

K-12 Lau (EL) Plan for Serving English Learners 2024-2025

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 English Learners (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 the K-12 team, to include: district administrator(s), building administrator(s), equity coordinator (public only), EL teacher(s), classroom /content teacher(s).

Required Lau Leadership Team Members:

District Administrator(s): Chace Ramey (Deputy Superintendent), Lucas Ptacek (Executive Director of Secondary Schools), Eliza Proctor (Executive Director of Elementary Schools), Carmen Gwenigale (Director of Curriculum, Assessment & Instruction), Laura Gray (Executive Director of Diversity & Cultural Responsiveness), Ashley Reedy (Director of Special Education)

Building Administrators: Laura Mayer (OLP), Colby Miller (North Central), John Bacon (City), Maureen Head (West), Carolyn Ceynar (Hoover)

Teachers: Elementary and Secondary ELL Teachers (see complete list of names on page 20 below)

Additional Lau Leadership Team Members:

Kelley Hesse (ELL Coordinator), Amanda Brooks (ELL Coordinator), Darcie Kress (Extended Learning Program Coordinator), Lisa Klein (GWAEA ELL Consultant), Liz Medina-Sanchez (GWAEA ELL Consultant), Sarah Sadoma (IDS-Horn), Doug Lestina (IDS-City) Sara Karbeling (IDS-NWMS), Danielle Riney (IDS-SEMS), Greg Yoder (Counselor-West)

I. Lau Plan Guiding Principles

Evidence: Reference English language development, academic achievement, and cross-cultural aspects.

A. English Language Development

- Support the acquisition and development of the interpersonal communication and academic language skills necessary for engaging effectively in a variety of contexts.
- Help students become proficient in the four language domains of listening, speaking, reading, and writing.
- Provide research-based strategies and instructional practices that are designed to meet the unique needs of ELs.

B. Academic Achievement

- Educate ELs to meet the same challenging academic content and achievement that all children are expected to meet.
- Assist successful participation in classroom learning situations and other school activities while maintaining a positive attitude toward self, school, and community.

C. Cross-Cultural Goals

- Promote understanding, respect, and appreciation for the cultural and linguistic diversity of our student population.
- Collaborate with the school community to increase the sensitivity of staff to the unique educational needs and cultural backgrounds of ELs and their families.
- Facilitate opportunities for Parents/Guardians of ELs to develop home-school partnerships and encourage involvement in their child's education.

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

Evidence: Please include references to Home Language Survey, State approved English language proficiency placement assessment, process to place student in appropriate LIEP and content courses, initial parent notification of eligibility in language most easily understood, documentation of initial change from LIEP to waiver, process for waiving students from LIEP.

A. Home Language Survey-IA (www.TransACT.com)

1. All students registering in the ICCSD complete the Iowa Home Language Survey (HLS), which is available in multiple languages. The ICCSD also provides an interpreter to assist families in completing the HLS if needed.
2. If the parent indicates on the HLS that a language other than English (or in addition to English) is in the student's home and/or background, the school secretary or intake person will inform the ELL Assessment Specialist by filling out a google form provided to each building. Screening is scheduled at the home school or, for students in the Online Learning Program, at the Tyler Building.
3. The Home Language Survey (IA) is stored on the Person Documents page in Infinite Campus and in the student's cumulative file.

B. State-approved English language proficiency placement assessment (ELPA21)

1. As of August 1, 2018, the *ELPA21 Dynamic Screener* is the assessment used in the state of Iowa to measure English language proficiency levels in reading, writing, speaking, and listening for students in Kindergarten through 12th grade with a language other than English in their home or background.
 - a. *Screening Kindergarten students:* For incoming Kindergarten students or Kindergarten students in the first half of the school year with a language other than English in their home or background, the ELPA21 Future Kindergarten Screener is administered (between April 2 and January 15). For screening Kindergarten students after January 15, the ELPA21 Kindergarten Screener is used.
 - b. *Screening for Students with Most Significant Cognitive Disabilities:* As of August 1, 2024, the AltELPA Screener will be piloted. The AltELPA is

designed specifically for potential English learners with significant cognitive disabilities. It is administered on the computer, one-on-one with a test administrator and the student.

2. *A certified screener* (ELL Assessment Specialist, ELL Program Coordinator, or ELL Teacher) administers the ELPA21 screener at the home school, or, for students in the Online Learning Program, at an agreed upon location.
3. *Training*: Screeners must complete online training each year. Certificates of completion are kept in each building's shared Google team drive.
4. *Student scores*: A summary of student screener results are stored in the blue ELL folder in the cumulative file.

C. Process to place students in appropriate LIEP and content courses

1. In order to place an EL in the most appropriate level of English language instruction, a team analyzes a variety of data points, such as:
 - a. previous English language assessments, including the ELPA21 screener and/or summative assessment results
 - b. academic records and transcripts
 - c. academic skill assessments (such as FAST)
 - d. parent interviews
 - e. teacher observations

The team making the appropriate LIEP level placement may include the following individuals: the student, classroom teachers, ELL teacher(s), instructional assistants, counselor(s), the parent/guardian, and administrators. Due to the often quick and general nature of the initial assessments – even with careful data collection and review -- the placement of an EL in a particular level of English language instruction may be tentative. *No placement should be considered permanent.* The student's progress should be evaluated frequently, and any appropriate language level placement change should be made as soon as a need is determined.

2. ELs are placed in appropriate content courses according to their grade level. At the secondary level (Grades 7-12), ELs enrolled in the Beginning, Intermediate 1, or Intermediate 2 English Language Development (ELD) classes are eligible to take sheltered sections of core content classes if available in their school. For a description of sheltered instruction, please see Section III, Subpart B below.
3. Grade level placement of ELs:
 - a. Kindergarten-Grade 8: An EL is placed with students of the same chronological age. Extenuating circumstances, such as extensive limited or interrupted schooling, will be considered on an individual basis. **In no case will A) a K-8 EL be placed in a grade level more than one year different from same-age peers and B) a grade level placement decision be based on the student's English proficiency level.**
 - b. Grades 9-12: A high school-age EL is placed at the high school level. However, specific grade level placement at the high school level is determined by the number of high school credits transferred in from previous educational institutions, not by the student's age. **In no case**

will a grade level placement decision be based on the student's English proficiency level.

- c. If the team recommends a placement outside of the “age-based grade” for K-8 ELs or outside of the high school level for a high school-aged EL, the principal, building EL teacher(s), the student's family, and the district ELL Coordinator must be included in the decision making process. Considerations should include:
- Does the student have interrupted schooling and/or limited formal education? If so, to what extent?
 - What are the wishes of the family?
 - What are possible unintended consequences?
 - [Grade level comparison with previous education system](#)

D. Initial parent/guardian notification of eligibility following state guidelines in a language most easily understood by the family.

1. Following identification of eligibility, the ELL Assessment Specialist or ELL teacher notifies the parent/guardian through face-to-face, phone, and/or written communication in the language most easily understood by the parent/guardian.
2. The “English Learner Program Placement” form (for initial and annual placement notification and program description from TransACT) along with the ELPA21 Dynamic Screener score report is provided to families.
3. Parents/Guardians must acknowledge that their child(ren) will be receiving EL services, but a signature is no longer required. The ELL Teachers must document parent/guardian acknowledgement in one of two ways: 1) use the “Determination of Student Eligibility for Program Placement” form to sign and return or 2) logging the communication through which the parent/guardian acknowledged EL placement (i.e. email, TalkingPoints, phone call).
4. Parents/Guardians will be notified within 30 days of the first instructional day of the school year (if identified at the beginning of the school year), or within two weeks if identified later in the year.
5. Required forms will be kept in the blue ELL folder in the student's cumulative file.

E. Parent/Guardian documentation of initial change from LIEP Programming (included only if parents/guardians indicate they want to waive or withdraw from services)

1. Parents/Guardians have the right to choose to opt-out and not enroll their child in the LIEP. When a parent chooses to initially waive or decline services, the ELL teacher will contact the parent and request to meet in person or communicate by phone to discuss recommendations, concerns, and potential outcomes. The parent receives the “Explanation of Consequences for not Participating in English Learner Program” notice from the US Department of Education. This notice informs the parent/guardian that the student must still participate in the annual ELPA21 assessment.
2. If the parent/guardian elects to waive services, he/she will sign the “Request for Change in Program Participation” form from TransACT. The ELL teacher, secretary, or registrar informs the ELL Assessment Specialist of the parent/guardian's decision to waive services and then places the signed waiver form in the student's blue ELL folder in the cumulative file.

3. To ensure the needs of opt-out ELs are met, the ELL teacher may meet with the content teacher(s) in order to recommend accommodations and strategies to support the student as needed. As with all ELs, including students who have waived ELL services, ELL teachers share the annual ELPA21 Summative Assessment results with parents/guardians and when necessary, additional information will be shared about the student’s overall grades and/or academic performance to assist families in determining if they want to re-enroll their student in the LIEP.

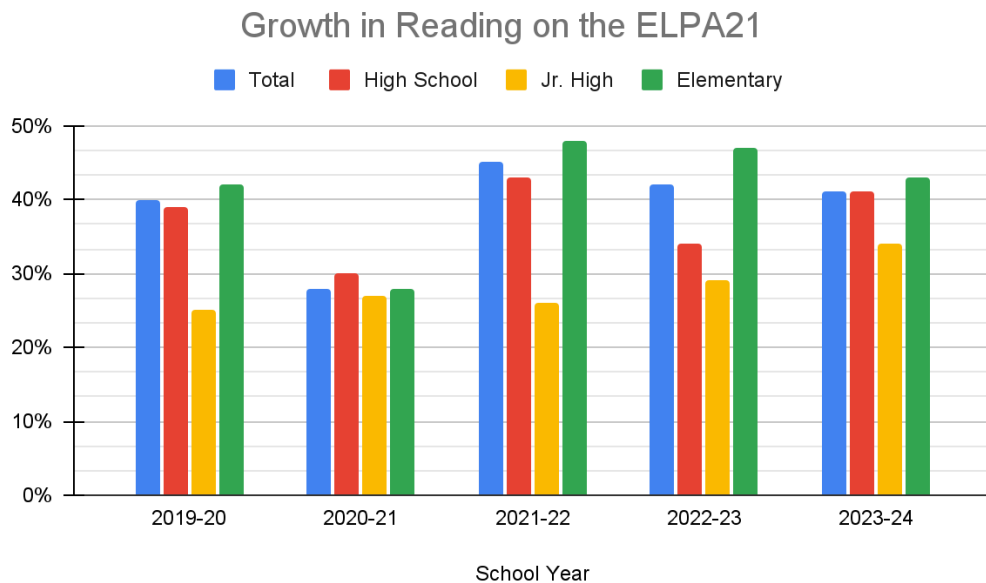
III. Description of the LIEP

Evidence: LIEP goals, description and implementation of specific state-approved LIEP models, description of annual parent notification of continuing placement and programming options, description of procedure for communicating with Parents/Guardians who have waived LIEP services, highly qualified staff, administrator oversight, access to Iowa Core and ELP standards, and curriculum and supplemental resources for LIEP.

A. LIEP Goals

1. Language Goals

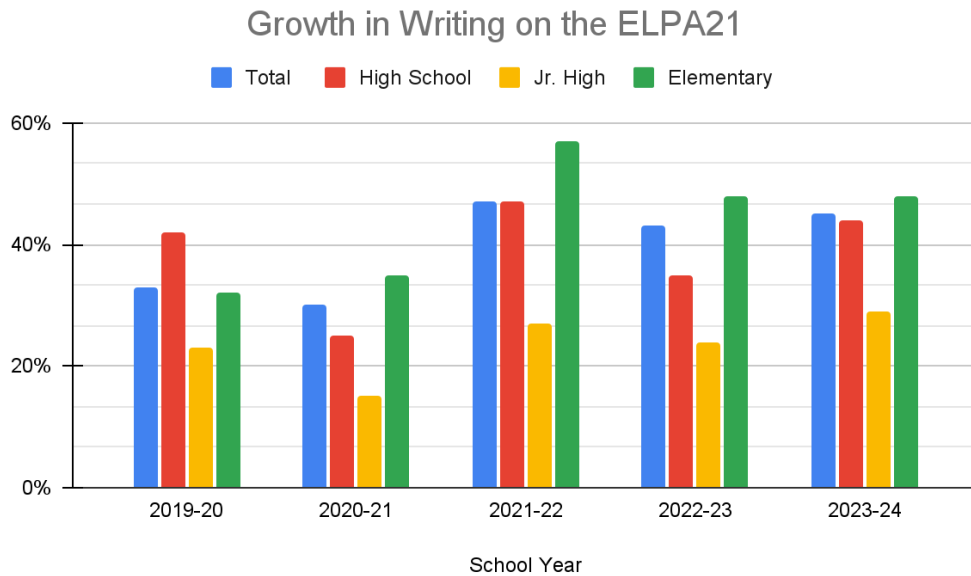
- **Growth in Reading on the ELPA21:** The percentage of ELs who grew at least one performance level in **reading** as measured on the ELPA21 Summative Assessment will increase from **41%** (Spring 2023 to Spring 2024) to **46%** (Spring 2024 to Spring 2025).



- 23-24 Total: 463 out of 1126 = 41% increased reading performance level
- 22-23 Total: 490 out of 1166 = 42% increased reading performance level
- 21-22 Total: 434 out of 973 = 45% increased reading performance level
- 20-21 Total: 344 out of 1209 = 28% increased reading performance level
- 19-20 Total: 457 out of 1237 = 37% increased reading performance level

- 23-24 High School: 98 of 237 = 41%
- 22-23 High School: 78 out of 229 = 34%
- 21-22 High School: 94 out of 217 = 43%
- 20-21 High School: 87 out of 290 = 30%
- 23-24 Junior High: 58 out of 170 = 34%
- 22-23 Junior High: 40 out of 140 = 29%
- 21-22 Junior High: 30 out of 113 = 26%
- 20-21 Junior High: 38 out of 142 = 27%
- 23-24 Elementary: 306 of 717 = 43%
- 22-23 Elementary: 342 out of 797 = 47%
- 21-22 Elementary: 309 out of 640 = 48%
- 20-21 Elementary: 219 out of 777 = 28%

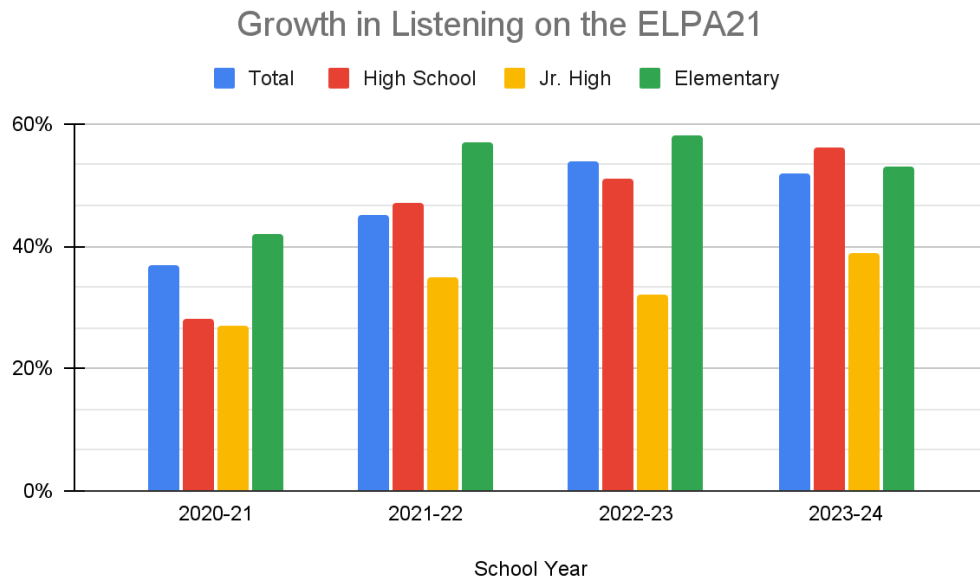
- **Growth in Writing on the ELPA21:** The percentage of ELs who grow at least one performance level in **writing** as measured on the ELPA21 Summative Assessment will increase from **45%** (Spring 2023 to Spring 2024) to **50%** (Spring 2024 to Spring 2025).



- 23-24 Total: 501 out of 1124 = 45% increased writing performance level
- 22-23 Total: 496 out of 1166 = 43% increased writing performance level
- 21-22 Total: 500 out of 979 = 51% increased writing performance level
- 20-21 Total: 366 out of 1212 = 30% increased writing performance level
- 19-20 Total: 504 out of 1237 = 41% increased writing performance level
- 23-24 High School: 104 out of 237 = 44%
- 22-23 High School: 80 out of 229 = 35%
- 21-22 High School: 102 out of 217 = 47%
- 20-21 High School: 73 out of 288 = 25%
- 19-20 High School: 91 out of 326 = 38%
- 23-24 Junior High: 50 out of 170 = 29%

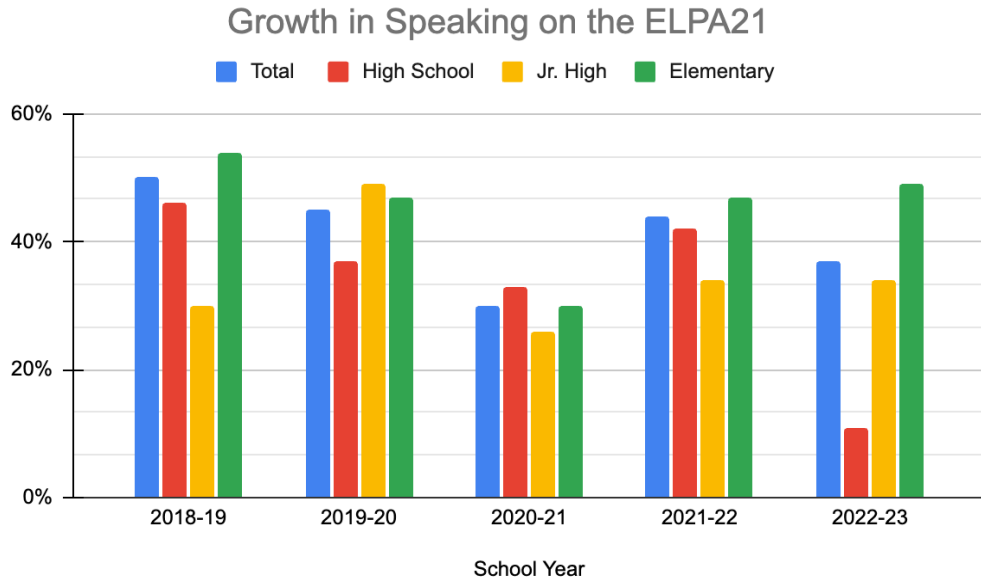
- 22-23 Junior High: 34 out of 140 = 24%
- 21-22 Junior High: 32 out of 120 = 27%
- 20-21 Junior High: 22 out of 142 = 15%
- 19-20 Junior High: 37 out of 141 = 26%
- 23-24 Elementary: 347 out of 717 = 48%
- 22-23 Elementary: 382 out of 797 = 48%
- 21-22 Elementary: 366 out of 642 = 57%
- 20-21 Elementary: 271 out of 782 = 35%
- 19-20 Elementary: 376 out of 770 = 49%

- **Listening Growth on the ELPA21 (for our own data monitoring - not a specified goal area at this time):**



- 23-24 Total: 580 of 1124 = 52% increased listening performance level
- 22-23 Total: 624 out of 1166 = 54% increased listening performance level
- 21-22 Total: 383 out of 850 = 45% increased listening performance level
- 20-21 Total: 454 out of 1221 = 37% increased listening performance level
- 23-24 High School: 133 out of 237 = 56%
- 22-23 High School: 111 out of 229 = 51%
- 21-22 High School: 101 out of 217 = 47%
- 20-21 High School: 83 out of 292 = 28%
- 23-24 Junior High: 67 out of 170 = 39%
- 22-23 Junior High: 45 out of 140 = 32%
- 21-22 Junior High: 42 out of 120 = 25%
- 19-20 Junior High: 36 out of 141 = 26%
- 23-24 Elementary: 380 out of 717 = 53%
- 22-23 Elementary: 462 out of 797 = 58%
- 21-22 Elementary: 366 out of 642 = 57%
- 20-21 Elementary: 332 out of 786 = 42%

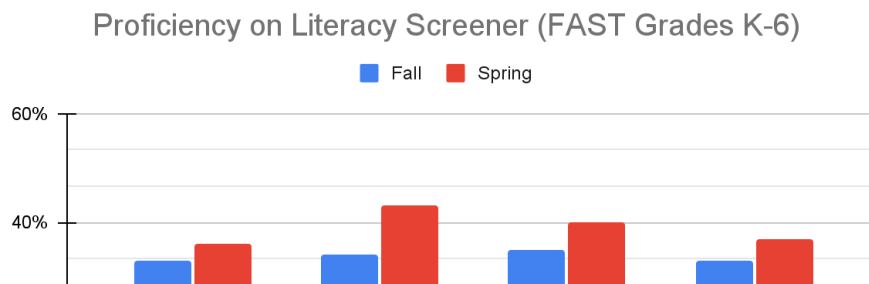
- **Speaking Growth on the ELPA21 (for our own data monitoring - not a specified goal area at this time):**



- 23-24 Total: 638 out of 1120 = 57% increased speaking performance level
- 22-23 Total: 687 out of 1163 = 59% increased speaking performance level
- 21-22 Total: 448 out of 848 = 53% increased speaking performance level
- 20-21 Total: 366 out of 1204 = 30% increased speaking performance level
- 23-24 High School: 130 out of 237 = 55%
- 22-23 High School: 70 out of 190 = 37%
- 21-22 High School: 97 out of 190 = 51%
- 20-21 High School: 94 out of 283 = 33%
- 23-24 Junior High: 79 out of 170 = 46%
- 22-23 Junior High: 42 out of 140 = 30%
- 21-22 Junior High: 67 out of 120 = 56%
- 20-21 Junior High: 37 out of 143 = 26%
- 22-23 Elementary: 429 out of 713 = 60%
- 22-23 Elementary: 435 out of 794 = 55%
- 21-22 Elementary: 392 out of 639 = 61%
- 20-21 Elementary: 235 out of 778 = 30%

2. Academic Goals

- Proficiency on Literacy Screener (FAST Grades K-6):** The number of ELs in grades K-6 scoring in the proficient range on the Reading portion of Iowa TIER universal screening assessment will increase by 10% from the beginning of the school year to the end of the school year.



- a. **4% increase in 2023-24:** 33% of ELs (440 out of 1328) made Literacy Benchmark in Fall 2023 and 37% of ELs (508 out of 1361) made Literacy Benchmark in Spring 2024
 - b. **5% increase in 2022-23:** 35% of ELs (459 out of 1308) made Literacy Benchmark in Fall 2022 and 40% of ELs (552 out of 1367) made Literacy Benchmark in Spring 2023
 - c. **9% increase in 2021-22:** 34% of ELs (439 or 1262) made Literacy Benchmark in Fall 2021 and 43% of ELs (557 of 1301) made Literacy Benchmark in Spring 2022
 - d. **3% increase in 2020-21:** 33% made benchmark in Fall 2020 and 36% made benchmark in Spring 2021
- b. **Proficiency in English Language Arts (ELA) on ISASP (Grades 7-11):** The number of ELs tested in grades 7-11 scoring in the proficient range in English Language Arts of the Iowa State Assessment of Student Progress (ISASP) will increase from ____% (Spring 2024) to ____% (Spring 2025).
- a. 2024: _____ were proficient in ELA on the ISASP (___ out of __)
 - b. 2023: 10% were proficient in ELA on the ISASP (59 out of 607)
 - c. 2022: 5% were proficient in ELA on the ISASP (31 out of 591)
 - d. 2021: 5% were proficient in ELA on the ISASP (27 out of 525)
 - e. 2019: 2% were proficient in ELA on the ISASP (6 out of 302)

B. Program Models

1. The Iowa City Community School District identifies and provides the following LIEP service models based on student needs:

English as a Second Language (ESL, a term used by the Iowa Department of Education for our program type, which we call ELL): This model is utilized in both the secondary and elementary settings. ESL is a program of techniques, methodology, and special curriculum designed to teach ELs 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. At the secondary level, students participate in ESL classes according to proficiency levels. In the elementary setting, the majority of ELs participate in English language development classes in a small group pull-out setting according to grade and English proficiency level.

Co-Teaching: Co-teaching occurs when two certified teachers (typically one general education and specialist teacher (ex: ELL teacher)) share responsibility for all planning, materials, instruction, and assessment of all learners within a shared instructional space. Co-teachers provide instruction using evidence-based, small-group methods a minimum of 30% of the time to provide grade level academic content integrated with the English Language Development standards. At this time, co-teaching is the service model for ELL students in grade 6.

Sheltered Instruction: This model is utilized in both the middle school and high school levels for students enrolled in the beginning and Intermediate 1 ELD courses who need additional language support in core content areas. Students enrolled in the Intermediate 2 ELD course may also take sheltered courses if so desired by the student. Sheltered instruction is an instructional approach used to make academic content in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, scaffolds, and the environment to teach vocabulary for concept development of mathematics, science, social studies, and other subjects. All content teachers who provide sheltered instruction participate in Sheltered Instruction Observation Protocol (SIOp) training. Sheltered classes must be taught by a content-endorsed teacher and may or may not be co-taught with an ELL teacher. The sheltered courses currently offered at our three comprehensive high schools include: Reading Strategies, English 9, Earth and Space Science, Biology, American Studies, World History, Government, Algebra 1, and Geometry. The sheltered course currently offered in grade 6 is Sheltered Social Studies (for beginner ELs only). The sheltered courses offered in grades 7-8 include: Language Arts 7, Language Arts 8, Science Issues & Application 1, Science Issues & Application 2, Global Studies, American Studies (Northwest Junior High); Science Issues & Application 2 and Global Studies (South East Junior High). No sheltered courses are currently being offered at Elizabeth Tate High School or North Central Junior High due to low enrollment of emerging English Learners in those schools.

2. Description of Frequency and Intensity of Services by Grade and/or Proficiency Level

ELs are placed in the appropriate program of language development based on data received from the ELPA21 Dynamic Screener scores, ELPA21 Summative Assessment scores, and/or additional state/district/local assessment information. LIEP services focus on English language development and include support through collaboration with ELL teachers, content teachers, instructional design strategists, and other staff to support access to district core curriculum. ELL teachers shall provide English Language Development universal core instruction to ELs according to the required minutes listed below. While ELL teachers should be included in intervention planning, ELL teacher FTE and teaching time should be devoted to ELD core instruction. ELL teachers should not be relied on for providing academic interventions, with the exception of the secondary advisory/intervention block. ELs should have access to the same academic interventionists/specialists as non-ELs.

The following ICCSD recommendations for LIEP services are based on grade and proficiency levels. In some instances -- based on the unique needs of individual students -- the amount of services may be adjusted to more appropriately serve their specific needs. **Buildings should be mindful when creating the master schedule to ensure EL students receive core instruction in content areas while also receiving ELL services. This may involve intense collaboration among the principal, IDS, ELL team and other staff as needed.**

For the purposes of providing the appropriate frequency and intensity of instruction listed below, a *newcomer* is defined in our district as a student who was not born in the United States, has little or no English language proficiency, and has had less than two years of formal instruction in a US school.

a. Required Minutes and Frequency of Instruction for ELs (Proficiency Levels = ELPA21 scores in reading, writing, speaking, listening.)

*Elementary EL Minutes of Instruction for **on-site instruction**:*

- Newcomer (Proficiency Levels 1-2): Grades 1-5: minimum 60 minutes per day, 5 days per week
- Kindergarten (all levels): minimum 30 minutes per day, 5 days per week; (allow 5 minutes transition time)
- Grades 1-5: Proficiency Levels 2-3 (Progressing): minimum of 30 minutes per day, 5 days per week
- Grades 1-5: Proficiency Levels 3-5 (Advanced: not proficient in all domains): minimum 30 minutes per day, 3-5 days per week, based on individual needs

*Elementary EL Minutes of Instruction for **online learning**:*

- Newcomer (Proficiency Levels 1-2): Grades 1-5: minimum 40-60 minutes per day (example: 20 minute synchronous lesson and 20 minutes Imagine Learning), 3-5 days per week; minimum of 3 synchronous lessons (but more are encouraged if possible); 20-30 minutes of Imagine Learning should be assigned as independent practice on days when synchronous instruction is not provided.
- Kindergarten (all levels): minimum 20-30 minutes per day, 3-5 days per week; minimum of 3 synchronous lessons (in real time - virtual or in person) per week.
- Grades 1-5: Proficiency Levels 2-3 (Progressing): minimum of 20-30 minutes per day, 3-5 days per week; minimum of 3 synchronous lessons (in real time - virtual or in person) per week.
- Grades 1-5: Proficiency Levels 3-5 Advanced (not proficient in all domains): minimum 20-30 minutes per day, 3-5 days per week, based on individual needs; minimum of 3 synchronous lessons (in real time - virtual or in person) per week.

Middle School EL Minutes of Instruction for grade 6:

- Newcomer (Proficiency Levels 1-2): one 84-minute block co-taught ELA/ ELL with two certified teachers (one ELA, one ELL) and one 42-minute period of Sheltered English Language Development (ELD) with a certified ELL teacher.
- Proficiency Levels 2-3: one 84-minute block co-taught ELA/ ELL with two certified teachers (one ELA, one ELL)
- Proficiency Levels 3-5 (not proficient in all domains): one 84-minute block co-taught ELA/ ELL with two certified teachers (one ELA, one ELL)

Middle School Recommended EL Classes (grades 7-8):

- Newcomer (Proficiency Levels 1-2): (includes students with limited or interrupted formal education): Two ESL classes per day and sheltered courses if available in their school. Sheltered classes may include Language Arts/Literacy, Science, Math, and Social Studies.
- Proficiency Levels 2-3: One ESL class and sheltered content classes as available.
- Proficiency Levels 3-5 (not proficient in all domains): One ESL class per day.

High School Recommended EL Classes:

- Newcomer (Proficiency Levels 1 and 2): (includes students with limited or interrupted formal education): Two ESL classes, Reading Strategies, and sheltered courses in core content areas.
- Proficiency Levels 2-3: One ESL class and sheltered content classes as determined appropriate for credit.
- Proficiency Levels 3-5 (not proficient in all domains): One ESL class.

*Junior High/High School Recommended EL Classes in the **Online Learning Program**:*

- All Proficiency Levels: One ESL class that meets 2-3 days per week, for a total of 125 minutes per week.

C. Description of Annual Parent/Guardian Notification of Continuing Placement

1. The ELL teachers notify English Learners' parents/guardians annually of continuing placement using the "English Learner Program Placement" (available in TransACT) in a language most easily understood by the family.
2. The notification takes place as soon as ELPA21 Summative Assessment results are received in the spring (for existing students) or within 30 days upon enrollment during the school year (for new-to-district students who already qualified for EL services at another Iowa district or ELPA21 state).

D. Procedure for Annual Communication with Parents/Guardians who have waived LIEP Services

1. Parents/Guardians who have waived services are contacted annually and informed that their child is still eligible to receive services. Parents/Guardians receive a copy of "Explanation of Consequences for not Participating in English Learner Program" and a new copy of "Request for Change in Program Participation" is signed.
2. Communication about the continuation of waiving services with the "Request for Change in Program Participation" is documented.
3. A record of this notification is stored in a student's blue ELL folder in the student's cumulative file. An electronic copy of the form is also kept by the ELL Assessment Specialist.

E. Highly Qualified Staff

1. ICCSD staff who deliver direct LIEP services for all identified students hold an appropriate ESL endorsement and are considered highly qualified by the Iowa Board of Educational Examiners.
2. ICCSD ensures that all content area classes are taught by a teacher endorsed in that content area.

F. Designated Administrator oversight of LIEP

1. ICCSD administrators in charge of oversight for the LIEP are: Matt Degner, Superintendent; Chace Ramey, Deputy Superintendent; Lucas Ptacek, Executive Director of Secondary Schools; Eliza Proctor, Executive Director of Elementary Schools; Phillip Hansen, Assistant Principal at City High School; Tunisia May, Assistant Principal at Liberty High School; Maureen Head, Coordinator of Student Services and Activities at West High School; Ann Browning, Principal and Lucas DeVries, Assistant Principal at Elizabeth Tate High School; Colby Miller, Principal and Karrie Merriweather, Assistant Principal at North Central Junior High; Kimberly Fitten, Principal at Northwest Junior High; Allison DeVries, Assistant Principal at South East Junior High; all Elementary School Building Principals; non-administrative: Kelley Hesse, ELL Coordinator; Amanda Brooks, Assessment Coordinator
2. All administrators and non-administrative staff supporting ELs participate and receive appropriate training. Many administrators attend professional development in partnership with Grant Wood Area Education Agency (GWAEA) and some have participated in the Iowa ELL Administrator Academy and Iowa Culture and Language Conference in past years when it was offered.

G. Access to Iowa Core and English Language Proficiency Standards

1. The ICCSD provides access to Iowa Core and English Language Proficiency (ELP) standards through research-based instructional strategies and supplemental resources. Curriculum modifications and accommodations ensure access to Core. All K-12 certified staff participate in ELP standards training.
2. Collaborations between ELL teachers and classroom teachers may include: sharing of data and outcomes of assessments, modeling of research-based strategies for ELs, sharing information about appropriate accommodations, providing supplemental resources and information about students' English proficiency in reading, writing, listening and speaking.
 - a) Collaboration occurs through PLC meetings, planning for co-teaching (sheltered classes), before and after school meetings, grade-level team meetings, phone communication, and email.
 - b) These collaborations differ based on building needs, but they will occur at least monthly.

H. Curriculum and Supplemental Resources for LIEP

1. **Elementary:** At the elementary level, the district uses *National Geographic REACH*, *On Our Way to English*, and *In the USA*.
 - o *National Geographic REACH* is used to deliver content-based instruction. *REACH* content-rich materials, student activities, and lesson plans promote academic language learning that is connected to the other subjects in a student's school day. *REACH* emphasizes major

topics of science and social studies through thematic units that incorporate academic and content vocabulary and subject-specific tasks. The program also includes suggestions for relating themes to students' own experiences, cultures, and personal lives. Within a unit, each lesson builds on prior lessons to reinforce and extend the information students are learning and the language skills they are acquiring.

- Kindergarten and 1st grade newcomers may receive additional support with *On Our Way to English* materials to provide supplemental instruction in early language acquisition.
- Newcomers/Beginners (level 1) in grades 2-5 receive instruction with *In the USA*, published by National Geographic. *In the USA* develops language, survival vocabulary, and the basic building blocks of literacy for newly arrived and preliterate students. Ancillary materials are used as needed to further support language development.

Secondary: At the middle school level, the district uses *National Geographic Inside and Inside the USA*. High schools use *National Geographic EDGE*.

- *National Geographic Inside the USA* is a research-based, standards-driven curriculum that provides junior high newcomers with the skills and strategies needed for developing reading, writing, speaking, and listening proficiency.
 - *National Geographic Inside* is a leveled core reading/language arts/language development program designed for English learners. The content is relevant and motivating with a goal to prepare students for Common Core State Standard success.
 - *EDGE* is a leveled core reading/language arts/language development program designed for English learners. The content is relevant and motivating with a goal to prepare students for Common Core State Standard success.
 - Sheltered content classes utilize the district core curriculum as well as additional EL designed materials to scaffold and deliver academic content to students at the beginning to intermediate levels.
2. ELL teachers, the ELL Coordinator, and the Director of Learning Supports review curriculum and supplemental materials on an ongoing basis in consideration of student, building, and program needs. In addition, a comprehensive curriculum/program review is conducted every 8 years. Recommendations about purchases are shared with the Director of Learning Supports and/or the Elementary/Secondary Executive Directors of Teaching and Learning.
 3. When any core curriculum adoption process occurs, the needs of ELs must be considered. Those responsible for implementing a curriculum review process must include ELL coordinator(s) and/or ELL teacher(s) as member(s) of the review committee.

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

Evidence: Identifying and serving talented and gifted students, identifying and serving students for special education services, and identifying and serving students in co-curricular and extracurricular areas.

A. Extended Learning Program (ELP) / Talented and Gifted (TAG)

Section 59.4(5) of the Iowa Code states that “Students will be placed in a gifted and talented program in accordance with systematic and uniform identification procedures that encompass all grade levels and that are characterized by the following: a. Identification will be for the purpose of determining the appropriateness of placement in a gifted and talented program, rather than for categorically labeling a student. b. The decision to provide a student with a gifted and talented program will be based on a comprehensive appraisal of the student, consideration of the nature of the available gifted and talented program and an assessment of actual and potential opportunities within the student’s regular school program.”

Screening

The Iowa City Community School District frequently screens students to find those who are eligible to receive ELP services. In Grades K-2, all students are screened in the fall and winter through critical thinking activities led by the ELP teacher, evaluating students through performance and classroom observations, using the screener from the *Kingore Observation Inventory—Recognizing Gifted Potential*. The data collected from classroom observations and students’ performance on the FAST assessment are used to determine participation in Primary Enrichment Groups. Students are screened each year to participate in these flexible groups. Students in Grades 3-5 are screened annually for gifted services, using the Naglieri General Ability Assessment, the ISASP, and classroom observational data. A combination of the Naglieri Assessment, ISASP, and teacher feedback is used holistically to determine participation in the district’s ELP program starting in Grade 3.

Nominating a Student

Teachers and parents/guardians may nominate a 3rd or 5th grade student to take the Naglieri, even if they did not qualify based on the preliminary district data. When a child is nominated for testing, teachers and/or parents/guardians indicate if a child is an English language learner on the nomination form and any accommodations that are required for the student’s needs to be met in the testing environment. The nomination form contains open response opportunities for teachers and parents/guardians to add their own observations of the student.

Possible information to include on the nomination form may include:

- The student’s English language proficiency levels in the four domains of listening, speaking, reading, and writing
- Iowa Statewide Assessment of Student Progress subtest scores to determine areas of exceptionally strong achievement
- Student observations
- Portfolio assessments
- [Profiles of the Gifted & Talented](#) - possible “look-fors”
- District and classroom assessments
 - ✓ aReading (Adaptive Reading) scores

- ✓ aMath (Adaptive Math) scores
- ✓ Topic math tests
- ✓ Student work samples that show unique abilities

After receiving the nomination form, the ELP staff members may also follow up with the classroom teacher(s) and ELL teacher(s) to gather more information about the student's performance.

Identification procedures for the ICCSD ELP Program do not discriminate based on English language proficiency (EEOA, section 1703(f)). Students will not be denied access to ELP programming solely based on standardized scores. The ICCSD acknowledges that the Iowa Department of Education requires multiple selection criteria for identifying gifted and talented students from the total populations. This approach involves obtaining student information from several quantitative and qualitative sources, and is helpful in making accurate referrals. Please refer to "*Identifying Gifted and Talented English Language Learners*" from the Iowa Department of Education website for additional information:

<https://educateiowa.gov/sites/files/ed/documents/IdentifyGiftedTalentedELL.pdf>

Staff Training

ELP staff members in the ICCSD are kept abreast of best practices for identifying and serving underrepresented populations through attendance at professional development meetings such as the Belin-Blank Center's Advanced Leadership Institute, the Iowa Talented and Gifted State Conference, and the National Association of Gifted Children National Conference.

B. Special Education

1. The *Iowa Administrative Rules of Special Education* 41.48(2) outlines the requirements and needs for general education interventions prior to considering placement in a special education program. These administrative rules describe collaborative activities that are well documented, measurable, and goal directed. Included under the requirements for general education interventions are communication with Parents/Guardians, collection of data related to the presenting problem, intervention implementation, and systematic progress monitoring to measure intervention effects. The context in which evaluation and eligibility decisions are made includes the consideration of linguistic variables unique to the individual. For children whose primary language is not English, communication deficits only constitute a disability if the communication problem is present in both English and the individual's primary language. During the eligibility decision making process, the evaluation team must rule out limited English language proficiency, lack of appropriate instruction and ecological factors as the primary reason for the performance deficits.

Therefore, in alignment with best practices for identification, our district has adopted a critical data process during which multiple criteria are examined to determine if an EL needs to be considered for an Eligibility Determination meeting. A collaborative effort among a team of teachers and the child's family is

used to gather, evaluate, and discuss the multiple data points outlined in the critical data process. This process takes place prior to any consideration of special education services.

The critical data process includes a description of the difficulty the student is experiencing. Determination should be made as to the appropriateness and effectiveness of the curriculum and instructional methods for ELs, and the student's challenges *should be validated in both the first and second languages when possible*. At this stage of the problem solving process, materials and methods should be developed, adopted, and modified to fit EL needs; concepts and vocabulary should be taught in context, and EL services should be provided as appropriate to the language acquisition level of the student.

After gathering, evaluating, and discussing the multiple data points in the critical data process, the team may decide to recommend that the student be evaluated for special education services. At the Eligibility Determination meeting, the exclusionary factors will be discussed. A child must not be determined to be a child with a disability if the team determines that the educational difficulty is primarily related to lack of appropriate instruction, socio-economic variables, cultural differences, poor attendance, and/or limited English proficiency. Documentation of the eligibility determination must be provided to Parents/Guardians on a Prior Written Notice and documented electronically within the Iowa IDEA system. For an individual who is eligible for special education, data resulting from the full and individual initial evaluation as well as other relevant information will be used to develop an IEP. A meeting to develop the IEP must occur within 30 days of eligibility determination.

2. Students dually identified for special education and ELL receive direct instruction by highly qualified ELL and special education teachers with support for language needs.
3. The IDEA requires that the IEP team consider, among other special factors, the language needs of a child with limited English proficiency as those needs relate to the child's IEP. To implement this requirement, it is *essential* that the IEP team include participants who have the requisite knowledge of the child's language needs. To ensure that EL children with disabilities receive services that meet their language and special education needs, it is important for members of the IEP team to include professionals with training, and preferably expertise, in second language acquisition and an understanding of how to differentiate between the student's limited English proficiency and the student's disability. (Joint Guidance OCR/DOJ, January 7, 2015, p. 27).

C. Process in place for identifying and serving ELs in all co-curricular programs

1. ELs cannot be excluded from participation in co-curricular programs for which they are eligible based on EL status (e.g. Title I Services, Reading Recovery, At-Risk, Advanced Placement, counseling services, etc.). When there is a question in regard to an EL receiving particular support services or supporting students

within programs (such as Title I Reading), a team meeting is held which includes the ELL teacher, classroom teacher, co-curricular teacher, and/or principal to review data and discuss whether or not such service would be beneficial to the student.

- a. ICCSD will ensure access to co-curricular activities and programs that ELs are eligible to receive.
 - b. Language needs are supported within co-curricular programs through collaboration and support of ELL teachers.
2. ELL teachers and staff communicate to students and Parents/Guardians about activities and eligibility in a language most easily understood through translated documents, phone communication, and/or the assistance of interpreters.
 3. ELL teacher(s) are included in data review for placement/consideration in all co-curricular programs.

D. Process in place for identifying and serving ELs in extra-curricular activities

1. ICCSD ensures access to all extra-curricular activities (performing arts, clubs, and honor societies) for which ELs are eligible. Students cannot be excluded due to English learner status.
2. ELL teachers and staff communicate to students and Parents/Guardians about activities and eligibility in a language most easily understood through translated documents, announcements in various languages, district website with translation options, personal communication, and classroom presentations.

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

Evidence: Professional development for those who deliver or support LIEP services and training and implementation of ELP standards.

- A. Professional development is provided for all staff involved in the educational process of ELs. All educational and appropriate school personnel receive opportunities for in-service training with continued training provided according to the district's Comprehensive School Improvement Plan. The ICCSD partners with GWAEA Title III Services to support a menu of learning opportunities.

Professional development is offered to:

1. District and building administrators
2. LIEP staff (ELL certified teachers)
3. Content and classroom teachers
4. Building/district support staff (instructional design specialists, curriculum coordinators, counselors, paraeducators, etc.)

Examples of professional development opportunities have included and/or may include:

- Professional development between and among ELL teachers during various early dismissal professional development dates
- Differentiated professional development offered by ELL Coordinator/Specialist in a one-on-one or small group format for content teachers
- Professional development offered by ELL teachers for building staff (content teachers, administrators, counselors, paras): training on second language

acquisition, working with interpreters, and Sheltered Instruction/ELL strategies.

- The District's Equity Ambassador and Restorative Justice Ambassador teams provide professional development for staff in regards to Cultural Proficiency, Culturally Responsive Teaching and Restorative Justice.
- Currently, we evaluate all of our work through the annual student climate survey provided and analyzed by the University of Iowa Public Policy Project.

Opportunities encouraged through GWAEA support:

- Professional development offered by nationally known experts in the field through GWAEA or other AEAs; ELL teachers, content teachers, support staff, and administrators are invited and encouraged to attend Professional Development classes offered by the GWAEA ELL Consultants and/or ELL Coordinator
- Sheltered Instruction Training offered by GWAEA and/or CAL (Center for Applied Linguistics) professionals (district and supported through GWAEA and Title III funds)

B. District training of English Language Proficiency (ELP) Standards and implementation plan

The Iowa Department of Education's options for ELP Standards training:

Option A: Certified staff view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.

Option B: The modules can be used flexibly as long as the modules are viewed in their entirety through the delivery method determined by the GWAEA or the school district and the associated quiz is taken to document completion and content attainment.

Option C: GWAEA provides training using the content within the modules, but without the use of the AEA PD online modules. Option C must be approved by the state Title III Director.

1. Our district implements a combination of option A and option C to train the ELP Standards modules with all K-12 certified staff.
 - a. All current staff completed modules 1-6 via option A or C.
 - b. All new certified staff will complete modules 1-6 via option A or C within one calendar year. ELL teachers must complete option A.
2. Certificates of completion are sent to building principals who forward to Human Resources.
3. Certificates are placed in personnel files.

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

Evidence: Annual assessment training, dissemination of scores, training to interpret results, and use of assessment data to guide instruction and programming.

A. Annual training to staff assigned to administer ELPA21

1. Staff who administer the ELPA21 and/or the AltELPA21 complete the required training provided by the Iowa DOE.
2. ELPA21 and Alt ELPA21 Certificates are saved by each participant electronically in a district drive that is shared with the ELL Coordinator and ELL Assessment Specialist.

C. Dissemination of Scores to Stakeholders

1. *Dissemination of ELPA21 Scores:* The ELL Coordinator and ELL Assessment Specialist share results of the ELPA21 with ICCSD administrators, ELL teachers.
2. ELL teachers, administrators, and/or ELL Coordinator shares results with classroom/content teachers and staff who serve ELs. Student results and proficiency levels are shared at the beginning of the school year. Face-to-face discussions will take place whenever possible. The teacher will recommend modifications, accommodations, and effective strategies based on individual student results.
3. Parents/Guardians receive a hard copy of the results with a recommendation for the student's programming.
4. *Dissemination of AltELPA21 Scores:* The ELL Coordinator and ELL Assessment Specialists share the AltELPA21 results with ICCSD administrators, ELL teachers, Case Managers, and Special Education staff. Parents/Guardians and student's Case Manager receive the hard copy of the results along with the AltELPA21 parent guide. The recommendation for the student's English Language service is written in the IEP.

D. Appropriate Training to Interpret Results to Staff

1. The ELL Coordinator, ELL Assessment Specialist, and other ELL staff as outlined by the Iowa DE participate in training provided by the Iowa DE or GWAEA to interpret the results of the ELPA 21.
2. The ELL Coordinator, ELL Assessment Specialist, and/or ELL teachers meet with administrators to share results and provide guidance in interpretation.
3. The ELL Coordinator, ELL Assessment Specialist, and/or ELL teachers communicate with staff who teach ELs and provide guidance on the interpretation of the results. They also discuss implications for instruction.

D. Utilization of assessment results to guide instruction and programming

1. The ELL Coordinator, ELL Assessment Specialist, and/or ELL teachers meet with staff who teach ELs in order to discuss the results and implications for instruction and assessment.
2. The ELL Coordinator, ELL Assessment Specialist, ELL teachers, and GWAEA ELL Consultant meet and analyze the results of the assessment. ELL teachers work in teams to identify areas of language development that may require more targeted instruction by looking at grade level and individual scores in each area of reading, writing, speaking, and listening. Student performance results – along with additional academic achievement measures – are used to guide instruction and programming decisions.

- The ELL Coordinator, ELL Assessment Specialist, ELL teachers, and Director of Learning Supports analyze the results to determine if changes should be made in future LIEP programming as well as district comprehensive improvement planning.

VII. LIEP Exit Criteria and Procedures:

Evidence: Identifies state/federal approved exit criteria and describes LIEP exit procedures.

A. LIEP Exit Criteria

English Learners must exit the LIEP if they score proficient on the ELPA21 Summative Assessment.

B. LIEP Exit Procedures

- Occurs during the allowable window; students can only be exited between ELPA21 Summative Assessment results distribution date and Oct. 1 ELL count date
- ELL Coordinator, ELL Assessment Specialist, and/or ELL teachers notify Parents/Guardians using the “Program Exit Letter” (TransACT) in a language most understandable to Parents/Guardians
- ELL Assessment Specialist and/or ELL Coordinator enter into Infinite Campus
- District begins two year monitoring

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

Evidence: Describes monitoring procedures and re-entry into LIEP.

A. Procedures

- Students who exit from the LIEP are monitored for two years after exiting. ELL teachers (certified and licensed - *see list below) will communicate with classroom teachers and counselors to determine if exited students within the building are sustaining academic success at the end of the first and third trimesters. Criteria for determining success are classroom performance and/or passing grades. Information will be shared with the ELL Coordinator who will discuss next steps, if needed, with the ELL teacher. Data will be collected and maintained by each teacher via a Google document that is shared with the ELL Coordinator and kept in each building team shared drive.
- *Designated Licensed Professional in Monitoring Team:

ICCS D English Language Learning (ELL) Certified Teachers 24/25 SY					
Elementary				Secondary	
Alexander	Will Dehogues	Borlaug	Katy Bolender	City High	Leah Tweedy
	Emma Schroder		Jordan Nguyen		Velina McTaggart

	Julie Hansen		Kelli Nuehring		Aleah Suchomel
	Madison Sadecky		Raquel MacKay		Evan Risk
	Susan O'Dell		Emma Stewart		Marie Montilla
	Rubye Ney		Erin Slagel	West High	Christy Weitz
Central	Danielle Murphy	Garner	Abbie Jensen		Cat Haxton
	Keeley Arnold	Garner/Penn	Louis Munoz		Jessica St. John
	Beth Deninger .8	Hoover	Kate Berry		Ellen Schnieder
	Lily Persaud		Alison Hershberger		Audrey Bailey
Grant	Faith Claussen		Alyssa McKeone	West High/ OLP	Neil Mulka
Horn	Stacey Alfaro		Sarah Allen	Liberty	Josue Niyokwizigirwa
	Elizabeth Willmore		Heather Schmitt		Jessica Hodges
	Emily Rancour		Kara Diemer		Guy Meyer
	Kelly Neveln	Kirkwood	Michelle Tesdall		*Daniel Lakin
	Stacey Cavey		Jose Tolentino	Tate High Shimek Elem.	Robin Hoffman
Lemme	Emilia Hummel		Janelle Snyder	NCMS	Emily Foley
	Max Lipnick		Bridget Fischels		Anna Rode
		Lincoln	Alissa Witke		Tiffany Roiseland
			TBD	NWMS	Puja Birla

Longfellow	Lydia Crowe	Lucas	Alison Seaton		Kami Blackwell
	Aisling Beck	Twain	Kara Belk		Ismenia Castelan
	Anna Blythe		Betsy Slaughter		Jamie Sandhu
	Catherine Martinez		Yasmin Zakhour		Kathy Machala
Mann	Kelsey Lipnick	Weber	Jennifer Niemiec		TBD
Van Allen	Mandy Bezoni Puaina		Lisa Murray	SEMS	Dana Phelps
	Karl Baresel		Lauren Hughes		Julia Bartsch
Wickham	Sara Curtin DeLara		Mallory Knoop		Heather Hansen
Wood	Evonne Butikofer		Elizabeth Flores		Maria Martin
	Danielle Hinkel		Kiersten Tuttle		Melissa Manjoine
	Rachel Duray		Sherry Torres		Nancy McNee
	Claudia Lucas				

3. A building team reviews data for each monitored student to ensure they have demonstrated continued success and determines if the student should continue monitoring, complete monitoring, or re-enter the LIEP. The ELL Coordinator assists and provides additional input on the decision-making process when appropriate.

B. Re-Entry Process

1. If a monitored student has been identified as having difficulty, the MTSS process will be followed, parents/guardians informed, and targeted supports will be put into place with a goal to remedy the area of concern. If support in general education and remediation services have proven inadequate, and there is sufficient evidence that a persistent language barrier may be the cause of academic difficulty, the district takes action to re-enter the student into EL status and offers LIEP services. Students can only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener.

2. ELL teachers and/or the ELL Coordinator document the basis for the re-entry and the Parents/Guardians are notified. Parents/Guardians/guardians receive notification using the “English Learner of Program Placement” form (TransACT) in a language most easily understood. The form is stored in a blue ELL folder in the student’s cumulative file.

IX. LIEP Evaluation

Evidence: Describes team-based process for LIEP annual evaluation.

- A. The ICCSD LIEP is evaluated annually and continuously by gathering evidence regarding progress toward LIEP goals in both English language and academic achievement. Student needs, achievement data, and ELL teacher/administrator input are considered.
 1. ELL Lead Team: Lora Daily - Director of Learning Supports, Sheila Neels - ELL Coordinator, and Kimberly Grage - ELL Assessment Specialist facilitate LIEP evaluation.
 2. Evaluation of district achievement data assists in identifying ELs strengths and challenges in Core classes.
 3. Information from the LIEP program review is used to assess future LIEP programming needs.
 - a. The ELL Lead Team identifies professional development needs for staff who serve ELs
 - b. The ELL Lead Team identifies components of the LIEP that need to be adjusted in order to better meet student needs and promote achievement
 - c. Staffing needs are considered and allocations are adjusted at the district and building levels in order to provide the most support to students
 - d. Teachers are scheduled and placed according to student numbers/need in buildings; student rosters are reviewed continuously throughout the year
 - e. Curricular needs are provided through district funds and Title III as appropriate
 - f. The needs of individual ELs and subgroups are identified and programming is adjusted as appropriate
 4. Title III Assurances in CASA are reviewed and addressed