



# Waterloo Community School District Lau Plan Guidance Document 2024-2025

## **K-12 Lau (EL) Plan for Serving English Learners (ELs)**

### **Required Lau Leadership Team Members:**

**District Administrator(s)**, Jennifer Hartman, Director of Elementary Education

**Building Administrator(s)**, Abigail Norgren, Assistant Principal, Becker Elementary

**Equity Coordinator**, Regina Weekley, Equity Director

**EL Teacher(s)**, Brenton Kuchera, West High School

**Classroom/Content Teacher(s)**: Brianne Brown, Irving Elementary

### **Suggested Additional Lau Leadership Team Members:**

Simona Boroianu

**English Language Development Program Coordinator**

**Title III and Title IC Facilitator**

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## Lau Plan

The district 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-12 team identified above.

### **I. Lau Plan Guiding Principles**

The WCSD Lau Plan describes the instructional framework that facilitates equitable access to educational opportunities for all learners. We strive to implement a high-quality language instruction education program (LIEP) based on scientific research and sound instructional and language learning theories.

This instructional framework includes accountability systems that yield the range of data needed to inform all stakeholders about the academic and linguistic progress of English learners (ELs) in our district.

The WCSD language instruction education program (LIEP) goals are:

#### **A. English language development**

Provide ELs with a model of instruction that supports language development in the four domains: speaking, listening, reading, and writing in English, with a focus on academic vocabulary and grammar, in order to achieve native-like proficiency.

#### **B. Academic achievement**

The LIEP is built on the alignment between Iowa Core and English Language Proficiency (ELP) Standards. This framework provides the foundation for language development instruction within academic content.

#### **C. Cross-cultural Efficacy**

Foster a welcoming, safe learning environment that meets the wide array of cultural, linguistic, and academic needs of ELs. This type of learning environment will build community, will be motivating and conducive to the growth, rapid acculturation of ELs,

and will support their college and career readiness. This goal has four prongs:

### **1. Supporting Primary Language and Culture**

Supporting the role of ELs' first language as a strength, not a deficit, incorporating home culture into the curriculum, and seeking programming input from students' families promote increased family involvement. This, in turn, builds a sense of identity and community and fosters academic achievement.

*“When parents and schools form partnerships, all children benefit from the connected and caring community around them. The reciprocal influences of school and family help schools become family-like, and families become more school-like. In a sense each entity helps to reinforce the function of the other. Family-like schools welcome all families and recognize the unique and special qualities of each child, while school-like families help to extend the classroom learning into the home and support the academic skills that will ensure future school success” Espinosa, L., 2010, p.58).*

### **2. Linguistically Appropriate Learning Environment**

Providing a welcoming learning environment helps ELs adjust to the host culture. Our district will support this acculturation process through:

- Assigning bilingual interpreters to buildings
- Creating inviting classrooms with signs and labels in the languages that the ELs represent (as translations are available), rich visuals; implementing culturally responsive teaching through cooperative learning peer support; using culturally relevant materials, as well as materials that support scaffolded language acquisition instruction
- Implementing an equitable instructional approach and ways of communication that will model and support positive social interactions and foster academic success

### **3. Linguistically Appropriate Assessments**

In addition to standardized testing and assessments, our program will pilot and implement EL-specific assessments to reflect culturally and linguistically appropriate learning intentions (tasks), based on the ELP Standards and the Iowa Core. These culturally and linguistically appropriate assessments aim to incorporate the unique aspects of EL students' backgrounds, provide a broader and more accurate depiction of EL students' abilities, and monitor their progress effectively.

Examples of cultural and linguistic support:

- Word-to-word dictionaries (except for literacy)
- Directions can be read aloud/translated/paraphrased/simplified/repeated (allowable for all content areas)
- Test items can be read aloud/in parts or the whole verbatim (except for literacy)
- Extended time (allowable for all content areas)
- Student responses in L1 and/or administering assessments in L1 (with the support of an interpreter as practicable and IF the student is literate in L1)
- Point to a response
- Act/demonstrate
- Oral response
- Draw (a response)
- Label/Diagram (a process for ex.)
- Visuals
- Word banks
- Sentence starters
- Cloze frames
- Graphic organizers
- Multiple choice
- Linguistically appropriate scoring rubric
- Modify or simplify the language of the test without reducing its rigor:
  - shorter phrases/sentences/questions

- cognates

#### 4. Staff Professional Development

Diversity calls for educational opportunities that meet individual student needs equitably. This principle requires training and collaboration between English language development (ELD) specialists and all staff involved with ELs' education with the view to fostering professional conversations and advancing pedagogical practices that support ELs to succeed to the same degree as their native English-speaking peers. Such structured opportunities for professional discussions will be centered on the following themes (but not limited to):

- Raising an awareness and building knowledge of acculturation, language development, ELP standards, effective research-based strategies for English language development instruction
- Implementing data-driven differentiation strategies in order to deliver effective EL instruction and assessment

*“It is crucial for an effective program for English language learners (ELLs) to be well coordinated and for all staff to be on the same page” (Maritza, M., & Mosca, C., 2012).*

*“(…) English as a second language (ESL) specialists alone cannot adequately meet the needs of the ever – growing numbers of ELL students (Echevarria, Short, & Vogt, 2008b). All school personnel share in the responsibility of educating ELLs. While the ESL teacher offers valuable expertise in language development, the general education teacher also must understand the importance of tending to the language acquisition needs of ELLs while delivering content to these students. The best way to accomplish this goal is to have a good, collaborative relationship between the ESL teacher and the general education teacher. (...) Many administrators have reported that when their staff have all been trained in the same approach for teaching ELLs, the school “speaks the same language”, which contributes greatly to good collaboration“ (Echevarria, J., & Diaz-Rico, 2012).*

## **II. Identification and Placement of ELs in a Language Instruction Educational Program (LIEP)**

### **A. Home Language Survey-IA (TransACT ParentNotices)**

All enrolling Waterloo families have to complete the home language survey online. The district enrollment form includes the same state-mandated questionnaire to be found on the TransACT ParentNotices form entitled Home Language Survey. The online registration process is completed with the support of the registrar's office at the Education Service Center (ESC).

These documents are also readily available to families in the languages provided by TransACT ParentNotices and district native language interpreters. Upon request, the district can provide native language interpreter services to support communication between the registrar and non-English speaking families in person at the ESC. If there is a need for language support that is not available in the district, every attempt is made by the ELD department to find bilingual individuals in the community to fill that gap. In the absence of proficient bilingual speakers, district staff has access to and is encouraged to use [Language Line Phone Interpretation Services](#). (See: [Language Line Instructions](#), [Language Line Building Codes](#).)

#### **Process for reviewing and referring students for screening**

When a language other than English is indicated on the Home Language Survey, the district registrar marks the fields for the Home Language Survey Date, Home Language Identifier, and Primary Language on Infinite Campus. Click to view the [WCSD Registration Protocol](#), which describes the district process for reviewing and referring students for identification and placement into the district LIEP. The completed Home Language Survey results are included in every student's online CUM file.



## **B. State-approved English language proficiency placement assessment: ELPA21 Dynamic Screener**

A trained district staff member will assess students referred to be screened for their English language proficiency with the English Language Proficiency Assessment of the 21st Century (ELPA21) dynamic screener. This screener measures the students' listening, speaking, reading, and writing levels of proficiency in English.

District staff administering the state-approved English language proficiency placement assessment will participate in an annual training course through the state-determined training model, supported by the ELD Facilitator/ELD Instructional and Family Support as needed. Copies of staff certificates of completion will be kept on file in the ELD office.

## **C. Process to place student in appropriate LIEPs and content courses**

After the screening, the ELD specialist will work with additional staff members who teach/support the newly enrolled student(s) to review the ELPA21 Dynamic Screener results. The team will determine the need for additional information to make adequate placement recommendations that match students' academic and language development needs. One or more tools to collect additional information may be selected from the following list:

- Student documents from previous educational institutions (previous history),
- AQS III screener (Catherine Collier)
- Naglieri (non-verbal ability test)
- End-of -unit grade level math screeners
- FAST
- DRA 2 (English and/or Spanish)
- Newcomer Toolkit: Grade band domain assessments
- Parent Interview

The team will review the results and finalize LIEP and general education placement recommendations. Students who are identified eligible for EL services will be placed in a LIEP in their home attendance schools: Becker, Cunningham, Highland, Irving, Kingsley, Kittrell, Lincoln, Lou Henry, Lowell, Orange, and Poyner Elementary Schools; Bunger, Carver, Central, and Hoover Middle Schools, and East, EXPO and West High School. All middle school and high school students who are new to the country and have a score of 1 or 2 on the ELPA21 Dynamic Screener will attend either Bunger Middle School or West High School, regardless of their home attendance area, to attend newcomer courses with parent approval.

Bunger Middle School and West High School Newcomer Placement Protocol:

- The ELD coordinator and ELD specialists will review the ELPA21 Dynamic Screener results and academic information from the past school to make the final program placement recommendation
- ELD specialist (with the support of an appropriate district-level interpreter as needed) will contact the student's family to inform them of LIEP options
- Upon parent approval, the Registrar's office will update the enrollment location as needed (if they do not currently live in the Bunger/West boundary area)
- The Registrar's office will contact the Bunger/West office for the start date
- EL office secretary will prepare busing logistics with the bus garage
- The district contacts the family with information on the start date and busing details (See section describing parent waiver.)

ELD office prepares a district parent letter to inform the parent in writing of the determination to offer the LIEP at another location and that busing will be provided (mailed to parents, home attendance school administrator, Bunger middle school administrator, West high school administrator, and the district student services office). Past academic information and any additional data collected will inform the Registrar's office and building secretary/counselor of which grade level/content courses to select for the student. The schedule will be created for students in grades 6-12 before their first day of class. At the time of enrollment, each student is placed in an age-appropriate general education setting within two years of the student's actual age, according to the *Iowa Code 281-60.3 (280)*

60.3(3) *Limited English proficient student placement. Placement of students identified as limited English proficient shall be in accordance with the following: a. Mainstream classes. Students will be placed in classes with chronological peers or, when necessary, within two years of the student's age.*

**D. Parental forms distributed in a language most easily understood (TransACT ParentNotices)**

Upon **initial** enrollment, once the team recommends that the student is eligible for the WCSD LIEP, the ELD Specialist in each school sends out to the parents/guardians the English Learner Program Placement form available from TransACT ParentNotices alongside the student's ELPA21 dynamic screener individual student report. Parent notification forms are sent within the required timelines. Students will be placed in the LIEP according to his/her age, prior education, and English language proficiency level.

In addition, based on the annual English Language Development Assessment (ELPA21) results, all identified direct ELL students receive the English Learner Program Placement form alongside their ELPA21 summative individual student report **annually** to notify parents/guardians of their students' progress and continued programming.

Every attempt is made to provide native language versions (TransACT ParentNotices and district native language interpreters) of these forms to ensure that each family has access to the document's message.

Each building will place a copy of the initial Parent Notification form in the child's online CUM file and each annual Parent Notification form in the LIEP yellow portfolio thereafter.

**Reference:** [Standardized Statewide Entrance and Exit Procedures for Iowa's English Learners](#)

### **E. Process for waiving students from LIEP**

The LIEP is a voluntary program, and parents/guardians have the right to refuse services at any point. To refuse/waive the district LIEP, parents must set up a meeting with the relevant ELD staff to discuss recommendations, concerns, and potential outcomes of this decision.

During the meeting between the parents and the ELD Specialist or the District ELD Coordinator, the parents receive and sign the Request for Change in Program Participation form in addition to the Explanation of Consequences for not Participating in English Learner Program form located at TransACT Parent Notices. A note documenting the meeting held to discuss recommendations, concerns, ELPA21 assessment requirements, and potential outcomes will be sent to the parent/guardian along with the state-required form. The parents/guardians and the student must understand that the annual English language proficiency summative assessment (ELPA21) is mandatory and cannot be waived. The Request for Change in Program Participation form is kept in the student's online cumulative file; copies will be sent to the parent.

Once the signed Request for Change in Program Participation form is filed, the student will no longer be enrolled in the LIEP but will be supported to ensure mastery of English and academic achievement in the regular classroom with the content teacher as required by law. This support is embedded in the professional learning community process through which student outcomes are monitored. In addition, as needed, the ELD-specific common formative assessments and ELD specialists are vehicles that lead to effective instruction planning that considers both content and language acquisition. All waived LIEP service students are included in the state annual language proficiency assessments (ELPA21) and reporting.

District ELD Specialists communicate with parents/guardians who have waived their child's LIEP services annually as follows:

Review annually the status of the waived student as documented on the Request for Change in Program Participation form from TransACT Parent Notices

- Communicate with parents/guardians the results of ELPA21 and Iowa Statewide Assessment of Student Progress (ISASP) and other pertinent data
- Native language versions of the form as accessed from TransACT Parent Notices to parents are available as needed

- Place waived student at his or her home school
- The Explanation of Consequences for not Participating in English Learner Program form will be sent to the parent/guardian along with the state-required form. This reiterates that LIEP services can be waived, but the ELPA21 summative assessment is required annually until they meet the exit criteria.

If the family decides to continue to waive services, the district must obtain a new parental/guardian signature (the waiver only waives the student from LIEP services for the current academic year).

The current Request for Change in Program Participation form will be kept in the student's online CUM file.

### III. Description of the LIEP

#### A. LIEP goals:

**Language goal(s):** Measuring pn achieving English language proficiency (calculated across all students and all domains)

#### **2024- 2025 Proficiency Goals**

[ELPA 21 Crosstab Data, Spring 2024](#) (PROFICIENCY)

**Overall Proficiency:** Increase from **8.48% to 11%**

**Reading:** Increase from 14.63% to 20%

**Writing:** Increase from 11.23% to 15%

**Listening:** Increase from 39.48% to 43.59%

**Speaking:** Increase from 34.68% to 39%

#### **2024- 2025 Growth Goals**

**Overall Growth:** Increase from 58.63% to 61%

Additionally:

Every newcomer student will grow by at least one level in Speaking and Listening.

Every student with less than 5 years of ELL instruction will grow by at least one level in at least one of the four domains (Reading, Writing, Speaking, and Listening).

Every experienced multilingual student will grow by at least one level in at least two of the four domains (reading, writing, listening, and speaking).

For reference, see the growth data trends in the past three years:

[Comparative ELPA 21 District Data \(Spring 2021-2022\) \(PROFICIENCY and GROWTH\)](#)

[Comparative ELPA 21 District Data \(Spring 2022-2023\) \(PROFICIENCY and GROWTH\)](#)

[Comparative ELPA21 District Data \(Spring 2023-2024\) \(PROFICIENCY and GROWTH\)](#)

**B. Description and implementation of the state-approved LIEP model(s) used by the Waterloo Schools, and the student placement process ([See Appendix B](#))**

All Waterloo Schools students identified as eligible for EL services (ELs without signed parental waivers) will be provided EL services through one of the following program models:

**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).

[West HS Newcomer Program Description](#)

[Bunger MS Newcomer Program Description](#)

**English as a Second Language (ESL)**

The ESL program is aligned with the English language proficiency (ELP) standards and the Iowa Common Core (ICC). This program is taught primarily in English with some support in students' first languages and integrates language and content

instruction. It provides opportunities for explicit instruction of the English language by means of techniques, methodologies, and specially designed resources that include academic vocabulary and grammar instruction. The program supports English language proficiency in all four language domains: speaking, listening, reading, and writing.

The approach in this instructional model is implemented in a pull-out, co-taught, content-based setting (at all levels), and newcomer strand (at the secondary level only) of [varying intensity and frequency](#), as determined by each child's level of language proficiency. The Waterloo Schools LIEP will be provided within the following settings:

### Elementary (K-5)

At the elementary level, the ESL/ELD format is in pull-out and/or co-teaching environments as follows:

- Daily/every other day instruction of one or two blocks ranging from 30 – 45 minutes
- Small group or one-on-one pull-out intensive instruction, in addition to regularly scheduled ELD courses; frequency is determined by the student's level of language proficiency
- Content area/ELL co-taught classes

LIEP supports access to the district core curriculum as follows:

- ELP Standards aligned to the Iowa Common Core (ICC) are embedded in all of the instructional resources/materials
- Teaching practices in Waterloo include research-based strategies and assessments that support academic rigor
- Explicit instruction of forms and functions
- A strong focus on academic vocabulary supports access to grade-level texts
- Monthly progress monitoring utilizing the ELPA21 Maps

### Middle School (6-8):

At the middle school level, ESL/ELD approach is in pull-out and/or co-teaching environments as follows:

- Daily instruction of one or two blocks ranging from 45 to 90 minutes



- Small group or one one-on-one pull-out intensive instruction in addition to regularly scheduled ELD courses, as needed

LIEP supports access to the district core curriculum as follows:

- ELP Standards aligned to the Iowa Common Core (ICC) are embedded in all of the instructional resources/materials
- Teaching practices in Waterloo include research-based strategies and assessments
- Explicit instruction of forms and functions
- A strong focus on academic vocabulary supports access to grade-level texts
- Monthly progress monitoring utilizing ELPA21 Maps

#### High School (9-12):

At the high school level, the following ELL Courses are provided: [High School Course Catalog 2024-2025 West-East-EXPO](#)

The intensity and frequency of instruction vary by building and student need as follows:

- Daily instruction of one to three blocks ranging from 45 to 135 minutes
- Daily MTSS block in addition to regularly scheduled ELD courses to support individual student need
- ELs at all proficiency levels with IEPs receive direct LIEP instruction unless EL services have been waived

#### **C. Access to Iowa Core Standards and English Language Proficiency (ELP) Standards**

LIEP supports access to the core curriculum as follows:

- Core Curriculum aligned to the ELP Standards

- Explicit instruction of forms and functions
- Research-based instruction and assessment that meet the needs of all learners
- Differentiated instruction based on the needs of all students
- Monthly progress monitoring utilizing ELPA21 Maps

. The WCSD LIEP instructional framework and program are designed following these principles:

- All students are academic English language learners
- Instruction ensures comprehensible access to instruction aligned to Iowa Core and ELP standards.
- Academic English must be taught throughout the day in Tier I instruction
- There is dedicated time for instruction based on the English Language Development (ELD) approach
- Instructional delivery and student outcomes are determined by student ELD proficiency levels.
- Language is taught in functional contexts aligned directly to the Iowa Core and ELP standards.
- [ELD instructional framework](#) follows a scope and sequence of language skills.
- The framework can be implemented in a co-taught, sheltered instruction, or pull-out setting.
- There is dedicated time for collaboration between the ELD specialist and building professionals (content teachers, counselors, para-educators, interpreters, and administrators) in the form of monthly district professional development and weekly PLCs.

**Blueprint for teaching English throughout the day in all content areas: ELA, Math, History, Social Studies, Science/Earth Sciences, PE, Art**

**Adapted from:** Dutro, S. 2006, *Providing Language Instruction*. p. 2

**ELD Specialists:**

**Dedicate time for ELD instruction**

ELD aims to teach English as a second language and develop a solid language foundation.

The content ...

- Is determined by student's ELD proficiency levels
- Follows the scope and sequence of language skills
- Is taught in functional contexts aligned to the IC and ELP standards

[Differentiated Instruction Planning Tool](#)

**Content Teachers (co-teaching and/or collaborating with ELD Specialists):**

**Frontload language across the content areas**

The purpose of frontloading is to provide additional language instruction prior to a lesson to equip English Learners with the language structures, grammar, and vocabulary needed to comprehend, talk, and write about the content.

The content of this instruction is determined by the language purpose and is designed to teach students the sentence structures, grammar, and vocabulary they need to learn content-area skills and concepts.

**Provide comprehensible content instruction.**

This layer of instruction's purpose is to teach content using instructional strategies and techniques that make grade-level content comprehensible to English Learners. This includes addressing unanticipated language needs as they arise.

The content is determined by grade-level content standards.

**ELD Lesson Plan Components Designed to Support In-person and Virtual Learning**

Sample [Template](#) for digital learning ([Corwin Resources](#))

[Lesson Plan Checklist 1](#)

[Lesson Plan Checklist 2](#)

[ELL Lesson Plan Template](#) (Elementary)

Remember to include each of the following components that are essential for comprehensible instruction for ELs:

- [Content and Language Objectives - I DO, and I ENGAGE YOU](#)
- [Explain Vocabulary - I DO, and I ENGAGE YOU](#)
- [Build Background Knowledge - I DO, and I ENGAGE YOU](#)
- [Explicit Instruction](#) and Modeling ([Comprehensible Input](#)) - I DO and I ENGAGE YOU
- [Guided Practice](#) (additional [Example](#)) - WE DO TOGETHER
- [Practice and Interactions](#) (additional [Example](#)) - YOU DO TOGETHER
- [Assessment and Review of Objectives](#) - WE DO TOGETHER
- DIGITAL SCAFFOLDS (to be embedded into instruction and assessment throughout the lesson)

### [ELL In-Person and Virtual Learning Guide](#)

#### **D. Curriculum and Supplemental Resources for LIEP**

Buildings are utilizing the National Geographic/Cengage ELD materials in support of the ELD Program as follows:

- Elementary buildings utilize National Geographic/Cengage Reach and Our World materials
- Middle School buildings utilize National Geographic/Cengage Inside materials and Lift for the newcomer strand

- High School buildings utilize National Geographic/Cengage In the USA, Edge materials, and Lift for the newcomer strand

Each program follows a balanced literacy and content language philosophy that aligns with the district's goals.

The **process for reviewing and selecting LIEP curriculum and supplemental resources** during adoption years includes the following guiding questions:

- Do the materials include content, explicit reading and writing instruction, guidance on learning English as a new language within the content context, and literacy skills being taught?
- Do the materials offer a variety of readability levels? Do they cover one topic at many levels to build background knowledge and vocabulary knowledge?
- Are the materials age-appropriate/high interest?
- Are there native language materials available? Multilingual materials?
- Do the materials have visual and graphic supports?
- Can we provide online resources/texts vs. eBooks/technology options? (to adapt to smartboard capabilities & home access)
- Will we need to purchase it for every student?
- Is there a recurring cost?

(Hamayan, E., & Freeman Field, R., 2012, pp. 186-188)

Once the resources are selected, the ELL office will request samples to pilot in specific classrooms. The purchase will occur through the district media tech office when a final decision is made. The district media tech staff will check out resources to the assigned ELD Specialists at their buildings. The curriculum cycle is scheduled to review and update ELL resources in eight years or the academic year 25-26. In the meantime, ELL staff will pilot the updated curricular resources and will be surveyed on their opinions of the effectiveness and quality of these materials.

Using PLCs as the platform for communication, as the district cycles through content curricular designs and purchases, the assigned content (math, literacy, science, and social studies) lead staff will involve ELD leadership and teaching staff to consider ELs instructional needs such as:

- Culturally appropriate pedagogy
- Appropriate linguistic supports
- Appropriately designed assessments

#### **E. Highly qualified LIEP and content staff**

In the Waterloo Community School District, ELD Specialists hold the ESL endorsement from the Iowa Department of Education or a conditional license to add an ESL endorsement (281—60.3(2)). Several district classroom/content teachers also hold an ESL endorsement. In addition, several high school ELD specialists hold content area endorsements, allowing them to provide high-quality Core instruction and accelerate language acquisition and academic performance.

#### **F. Designated administrator oversight for LIEPs**

The WCSD administrator in charge of oversight for the WCSD LIEP is the Associate Superintendent for Education Services, who receives ELL updates on an ongoing basis. This includes but is not limited to, instructional approaches, resources, staffing, other support services, building identified needs, and participation in district professional development.

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

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

The Waterloo Community Public School District makes decisions regarding the identification and serving of gifted/talented ELs that are appropriate to the learner's needs and individual instructional goals. The use of culturally fair assessments and

subgroup data to determine advanced programming supports ensures that ELs have equitable access to these programs. Parents and students are provided with communication about these programs and eligibility in a language most easily understood.

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

The Waterloo Community Public School District makes decisions regarding the identification and serving of ELs in special education programs that are appropriate to the learner's needs and individual instructional goals. ELs have equitable access to these services. Parents and students are provided with communication about these programs and eligibility in a language most easily understood.

- [Procedural Safeguards Manual](#)
- [ELL Evaluation: OELA-U Department of Education](#)
- [Iowa Administrative Rules of Special Education 41.48\(2\)](#)
- [ELL Critical Data Process \(Matrix\):](#)

### **C. Process in place for identifying and serving ELs in any other district programs for which they are eligible (e.g., Title I, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses, performing and visual arts, etc.)**

The Waterloo Community Public School District makes decisions regarding co-curricular programs appropriate to the learner's needs and individual instructional goals. ELs have access to all co-curricular programs (which include Title I, At-Risk, career and technical programs, counseling services, Advanced Placement, Seal of Biliteracy, International Baccalaureate courses, performing and visual arts, etc). Parents and students are provided with communication about these programs and eligibility in a language most easily understood. Fliers and native language interpretation services are available to families and ELL students enrolled in these programs.

- **Counseling Services**

- [Mental Health Referral Process](#)

- [Career and Technical](#)

- **Title I**

- Access to Title I services is available to the lowest-scoring first graders, including EL students, as assessed by the Observation Survey. It is designed for children who are the lowest reading achievers in the class/age group.

- [International Baccalaureate Diploma Program Language Policy](#)

- [Expanded Learning](#)

- [Gifted and Talented](#)

- [Twice Exceptional](#)

Using culturally fair assessments and subgroup data to determine advanced programming supports ensure that ELs have equitable access to these courses.



**D. The process is in place for identifying and serving ELs in extracurricular activities (e.g., athletics, clubs, honor societies, etc.).**

The Waterloo Community Public School District makes decisions regarding extracurricular programs that are appropriate to the needs of the learner and individual instructional goals. ELs have access to all extracurricular programs (such as athletics, clubs, honor societies, etc.). Parents and students are provided with communication about these programs and eligibility in a language most easily understood.

- [First Lego League](#)

ELLs in grades 2-5 and secondary levels have access to these programs. Applications are available in a language most accessible to the student, and interpreting services are available to support these activities.

- **Athletics:**

Waterloo Schools' ELD Specialists inform ELs about available sports and groups. They provide ELs support(s) to get involved in activities once they are familiar with the ELs' interests.

- **National Honor Society:**

All high school students are considered and selected based on certain criteria, such as grades and teacher recommendations. Students must also demonstrate leadership and community service to become members of the National Honor Society, which is based on national NHS guidelines.

## **V. Ongoing, Embedded District Level EL**

### **Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs**

#### **A. Professional development for those who deliver instruction or support the LIEP**

All professional development opportunities follow the Iowa Professional Development Model. These trainings will be delivered by the ELD leadership and building specialists to support school action plans and will take place during the monthly administrator, assistant principal/lead teacher, and instructional coach professional development meetings. The training content will be consistent, preemptive, and supportive of the professional development of district staff who support or deliver services for ELs.

Professional development opportunities for district administrators are student-data-driven and focus on more effectively supporting the work of staff who deliver services to ELs and their families. Administrators will be informed of current guidance from Title III, the Department of Justice, and the Office of Civil Rights on ELL-related topics.

Professional development opportunities for LIEP staff (certified & support), content and classroom teachers, paraprofessionals, and building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.) are student data-driven and focus on the needs of ELD Specialists, regular, grade-level classroom and content-area teachers, and support staff in working more effectively with ELLs and their families (281—12.5(8), 12.8(1), and 60.3(3)b5). 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 they are. Waterloo staff will be provided with differentiated levels of professional development in the areas of sheltered instruction and research-based ELL strategies and assessment accommodations. As requested by building administrators, these training sessions will be delivered by the building ELD specialists or ELD leadership to support their school action plans. The building ELD specialists and ELD leadership will also be able to provide specialized support to staff during building PLCs, planning times, or before and after school. In addition, ELD specialists will discuss EL student outcomes, instructional strategies, and resources during grade-level PLC meetings and district-level professional development sessions.

Waterloo CSD is a U.S. Department of Education Title III subgrantee, and this funding stream pays for supplemental ELL professional development costs.

### **B. District Title III Trainings**

All ELD staff is required to take the [appropriate](#) training according to their building roles.

## **VI. Annual English Language Proficiency Assessment and Administration (ELPA21)**

In the spring, during the state-required testing window, Waterloo Schools staff trained as ELPA21 Test Administrators will assess all current ELs (students in direct services and students with signed parent waiver letters).

### **A. Annual training to appropriate staff with a certificate on file**

District staff administering the ELPA 21 will participate in an annual training through the state-determined training model, supported by the ELD Office as needed. The training will provide guidance on the ELP standards-based assessment. Copies of staff certificates of completion will be kept on file in the ELD office.

### **B. Dissemination of scores to stakeholders**

A full report of the students' performance on ELPA21 is available to all Building Coordinators and Test Administrators through the TIDE system. The results will be reviewed and analyzed at the district and building levels. ELD Specialists will share the ELPA21 results with teachers serving students identified as ELs in their PLCs. The individual student report and the

annual Determination of Student Eligibility for Program Placement form will be shared with parents. The ELPA21 results will be uploaded into the district's infinite campus student system.

**C. Appropriate training to interpret results for staff**

The state provides a webinar annually titled “Accessing, Interpreting, & Using ELPA21 Results: Summative & Screening” via AEA Learning Online. This webinar module provides information about features in the online reporting system, including instructions for viewing score reports, generating downloadable reports and files, managing rosters, and searching for students. It is intended for anyone interacting with the Score Reports at the district level, Test Coordinators and Test Administrators. It is also available to content/classroom teachers who have ELs in their classes. The ELD Office can support this webinar as needed.

**D. Utilization of assessment results to guide instruction and programming**

As a result of the ELPA21 data interpretation webinar, building administrators will oversee their staff using this evidence of student progress in professional learning communities (PLCs) to drive instructional decision-making for core instruction, ELD instruction, and additional direct services provided to the student. The ELD Specialists will analyze this data with the support of the ELD Coordinator and Facilitator during district ELD PLCs to drive instructional decision-making for future programming.

**VII. LIEP Exit Criteria and Procedures**

**A. LIEP Exit Criteria**

The state LIEP exit criteria require the student to score proficiently on the ELPA21 summative assessment.

## **B. LIEP Exit Procedures**

ELD Specialists will notify parents of their student's program status using the state-approved English Language Development Program Exit Letter form from TransACT ParentNotices in a language most understandable to parents/families. The ELD office will send the English Language Development Program Exit Letter form to notify families with students enrolled at EXPO and Poyner who are eligible to exit. Families will be notified after the district receives the results in the spring and no later than October 1 of the following fall.

The WCSD ELD Secretary will change the student coding to "exited" on the district student data system (Infinite Campus) and enter the date the parents were notified of their monitored status.

The district student data system (Infinite Campus) automatically tracks students in year one or two of the monitoring process.

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

### **A. Monitoring procedures after students exit the program**

Each trimester/semester, the assigned ELD staff and content/classroom teachers who work with the students will collaborate using a data-driven instructional system to measure student growth. The data analysis is based on the scores and grades obtained from classroom assessments (formative and summative), reading and math screeners, ISASP subtests in reading and math, and classroom/content teacher(s) feedback/observations.

The criteria to determine each exited student's sustained academic progress are:

- to meet grade level proficiency as measured by the ISASP in reading and math;
- to acquire grade level proficiency or above on all other content areas as measured by other standardized and classroom assessments (such as CFAs, DRA2, FAST, ACT, and/or others).

ELD Specialists and/or Test Administrators will be responsible for the monitoring procedure in their buildings.

Students who have exited the Waterloo Schools LIEP will be monitored locally for two additional years and at the federal level for another two years (for four years). The [English Language Development Program Exit Letter](#) informs parents/guardians that their child is entering the monitoring phase. Waterloo Schools staff will monitor proficiency and academic achievement as reflected by state and district test scores, grades, classroom performance, attendance, and classroom/content teacher observations for each student in monitoring status. Elementary students will be monitored once every trimester for both years. Secondary students will be monitored once each semester for both years. The monitoring process will result in a completed monitoring tool (organized by grade span) for students in the monitoring phase for year one and year two. The completed forms will be kept in the students' LIEP yellow portfolio.

The ELD Office will assign certified and licensed professionals to monitor each student in the monitoring phase in the district student information system, Infinite Campus. At the end of each academic year, the ELD Office will document each student's status in Infinite Campus.

## **B. LIEP re-entry procedures in place**

This process involves the following steps:

- Analyze the monitoring tool for any indicators of academic concerns (language challenges impacting content acquisition), and consider other contextual factors such as attendance, mobility, and/or other learning challenges
- Complete the AQSIII (Catherine Collier) survey to determine the student's acculturation level and progress (if there is a baseline score); this tool will discern between language and instructional gaps
- Re-introduce language screener (ELPA Screener) for identifying such language challenges as indicated by the AQSIII (Catherine Collier)
- If language challenges are ruled out by the screener, PLCs will focus on general classroom strategies to support academic performance
- If language challenges are confirmed by the screener, a student will be re-entered into the district LIEP

When a student qualifies for the district LIEP, the test results will be uploaded to Infinite Campus.

When the data collected indicate that he/she is either eligible for the LIEP or ineligible, the ELD Specialists in each school send out to the parents/guardians the [English Language Development Program Placement Form](#), available from the TransACT ParentNotices. This form is signed, dated by parents, and kept in the yellow portfolio in each child's CUM file. A copy will be given to the family. The student will be placed in the LIEP according to his/her age, prior education, and English language proficiency level.

## **IX. LIEP Evaluation**

**Describes team-based process for how the LIEP is evaluated annually that includes:**

1. identifies the district person responsible for facilitating the team-based process for LIEP evaluation (by name and position)
2. considers and responds to district data when planning for EL instruction in Core classes and in English language development
3. evaluates the impacts on future programming and services for ELs
4. Title III Assurances: The Lau Leadership team will review the Title III Assurances annually.

The WCSD Lau Leadership team will evaluate the LIEP program annually under the direction of Amy Schmidt, Associate Superintendent for Education Services.



Data-driven decisions rely on quantitative data on student attendance, grading, budgets, and placement and qualitative data on teachers, students, and parents. This evaluation will be the result of a data-driven instructional system which includes data acquisition, data reflection, program alignment, program design, formative feedback, and test preparation (Halverson, R., Grigg, J., Prichett, R., & Thomas, C. 2005. The new instructional leadership: Creating data-driven instructional systems in schools. Retrieved from <http://files.eric.ed.gov/fulltext/ED497014.pdf> ).

## **Data Acquisition**

The WCSD Lau Leadership team will collect data on:

- attendance student demographics
- discipline referrals
- special needs referrals
- advanced placement/ELP referrals
- retention rate
- student grades
- district content and English development data
- CFAs
- Graduation Rates
- walkthrough
- equity data
- proficiency and growth data ([LIEP Evaluation Tool](#))

The data collected will be made accessible to leaders and teachers throughout the district as it becomes available regularly throughout the year. ELD leadership staff trained in EdInsight will provide specific ELL reports on reading, math, and English proficiency levels.

## **Data Reflection**

The WCSD leadership team will utilize the district's collaborative systems to support data analysis and reflection at the district level through data retreats and at the school level through grade-level PLCs. The outcome of these reflection opportunities will be the development of district and building goals for teaching and learning and a shared culture around ELs. Building goals are derived from the district's overall goals.

## **Program Alignment**

The goal of the LIEP implementation is to support consistency and congruence of alignment to the Iowa Core and ELP Standards through monitoring the implementation of its components. The monitoring process includes data collection and analysis from the following data sources: walk-through observations, formative and summative assessments, high-stakes assessments, and State assessments.

Our district creates an environment for staff ownership and capacity to change our LIEP based on data analysis and reflection. Our district blends curricular and student-based program components to customize our LIEP to support student learning adequately.

Achievement data determines program weakness and targets just the right LIEP component to address the identified problem. Once specific gaps or problems are identified, the WCSD Lau Leadership team will investigate targeted solutions, revisions to the LIEP program design components, and/or supplemental activities. Program components will be explored and reviewed to address ELs' achievement issues. The WSD Lau Leadership team will also create/revise systems to develop customized instructional plans for ELs.

The key aspect of providing effective instruction based on each student's English language proficiency level comes from the collection of a wide range of student data generated and analyzed by district staff (content/classroom and ELL staff). Student linguistic behaviors will be documented, tallied, and analyzed in the four domains (listening, speaking, reading, and writing) as

well as knowledge of academic vocabulary in PLCs, including school administration, ELD specialists, and content teachers. The focus of the analysis will be to evaluate the current level of English proficiency, level of student engagement, and patterns of linguistic behaviors specific to each stage of language acquisition. Data analysis will be integrated into the data reflection process to help teachers move beyond test scores and implement practices to move forward the whole student's education.

Finally, the acquisition of additional resources for necessary innovations will be considered. These additional resources could be funded by various funding streams, such as Title III and the Immigrant Grant.

### **Formative Feedback**

The WCSD Lau Leadership team will review the structures in place to generate information for teachers to adjust their instruction to improve student learning. The WCSD Lau Leadership team will review and adapt the opportunities staff have to discuss the ongoing information generated by teachers and students about the quality of the LIEP. Teachers will use the information in their instruction. Structured opportunities will be provided for reflection in making formative data useful. The WCSD Lau Leadership team will use data to structure professional development and program design sessions across schools. The amount of professional time dedicated to data discussion will be reviewed and revised as it helps develop a strong professional community around instruction, a common language regarding LIEP, and a sense of shared ownership; also helps identify gaps and challenges with the existing LIEP. When the dedicated time to reflect on data is successful, our staff will feel more connected to each other's practice. This professional community will help staff use the formative feedback as an effective measure of our LIEP.

### **Teacher Feedback**

The WCSD LAU Leadership team will link teacher evaluation to the formative feedback process.

## **Test Preparation**

Our district has integrated the Common Core and ELP standards into the LIEP. The Lau Leadership team will review the alignment of the LIEP curriculum, standards, and evaluation. The close alignment will help students make a seamless transition from the content of instruction to tested content. The Lau Leadership team will analyze high-stakes content and English language development testing results. The WCSD Lau Leadership team will review the opportunities for teachers to view the results to address the emergent issues in their classrooms.

### ***Test practice***

Building-level teams will document the amount of test practice provided to help ELs become familiar with the structure and format of the test by practicing test-taking skills. Test practice ranges from providing actual practice on similar tests to making sure students understand the test structure.

### ***Environmental design***

Building-level teams will determine how positive a testing environment their staff creates for ELs during testing. This environment includes not only what is done on the day of testing but also events leading up to the testing. The strategies to look for will include grouping students, organizing the testing environment, proctoring, and creating an exciting and healthy atmosphere for the tests. Student grouping also allows the school to use ELL accommodations allowed by state regulations, such as using word-to-word dictionaries, clarifying/translating test directions, reading exams aloud, or providing unlimited time for ELs to finish the exams.

### ***Community Outreach***

The Lau Leadership team will review the current level of community outreach practices to determine how well our district informs its school community about testing requirements. The team will also collect artifacts used at the district and building levels to facilitate communication with parents and the community.

## **X. Appendices**

### Appendix A

**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 [www2.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, including listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of the native language.*

**Dual Language Program:** *Also known as two-way or developmental, the goal of these bilingual programs are 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](http://www.nabe.org/BilingualEducation)

## Appendix C

### [TransAct Parent Notices Documents](#)

## Appendix D

English Language Proficiency Standards Training Options (excerpt from Dave Tilly's 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 using 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 (chunking the content, providing training to groups where they watch the modules together with some facilitated discussion, altering the sequence, facilitating 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 verify 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 will the trainers assess whether or not the participants meet the intended outcomes.

## Appendix E

[WCSD Registration Protocol](#)