

Lau Plan for Serving English Learners

Bettendorf Community School District

Lau Plan

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)**. In order to meet the linguistic, academic, social, and emotional needs of ELs, districts are required to develop a service 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 a K-12 team, to include: district administrator(s), building administrator(s), equity coordinator (public only), EL teacher(s), classroom /content teacher(s). The team may also include other stakeholders such as community leaders, parents, and board members.

Required Lau Plan Team Members :

Dr. Michelle Morse Superintendent
Dave Hlas Director of Special Services
Michele Tabares ESL Teacher
Ann Braught ESL Teacher
Carrie Reed, Instructional Coach
Helen Duranleau-Brennan, AEA Consultant
Joni Geifman, ESL Tutor and Parent

I. Lau Plan Guiding Principles

The Bettendorf School District supports ELLs English Language development, academic achievement, and cross-cultural efficacy. This process is guided by providing for individual learning needs and ensuring the rigorous Iowa Core Standards instruction for all students. This is accomplished throughout the district at grade-appropriate levels. Differentiated instruction is utilized to match student learning levels. English Language Proficiency Standards are used to determine language demands as they relate to content area instruction. The Bettendorf Community School District systemically provides instruction and support for ELLs to develop an awareness of the language in the social setting which includes instruction on cultural behavior traditions in American Society. Bettendorf teachers use explicit instruction with ELLs to reach proficiency, and accelerate academic language, and develop skills in the areas of reading, writing, speaking, and listening.

Students are provided a variety of opportunities to develop their academic language while connecting to their peers. These learning experiences assist in the development of English but also help students connect to the school community and gain social-emotional strength. In core

and content classes, teachers collaborate with ESL teachers, instructional coaches, interventionists, and other team members to ensure that rigorous academic achievement is attainable for all ELLs. Collaboration is essential to coordinate supports for instruction and assessment so that individual students' language needs are considered when differentiation strategies are implemented.

The Bettendorf Community School District encourages the 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 and encourage all district parents to participate in school-related meetings and events. This connection at all levels systemically promotes partnership with families from multicultural backgrounds and diversity integration with students and families. School counselors, social workers, and outreach workers provide a connection to community organizations for support and relationship building related to local social opportunities. Partnerships bridging families with multicultural backgrounds and promoting diversity integration throughout the district and community.

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

Upon registration in the Bettendorf Community School District, parents indicate online the language background that represents their family. With families that have a language other than English, a Home Language Survey is completed. HLS forms from TransAct are used to identify the language(s) history of the student. TransAct offers the HLS in many languages and the district is prepared to conduct oral or native language interviews for parents that may not have sufficient English communication or literacy skills to complete the HLS. A copy of the HLS will be stored in the students' cumulative file. Every reasonable attempt will be made to provide support to families to complete the online registration program. Infinite Campus reports indicating students with a language other than English are retrieved by Jennifer Gallagher and forwarded to Michele Tabares, the ESL Coordinator. Michele will then proceed through the screening process and screen for qualification in the LIEP using the state-approved screening tool, ELPA21.

The Bettendorf School District uses the state-approved English Language Proficiency Placement Assessment called the ELPA21 Dynamic Screener. The ESL Coordinator, Michele Tabares, schedules and administers the screening assessment based on the language(s) indicated on the HLS and the student's language history. Score reports from the ELPA21 Screener are reported to the district in the areas of reading, writing, speaking, and listening through the collaboration of the Iowa Department of Education and Cambium Assessment, Inc. The language screener reports are used to determine the student's English language level. Students scoring proficiency levels of emerging and progressing qualify for the ESL program. Students

that score in the proficient range will receive instruction from their classroom or content teacher. Qualifying students are noted in Infinite Campus as well as entered in TIDE.

Emerging and Progressing level students are entitled to English language support through the Bettendorf School District ESL Program. Appropriate LIEP and content course placement are determined by the team depending on the student's grade level and data collected about the student's prior language and academic background. The team typically includes the ESL teacher, the classroom and/or content teacher, the school counselor, the building administrator, and any other faculty that would be needed to determine accurate placement. Students will be placed in the appropriate grade level for their age but no more than 2 years age difference from his/her peers. Placement and the educational plan is designed with consideration of the student's language level, academic history, parental input, previous teacher recommendations, observation, referrals, informal assessments, and transfer records.

Parents are notified of the placement in the language that is most easily accessible for their family. TransAct offers the forms in the languages represented in the Bettendorf School District. Parents may elect to waive the entitled English language support that is provided in addition to classroom instruction. A meeting is held to inform the parents of their options for waiving ESL services and the state requirements for the targeted English language proficiency. The TransAct waiver of services can be signed at that time and the student's status is modified to waived. Waived ESL support students will continue to receive Iowa Core instruction and will take the annual English Language Proficiency Assessment for the 21st Century(ELPA21) until they reach the Proficient level in the areas of reading, writing, speaking and listening. Waivers are revisited and updated annually.

III. **Description of the LIEP**

The Bettendorf LIEP program is an English as a Second Language(ESL) model. ESL is a program of techniques, methodology, and special curriculum designed to teach ELLs English language skills, which may include 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. The model includes the Iowa English Language Proficiency Standards and the Iowa Core Curriculum. ELLs are required to meet the same rigorous standards and benchmarks as non ELLs in the district. The curriculum in the Bettendorf School District incorporates specialized materials and strategies that will assist ELLs in meeting Iowa Core Standards and ELP Standards. Current ESL theory stresses the need for students to learn language through supported content and scaffolded instruction. At the elementary level, pull-out and push-in programming models are utilized and at the secondary level, co-taught content classes are added to the delivery of services. ELLs at the secondary level have a period or block that is shared to provide English language development and content support.

LIEP goals for 2021-2022:

1.Linguistic Achievement Goals

- Current ELLs advance at least one language level each year until reaching proficiency level (5) on the ELPA21
- 80% of ELLs will achieve proficiency as measured using the FAST assessment by the Spring 2022 testing window

2. Academic Achievement Goals

- 80% of ELLs will achieve proficiency on the 2021-2022 ISASP in the areas of math, science, and literacy
- 80% of ELLs will meet their individual growth targets as measured by the Spring 2022 MAP assessment

Parents are notified annually of ELLs language proficiency, ESL status(emerging, progressing, proficient), and the option to waive ESL services. Notification letters with the Spring ELPA21 score report as sent to families at the beginning of each academic year. The notification letters identify the continuing or exiting status from the ESL program. Parents that elect to waive LIEP services meet annually to determine which option they will select for the student. The TransAct form, *Explanation of Consequences for not Participating in English Learner Program* is reviewed, signed, and dated. After discussing their options and reviewing the most recent ELPA21 scores in the area of reading, writing, speaking, and listening, determination is made if the waiver of services is renewed.

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

The Bettendorf staff that deliver direct LIEP services for all identified students hold an appropriate ESL endorsement in the state of Iowa and are considered highly qualified by the Iowa Board of Educational Examiners. In addition, one ESL tutor provides additional academic and language support targeting language skill domains. The Bettendorf School District ensures that teachers who are providing instruction in the content areas are endorsed in the content area in which instruction is being provided. The Director of Special Services, Dave Hlas, is designated for the oversight of LIEP in Bettendorf.

Wonders is used for literacy curriculum and Illustrative Mathematics(IM) 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. Teachers must differentiate assessments according to the language proficiency level of the student. Teachers have the flexibility to incorporate various resources to enrich the curriculum. All students enrolled K-12 can take advantage of the 1:1

technology integration. Academic Interventionists provide additional support at elementary and secondary levels.

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

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

All ELLs have equal opportunity to utilize the Talented and Gifted Program that Bettendorf School District offers. Identification and placement are based on the student's educational needs and development. The district attempts to determine ability levels in the ELL's primary language, however, the other assessments and data may be used to determine eligibility. Guidelines aligned to Project GOTCHA (Galaxies of Thinking and Creative heights of Achievements) for ELL identification appreciating the influence of language and cultures. Related data and information are factored which include district assessments with broadened acceptance criteria to compensate for English language level, student work samples, inventories, teacher recommendations, and parent interviews. District TAG staff work closely with ELL staff to identify student need for additional academic challenges while ELLs develop English in the district LIEP curriculum.

The Special Education Program in Bettendorf Schools is inclusive to all students in need of services. Exclusionary factors are considered when a student's needs are assessed. These factors can include language differences, cultural background, prior education, and previous academic instruction. Extensive, culturally sensitive interviews are conducted with parents, classroom teachers, AEA representatives, counselors, and administrators to address exclusionary factors.

Dually identified students (special education and LIEP) receive direct instruction by highly qualified LIEP and special education teachers to ensure language and academic needs are met. In the case of special education determination, an Individual Education Plan (IEP) is developed through a team of representatives which may include classroom/content teachers, special education teachers, ESL teacher, counselor, parents, AEA representatives, and administrators.

Bettendorf Schools use the Tiered system of identification of educational needs. All students are assessed in reading and math through the FAST BRIDGE system. Based on individual results, intervention groups are created addressing learning needs. Those students that demonstrate deficiency are placed in intervention groups that focus on a specific skill area. ELLs are included in this process of identification, assessment, and targeting skill instruction. A variety of researched based interventions are provided by classroom teachers, Academic Interventionists, and support personnel which includes MTSS teachers and Title I teachers. Data

is reviewed at designated intervals to allow for adjustments for individual students. Bettendorf utilizes a variety of resources for blended learning as key components of assistance for ELLs that address their language needs. These resources target student learning at their language and academic instructional level. All K-12 students have 1:1 technology access.

Extracurricular activities are offered and encouraged at all levels for students attending Bettendorf Schools. ELLs fully participate in fine arts, sports programs, various club offerings and activities, student leadership, and RSVP. Resources are available for students that face language barriers, financial limitations, cultural or religious accommodations, and transportation issues. 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

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. Professional Learning Communities(PLC) meet regularly to ensure collaboration throughout the district. These opportunities allow for sharing and clarification that ELLs are ensured of delivery of rigorous content curriculum at their language level. Differentiation and instructional strategies are also shared during these meetings. Scaffolding, explicit instruction, and specifically designed sheltered instruction are typically implemented so ELLs are able to develop their English proficiency(using ELP Standards) as they learn the content of the Iowa Core Curriculum.

District representatives attend monthly Title III Consortium meetings facilitated by AEA9 consultants. Title III funding can be used to attend professional development opportunities. The following are conferences typically attended by staff:

- 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

- NABE

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

ESL Teachers that administer the ELPA21 Annual assessment complete the AEA PD Online training modules each year. All of the related training modules are completed using the updated versions each year. Example trainings related to preparing for annual ELPA21 assessment and screener, administering ELPA21 and screener, interpreting the scores of ELPA21, and assessing students with significant disabilities of ELPA21 are renewed each year. The results from the annual scores are disseminated by the ESL Teachers. The data in the score reports are used to determine programming, plan for instruction, compare to language goals, and

mark achievement of the LIEP placement or exit status. The data is shared with classroom/content teachers, administrators, and parents.

VII. LIEP Exit Criteria and Procedures

The criteria to exit Bettendorf LIEP is met when the ELL scores a score of Proficient on the annual ELPA21. The ELPA21 annual assessment scores are typically reported in late May. ELLs that score in the Proficient range are exited at the beginning of the following academic year. Parents are notified by mail using the TransAct form and a copy of the Individual Score Report.

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

After scoring in the Proficient range in the areas of Reading, Writing, Speaking, and Listening, ELLs exit and are monitored for 2 years to ensure their continued success. Classroom/content teachers are notified of the exited ELLs status so they can contact the ESL Teachers if there are any questions or concerns with their academic or language progress.

If it is determined that the ELL needs additional support, a team meets to determine possible changes and/or re-entrance of LIEP.

IX. LIEP Evaluation

Dave Hlas, Director of Special Services, facilitates the team-based process to conduct the program 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 ELLs' language and academic needs are being met each year.