Cedar Rapids Community School District

Every Learner. Future Ready.

AK-12 Lau (ELL) Plan for Serving English Learners (ELs)

2026-2027

Revised 8/26

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CRCSD K-12 Lau (ELL) Plan for Serving English Learners (ELs)

Lau Plan leadership team members:

Jen Van Fleet	Equity Coordinator
Nicole Brown	Chief of Learning
Emily Gotto	AK-12 ELL Program Lead
Allison Kulish	9-12 ELL Content Lead, Washington High School ELL Teacher
Amy Evans	Van Buren Elementary School Principal
Mark Groteluschen	Metro High School Principal
Linda Schuring	Erskine Elementary School ELL Teacher
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Sarah Becker	Jefferson High School ELL Teacher
Loan Arkenberg	Trailside Elementary School Classroom Teacher
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Lau Plan

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (*Lau v Nichols*, 1974). The Lau Plan must be collaboratively written by the K-12 team identified above. CRCSD annually revises the Lau Plan. *(See Appendix A for guidance around Lau requirements and critical elements.)*

I. Lau Plan Guiding Principles

The guiding principles of our Language Instruction Education Program (LIEP) are aligned with the U.S. Department of Education publication, *English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs)* and the English Proficiency Standards. Since the number of ELs in our classrooms is increasing, ALL teachers have a crucial opportunity and responsibility to address their instructional needs.

A. English language development
- Students will acquire Basic Interpersonal Communication Skills (BICS) and further develop Cognitive Academic Language Proficiency (CALP).
- Students will meet English Language Proficiency standards for their level of language proficiency and begin mastering standards at the next level; constantly working towards proficiency on the ELPA21.
- Students will grow yearly in their language proficiency level as measured by the ELPA21.

B. Academic achievement
- With scaffolded supports, students will access Iowa Core content.
- Students will meet the Common Core standards for each content area, commensurate with their level of language proficiency.
- Students will fully participate in classroom learning situations, participating appropriately for their language proficiency level.
- Students will score in the proficiency range on ISASP for reading, math and science.

C. Cross-cultural
- Students will understand and function within American society while maintaining a sense of their cultural heritage
- Students will understand, respect, and appreciate the cultural and linguistic diversity of the student population within CRCSD.
- Staff will increase their level of sensitivity to the unique educational needs of ELs and their families.
- Parents of ELs will have opportunities to develop home-school partnerships and participate in school activities.

The ultimate goal of the CRCSD ELL program is to help students function successfully and independently in the mainstream classrooms without English language support.

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

All families are asked to complete a Home Language Survey-IA during registration. Families are asked to electronically complete questions from both sides of the survey, including the student race and ethnicity questions on the backside. The district is prepared to conduct oral or native language interviews in the student's home language with those adults who may not have sufficient English or literacy skills to complete a survey written in English. Families registering children will be assisted in completing documents. Registration support is available on-site as needed.

A. "Home Language Survey-IA" (www.parentnotices.com) *(Appendix C)*
   1. Home Language Survey-IA - are provided in a language parents can understand, to the extent practical
   2. Completed HLS-IA are reviewed by the building secretary who contacts the building ELL teacher(s) or district ELL program lead for screening
   3. Completed HLS-IA are kept in all students' cumulative files or digitally

B. State-approved English language proficiency placement assessment
   1. CRCSD uses the ELPA21 Dynamic Screener
      a) Dynamic Screener for Future Kindergarteners (available April-January)
   2. The screener is administered by ELL teachers who are trained and certified in the administration of the ELPA21 Dynamic Screener
   3. Copies of the annual ELPA21 Dynamic Screener certification are sent to and kept by the ELL program lead
   4. Copies of the ELPA21 Dynamic Screener Score Sheets are kept in students' cumulative files.
      (Appendix E)

C. Process to place students in appropriate LIEPs and content courses
   1. Elementary and secondary students complete an assessment of English language proficiency within the first 30 days of the beginning of the school year or within two weeks if the student enters after the beginning of the school year.
   2. In addition, secondary students may complete an assessment of academic skills, in relation to the student's grade or age level to place students in the most appropriate academic courses.
   3. The assessment of academic skills of ELs is a collaborative effort between certified ELL Teachers and classroom/content area teachers.
   4. Academic skills in a student's native language may be assessed in formal and informal manners when possible, through the use of:
      a) Bilingual Family Liaisons
      b) Bilingual ELL teachers or Interpreters
      c) Spanish IPT Oral

5. Data is collected and reviewed for new ELs, including the results from the ELPA21 Dynamic Screener, assessment of academic skills and other pertinent data.
    a) CRCSD uses collaborative meetings with certified ELL teachers, ELL program lead, ELL content lead, building counselors and building administrators to review data and make informed decisions on LIEP placement and content area course placement
    b) Other pertinent data reviewed:
        (1) Academic skills in first language
        (2) Previous report cards, assessments, records
        (3) Pertinent family, academic, health and cultural information
        (4) Length of time in US
6. Preliminary LIEP Placement
   Based on assessment results, the EL is assigned to a mainstream classroom with students of the same chronological age, with no more than two years difference. LIEP services begin upon identification.

D. Parental forms distributed in a language most easily understood within 30 days of enrollment, both upon initial and annual school enrollment
   Location: TransACT "English Learner Program Placement (Required - Meets ESSA Requirements)" *(Appendix C)*
    1. Forms are distributed and completed no later than 30 calendar days after the beginning of the school year or within two weeks of a child being placed in the ELL program if a student enrolls after the beginning of the year.
    2. ELL teachers in ELL buildings are responsible for distributing "English Learner Program Placement (Required - Meets ESSA Requirements)" documents. The ELL program lead or an ELL teacher is responsible for students in non-ELL buildings.
    3. Parental notification includes:
        a) Reason for identification
        b) Child's level of English language proficiency
        c) Method of instruction used in ELL program
        d) How the ELL program meets the educational needs of the student
        e) How the ELL program helps the student learn English
        f) ELL Program's exit requirements
    4. Parental information is provided in "an understandable and uniform format, and to the extent practical, in a language that parents can understand." [NCLB Sec. 3302(c)]

E. Process for parents considering waiving services from LIEP

1. If parents choose to waive ELL services, then a meeting with parents is held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes. Refusal meetings must include a building ELL teacher or district ELL program lead and the parent or guardian of the student. Other building staff may be asked to attend as necessary. Parents are given a copy of the "Explanation of Consequences for Not Participating in English Learner Program" notice
2. The LIEP waiver form, "Request for Change in Program Participation" is signed to document the parent/guardian decision and placed in the student's cumulative file.
3. ELL program lead shares instructional supports and collaborates with staff of waiver students at non-ELL schools to ensure mastery of English and academic achievement, as required by law, without enrollment in the LIEP. ELL teachers support the ELL buildings.

III. Description of the LIEP

A. LIEP goals (Measurable goals tied to data and LIEP evaluation)

1. The number of ELs tested in consecutive years in grades K-12 making expected growth on the ELPA21 Summative will increase by 5%.
2. The number of ELs tested in consecutive years in grades 3-12 scoring in the proficient range on the ISASP reading subtest will increase by 5%.
3. All ELL programs (schools) will show growth on the ELPA21 Summative by 65% of their ELs making expected growth.

B. Description and implementation of specific state-approved LIEP model(s) used in district and the process to place students *(Appendix B)*

1. The LIEP program model used in CRCSD is "English as a Second Language (ESL)." Instructional materials, learning tasks, and classroom techniques from academic content areas are used as the vehicle for developing language, content, cognitive, and study skills. All instruction is delivered in English. Elementary and middle school students receive daily direct instruction from an ELL teacher, with newcomers receiving more services than students at higher proficiency levels. High school students have at least one ELL class in the eight block schedule.

   Elementary
   Pull-out
   Elementary ELL Programming *(Appendix F)*

Middle School
ELL classes, including newcomers' classes
Middle School ELL Programming *(Appendix G)*

High School
ELL classes, including newcomers' classes
High School ELL Program of Studies *(Appendix H)*

2. ELL teachers in CRCSD regularly attend grade-level and content-specific PLC meetings with mainstream teachers, coaches, and administrators to collaborate on instruction and to share appropriate strategies for students' levels of language proficiency. The frequency of these meetings differs amongst buildings. The district does not set meeting expectations; meeting schedules are created by buildings.
3. All ELL students not meeting exiting criteria will receive direct ELL instruction from an ESL-endorsed teacher. Students placed in non-ELL buildings due to IEP requirements will receive direct ELL instruction from a district ELL program lead or an ELL teacher. Instruction for ELL students placed in a non-ELL building and for those with greater special education needs, ELL instruction may only occur 1-3 times per week or every day for a shorter amount of time. This frequency and time is dependent upon the student's language proficiency level, daily schedule, and IEP goals.
4. ELL students attending school online receive ELL instruction similarly to those attending in person.

C. Description of annual parent notification of continuing placements and programming options in language most easily understood
    1. Parents are notified within 30 days of the beginning of the school year using the "English Learner Program Placement (Required - Meet ESSA Requirements)" form. Parents' information is provided in "an understandable uniform format, and to the extent practical, in a language that parents can understand." *(Appendix C)*
    2. ELL teachers send home notifications for students in their buildings. The ELL program lead or an ELL teacher sends notifications home for those students placed in non-ELL program buildings due to IEP needs.
    3. Copies of "English Learner Program Placement (Required - Meets ESSA Requirements)" form are placed in students' cumulative files.
D. Procedure for annual communication with parents who have waived services
    1. Parents who have waived ELL services are notified yearly, after assessment results are distributed. Along with the results, parents also receive the TransACT documents waiving ELL services, "Explanation of

Consequences for Not Participating in English Learner Program" and "Request for Change in Program Participation." *(Appendix C*)

2. If parents choose to waive ELL services, a meeting is held in person or over the telephone, annually, to discuss recommendations, concerns, and potential outcomes. The LIEP waiver form "Request for Change in Program Participation" is signed.
3. The "Request for Change in Program Participation" form is placed in the student's cumulative file. Parents who have waived services will receive notification of their child's English proficiency, academic status and available supports. Parents will sign the waiver form annually to continue to waive services. Parents can choose to enroll eligible students into ELL services at any time.

E. <u>Highly qualified LIEP and content staff</u>

1. All ELL teachers hold a valid Iowa Teaching license in addition to having completed the K-12 ESL endorsement or hold a conditional K-12 ESL endorsement. ELL teachers are fluent in oral and written English.
2. High school ELL teachers that teach upper-level ELL classes also hold a 5-12 ELA endorsement. Upper-level high school ELL classes receive ELA credit towards graduation.
3. Teachers providing instruction through content area classes are endorsed in the content area in which instruction is being provided.

F. <u>Designated administrator oversight for LIEPs</u>

1. The Chief of Learning, the ELL Program Lead, and the 9-12 ELL Content Lead collaborate to oversee the LIEP in CRCSD.
    a) Nicole Brown, Chief of Learning
    b) Emily Gotto, AK-12 ELL Program Lead
    c) Allison Kulish, 9-12 ELL Content Lead
2. The administrator receives training on ELL by completing the ELP standard modules and participating in district and ELL staff meetings. The administrator attends ELL workshops and conferences as available.

G. <u>Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards</u>

1. ELL students are placed in grade-level classes, with age-appropriate peers, and have access to the Iowa Core and ELP Standards through direct instruction from classroom teachers and collaborative activities with their classmates.
2. As ELL students make gains in language proficiency, they are expected to attempt more and more academically rigorous assignments. They are encouraged to work in their "zone of proximal development" (Vygotsky, 1983) and participate in all cooperative-learning situations. Classroom teachers modify assignments and differentiate instruction to accommodate

those ELL students who have not yet achieved full proficiency in English. The ELL teacher and the classroom teacher work as a team in order to support the English language development of each student.

3. Elementary ELL students in ELL buildings receive Iowa Core instruction daily and ELL program instruction daily. Middle and high school ELs have an ELL course on their schedule each semester. ELL students placed in non-ELL program buildings receive Iowa Core instruction or specialized instruction daily; they receive ELL program instruction 1-3 times per week.
4. ELL teachers are available to attend grade level or content area PLC meetings with mainstream teachers to collaborate on instructional materials and to share appropriate strategies for students' levels of language proficiency. The frequency of these meetings differs amongst buildings.

H. Curriculum and Supplemental Resources for LIEP

1. CRCSD ELL Program uses the following core curriculum:
    a) Elementary - REACH, by National Geographic/Cengage Learning
    b) Middle School - INSIDE, by National Geographic/Cengage Learning
    c) High School - EDGE, by National Geographic/Cengage Learning
2. All curriculums are comprehensive language programs that focus on the four language domains: listening, speaking, reading, and writing in English.
3. Supplemental resources include technology, newcomer materials, leveled books, and writing materials to enhance the acquisition of English proficiency skills.
4. ELL curriculum is reviewed by the district every 5-7 years to determine the need for a new curriculum. The curriculum is reviewed annually by the ELL program to determine any supplemental resources necessary.
5. ELL teachers and the ELL program/content leads are invited and encouraged to join curriculum review teams for content areas, including but not limited to ELA, Math, Science and Social Studies.

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

A. Process in place for identifying and serving gifted/talented (GT) ELs

1. CRCSD administers the Cognitive Abilities Test Screener to all second and fifth graders. The entire battery of the Cognitive Abilities Test is then given to the top 30% of ELs within each building.
    a) The Cognitive Abilities Test involves oral directions and questions with picture answers.

2. CRCSD also uses the HOPE Nomination Scale, developed with funding from the Jack Kent Cooke Foundation 2007, to help identify ELs for gifted and talented programs. *(Appendix I)*
3. Program for Academic and Creative Talent (PACT) teachers, ELL teachers and the ELL program lead collaborate to create normative comparison data for CRCSD ELs. ELs are not excluded from PACT services based solely on standardized assessment scores.
4. EL characteristics related to a Program for Academic and Creatively Talented (PACT) Referral:
    a) Acquires second language rapidly
    b) Shows high ability in math
    c) Displays a mature sense of diverse cultures and languages
    d) Code switches easily
    e) Demonstrates an advanced awareness of American expressions
    f) Translates at an advanced level (orally)
    g) Navigates appropriate behaviors successfully within both cultures
5. ELL teachers consult with building PACT teachers. More information, such as work samples, test scores, and teacher input may be gathered and a follow-up meeting scheduled to review further data for services.
6. PACT services extend the students' learning and are provided by the PACT teacher, in collaboration with the ELL teacher and the classroom teacher. Accommodations are provided during PACT time to support the student's language needs.
7. ELs are eligible for full grade acceleration if they meet the district criteria, additional testing may be completed.

B. <u>Process in place for identifying and serving ELs in special education</u>

1. CRCSD uses the Professional Learning Community (PLC) model for monitoring student learning by answering the four basic questions to guide responses to intervention:
    a) What do we want students to learn, know, and be able to do?
    b) How will we know that students have learned? What evidence do we have of the learning?
    c) How do we respond when students struggle or don't learn?
    d) How do we respond when students have already learned?
2. If an EL is receiving Tier 3 services and those interventions do not result in student success, then ELs are discussed at Tier 3 team meetings at each building. During these Tier 3 meetings, the team, led by a district ELL program lead, may complete The ELL Critical Analysis Data Matrix. *(Appendix J)*

    <u>The ELL Critical Analysis Data Process</u> by Steve Gill provides an awareness of EL-specific considerations to ensure students aren't

identified for special education due to English proficiency, cultural factors or prior education/instruction. If any of these exclusionary factors are deemed the primary reason for the student's academic/behavioral concerns, the student will not be found eligible for a special education referral.

3. If ELs meet the requirements for special education, parents are brought into school to discuss program recommendations. Interpreters are used to ensure parents are aware of and understand programs.
4. ELs who are placed in special education services receive services in both areas by highly qualified teachers.
5. The ELL program lead or building ELL teacher is a member of the IEP team.

C. Process in place for identifying and serving ELs in any other district programs for which they are eligible

1. ELs in CRCSD hold the same eligibility rights for Title I services, At-Risk, career and technical programs, counseling services, Advanced Placement, and International Baccalaureate courses as any other student in the district. CRCSD staff work to ensure students and families are aware of services for which the students are eligible.
2. District programs are communicated to students and parents through district staff and ELL teaching staff. Interpreters are used to assist families. Documents are sent home in another language to the extent practical.
3. ELL teachers assist school counselors with program placements and considerations.
4. Bilingual para-educators are hired when possible. Professional learning focused on language development is given to staff.

D. Process in place for identifying and serving ELs in extracurricular programs and activities

1. ELs in CRCSD hold the same eligibility rights for performing and visual arts, athletics, clubs and honor societies as any other student in the district. CRCSD staff work to ensure students and families are aware of such programs.
2. District programs are communicated to students and parents through district staff and ELL teaching staff. Interpreters are used to assist families. Documents are sent home in another language to the extent practical.

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

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

1. In-service training is provided for all staff involved in the educational process of ELs. All educational and appropriate school personnel receive in-service training regarding instructional techniques and modifications for ELs, with continued training provided according to the district's professional learning calendar. A record of EL-related professional development activities is maintained by the ELL program lead.
2. Mainstream classroom teachers, preschool teachers, administrators, and paraprofessional associates working with ELs receive professional learning about ELL.
3. Examples of district professional learning opportunities for ELL teachers, administration, and staff (teachers and paraprofessionals) at ELL buildings and at non-ELL buildings include, but are not limited to:
    a) In district professional learning offered by ELL teachers or district ELL program leads
    b) Conferences and workshops that focus on EL issues and pedagogy
4. Opportunities available through Grant Wood AEA for ELL teachers and administration and staff working ELs include, but are not limited to:
    a) Workshops offered in Cedar Rapids through Grant Wood AEA by nationally known experts
    b) Professional development classes offered by Grant Wood AEA Consultants
    c) Participation in the annual TESOL and MID-TESOL conferences, dependent upon conference location

B. District training of ELP Standards and implementation plan. District has a plan for PD for required staff for ELP Standards completion and implementation

1. CRCSD staff participate in the required training on the English Language Proficiency Standards as outlined by the Iowa DE through the AEA PD Online training system. The district chooses option B for ELL teachers and option A for classroom and content-area teachers and administrators. *(Appendix D)*
2. ELL Teachers new to teaching or new to teaching in Iowa collectively complete ELP Standards modules 1-6 throughout the school year via AEA PD Online. Modules are watched as a group with facilitated discussion and activities. Module completion certificates are sent to and kept by the ELL program leads. Certificates are also sent to the office of Human Resources and kept in employee records.
3. All new to teaching and new to teaching in Iowa classroom and content-area teachers and administrators, district-wide, individually

complete ELP Standards modules 1-6 via AEA PD Online by the end of the school year. Completion certificates are sent to the office of Human Resources and kept in employee records.

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

A. Annual training to appropriate staff with certificate on file
   1. All ELL teachers are required to pass the ELPA21 training each year.
   2. Completion certificates are maintained by the ELL program lead. Training is provided through the ELPA21 Training System or AEA PD Online modules.

B. Dissemination of scores to stakeholders
   1. ELPA21 scores are reported to parents, students, administrators, and classroom teachers when provided by the state. ELL teachers send home the following information to parents, once scores are received:
      a) Cover letter with explanation of ELPA21 testing
      b) ELPA21 results for their child
      c) "English Learner Program Placement (Required - Meet ESSA Requirements)" (TransACT.com) - if student will continue with ELL services the following year, OR
      d) "Program Exit Letter - A" (TransACT.com)
   2. ELPA21 scores are also shared with mainstream teachers and administrators at the beginning of each school year, listed on the English Language Learner Accommodations document. *(Appendix K)*

C. Appropriate training to interpret results for staff
   1. ELL teachers receive training on the interpretation of ELPA21 scores through training provided by the district, state, or GWAEA.
   2. ELL teachers and district ELL program leads develop professional learning for building administration and staff to assist in the interpretation of the ELPA21 results.

D. Utilization of assessment results to guide instruction and programming
   1. ELL teachers use ELPA21 and other district assessment results, along with ELP standards and collaboration from mainstream teachers, to guide instruction and programming. Informal assessments, formative assessments, and student portfolios are used regularly and reviewed during PLC meetings.
   2. ELPA21 and other district assessment results are used to place students into core instruction at a level appropriate to their language development level.
   3. The ELL Advisory Team uses ELPA21 and other district assessment results to guide future programming needs.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria

1. Students must achieve the required score for proficiency on ELPA21 to exit the ELL program.

B. LIEP Exit Procedures

1. Parents are notified once all scores have been reported to the district. Students are only allowed to exit during the allowable window between the distribution date of ELPA21 scores and Oct 1.
2. Parents are notified with the state-approved TransACT exit form “Program Exit Letter - A” in language best understood by parents/families. *(Appendix C)*
3. The ELL program lead or a district data coordinator changes student coding to “exited” so the student does not continue to generate unwarranted funding.
4. The exited student begins the required monitoring process.

VIII. Monitoring Procedures after Students Exit the LIEP Program including parent notification (No current form notifies parents of monitoring)

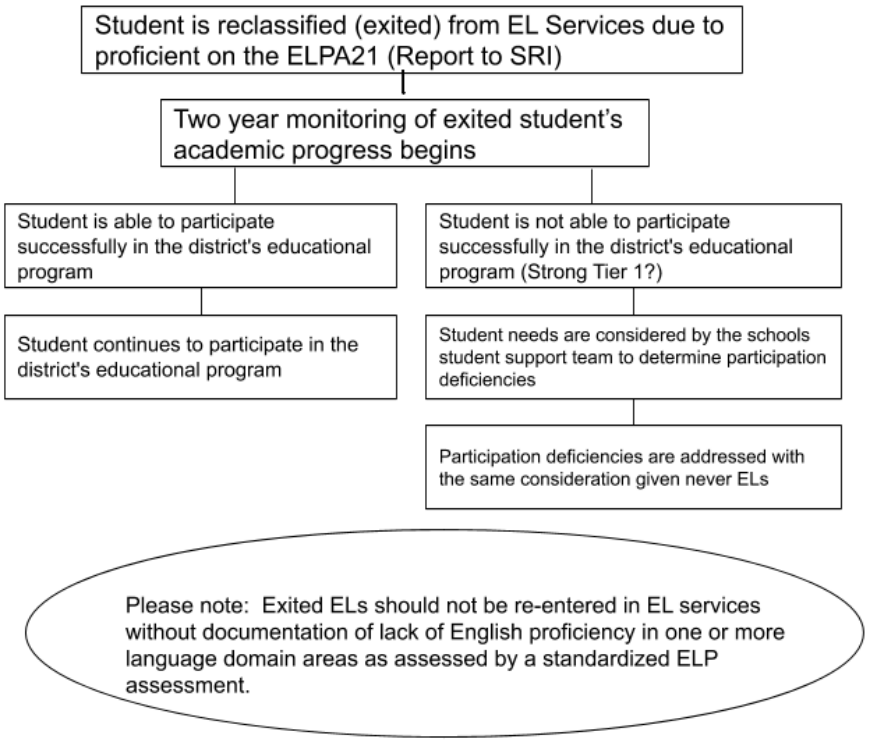
A. Describe monitoring procedures in place after students exit the program

1. The ELL Advisory Team (all teachers are certified ESL endorsed professionals) meets throughout the year to monitor exited students’ progress for a minimum of two years.
    a) Nicole Brown, Chief of Learning
    b) Emily Gotto, AK-12 ELL Content Lead
    c) Allison Kulish, 9-12 ELL Content Lead
    d) Liz Altemeier, Elementary ELL Teacher
    e) Selena Ashbrenner, Elementary ELL Teacher
    f) Linda Schuring, Elementary ELL Teacher
    g) Riley Boomershine, Elementary ELL Teacher
    h) Scott Bleuer, Middle School ELL Teacher
    i) Andrew Trout, High School ELL Teacher
    j) Sarah Becker, High School ELL Teacher
2. The ELL Advisory Team collects data using the CRCSD Exited ELL Monitoring Form *(Appendix L)*
3. Criteria used to determine academic progress includes:
    a) Elementary: Students score within grade level parameters on district assessments, standards-based progress reports, teacher input, scores on state assessments

b) Secondary: Students have passing grades, proficiency on content standards in language arts, scores on state assessments

4. The ELL Advisory Team reviews the data to determine the next steps:
    a) Continue monitoring - if monitoring is continued beyond two years, a reason is noted on the form.
    b) Give additional support to mainstream teachers.
    c) Screen for possible re-entry into ELL program.

Reclassified (Exited) English Learners



B. <u>LIEP re-entry procedures in place</u>

1. Students can only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener (or another standardized English proficiency assessment)
2. Parents are notified of re-entry using the “English Learner Program Placement” form

IX. LIEP Evaluation

A. The ELL Advisory Team meets at the end of the year to review the LIEP goals, facilitated by Nicole Brown, Chief of Learning and Emily Gotto, ELL Program Lead

1. LIEP Goals:
    a) The number of ELs tested in consecutive years in grades K-12 making expected growth on the ELPA21 will increase by 5%.
    b) The number of ELs tested in consecutive years in grades 3-12 scoring in the proficient range on the ISASP reading subtest will increase by 5%.
    c) All ELL programs (schools) will show growth on the ELPA21 Summative by 65% of their ELs making expected growth.
2. The ELL Advisory Team collects data from ELPA21, ISASP, and district assessments.
3. Data collected from program evaluation impacts future programming and services for ELs including but not limited to:
    a) Professional learning needs
    b) Adjustment of the LIEP
    c) Staffing
    d) Teacher scheduling
    e) Curricular needs
    f) Meeting the needs of individual ELs and/or subgroups
4. The ELL program lead assists with reviewing LEA English Learner Assurances (signed in CASA) https://educateiowa.gov/documents/casa/2021/03/public-school-district-annual-assurances
5. ELL Advisory Team members:
    a) Nicole Brown, Chief of Learning
    b) Emily Gotto, AK-12 ELL Content Lead
    c) Allison Kulish, 9-12 ELL Content Lead
    d) Liz Altemeier, Elementary ELL Teacher
    e) Selena Aschbrenner, Elementary ELL Teacher
    f) Linda Schuring, Elementary ELL Teacher
    g) Riley Boomershine, Elementary ELL Teacher
    h) Scott Bleuer, Middle School ELL Teacher
    i) Andrew Trout, High School ELL Teacher
    j) Sarah Becker, High School ELL Teacher

X. Appendices

Appendix A

The Department of Justice and Office of Civil Rights Joint Guidance document

http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf

Appendix B
Description of LIEP Models

Newcomer Program: *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs.*

Sheltered Instruction: *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. An approved LIEP model using sheltered instruction must include direct instruction by an ESL-endorsed teacher.*

English as a Second Language (ESL): *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 native language.*

Dual Language Program: *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.*

Other Bilingual Program: *Bilingual education refers to approaches in the classroom that use the native language of English language learners (ELs) for instruction*.
www.nabe.org/BilingualEducation

Appendix C

ParentNotices.com Documents

Home Language Survey – IA: Includes second page for race and ethnicity

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

Program Exit Letter – A: Students who are eligible to exit services

English Learner Program Placement (Required - Meets ESSA Requirements): Initial, annual and re-entry placement notification

Request for Change in Program Participation: Waive or withdraw ELL services

Explanation of Consequences for not Participating in English Learner Program:
a. describes compliance with *Civil Rights law* that requires districts to provide services that will help the child attain English proficiency and access academic content by placing the responsibility onto the child's classroom and/or content area teacher(s), and
b. informs parents that the child still participates in the ELPA21 until they meet exit criteria.

Appendix D

English Language Proficiency Standards Training Options

(excerpt from Dave Tilly e-mail May 6, 2016)

The Iowa Department of Education has worked with ELPA21 (English Language Proficiency Assessment for the 21st Century) and a consortium of states to develop training modules that can be used to address the required training on the ELP Standards. School districts and AEAs responsible for delivering the training have several options for how to use the modules to support the required training on the ELP standards.

A. AEAs and school districts may require the certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) to view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.

B. AEAs and school districts may use the modules flexibly (chunk the content, provide training to groups where they watch the modules together with some facilitated discussion, alter the sequence, facilitate learning activities in conjunction with the modules, etc.) as long as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district.

C. AEAs and school districts may deliver training using the content within the modules but not necessarily use the modules or only use clips from the modules - this will require submitting a training plan and receiving Iowa Department of Education approval prior to starting the training with staff. This option will also require that AEAs/school districts provide verification of training completed, the list of all participants who completed the training, and evidence of participant learning.

The plan must include:

a. the trainers and the target audience for each training session.
b. the specific content and learning outcomes for each training session.
c. the learning activities that will be used to deliver the content.
d. how the trainers will assess whether or not the participants are meeting the intended outcomes.

Appendix E

ELPA21 Dynamic Screener Score Sheet



Individual Student Report

How did my student perform on the ELPA21 Screener?

Test: Future Kindergarten ELPA21 Screener

Year: 2018-2019

Name: [redacted]

Overall Performance on the Future Kindergarten ELPA21 Screener Test: [redacted]

Name	SSID	Proficiency Status	Date Tested
[redacted]	[redacted]	Progressing	5/14/2019

Proficiency Determination

Proficient - Students are Proficient when they demonstrate a level of English language skill necessary to independently produce interpret, collaborate on, and succeed in grade-level academic tasks in English. This is indicated on the ELPA21 Screener by earning Levels 4 or higher in all domains. Proficient students are not identified as English Learners and do not receive English language development services.

Progressing - Students are Progressing when, with support, they are approaching a level of English language skill necessary to produce, interpret, and collaborate on grade-level academic tasks in English. This is indicated on the ELPA21 Screener by scoring at least one domain score above Level 2 and at least one domain score below Level 4. These students are eligible for English language development services.

Emerging - Students are Emerging when they have not yet reached a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by scoring a Level 1 or Level 2 in listening, reading, writing, and speaking. These students are eligible for English language development services.

Proficiency Not Demonstrated - Students receive a status of Proficiency Not Demonstrated when testing is stopped due to the student not participating. State policy determines whether or not a non-participant is eligible for English language development services at school.

Performance on the Future Kindergarten ELPA21 Screener Test, by Domain: [redacted]

Domain	Performance Level		Domain Description
Listening	3	Intermediate	When listening, the student at Level 3 is working on: responding to conversations and identifying key words and phrases from read-alouds and oral presentations; answering questions about the meanings of words and phrases; making inferences and comparisons; responding to yes/no and wh- questions; comprehending details and following longer directions.
Reading	3	Intermediate	When reading grade-appropriate text, the student at Level 3 is working on: identifying frequently used words and phrases; responding to questions about key details from read-alouds of texts and dialogues; responding to questions about familiar topics; answering questions to help determine the meaning of some words and phrases in read-alouds.
Speaking	1	Beginning	When speaking, the student at Level 1 is working on: responding to short conversations and questions; describing objects using frequently occurring nouns and verbs; communicating simple information about a topic.
Writing	2	Early Intermediate	When writing, the student at Level 2 is working on: recognizing and using frequently occurring nouns and verbs in writing; writing and completing words by filling in a missing letter; expressing an opinion about a topic in writing and giving a reason for that opinion; responding to simple questions about familiar topics.

Information on Standard Error of Measurement

Like all test scores, these results potentially include some error. However, they are the best available estimate of the student's English proficiency, given the student's test performance on the ELPA21 Screener.

Based on data from the ELPA21 Screener, 2018-2019 administration.
Report Generated: 5/15/2019 9:19:37 AM CDT

Iowa Department of Education

Appendix F

Elementary ELL Programming

Group Minutes are Consecutive

	Daily 30 minute ELL group -ELP Standards	Daily 30-40 minute ELL group -ELP Standards	Additional Daily 30 minute ELL group -Newcomers Standards
Kindergarten	ELPA21 Screener Levels 1-5		
First Grade		ELPA21 Levels 1-5	ELPA21 Screener Level 1
Second Grade		ELPA21 Levels 1-5	ELPA21 Screener Level 1
Third Grade		ELPA21 Levels 1-5	ELPA21 Screener Level 1
Fourth Grade		ELPA21 Levels 1-5	ELPA21 Screener Level 1
Fifth Grade		ELPA21 Levels 1-5	ELPA21 Screener Level 1

*All elementary ELs receive at least one daily grade-level ELL group time. Newcomers in grades 1-5 receive an additional 30 minutes daily. Groups are six students or less.

Definitions of ELPA21 language proficiency levels

- Level 1 = Beginning
- Level 2 = Early Intermediate
- Level 3 = Intermediate
- Level 4 = Early Advanced
- Level 5 = Advanced

Appendix G

Middle School ELL Programming

All ELL Middle School students have at least one ELL class on their schedule.

Screener/ELPA21 Scores	Newcomers - 1 year maximum	ELL Emerging	ELL Intermediate	ELL Advanced
1111 (Screener Only)	X	X		
1s and 2s (Emerging)		X		
2s and 3s			X	
3s, 4s, and 5s				X

Newcomers are enrolled in two ELL courses: Newcomers and ELL Emerging

ELs must swap a core class for ELL class. All effort will be made to swap an ELA class for ELL. In cases where this is not possible, ELs will swap social studies for ELL. Newcomers will swap both ELA and social studies for ELL classes.

No co-teaching occurs at the middle school level. With suggestions and ideas from the ELL teachers, classroom teachers make appropriate accommodations for ELs in their content classes.

Appendix H

High School ELL Programming

All ELL High School students have at least one ELL class on their schedule.

	Newcomers Literacy	Newcomers LA	Leveled ELL Course	ELL Reading Skills 1	ELL Advanced Writing
Newcomers	X	X			
Level 1			X	X	
Level 2-4			X		
Repeat Level 4					X

**All high school ELs have at least one ELL course on their schedule, newcomers and Level 1 have an additional ELL course. ELs do not take ELA until they reach Level 2. Courses meet for 90 minutes every other day. Class sizes vary, NC and lower levels have smaller class sizes than upper levels.

ELL courses that receive LA credit (Levels 2-4, Advanced Writing) are taught by ELL teachers with dual endorsements: K-12 ESL **and** 5-12 ELA.

Appendix I

Talented and Gifted English Learners

Teacher's Name/Code: _____

HOPE[1] Nomination Scale

Student Name/ID #: _____ Grade: _____ Date: _____

Date of Birth:_____ Age:___ Sex: ☐ Male ☐ Female ☐ Free/Reduced Lunch

☐ American Indian/Alaska Native ☐ Asian ☐ Black or African American ☐ White

☐ Native Hawaiian or Other Pacific Islander ☐ Mixed Race ☐ Hispanic / Latino/a

When rating students on each item below please think about the student *compared to other children similar in age, experience, and/or environment.*
Use the following scale to indicate how frequently you observe the traits and behaviors listed in items 1 – 11.

6 = always 5 = almost always 4 = often 3 = sometimes 2 = rarely 1 = never

	6	5	4	3	2	1
1. Performs or *shows potential* for performing at remarkably high levels.						
2. Is sensitive to larger or deeper issues of human concern.						
3. Is self-aware.						
4. Shows compassion for others.						
5. Is a leader within his/her group of peers.						
6. Is eager to explore new concepts.						
7. Exhibits intellectual intensity.						
8. Effectively interacts with adults or older students.						
9. Uses alternative processes.						
10. Thinks "outside the box."						
11. Has intense interests.						

12. Please indicate all content areas where the student shows talent.

☐ Math ☐ Reading ☐ Creative Writing ☐ Social Studies
☐ Science ☐ Foreign Language ☐ Arts ☐ Other _____

Please provide additional information concerning this child's potential:

_____
_____
_____
_____
_____

[1]Developed with funding from the Jack Kent Cooke Foundation 2007

Appendix J

Critical Data Matrix

Analysis Matrix

FACTORS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Data supports referral																
Between Neutral and Supports Referral																
Neutral																
Between Neutral and More Interventions																
Data supports more intervention(s)																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Red Flag Areas

1. Student's Primary Language
2. Students who speak multiple languages
3. Language Confusion
4. Red Flag Area- Education in Primary/Native Language
5. Parental literacy in primary language
6. Red Flag Area- Student did not learn to read in the primary language
7. Red Flag Area- Years learning English
8. Attendance History
9. Approach taken with regards to ELL services
10. Red Flag Area- Rate of growth on the state language acquisition test
11. Red Flag Area- Intervention Description
12. Expectations in the general education classroom
13. Classroom observation
14. Comparison Student Data
15. Red Flag Area- The parent interview
16. Developmental History

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Appendix K

Accommodations Sheet - Example

School Year: 2025-2026

English Learner Accommodations

Student Name: *Pronounced:*	**Grade:**	**ELPA21 Scores** Listening: Reading: Speaking: Writing: ELL Course Level (if applicable):
Native Language: Interpreter Needed ☐ Yes ☐ No	**Other Supports:** ☐ IEP ☐ 504	
Country:	**ELL Contact:**	

INSTRUCTION

- ☐ Visual supports for key terms
- ☐ Oral answers accepted
- ☐ Word banks/key vocab provided
- ☐ Audio text provided (text-to-speech)
- ☐ Reword/rephrase/ simplify directions
- ☐ Visual objectives posted
- ☐ No/Modified homework
- ☐ Additional wait time provided
- ☐ Translation technology allowed
- ☐ Sentence stems for speaking and writing
- ☐ Lower lexile text
- ☐ Frequent check-ins
- ☐ Reteach skills in small group
- ☐ Provide visual models of expected work (according to lng proficiency level)
- ☐ *Other*

ASSESSMENT

- ☐ Reduced number of test items
- ☐ Directions read aloud
- ☐ Test items read aloud (text-to-speech)
- ☐ Simplified test language/Remove unnecessary language not related to content
- ☐ More time allotted
- ☐ One-on-one testing environment
- ☐ Small group testing environment
- ☐ Oral answers accepted
- ☐ Only key concepts assessed
- ☐ Allow for reassessments
- ☐ Word-to-word bilingual dictionary (from approved list)
- ☐ *Other*

ENVIRONMENTAL

- ☐ Preferential seating
- ☐ Classroom buddy/peer helper
- ☐ Visual schedule
- ☐ Visual expectations posted
- ☐ Survival vocabulary sheet with visuals
- ☐ *Other*
- ☐ *Other*

MATH

- ☐ Manipulatives taught with and provided for classwork
- ☐ Calculator provided for classwork
- ☐ Manipulatives provided for assessments
- ☐ Calculator provided for assessments
- ☐ Visual vocabulary support
- ☐ Visual representation of word problems
- ☐ Sentence stems for written work
- ☐ Common/Simplified language
- ☐ Additional time to complete work
- ☐ *Other*

Cedar Rapids Community School District - ELL Program

Appendix L

CRCSD Monitoring Form

4. Absenteeism Percentage

5. Chronically Absent?

Mark only one oval.

- Yes
- No

6. Other Information

Elementary

7. Fall FAST - CBMR

Mark only one oval.

- Red
- Yellow
- Green

8. Winter FAST - CBMR

Mark only one oval.

- Red
- Yellow
- Green

9. Spring FAST - CBMR

Mark only one oval.

- Red
- Yellow
- Green

Skip to question 18

Middle School

10. Fall - IXL Reading

Mark only one oval.

- At or Above Grade Level
- Below Grade Level

11. Winter - IXL Reading

Mark only one oval.

- At or Above Grade Level
- Below Grade Level

12. Spring - IXL Reading

Mark only one oval.

- ◯ At or Above Grade Level
- ◯ Below Grade Level

13. 1st Semester ELA Grade

_____

14. 2nd Semester ELA Grade

_____

Skip to question 18

High School

15. 1st Semester ELA Grade

_____

16. 2nd Semester ELA Grade

_____

17. On Track Toward Graduation (Credits Earned)

Mark only one oval.

- ◯ Yes
- ◯ No

Next Steps

18. Recommended Follow Up

Mark only one oval.

- ◯ Contact Counselor
- ◯ Contact Engagement Specialist (absences)
- ◯ School Parent Meeting
- ◯ Continue to Monitor
- ◯ Other: _____