



**Bettendorf Community School District**

# **K-12 Lau Plan for Serving English Language Learners (ELLs)**

September 2017

## **Lau Plan Team Members:**

**Mike Raso, Superintendent; Brian Walthart, Principal; Jayme Olson, Principal; Kay Ingham, Director of Students Services; Lana LaSalle, Elementary Administrator/Equity Coordinator; Kristy Cleppe, Secondary Administrator; Michelle Bruty, Counselor; Cathy Weis, Secretary; Theresa Schlichting, Secretary; Caralee Blayney, Community member; Brenda Wilson, Parent; Ann Braught, ESL Teacher; Betsy Justis, Board Member; Gordon Staley, Board Member; Diane Whiteman, Pre-K Teacher; Jaci Sullivan, Academic Interventionist; Michele Tabares, ESL Teacher, Alissa Cripe, 2nd grade teacher; Kaysha Sharp, BHS Science teacher; Kaye Meyers, District Literacy Curriculum and Professional Development Leader**

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

Bettendorf Community School District supports ELLs' English language development and academic needs in the content areas at grade level and educates ELLs to the same rigorous Iowa Core standards as all students in the district at grade appropriate levels.

Bettendorf Community School District systemically provides instruction and support for ELL to develop awareness of the language in the social setting which includes instruction on cultural behavior traditions in American society. To accelerate academic language and conversational English language proficiency in the areas of reading, writing, speaking, and listening, Bettendorf students are systemically introduced to explicit language instruction. They are provided with the opportunity to develop academically with their peer group which could include assistance in their first language for understanding. The Bettendorf Community School District encourages involvement of all families in activities, clubs, and organizations in the community to create a connection between the educational process, home, school, and the community. Parent Teacher Association(PTA) and Parent Teacher Organization(PTO) include all district parents to participate in school related meeting and events. This connection at all levels systemically promotes partnership with families from multicultural backgrounds and diversity integration with students and families.

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

### A. Home Language Survey

A Home Language Survey ([www.TransAct.com](http://www.TransAct.com), Form used *Home Language Survey-IA*) is completed at registration for all students that enroll in the Bettendorf Community School District. The Home language survey(HLS) is available in many languages and the district is prepared to conduct oral or native language interviews in the student's home language with the adults who may not have sufficient English communication or literacy skills to complete a HLS. Every reasonable attempt will be made to provide support to families to complete documents and registration materials in the language they are most comfortable with. Each building secretary forwards a copy of HLS-IA to Michele Tabares, the ESL Coordinator, that have a language identified other than English. Michele then will proceed through the screening process for qualification in the LIEP. A copy of the HLS is kept in the student's cumulative file.

### B. State-Approved English Language Proficiency Placement Assessment

The ESL Coordinator and trained TELPA administrator, Michele Tabares, is given a copy of the completed HLS to identify students that need assessment for screening. Michele Tabares then administers and scores the initial assessments for qualification into the ESL program for Bettendorf. A trained administrator for TELPA updates test administration updates each year and completes a test to receive a certification. These Test Administrator certifications are printed and kept in the personnel file. TELPA is used for K-12 students that have a HLS which indicates a language background other than English. The State approved Tennessee English Language Proficiency Assessment (TELPA) identifies English proficiency in reading, writing, speaking, and listening. The TELPA results and completion documents are filed in each

student's cumulative file and the original bubble answer sheets are stored with the ELL administrator. TELPA results are reported to the State to assure accountability and verification of students' initial identifying level and matching state ID number.

#### C. Process for Placement in an appropriate LIEP/Content courses

After receiving the language background information from the HLS and going through the TELPA screening process, students that qualify for ESL services are entitled to programming designed to meet their developmental linguistic and academic needs. A team is formed to determine student's placement in the appropriate grade level for their age but no more than 2 years age difference from his/her peers and design their educational plan. TELPA scores in addition to other assessments (DIBELS, FAST, GOLD, IDGI, A-Math) can be used to determine academic and language level. Other placement assessments are administered by the ESL Coordinator, ESL teachers, Academic Interventionists, or Literacy coaches. Parent interviews, previous teacher interviews, observation, referrals, informal assessments, and transfer records are used to assess language and academic background for appropriate academic and language instruction. The ESL Coordinator compiles the data and shares it with the team to assure proper placement in LIEP. TELPA scores are used as a baseline for ELLs to compare to the annual English Language Assessment. TELPA placement assessment results are kept in the student's cumulative file.

The team typically includes the ESL teacher, the classroom/content teacher(s), a school counselor, a building Administrator, and any other invited faculty that would be needed to determine placement. Team members can also include faculty that evaluate and collect data at the district level. Expertise in these areas ensures proper academic and language level placement. The Bettendorf District uses differentiated instruction, Multi-Tiered System of Support(MTSS)/95% for vocabulary and phonemic development, as well as explicit language and academic vocabulary instruction for ELLs. Based on assessment data, academic evaluation data, transfer information from previous school, parent input, and any other information, students will be placed in courses or classes(LIEP programming) where they will be able to have academic success with instructional support. ESL services are flexible and may be changed depending on the student's needs. The ELL's progress is monitored and evaluated frequently to identify changes in instructional programming.

#### D. Parental Notification of eligibility

The Bettendorf School District notifies parents in a language most easily understood of the results of the determination of the student's ESL status within the first 30 days of the academic year or within 2 weeks from the date of transfer into the district. The ESL Coordinator communicates with parents how the status was determined using the state approved notification letter found on TransAct(*Determination of Student Eligibility for Program Placement*) for recommendation of placement. Notification forms are signed by the parent and a copies are

placed in the student's cumulative file. Copies of the Bettendorf Determination of Student Eligibility and Notification of LIEP Placement from TransAct are attached at the end of this Lau Plan. *Notice of Program Placement* forms from TransAct are used initially and annually for returning students so that parents are updated on program description and status of placement in LIEP.

#### E. Parent Documentation of waiving/withdrawal from LIEP

The (LIEP)ELL program is offered by the district and is in compliance with State and Federal Guidelines of educating ELLs. However, if at any point the parents wish to waive ESL services, they have the right to sign a "*Request for Change in Program Participation*" from TransAct. A meeting is held to discuss the recommendations, concerns, ELPA21 requirements, assessment data, and potential learning outcomes with and without ESL support. If parents decide to waive services they will be provided with a copy of *Explanation of Consequences for not Participating in English Learning Program* form from TransAct. The signed document (*Request for Change in Program Participation*) is kept in the student's cumulative folder. All students that qualify for ESL services, including waived services students, will continue to receive Iowa Core instruction with the goal of meeting standards in all Content areas as well as continued development in English through differentiated instruction which could include accommodations. All students in LIEP, including waived students, are administered FAST and/or MAP multiple times each year to determine continued English language development and academic progress.

### III. Description of LIEP

#### A. Program Goals

##### **Linguistic Achievement Goals**

- Current ELLs advance at least one language level each year until reaching proficiency level (6) on the ELPA21
- 80% of ELLs will achieve proficiency as measured using the FAST assessment by the Spring 2018 testing window

##### **Academic Achievement Goals**

- 80% of ELLs will achieve proficiency on the 2017-2018 Iowa Assessments in the areas of math, science, and literacy
- 80% of ELLs will meet their individual growth targets as measured by the Spring 2018 MAP assessment

B. The LIEP program is an English as a Second Language model in Bettendorf and is an avenue of access to the Iowa Core Curriculum. ELLs are required to meet the same rigorous standards and benchmarks as non ELLs. Therefore, the curriculum in the Bettendorf School District incorporates specialized materials and strategies that will assist ELLs in meeting Iowa Core Standards. Current theory in teaching and learning English as an additional language stresses the need for students to learn content through language. This enables ELLs to maximize their learning opportunity inside and outside of the classroom. At the elementary level, pull-out and push-in programming are used. At the middle and high school levels, pull-out, push-in, and ELL placement in co-taught content classes are options for delivery of services. ELLs at the secondary level have a period or block of ESL until they reach Transition status(level 6 proficiency). As determined above, ELLs receive explicit language instruction between 3-5 times per week depending on their language proficiency level, linguistic, and academic needs. ELPA21 scores help guide areas of need for ELLs language proficiency level in each skill area of reading, writing, speaking, and listening. All students, including Non ELLs and waived services, in Bettendorf Schools are given direct LIEP instruction from their classroom/content area teachers to meet standards using the Iowa Common Core.

Common Guidelines

Levels 1-3 receive ESL 4-5 days/week	Levels 4-5 receive ESL 2-3 days/week
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C. Parents are notified annually within 30 days of the beginning of the school year using the *Notice Program Placement* form from TransAct. Michele Tabares, the district ESL Coordinator, is responsible for implementing the parental notification process. Copies of the *Notice Program Placement* documents are filed in the student's cumulative folder each year.

D. Services are reviewed annually with parents that waived ESL services. *Explanation of Consequences for not Participating in English Learner Program* form is signed annually. *Request for Change in Program Placement* form is also updated annually. Documentation for record of these notifications are stored in the student's cumulative file.

E. The Bettendorf ESL Program has two certified ESL Teachers that deliver direct LIEP instruction to ESL students in addition to 1 ESL Tutor that provides additional support to students. District Human Resources ensures that highly qualified teachers are providing instruction through content area classes and are endorsed in the content area in which instruction is being provided.

F. The Director of Student Services, Kay Ingham, is designated for the oversight of the ESL Program(LIEP). The Director's role is to be a liaison between the ESL staff and administration. Kay Ingham attends AEA Consortia meetings as well as Our Kids and ICLC. The Director of Student Services advocates for equity of curriculum implementation and professional

development to effectively support ELLs language and academic development as well as access to the Iowa Core Curriculum. The Director of Student Services, administration, classroom and content teacher, and ESL staff collaborate to ensure connections between school, home, and the community. All instructional staff receive training regarding ELLs.

G. Classroom/Content teachers meet weekly for collaboration. Professional Learning Communities(PLC) have been implemented at all levels which ensure that LIEP and ELP Standards are instructed at a level that is comprehensible to the student. At the middle and secondary level, teams and departments meet for collaboration in addition to PLC meetings. Grade level teams at the elementary level meet weekly to ensure ELLs have meaningful access to both Iowa Core and ELP standards.

H. Wonders is used for literacy curriculum and Envisions is used for math content at the elementary level. The Bettendorf District uses differentiated instruction, Multi-Tiered System of Support(MTSS)/95% for vocabulary and phonemic development as well as explicit language instruction for ELLs.

Instructional materials are selected based on criteria established for the content area or grade level. Alignment to Iowa Core, remediation and extension supports provided, training provided by the vendor, pedagogy and research-based, results achieved by other users to name a few. Both Envisions and Wonders programs were selected in part because of supports aimed specifically at ELLs or because of the excellent supports for all learners. The process is followed for the secondary levels as selected by course in content areas. Although adopted materials have embedded academic support strategies, the adoption process ensures the resources strengthen the curriculum for all learners.

Bettendorf has adopted Imagine Learning as a web-based supplemental support for our ELLs. The program addresses components of literacy, phonemic awareness, phonics, academic language, listening, speaking, and writing. Students are able to work at their language level based on the results of a pre screening assessment. Students have access at both school and home.

Materials are purchased using district funds as part of the adoption cycle. ESL teachers and students are provided the same materials as all learners. The Imagine Learning licenses are paid in part by using Title III funds from AEA9 consortium. New curricular or supplemental programs are being reviewed for purchase, and supports for ELLs are taken into consideration. ELLs at the secondary level also have access to Imagine Learning. All secondary students, grades 6-12, are provided a chromebook for use in the classroom and at home. These electronic devices offer 1:1 technology

integration at middle and secondary level and are supplements to access the core curriculum.

During Core Curriculum review, the needs of ELLs are considered at all levels. The Bettendorf District has adopted the Professional Learning Community (PLC) model as the framework for academic and behavioral planning. All grade levels are going through the process of prioritizing and unwrapping standards, developing common formative and summative assessments, and identifying supports and extensions for students in an MTSS system. PLC's review student data and identify the students that need additional support(Tier II or Tier III). MTSS groups are reviewed every 3 weeks to determine student progress. ELLs are part of this process.

The Bettendorf Community School District recognizes that assessing the academic growth of English language learners can be challenging. An English language learner may have grasped the content or concept of a lesson, but may be unable to articulate this comprehension using the English language and/or conventional testing methods. Therefore, teachers must design assessments that focus on content understanding, and not on the English language learner's ability to use the English language. To accomplish this goal, teachers may design alternative forms of assessment that allow the student to demonstrate his/her knowledge in a manner that deemphasizes the role of English language use. Teachers must differentiate assessments according to the language proficiency level of the student. For example, with content area questions, a teacher would not deduct or penalize an English language learner for lack of mastery of written conventions. An English language learner could also be allowed to demonstrate knowledge by using pictures, by making use of translators and/or English Language teachers to provide language assistance, or use his/her native language to respond to test questions. Additional assessment strategies are provided through Wonders Literacy program and the math program, Envisions. In accordance with No Child Left Behind legislation, teachers need to hold English language learners to the same rigorous standards as all students in the district, instead of "watering down" the curriculum. Compliance with this mandate requires teachers to modify the way instruction is delivered and to adapt reading materials they use in order to make the content accessible to English language learners.

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

### A.

ELLs have equal opportunity to be involved in the Talented and Gifted Program. Placement in these programs are based on the student's educational needs and development. The district attempts to determine ability levels in the ELL's native language. Guidelines aligned to Project GOTCHA (Galaxies of Thinking and Creative Heights of Achievements) for ELL identification appreciating the influence of language and cultures. Other factors that influence participation of exceptional programs are district assessments, (with a broadened acceptance range to compensate for English language level), students work samples, inventories, and teacher recommendations. Each building has Professional Learning Communities (PLC) in which students with unique abilities are identified and placed in smaller groups to address instructional needs. The team implements interventions or extensions to supplement Iowa Core Curriculum. In addition to academic challenges, ELLs continue to be supported for English language development in the LIEP curriculum.

<http://aea11gt.pbworks.com/f/IdentifyGiftedTalentedELL.pdf>

B. The Special Education Program in Bettendorf is inclusive to all students in need of services. Exclusionary factors are considered when student needs are assessed. These factors can include language difference, cultural background, prior education, and previous instruction. Extensive, culturally sensitive interviews are conducted with parents, classroom teachers, AEA representatives, counselors, and administrators to address exclusionary factors. ELL specific considerations are noted to determine eligibility for special education services. Dually identified students (special education and LIEP) receive direct instruction by highly qualified LIEP teachers and special education teachers to ensure language and academic needs are met. In the case of an IEP (Individual Education Plan), the team representatives include classroom/content teachers, special education teacher, ESL teacher, counselor, parent(s), AEA representative, and administrator.

C. Bettendorf Schools uses the Tiered system of identification of educational need. All students are assessed in reading and in math based based on FAST assessments. Based on individual results, intervention groups are formed addressing learning needs. Those students that demonstrate deficiency are placed in intervention groups that focus the specific skill area. ELLs are included in this process of identification. A variety of scientifically based interventions are provided by classroom teachers or support personnel. (MTSS, Title, Reading Recovery, etc.) Data is reviewed at three week intervals and adjustments for individual students are made. Bettendorf uses a variety of resources for blended learning as key components of assistance for ELLs which address language needs. These resources target student learning at their language and academic instructional level. Parents are notified about programs and eligibility in a



language most easily understood. LIEP teachers are involved in various PLC groups to review data for ELL placement consideration and curricular language accommodations in all programs.

D. Extracurricular activities are offered and encouraged at all levels for all students. ELLs fully participate in advanced and honors courses, sports programs, fine arts, honor societies, and various clubs offered at all levels. Resources are available for any student that are faced with financial barriers, cultural differences, or transportation struggles. Parents are provided with communication about extracurricular activities in a language most easily understood.

## V. Ongoing, Embedded District Level EL Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs.

A. To ensure all ELLs have access to the Iowa Core Curriculum, the Bettendorf Community School District provides professional development to both LIEP and classroom/content teachers centered around content instruction and cultural awareness. One of our CSIP goals is that all students will achieve at high levels of comprehension and be prepared for success beyond high school. Professional Learning Committees(PLCs) meetings, monthly content meetings, and scheduled inservice meetings are used for collaboration with teachers across the district. This opportunity allows for sharing and clarification that ELLs are assured delivery of rigorous content curriculum at their language level. Instructional strategies and support offered to all teachers is specifically designed to incorporate scaffolding and explicit instruction so our students can reach high levels of English proficiency in conjunction with learning content. Iowa Common Core Curriculum is used to meet the English Language Proficiency Standards. In-services and grade level meetings also include time to discuss with teachers of ELLs accommodations, teaching content at specific language levels, and alternate assessments to meet language needs. Teachers in the LIEP program, as well as classroom and content teachers, academic interventionists, literacy coaches, paraprofessionals, counselors, and administrators are encouraged to participate in ELL specific professional development offered through Title III funds. District representatives attend monthly Title III Consortia meetings facilitated by AEA 9 staff. Examples of these professional development opportunities include, but are not limited to:

- The annual Iowa Culture and Language Conference (ICLC)
- Our Kids Summer Institute
- Workshops offered through Area Education Agency
- National TESOL Conference
- QTELL Institute, San Francisco, CA
- AEA Online Modules

B. The Bettendorf Community School District has allowed time for all staff to complete the AEA PD Online for English Language Proficiency Standards certification(Option B). After completing the certification, staff will meet to discuss how the standards apply to their curricular area and how these ELP Standards affect the instruction of ELLs. The Bettendorf District facilitates practice activities and discussions to ensure the information from the training will be implemented in instruction and curricular areas. Current certified staff will finish Modules 4-6 and new staff will complete modules 1-6 in academic year 2017-2018.

C. After staff complete modules, certificates are printed and completed certificates for the ELP Standards are sent to District Administration Center to be stored with the employee's file.

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

- A. Annually, the ESL teachers administer the ELPA21 after completing the AEA PD Online training modules. After successful training completion, certificates are printed and stored on file with the ESL Coordinator and a copy is submitted to the ESL teacher's professional portfolio. This training reviews and provides the essential information to assure the validity of administration of ELPA21.
- B. The district ESL teachers share ELPA21 scores with classroom/content teachers that currently serve ELLs, administrators, and parents. This information is shared at the beginning of the academic year, but also review each quarter to compare growth in Reading, Writing, Speaking, and Listening. Teachers are made aware of language and academic goals each quarter as well as teaching strategies in order to include these factors in the district LIEP. Parents are notified of ELPA21 scores with their annual notification of program placement letters. Parents are also given a copy at Parent Teacher conferences to discuss and address questions as well as language goals.
- C. LIEP teachers meet with classroom/content teachers, administrators, and all other staff directly serving ELLs so they can appropriately interpret the ELPA21 scores and how to base instruction to increase their language proficiency.
- D. ELPA21 data is useful for classroom/content area teachers because it allows them to understand the student's language level. Incorporating ELP Standards with the knowledge of the student's language level is essential for all staff that provide direct services to students. These include LIEP staff, classroom and content teachers, and other direct service staff can implement instructional strategies to allow for language development growth. This future programming of language development will be recognized in the data for the following year of ELPA21.

## VII. LIEP Exit Criteria and Procedures

- A. Criteria for exiting the ESL program is met when a proficient score on ELPA21 and scores proficient on IA Assessment in the areas of reading and math in the same academic year.
- B. Student's LIEP status can be changed to exit if the proficiency requirements are met and it is within the allowable window. This window opens when ELPA21 scores are received and ends October 1. The data is combined with state assessment score to determine exit status. When the student meets the requirements to exit LIEP, parents are notified with a state approved TransAct form(*Program Exit Letter*). A copy of the exit letter is filed in the cumulative folder, and the student's LIEP coding is changed in SRI by the Administrative Assistant of the Director of Student Services, Joyce Meyer, to assure funding is no longer received. The ESL Coordinator will monitor each exited student for 2 years to ensure continued academic success.

## VIII. Monitoring Procedures after Students Exit the LIEP Program

- A. Exited ELLs are monitored by the ESL Coordinator for 2 years after the student exits the program which includes parental notification. Classroom and content teachers are made aware of the Exited Student status so they will contact the ESL Coordinator if there are academic or language concerns. At the elementary level, teacher contacts are made at least once each month and at grade reporting. At the middle and secondary levels, midterm grades check, Infinite Campus checking of current grades, missing assignments, and attendance are done at least each month for each exited student by the ESL Coordinator, Michele Tabares. If a letter grade of at least a C or higher is not maintained, the ESL teacher, counselor, classroom/content teachers, administrator, and parents meet to discuss the students sustained academic progress. At that time, the team determines if the exited ELL will continue to be monitored, successfully completes the monitoring stage, or is considered for re-entry to the LIEP program due to language needs.
- B. If the exited(yet monitored)student demonstrates that they are not able to have success in regular content classes without additional support, the ESL Coordinator, Michele Tabares, facilitates a meeting for the team members to determine possible changes and/or placement in LIEP again. Parental input is also collected at the meeting. Based on the collected data, the student may re-enter LIEP and parents are notified using the TransAct form, *Notice of Program Placement*.

## IX. LIEP Evaluation

- A. The Bettendorf LIEP is evaluated annually. Kay Ingham, Director of Student Services, facilitates the team meeting to conduct the evaluation. Data is matched with each goal from Section III. The data shows accountability for goals met or not yet met. Meeting the program goals will help the district determine if students' language and academic needs are being met each year. Bettendorf Program Evaluation reflects the ELL District Self Study Guide published by the Iowa Department of Education. <https://www.educateiowa.gov/sites/files/ed/documents/District%20Self%20Study%20Guide.pdf>

ELL student ELPA21 scores are used to determine annual growth from year to year. If data shows that students are not continuing to show growth in all areas, then LIEP must be revisited and adjusted. Programming and services for ELLs could be affected. This could include PD for classroom/content teachers and ESL teachers, staff changes, scheduling, and identification of curricular needs. Meeting the language and academic needs of ELLs is the essential component of LIEP.