



CEDAR VALLEY
CATHOLIC SCHOOLS

Mission: To provide an exceptional Catholic education to every student, built on the foundation of faith, discipline, knowledge, and service.

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

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*).

Lau Leadership Team Members:

Tom Novotney, Cedar Valley Catholic Schools Chief Administrator; Tony Harrington, Columbus Catholic High School Principal; Aaron Becker, Blessed Maria Assunta Pallotta Middle School Principal and Saint Edward Elementary School Principal; Elizabeth Hoselton, Saint Edward Elementary School Lead Teacher; Julie Girsch, Columbus Catholic High School and Blessed Maria Assunta Pallotta Middle School Lead Teacher; Stephanie Kane, CVCS Director of Assessment, Instruction and Curriculum; Rachel Dickinson, Blessed Maria Assunta Pallotta Middle School and Columbus Catholic High School 6th-12th EL teacher; Erica Feldmann and Laci Ernst, Saint Edward Elementary School K-5th EL Teachers; Amanda McNamara, Elementary School Counselor; Gabrielle Elsbernd, Blessed Maria Assunta Pallotta Middle School teacher; Anna Rogers Columbus Catholic High School Counselor; Dustin Lilleskov, Blessed Maria Assunta Pallotta Middle School and Columbus Catholic High School Teacher; Katelyn Bolander, Saint Edward Elementary School Teacher; Jake Schaefer, CVCS Board Representative; Father Paul Htai Naw, Sacred Heart Church Pastor and Interpreter, Amy Peters, Human Resource Director.

I. Lau Plan Guiding Principles

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 students 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 of ELs to develop home-school partnerships and encourage involvement in their child's education.

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

A. Home Language Survey

During registration, all families will complete “Home Language Survey-IA” (www.TransACT.com) with the Student Race and Ethnicity Reporting. The Home Language Survey with Student Race and Ethnicity Report is located on PowerSchool utilized by Cedar Valley Catholic Schools. It will be provided to parents, to the extent practicable, in a language they can understand. Cedar Valley Catholic Schools is prepared to conduct oral 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 and registration materials on-site as needed. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support.

The Columbus Catholic High School Principal, the Blessed Maria Assunta Pallotta Middle School Principal and the Saint Edward Elementary School Principal review the HLS for their schools to verify if a language other than English is represented.

The Columbus Catholic High School Principal, the Blessed Maria Assunta Pallotta Middle School Principal and the Saint Edward Elementary Principal will share this information with the EL teachers who will conduct the state-required English Language Proficiency Assessment.

A copy of the signed HLS-IA with information regarding race and ethnicity will be placed in each (ELL and non-ELL) student's cumulative folder

B. EL Proficiency Program Placement Assessment

All students who may be English Learners, based on the Home Language Survey, are assessed for such status within 30 days of enrollment in a Cedar Valley Catholic School.

To meet these requirements, the K-12th grade EL teachers are trained to administer and score the state-required English language proficiency placement assessments. Certificates of completion will be stored in the personnel files.

These EL teachers administer the state-required English Language Proficiency Screener, ELPA 21 Dynamic Screener, to measure listening, speaking, reading, and writing levels in English, within 30 days of enrollment. Each Cedar Valley Catholic Schools site's administrator will ensure that the assessment is completed within mandated timelines. The summary of screening assessment results will be kept in the student's cumulative folder.

C. LIEP Placement

The process to place students in appropriate Language Instruction Education Programs (LIEP) and content courses involves the collaborative work of the Lau Leadership team. For course placement, each site's Lau Leadership team gathers and reviews data, including the results from the English language proficiency assessment, along with state and district standardized assessments in reading, math and science. Cedar Valley Catholic Schools will review other information as needed, such as prior student records, teacher interview information, parent information, teacher observations, referrals, student grades, and informal assessment information.

The Lau Site Leadership teams at each site are composed of the building principal along with the site's EL teacher(s), a general education teacher and school counselor.

If the student is non-English proficient or limited English proficient in any of the English language development subtests (speaking, listening, reading, and writing), the student is identified by the team for the LIEP.

Based on English Language development, the team will identify EL students who will be assigned to mainstream classrooms/content courses with students the same chronological age, with no more than two years differential.

Appropriate LIEP services will begin upon identification.

D. Parental Notification

Parental information will be provided in an understandable and uniform format, and to the extent practicable, in a language that the parents can understand.

Notice will be sent upon:

1. Determination of student eligibility - Sent upon completion of a student's first assessment for placement in an English language development program. (English Learner Program Placement [Required - Meets ESSA Requirements] from TransAct) with English Language Development Program Placement (Notification of English Language Development Program Placement-from TransAct) (Sent once upon placement).
2. Notification of English Language Development Program Placement - Sent upon initial or annually to explain students' placement in an English language development program. (Notification of English Language Development Program Placement-from TransAct)
3. Parental forms are distributed in a language most easily understood within 30 days of enrollment, both upon initial and annual school enrollment. These forms are derived from TransACT English Learner Program Placement (Required-Meets ESSA Requirements). At Cedar Valley Catholic Schools, the Lau Site Leadership teams (listed previously) at each site ensures this work is completed.
4. A copy of both notices is kept in the student's cumulative folder.

E. Process for Waiving Students from LIEP

1. Parents do have the right to waive enrollment in the LIEP. If a parent wishes to decline services, a meeting is held to discuss recommendations, concerns, ELPA21 Screener and/or ELPA21 Summative Assessment requirements, and potential outcomes with parents. Parents are provided a copy of the *Explanation of Consequences for not Participating in Language Program* notice. Documentation of this meeting is kept in the student's cumulative folder.
2. To waive enrollment, parents must sign a *Request for Change in Program*. The signed waiver is kept in the student's cumulative folder. (Form: Request for Change in Program Participation from TransACT)
3. The school will provide support to students who have waived enrollment in the LIEP within the classroom to ensure English language development and academic progress. The EL teacher will collaborate once a quarter with the general education teacher of the students to ensure students choosing to waive services will receive best practice instructional strategies with appropriate accommodations, based on the student's level of language acquisition performance to ensure progress towards achievement of English language proficiency and academic achievement. These students will be given the ELPA21 Summative Assessment to monitor progress towards English language proficiency until proficiency is reached.

III. Language Instruction Education Program (LIEP)

A. LIEP Goals

Academic & English-Language Acquisition Goals

Academic Goal:

Long-Range Goal for Academic Goal: Five percent increase in the percentage of English Language Learners who are proficient or above, based on the *Iowa Statewide Assessment of Student Progress (ISASP)* third through eleventh grade English Language Arts Total Achievement Level, within five years (37% 2020-2021 School Year to 42% 2024-2025 School Year).

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
37%	30%			

English Language Acquisition Goal:

Long-Range Goal for English Language Proficiency: Five percent increase in the percentage of English Language Learners who are proficient, based on the ELPA21 Summative Assessment results, within five years (22% 2020-2021 School Year to 27% 2024-2025 School Year).

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
22%	20.4%			

B. LIEP Services

Cedar Valley Catholic Schools will utilize the Newcomer Program for non-English speaking students in the CVCS district who have been in the U.S. for less than two years and are in third grade or higher. The Newcomer classes are provided at all Cedar Valley Catholic Schools, taught by the EL certified teacher, and held a minimum of 50% of the school days: fifteen minutes per school day at the elementary level or one class period per school day at the middle school and high school level. The Newcomer Program prepares students to be able to actively participate in the general education classroom and grade specific content classes. Through this program students will develop their essential basic language and social skills through accelerated instruction as well as receive assistance in acculturation into the United States schools, community and cultures. General education and content-area teachers, who have Newcomer EL students in their classrooms, will use appropriate teaching and assessment strategies with appropriate accommodations provided to them through their Lau Leadership team members as well as scaffolding teaching techniques to provide these students access to the core. District-designed curriculum materials aligned to the Core and English Language Proficiency standards will be used.

Elementary and Middle School English as a Second Language (ESL):

In addition to the Newcomer Program, EL students are serviced through one or more of the following programs.

English as a Second Language (ESL): This is a structured language acquisition program for students whose native language is other than English. Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas. Intensity and frequency of services are such that services for each EL student are reasonably calculated to ensure benefit based on each student's individual needs in both language domains and academic learning. This is true until each EL student is deemed proficient. (EEOA and Title VI of the Civil Rights Act using Castañeda standards, 648 F.2d at 1010) EL students receive this service, taught by the EL certified teacher, until they can demonstrate functional ability to read, write, listen, and speak in English language at age-appropriate and grade-level appropriate levels.

All LIEP supports access to the district's core curriculum. The Core Curriculum is aligned to the ELP Standards. Scope and sequence is aligned to both the ELP standards and ELA standards. Research based instruction and assessment that meet the needs of all learners will be provided. A minimum of monthly progress monitoring will be provided, adjustments to instruction is made based on progress monitoring, if needed.

In addition, the LIEP teacher works with the general education teachers at least once a quarter to provide identified best practice instructional strategies based on language acquisition levels in each area (reading, writing, speaking, listening). Scaffolding instructional techniques as well as differentiated instruction will be provided in the general education classroom, as needed, to provide students access to the core.

Small group strategic support within and/or outside of the general education classroom, using materials at the language proficiency level that is directed by the general education teacher, Title One and/or Reading Skills teachers will be provided to build background knowledge needed to access the core, if EL students qualify for these services based on program requirements. Elementary EL students will use materials, as based on need, through supplemental phonemic awareness, phonics and/or guided reading programs. At both levels, instruction will be focused on vocabulary acquisition and comprehension. Ancillary materials will be used as appropriate to enhance language acquisition.

High School English as a Second Language (ESL):

Columbus Catholic High School LIEP services consist of EL courses that provide appropriate instruction and support for ELL identified students. Courses and services provided are direct language instruction classes that are differentiated by students' level of English language proficiency. District-designed curricular material along with the *National Geographic Edge* program, which are aligned to the Core and ELP standards, will be used. These courses focus on the four areas of communication skills needed to access the core: reading, writing, speaking, and listening. Students receive support as needed during Common Time where students receive assistance with homework, studying for assessments and essential skills that are not explicitly taught in other classes. The amount of instructional time students spend in LIEP courses each week is dependent on the proficiency levels of the students.

All LIEP supports access to the district's core curriculum. The Core Curriculum is aligned to the ELP Standards. Scope and sequence is aligned to both the ELP standards and ELA standards. Research based instruction and assessment that meet the needs of all learners will be provided.

The site's Lau Leadership Team works with the content course teachers at a minimum of once a semester to provide identified instructional strategies based on language acquisition levels. In addition, the content course teachers scaffold lessons and provide differentiated instruction, as needed, to provide students access to the core.

EL Students Served:

All Cedar Valley Catholic Schools EL students, including those with disabilities, identified through ELPA21 Screener or at Emerging and Progressing levels based on ELPA21 Summative Assessment will receive direct EL instruction unless parents have waived LIEP services.

C. Parent Notification and Waiving

Cedar Valley Catholic Schools follows the process and timeline stated below for notifying parents in a language most easily understood.

1. Parents must be notified annually of student placement in the LIEP. (English Learner Program Placement [Required-Meets ESSA Requirements] from TransACT)
2. Parents are notified no later than 30 calendar days after enrollment.
3. Assigned Site Administrators are responsible for implementing the parental notification process at their assigned sites.
4. Annual record of this notification is stored in the student's cumulative file.
5. Parents do have the right to waive enrollment in the LIEP. If a parent wishes to decline services, a meeting is held to discuss recommendations, concerns, and potential outcomes with parents. Parents will be provided the *Explanation of Consequences for Not Participating in English Language Program* notice and *Request for Change in Program Participation* form. To waive enrollment, parents must indicate this on the program placement notice and return this notice to the school. (English Learner Program Placement [Required-Meets ESSA Requirements] from TransACT)
6. The Lau Site Leadership teams (listed previously) at each site ensures this work is completed.
7. A copy of both notices is kept in the student's cumulative folder.

D. Parent Communication – Waived Services

1. Annual communication (English Learner Program Placement [Required-Meets ESSA Requirements] from TransACT) is sent to parents who have previously waived services.
2. To continue to waive enrollment, parents must indicate this on the program placement notice and return this notice to the school. A meeting held to discuss recommendations, concerns, ELPA21 assessment requirements, and potential outcomes and provide the *Explanation of Consequences for Not Participating in English Language Program* notice and *Request for Change in Program Participation* form.
3. The signed notification waiver is kept in the student's cumulative folder.

E. Highly Qualified LIEP and Content Staff

The EL teachers at Cedar Valley Catholic Schools are required to have an ESL endorsement as well as content-area certification if the staff serves as the teacher of record for content area courses.

Teachers providing instruction through content area classes are endorsed in the content area in which instruction is being provided.

F. Administrator Oversight

The Cedar Valley Catholic Schools Chief Administrator is responsible for oversight of the LIEP. They will participate in training on ELL by completing all EL standards modules and AEA PD Online - Understanding Title III Requirements as well as attending EL focused webinars and conferences.

G. Access to Iowa Core and ELP Standards

Cedar Valley Catholic Schools ensures ELs have meaningful access to instruction based on both the Iowa Core and ELP (English language proficiency) standards. General education and content-area teachers, who have EL students in their classrooms, will use appropriate best practice teaching and assessment strategies, provided to them through their Lau Leadership team members (listed previously), as well as scaffolding teaching techniques and differentiated instruction to provide these students access to the core. Focus will be placed on vocabulary development. To ensure content is comprehensible the supplemental materials and resources used, including technology resources, will be:

- Age-appropriate and support grade-level/content curriculum
- Focus on concepts being taught at a particular grade level
- Materials at a lower readability level that support age-and grade-appropriate curriculum and content area
- Whenever possible, provide different readability levels related to the same grade level topic/concept
- Match program's needs, selecting materials that preview the content instruction in the general education/content area classroom.

Collaboration between the EL and classroom/content teachers occurs at least quarterly, with other meetings as needed, during common planning times. Documentation of these meetings will include time, date, staff members present as well as an action plan to support EL students in meeting grade level ELP Standards. Each site's Lau Leadership team will be responsible for tracking the progress of the action plan. Copies of collaborative meeting documentation will be kept by each site's principal.

H. Curriculum and Supplemental Resources for LIEP

Cedar Valley Catholic Schools is currently utilizing the following curricular materials within the LIEP Program.

Elementary EL students will use district-approved materials, which align to the core ELA standards and ELP standards, to provide supplemental instruction in phonemic awareness, phonics and fluency skills. Guided reading and leveled strategy groups, which are taught by the general education teacher, use leveled books that focus on vocabulary acquisition and comprehension. These materials are aligned to the EL students' reading levels with focus on skills based on their English language acquisition level.

At the middle school and high school level, district-approved materials that align to the students' English language acquisition levels such as leveled books for vocabulary development and reading comprehension, units that align to advance academic language development and academic achievement along with *Word by Word* Picture Dictionaries are used based on individual student's levels of proficiency in the four identified language acquisition areas.

In addition, teacher-created, district-approved materials adjusting content to ELs' language proficiency levels with focus on key knowledge and skills needed to meet the Iowa Core and ELP standards are utilized.

All materials are reviewed and updated on a regular basis, through the Cedar Valley Catholic Schools' Curriculum Review Process based on content areas. Cedar Valley Catholic Schools' Curriculum and Supplemental decision-making process follows the system's curriculum review process, supporting the CVCS vision, mission and goals. CVCS considers the needs of ELs in core curriculum reviews. When updating curricular materials, the process includes input from Lau Site Leadership Team members (previously listed).

LIEP curriculum and supplemental resources are selected, purchased, and updated based on the following criteria:

- Age-appropriate and support grade-level/content curriculum
- Focus on concepts being taught at a particular grade level
- Materials at a lower readability level that support age-and grade-appropriate curriculum and content area
- Whenever possible, provide different readability levels related to the same grade level topic/concept
- Match program's needs, selecting materials that preview the content instruction in the general education/content area classroom.

This includes technology supports that:

- Provide English learners with the ability to access, evaluate, organize, synthesize, and disseminate information
- Encourage and assist English learners in interacting with native speakers in both instructional and social contexts
- Directly targets and promotes at least one or more of the language domains (reading, writing, listening, and speaking), relying on language acquisition activities
- Enhance understanding through types of supports (sensory, graphic, and interactive) needed by English learners at different levels of language proficiency, matching learner to appropriate technology

Technology is never the primary source of instruction/learning.

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

A. Talent and Gifted Considerations *(As a non-public accredited school, we are not required to provide a talented and gifted instructor, but students will have access to differentiation and extension activities similar to non-ELL students, Language needs of ELs will be supported.)*

Cedar Valley Catholic Schools will refer to the following resources:

- Waterloo Community Public Schools ELL facilitators and consultants along with Central Rivers AEA EL consultants
- [Identifying Gifted and Talented English Language Learners](#)

B. Special Education Considerations

The Cedar Valley Catholic Schools will refer to the following resources:

- Central Rivers AEA Special Education consultants
- Waterloo Community Public Schools consultants

Cedar Valley Catholic Schools will utilize the following process to identify EL students for special education.

- Convene a full, multidisciplinary IEP assessment team including administrator, educators, Central Rivers AEA assessors, interpreters, EL teacher who is a person with a requisite knowledge of the child's language needs and training in second language acquisition. [Joint Guidance OCR/DOJ, January 7, 2015, page 27]
- Utilize pre-referral strategies and interventions with the student having difficulties. Collect data to determine whether these difficulties stem from language or cultural differences, from a lack of opportunity to learn, or from a disability.
- Determine the language to be used in testing— language dominance and proficiency will be completed before further testing is conducted for students whose home language is other than English.
- Conduct a tailored, appropriate assessment of the child and environment utilizing unbiased, appropriate instruments combined with other sources of information (observations, interviews) from a variety of environments (school, home, community) to produce a multidimensional assessment.
- Students dually identified for special education and EL services will receive direct instruction by an ESL endorsed ELL teacher and, as specified in the EL student's Individual Education Plan, by a certified special education teacher. The services will be delivered in the same manner as defined in the EL student's Individual Education Plan. The EL teacher will support the special education teacher with the language needs of the EL students.

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

1. The Waterloo Community Public School District (in meaningful consultation with Cedar Valley Catholic Schools) makes decisions regarding supplemental services that are appropriate to the needs of the learner and goals of instructional programs including Title 1 services, Reading Skills Program, career and technical education programs, counseling services, and Advanced Placement.
 - a. EL students are identified for these programs using the same procedures and processes as for all Cedar Valley Catholic Schools non-EL students. The EL teacher, who is a person with a requisite knowledge of the child's language needs and training in second language acquisition, will be included in the identification process.
 - b. Cedar Valley Catholic Schools district ensures ELs language needs are supported within these programs through language supports, vocabulary development, differentiation in access to accommodations. This will be provided by staff, including the LIEP teachers and program instructor.
2. Communication regarding participation in these programs and eligibility are provided to parents and students in the language most easily understood.
3. CVCS EL teachers are involved in the data review for placement in all programs including Title I, Reading Skills Program, career and technical programs, counseling, and Advanced Placement.

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

1. Extra curricular activities are available to all students. Cedar Valley Catholic Schools will consider proficiency levels and take into account cultural considerations to provide access to and support of participation of EL students.
2. Communication regarding participation in extracurricular programs and eligibility will be provided to parents and students in the language most easily understood.

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

Cedar Valley Catholic Schools will provide ongoing, embedded professional development for those who deliver instruction or support the LIEPs. This includes all required staff as designated by the Iowa Department of Education for English Language Proficiency Standards: district and building administrators, ESL certified staff, content and classroom teachers and building support staff, including school counselors and specialists. During the school year, all licensed staff providing services to ELs will complete all required training related to English Language learning, including the Director of Curriculum, Instruction and Assessment, district and building administrators, EL staff, school counselors, and classroom/content teachers. Certified staff members directly responsible for delivering the EL services and all CVCS certified staff, who have EL students in their general education classroom or content area classroom, are responsible for the completion of the Modules via AEA PD Online and take the associated brief quiz to document completion and content attainment, if this training has not been previously completed.

Certificates of completion from AEA PD online modules are used to identify documentation of training procedures used. Each site administrator (previously listed) is responsible for ensuring all certified staff members have completed this certification process. Certificates of completion will be stored in the personnel files.

Professional Development focusing on the implementation and evaluation of the English Language Proficiency (ELP) Standards will be provided to all CVCS certified staff members with facilitated discussions and collaborative learning activities. Additional professional learning opportunities for all staff involved in the educational process of ELs, including paraprofessionals, will include Central Rivers AEA and Waterloo Community School System's EL professional development offerings along with other out-of-district professional development as it aligns with each site's needs assessment. A record of professional development will be maintained in personnel folders.

VI. Annual English Language Proficiency Assessment (ELPA 21)

English Learners will be evaluated annually with a standardized English language instrument recommended by the State of Iowa. For this school year the state will be using the ELPA21 Summative Assessment to measure growth. CVCS EL teachers, who are trained to score and administer the assessment, will administer the ELPA21 Summative Assessment during the state-approved time frame. All students that have been identified as English Learners, including those students whose parents have waived/refused services, will be assessed.

A. Annual Training

1. Staff administering the ELPA21 Summative Assessment participate in training on an annual basis through the state determined training model.
2. A copy of the certification will be kept in the professional's personnel file

B. Dissemination of Scores

1. EL teachers will share the results of the ELPA21 Assessments scores with the administrator upon receipt of the assessment scores.
2. Classroom teachers will receive information on assessment results for students they serve. EL teachers will share the results of the ELPA21 Assessment scores with the teacher upon receipt of the assessment scores.
3. ELPA 21 assessment scores are shared with parents upon receiving the student scores. These scores are shared through parent conferences or through mail with translation in language most easily understood. In addition, classroom teachers receive information on assessment results for students they serve. Teachers use this information to adjust their instruction to meet the needs of the students' in the four identified areas in order to provide students with access to core instruction.

C. Appropriate Training for Interpretation of Results –

The EL teachers participate in training on interpretation of results provided by the state and AEAs.

The building administrators (previously listed) are trained on interpretation of the ELPA21 assessment scores. The EL teachers provide this training.

The classroom/content teachers directly serving EL students are trained on interpretation of the ELPA21 assessment scores. The EL teachers will provide this training

D. Use of Assessment Results

1. Teachers of EL students will receive information about their students' English proficiency levels along with information on appropriate best practice instructional practices and accommodations at the beginning of each school year by the LIEP teacher or administrator. Teachers use this information to adjust their instruction and assessments to meet the students' level in the four identified areas in order to provide students with access to core instruction and guide students to meet grade-level ELP standards.

2. EL teachers use test results to determine the level and frequency of services and EL needs.

3. All students at Emerging and Progressing Levels based on the ELPA21 Summative Assessment or qualify based on the ELPA21 Screener receive direct instruction provided by the LIEP teacher. Direct instruction is provided on-site, on-site and remotely or remotely only, depending on if school is On-Site, Hybrid or Required Continuous Learning respectively.

4. ELPA 21 assessment results will be considered in determining future staffing and services.

VII. LIEP Exit Criteria and Procedures

A. Exit Criteria

The student: Achieves the required score for proficiency on ELPA21

Utilizing exit criteria defined above, the certified EL teachers along with the building administrators will determine exit status for EL students on an annual basis. The decision will be documented in the student's cumulative folder.

B. LIEP Exit Procedures

1. EL's are exited from the LIEP program only during the allowable window (from the distribution date of the ELPA21 scores to October 1) after ELPA21 Summative Assessment results are received.
2. Parents are notified of this change in status via a letter mailed home in language most understandable to parents/families (TransACT: Iowa English Learners - Exit Letter).
3. Amy Peters, Operations and Human Resource Director, is responsible for entering data, changing student coding to "exited" in PowerSchool.
4. Students exited from the program will be monitored for two-years by the K-12th grade EL teachers.

VIII. Monitoring Procedures

A. Monitoring Procedures

The K-12th grade EL teachers are responsible for monitoring student academic growth each semester through analysis of test data including classroom assessments, (including FAST [K-8th] and Iowa Statewide Assessment of Student Progress [3rd- 11th]). Communication and input from classroom/content teachers is part of this process. These teachers are responsible for communicating these results to the building site administrators.

Students that have exited the LIEP program at a Cedar Valley Catholic Schools site will continue to be monitored for a minimum of two years (or according to ESSA requirements). The Lau Leadership Team will document this review and determine based on this review, if students need continued monitoring, has successfully completed required monitoring or needs to be considered for re-entry into LIEP due to needs. The K-12th grade EL teachers keep record of this documentation and the forms will be kept in the student's cum folder. At the end of the year, the student's status will be documented in PowerSchool, entered by the Operations and Human Resource Director.

B. Re-entry Procedures

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. Parental notification will be provided in an understandable and uniform format, and to the extent practicable, in a language that the parents can understand. (Form:TransACT English Learner Program Placement (Required-Meets ESSA Requirements))

At Cedar Valley Catholic Schools, the K-12th grade EL teachers ensure this work is completed. A copy of the notice is kept in the student’s cumulative folder.

IX. LIEP Evaluation

The Columbus Catholic High School Principal, the Blessed Maria Assunta Pallotta Middle School and the Saint Edward Principal are responsible for facilitating the LIEP team-based evaluation process at their assigned site. The Lau Leadership team evaluates the LIEP program on an annual basis. The team responds to district data when planning for EL instruction in core classes and in English language development. This data is used to evaluate the impacts on future programming and services for ELs..The program evaluation is based on the following criteria:

LIEP Goals

Academic & English-Language Acquisition Goals

Academic Goal:

Long-Range Goal for Academic Goal: Five percent increase in the percentage of English Language Learners who are proficient or above, based on the *Iowa Statewide Assessment of Student Progress (ISASP)* third through eleventh grade English Language Arts Total Achievement Level, within five years (37% 2020-2021 School Year to 42% 2024-2025 School Year).

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
37%	30%			

English Language Acquisition Goal:

Long-Range Goal for English Language Proficiency: Five percent increase in the percentage of English Language Learners who are proficient , based on the ELPA21 Summative Assessment results, within five years (22% 2020-2021 School Year to 27% 2024-2025 School Year).

2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
22%	20.4%			

In addition, staff input, parent and student input, LIEP enrollment, courses/programming, co-curricular and extracurricular involvement by ELs, and percentage of ELs who exit from LIEP services are part of the evaluation process.

1. Result data is used by the Lau Leadership team to design and implement future programming and services for ELs, focused on improving English Language instruction and increasing English language development, including:
 - a. Professional development
 - b. Adjustment of the LIEP
 - c. Staffing
 - d. Teacher scheduling
 - e. Curricular needs, including LIEP and supplemental classroom materials and resources
 - f. Meeting individual ELs needs
2. Title III assurances will be reviewed and completed through the CASA. The Chief Administrator of Cedar Valley Catholic Schools signs English Learner Assurances in CASA.

Appendix A

The Department of Justice and Office of Civil Rights Joint Guidance Document Letter to Districts from the U.S. Department of Justice:

<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 (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).*

Sheltered Instruction: *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. 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. <http://www.nabe.org/BilingualEducation>*

Appendix C

TransACT.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 for students who are eligible to exit services

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

Request for Change in Program Participation - waive or withdraw ELL/bilingual 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.