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (Lau v. Nichols, 1974). The Lau Plan must be collaboratively written by the K-8 team, to include: administrator(s), EL teacher(s), classroom/content teacher(s), and any others the school determines to be needed.

I. Lau Plan Guiding Principles

Lourdes is able to provide 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 assist ELs in meeting building and state goals. Current theory stresses the need for students to learn both academic content and linguistics (language) simultaneously. Lourdes 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, 1997). For this reason, regular education teachers need ongoing professional development in order to be effective with ELs. Many teachers call these strategies "just good teaching;" however, they are more appropriately called "essential teaching," since ELs are unlikely to be successful without them. The U.S Department of Justice and Department of Education issued a joint [guidance document](#) to assist us in meeting our obligations to ensure that ELs can participate meaningfully and equally in educational programs and services.

Lourdes' specific Lau Plan Guiding Principles are:

- A. **English language development:** EL students will develop conversational and academic English in the areas of listening, speaking, reading, and writing at an age appropriate level, growing one proficiency level from the previous year in the areas of reading, writing, speaking, and listening as measured by the EPLA21 (Iowa's Annual English Language Assessment.)
- B. **Academic achievement:** EL students will learn content at a grade-appropriate level in accordance with the Common Core and state approved English Language Proficiency Standards as measured by the Iowa Assessments, FAST, and school/diocesan assessments.
- C. **Cross-cultural efficacy:** Lourdes will annually educate staff on the linguistic and cultural backgrounds of all students and families. Special emphasis will be placed in the primary non-English language group of our students (Spanish). Lourdes' EL students will understand and function within American society while maintaining pride in their own cultural and linguistic backgrounds.

II. Identification & Placement of ELs in a Language Instruction Education Program (LIEP)

Students who speak a language other than English follow all normal school enrollment procedures with additional supports. The U.S. Supreme Court has ruled that public school districts cannot deny enrollment to a student who lacks proper immigration documents (Plyler v. Doe, 1982). Therefore, as a state accredited

nonpublic school, Lourdes does not request or require papers such as a green card or social security number from any student.

- A. All families are required to complete a **Home Language Survey – Iowa (HLS – IA)** during registration (www.TransAct.com, Form A, HLS-IA), in addition to a **Student Enrollment Form** and **Student Race & Ethnicity Form**. Lourdes staff is prepared arrange for native language interviews with those adults who may not have sufficient English or literacy skills to complete a survey written in English. If there is a need for other language translation, every attempt is made to find competent supports within the community. The completed Home Language Surveys are filed in the students' cumulative folders. In addition to the Home Language Survey, other data may be used to **identify a student as potentially needing EL services**: student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment. When the HLS – IA or other data indicates the student should be reviewed and referred for screening, eligibility must be determined by Lourdes in conjunction with Bettendorf Community School District (BCSD).
- B. If a new family indicates a language other than English on the HLS - IA, or other data indicates a potential need, the Home the school secretary alerts the principal of the arrival of the student. To determine eligibility, the principal will facilitate the identification process, arranging for the administration of the **state-approved English language proficiency placement assessment, currently the TELPA screener**, State-approved English language proficiency placement assessment, the TELPA screener. This screener is used by a Lourdes or BCSD certified screener administrator at Lourdes to test the child. The certified TELPA administrator has a current training certificate on file in his/her personnel folder. Currently, the TELPA is be used to measure baseline listening, speaking, reading, and writing levels in English within 30 calendar days of the beginning of school, or two weeks of the student's enrollment, if it is after the start of school. The summary of each student's results are kept on file in the student's cumulative folder.
- C. The TELPA is also the first part of the **team-based process to place an EL in appropriate LIEPs and content courses**. Team members begin by **collecting academic and other pertinent data**. The team then **reviews the data and makes a recommendation** for appropriate **LIEP programming** and for **content courses**. The student will be placed at the **grade level appropriate for his/her age**, unless there are extenuating circumstances, which would be considered on an individual basis. In no case is a student assigned to a classroom more than two years different than his/her like-age peers. The classroom teacher, EL consultant, or AEA staff will assess academic skills in relation to the student's grade or age level. Differentiation is practiced during the day to ensure that ELs at Lourdes will learn grade-level content. Based on the results of the TELPA and any additional screening measures, AEA staff, EL consultants, and administrators would determine what level of support (if any) that a student might need. Students who are

shown to be in pre-production, early-production, or speech emergence or intermediate fluency in English skills may be placed into appropriate LIEPs, or level of programming, at Lourdes or in the partnering public school to assist in their continued acquisition of English. Depending on the proficiency level of the student, he/she will receive pull-out services from a qualified EL teacher, push-in services with classroom teacher and qualified EL teacher, or a combination of both. Additional **support is given to the classroom teachers through the LIEP Student Plan** (see appendix), which is created by the EL teacher. This plan highlights the proficiency level of the student in each of the linguistic areas, as well as provides achievement data of Iowa Assessments, useful strategies to use with the student, and any testing accommodations for the student.

- All steps in the TELPA testing placement process communicated between the Lourdes administrator and the BCSD consultant.
- TELPA Screener is administered to K–8 students to identify and assess initial placement.
- TELPA Screener results are analyzed and reported to/from the Lourdes administrator and the BCSD consultant. EL placement, if applicable, is documented with the ***Determination of Student Eligibility for Program Placement Form***.
- Parents are notified of the EL Placement with ***Notification of Program Placement Form***. Translation support is available as needed.
- A copy of this communication is filed in the student's **cumulative folder**.
- If parents choose to waive services, the decision is documented with the ***Request for Change in Program Participation*** and filed in the student's cumulative folder.
- Even if EL services are waived, all identified EL must annually take the ELPA21 assessment until they meet exit criteria.

D. **Parent notification of student eligibility** is an important component of the law. If a student is eligible for EL services, parental forms are distributed in a language most easily understood **within 30 days at the beginning of the year and two weeks if enrolled later in the school year**:

- ***Determination of Student Eligibility for Program Placement Form*** – available in home language from TransACT, notifies parent of eligibility; includes parent signature indicating permission
- ***Notification of Program Placement Form*** – available in home language from TransACT, initially provided upon placement and annually provided thereafter

Copies of the required forms are placed in the student's cumulative folder.

E. **EL services are voluntary**. If a parent wishes to refuse placement of his/her child in the LIEP for EL services, a discussion between the EL consultant, principal, and parent occurs regarding recommendations, concerns, ELPA21 assessment requirements, and potential outcomes. A copy of the form ***Explanation of Consequences for not Participating in English Learner Program*** is provided

by BCSD. The parent signs the form. A copy of the signed form to document the parent decision is placed in student's cumulative file. However, Lourdes will continue to provide support to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP, including providing strategies to help support the student in the classroom, and any testing accommodations for the student. Progress of waived students is monitored for continued academic success as demonstrated by school assessments, classroom assessments, and report card grades (i.e., FAST and content area assessments). Reports of academic progress are checked quarterly basis by classroom teachers.

III. Description of the LIEP

- A. **LIEP Goals:** Each identified student will have an individualized Language Instruction Education Program (LIEP) plan that includes at least one goal for English language development, and at least one goal for academic growth. These goals will be measurable and based on school data and ELPA21 data.
- Lourdes' LIEP language goal is that 100% of students with an LIEP increase by at least one proficiency level each calendar year as measured by the ELPA21.
 - Lourdes' LIEP academic goal is that 100% of students with an LIEP increase NSS scores each calendar year in Reading, Math, and Science as measured by the Iowa Assessments.
- B. **LIEP Model:** Lourdes' model for LIEP plans is a Sheltered Instruction model. In this approach, the teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. The **frequency** and **intensity** of services will vary according to the individual needs of each EL, based primarily on **age/grade** and **current English proficiency level**. This model addresses **English language development** and it ensures access to the **Iowa Core Curriculum**. Identified ELs at all proficiency levels receive direct LIEP instruction unless services have been waived.
- C. **Annual parent notification** of continuing placement and programming options will follow so that parents are aware of continuing programming options. This notification will be communicated in the parents' preferred language by the **Lourdes principal** or **BCSD EL Consultant** using TransAct form **Notification of Program Placement Form** no later than 30 calendar days after the beginning of the school year, or within two weeks of a child being placed on a LIEP if the student enrolls after the beginning of the year. A copy of the notification from the **Lourdes principal** or **BCSD EL Consultant** to the parent is placed in the student's cumulative folder.

- D. **Annual communication** is also provided to parents who have waived services. ***Explanation of Consequences for not Participating in English Learner Program*** and ***Request for Change in Program Participation*** forms are provided annually in the preferred language of the parent, and signed copies are placed in the student's cumulative folder.
- E. Lourdes employs **highly qualified** staff for both LIEP and content. A teacher with the ESL endorsement provides direct services to identified ELs, which may include content area instruction is highly qualified. Content area teachers are properly endorsed and highly qualified.
- F. Lourdes' **administrator**, Jennifer Alongi, is **designated to oversee LIEP programming**, in the event that it should become necessary. This administrator reports to the Superintendent of the Davenport Diocese and to the Board of Education. The administrator will monitor programming to ensure that ELs at Lourdes have access to the Iowa Common Core and are showing growth toward achievement of English Language Proficiency Standards. A Lourdes administrator will attend Title III and other AEA meetings related to supporting ELs and applicable training.
- G. Lourdes is able to provide to ELs an avenue of **access to the Iowa Core Standards as well as English Language Proficiency Standards**. ELs are required to meet the same rigorous standards and benchmarks as all general education students. There are, however, specialized instructional strategies that assist ELs in meeting school and state goals. As part of Lourdes' Professional Learning Communities (PLCs), the EL teacher collaborates with content area teachers to ensure access.
- H. Appropriate **curriculum and supplemental resources** are available for use with students on an LIEP Plan. Lourdes' professional development enables teachers to receive continued training on how to best meet the needs of ALL students, including ELs. This includes annual review of LIEP curricular materials and supplemental resources, as well as consideration of the needs of ELs when considering new textbook/curriculum adoptions.

Lourdes is currently utilizing the following curricular materials for ELs:

- **Reading** – Journeys Houghton Mifflin Harcourt K-1; Reading Houghton Mifflin 2-5; Houghton Mifflin & Harcourt Connections grades 6-8
- **Math** – Go Math K-6; Glencoe Math McGraw Hill 7-8
- **English** – English Houghton Mifflin 3-5; Houghton Mifflin & Harcourt Connections grades 6-8
- **Science** – TCI Science Alive K-2, Science Harcourt 3-5, Prentice Hall Science 6-8
- **Social Studies** – TCI Social Studies Alive K-3, Horizons Harcourt 4-6, World

Cultures and Geography McDougal grade 7, The American Journey Glencoe grade 8

These curricular materials are aligned with Iowa Core Curriculum and provide specific instructional methods to use with ELs.

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

- A. Process in place for identifying and serving **gifted/talented (GT)** ELs
- **Identification:** Lourdes has a school-wide process in place to identify and serve gifted and talented students, including any ELs that Lourdes may have. Specifically, Lourdes has a universal screener in place that assists in identifying **gifted students**. All 3rd, 5th, and 7th grade students, including any ELs, participate in the CogAT test each fall.
 - **Supporting and serving needs:** Once this screener identifies a need for GT services, those needs are addressed so that any gifted ELs are served appropriately. According to need, students may receive single-subject acceleration, whole grade acceleration, or enrichment pull-out as appropriate to meet individual needs.
- B. Process in place for identifying and serving ELs in **special education**
- **Identification:** Lourdes has a school-wide process in place to identify and serve ELs in special education using **culturally and linguistically appropriate measures**. Specifically, Lourdes has universal screeners in place that assist in identifying **students in need of special education services**. All students, including any ELs, participate in these screeners, which include FAST (Formative Assessment System for Teachers), grade-level assessments, and other data points aside from standardized assessments. Once a screener identifies a need, review with an AEA consultant assists us in confirming that the need is not due to the language barrier.
 - **Supporting and serving needs:** Once the AEA confirms the need for special education, the IEP team (which includes the BCSD EL consultant, AEA consultant, Lourdes' Special Education teacher, Lourdes EL teacher, Lourdes' administrator, and any other relevant highly qualified staff) develops an IEP to address the need for highly qualified instruction both to meet the special education needs and LIEP needs.
 - The needs are addressed by the **IEP team** (which includes at least one teacher with the ESL endorsement) so that any ELs requiring special education are served appropriately, taking into account second language acquisition needs.
- C. Process in place for identifying and serving ELs in any **other school programs** for which they are eligible
- **Identification:** Lourdes has a school-wide process in place to identify and serve ELs in need of **Title I education services, reading**

intervention services, math intervention services, or other programs using culturally and linguistically appropriate measures. All students, including any ELs, participate in these screeners, which include FAST (Formative Assessment System for Teachers), grade-level assessments, and other data points aside from standardized assessments. Once a screener identifies a need, review with an AEA consultant assists us in confirming that the need is not due to the language barrier.

- **Supporting and serving needs:** Once a need is identified, consultation with a team of faculty (which includes the BCSD EL consultant, AEA consultant, Lourdes EL teacher, Lourdes' administrator, and any other relevant highly qualified staff), will determine appropriate placement and consideration of all programs. Parents and students are provided with communication about these programs and eligibility in the language most easily understood.

D. Process in place for identifying and serving ELs in **co-curricular and extracurricular programs**

- All K-8 students, regardless of academic ability or language development, are invited to participate in the school's co-curricular and extracurricular programs. These include intramurals, which are held at least once a month either before or after school. Intramurals are provided free of charge. Similarly, other clubs such as Chess Club, Robotics Club, Student Council, School Play, Variety Show, and athletics are provided for students to participate in. Lourdes has a full-time guidance counselor available to all students. The counselor teaches a specialized lesson once a week to each K-8 homeroom.
- Parents and students are provided with communication about programs and eligibility in the language most easily understood.

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

The current principal holds a standard teaching license with a K-12 ESL endorsement. Others on the K-8 staff have experience in tutoring ELs of various ages through adulthood. On a diocesan level, professional development regarding the placement and instruction of ELs is ongoing. This includes regular attendance at Title III consortium meetings so that administrators can be updated on EL requirements on a regular basis.

All certified teachers are in the process of completing all six ELP modules through AEA PD Online. All teachers will have completed these by December 31, 2017.

All teachers, paraprofessionals, and support staff receive ongoing professional development in order to be effective with ELs. Many teachers call these strategies "just good teaching;" however, they are more appropriately called "essential teaching," since ELs are unlikely to be successful without them. Lourdes'

professional development enables teachers, paraprofessionals, and support staff to receive continued training on how to best meet the needs of ALL students, including any ELs that the school may have in the future. For the past several years, professional development opportunities have focused on differentiation for student according to their learning needs. Examples of professional development opportunities include, but are not limited to:

- Participation in the annual Iowa Culture and Language Conference
- Data Driven Decision Making training from AEA
- Participation in the annual Our Kids Summer Seminars
- Workshops offered by AEA and/or Bettendorf Community School District
- LETRS Training through the AEA
- Online ELPA21 training and ELP Standards training (modules)

All professional development opportunities follow the Iowa Professional Development Model and require implementation and reflection logs of how new ideas are used and how effective the opportunities prove to be.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

English Learners are evaluated annually with the ELPA21, the annual measure of English language proficiency for all identified ELs in the domains of listening, speaking, reading, and writing. Lourdes ELs will take the ELPA21 under the direction of appropriately trained Lourdes, BCSD, or AEA staff member between February 1 and April 30 each calendar year. Staff will review training at least annually. Documentation of training certificates are placed in the employees' personnel files.

All students that have been identified as English Learners, including those students whose parents have waived services, will be assessed. Result data will be disseminated to the stakeholders including administrators, teachers, and parents. The administrator and teachers (both content and EL) will receive appropriate training in order to be able to interpret the results. Assessment results are then used to guide instruction, as well as programmatic decision-making. Core instruction, LIEP instruction, and future programming are all reviewed in light of assessment results.

VII. LIEP Exit Criteria and Procedures

Each academic year, ELs enrolled at Lourdes are held to the following exit criteria:

1. Achieves the required score for proficiency on ELPA21
2. Scores proficient on Iowa Assessments in Reading and Math for grades 3-8, or Iowa's Early Literacy Screening Benchmarks and Go Math for grades K-2.
3. Meets both of the above criteria in the same school year

In the event that a student is to be exited from LIEP, exit procedures are executed. The exit must occur during the allowable window, which is the end of the previous school year and October 1 of the current school year. The parent is notified using the state-approved TransAct exit form called **Program Exit Letter** in their preferred language. The Technology Coordinator will code the student as “exited.” At this point, the required monitoring process begins. Students exited from LIEP are monitored for two years to ensure success.

VIII. Monitoring Procedures after Students Exit the LIEP Program including parent notification

- A. The two-year monitoring process involves tracking academic progress of each exited student. Criteria includes achieving report card grade of “C” or better in all classes as well as performance at or above grade level on classroom assessments, FAST, and Iowa Assessments. Jennifer Alongi, Principal and EL Teacher, is a certified, licensed professional who will be responsible for the monitoring procedure. During the two-year transition period, the student's performance would be monitored by the homeroom teacher, building principal, and EL teacher to ensure that he/she is continuing to be successful without LIEP support. A team review that includes the administrator, classroom teachers, EL teacher, and EL consultant will determine if continuing monitoring is needed, completion was successful and student can be fully exited, or if re-entry into the LIEP program is necessary due to language needs.
- B. If the exited student is not being successful and the team decides the student needs to re-enter the LIEP process, one or more meetings are held with the principal, classroom/content teachers, EL teacher, BCSD EL consultant, and AEA staff to analyze assessment and other relevant data to determine if the student's lack of success is due to language issues. If so, the student is returned to full status and LIEP programming is reinstated. Parental notification would be provided of this status change in the parents' preferred language. Annual placement form **Notification of English Language Development Program Placement** is utilized. If problems are determined not to be due to language issues, the student may be referred for general education interventions.

IX. LIEP Evaluation

Regular evaluation of the school's LIEP program will be conducted by the Lau Leadership Team (see list on page 1) to ensure that it is effective. This team, facilitated by Jennifer Alongi, the school administrator, will examine data (such as monitoring of ELs' progress, assessment scores, classroom performance, etc.) when planning for EL instruction in core classes and in English language development.

The examination of data will include a complete program evaluation based on the following questions:

- 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?
- Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?
- Does the school evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

This examination will serve to evaluate the current programming as well as future programming and services for ELs. Adjustment of professional development needs, the LIEP, staffing, teacher scheduling, curriculum needs, and meeting the needs of individual ELs and/or subgroups are all areas that will be considered as part of the evaluation of the program and as part of future programming and services.

Based on this program evaluation, ELPA21 data, classroom performance, and Iowa Assessment data, indicators will show the effectiveness of the Lourdes' LIEP program.

X. Appendices

A. LIEP Student Plan - Lourdes

LIEP Student Plan - Lourdes											
Student Name:					Moved From:						
Phonetic Pronunciation:					Home Language:						
Student ID Number:					Date Entered U.S.:						
Homeroom Teacher:					Translations Needed:						
Language Goal(s):											
Student Proficiency:											
TELPA (Screener Test):			1 - Not English Proficient			2 - Limited English Proficient			3 - Proficient		
Date Taken:			Student Score:			Proficiency Level:					
ELPA21 (Annual):			1 or 2 - Emerging			3 - Progressing			4 or 5 - Proficient		
Grade:	K	1st	2nd	3rd	4th	5th	6th	7th	8th		
Score:											
Most Recent ELPA21 SubScores:		Speaking			Listening			Reading		Writing	
Most Recent Iowa Assessment NSS SubScores:		Reading			Math			Science			
Testing Accommodations					Classroom/Teacher Strategies in Working with ELs						
Content Area Testing Accommodations											

B. [Letter to Districts from the U.S. Department of Justice](#)

C. [Description of LIEP Models](#)

- **Newcomer Program Model** – ELs who are recent immigrants and typically have low literacy and are new to formal education settings receive specialized schooling designed to acclimate them to the American school setting and prepare them to participate in mainstream classes.
- **English as a Second Language (ESL) Instruction Model** - direct language development instruction delivered by a highly qualified ESL teacher; ESL-certified teacher provides explicit language instruction to students focused on proficiency in the English language, including grammar, vocabulary, and communication skills.
- **Sheltered Instruction Model** – teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs’ linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals.
- **Dual Immersion Program Model** – ELs and non-ELs receive instruction in English and a non-English language
- **Content-based ESL Model** – ESL-certified teacher provides language instruction that uses content as a medium for building language skills. Although using content as a means, instruction is still focused primarily on learning English.

D. [TransACT.com documents](#)

Home Language Survey - IA - includes second page for race and ethnicity

Determination of Student Eligibility for Program Placement Notification - student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

Program Exit Letter - for students who are eligible to exit LIEP

Notice of Program Placement - for initial, annual and re-entry placement notification

Request for Change in Program Participation - waive or withdraw from EL programming.

E. English Language Proficiency Standards Training Options (excerpt from Dave Tilly email 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.*