



DAVENPORT Community Schools

G R O W I N G E X C E L L E N C E

**Davenport Community School District (DCSD)
2023-2024 PreK-12 Lau Plan for
Serving English Learners**

Translations: [Español](#), [Tiếng Việt](#)

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I. Lau Plan Guiding Principles

- A. English Language Development - The Davenport CSD EL Program is committed to high-quality language instruction that develops the academic English of each student through evidence-based practices shown to be effective in developing the academic language of English learners.

Davenport CSD will:

- Focus on academic development of all four language domains (speaking, listening, reading, and writing).
- Implement the delivery of academic content based on individual student language acquisition needs in order to make content area instruction accessible.
- Utilize evidence-based language acquisition pedagogy and curriculum.

- B. Academic Achievement - The Davenport CSD EL Program is committed to provide a high-quality language instruction education program designed to overcome language barriers that might limit English learners' access to challenging state academic content and achievement standards.

Davenport CSD will:

- Educate English Language Learners according to the same rigorous curriculum standards as their native English speaking peers.
- Utilize evidence-based pedagogy and curriculum aligned with the Iowa common core standards.
- Apply research-based best practices to correctly refer English learners within a Multi-Tiered System of Supports (MTSS).
- Ensure access for all English Language Learners to specialized programming including special education, gifted and talented education, etc.
- Increase opportunities for English learners to receive additional academic support through summer school and afterschool support.

- C. Cross-Cultural Efficacy - The Davenport CSD EL Program is committed to ensuring that the home culture of the EL students and their families is embraced as an asset.

Davenport CSD will:

- Validate and affirm the cultural funds of knowledge of all English Language Learners.
- Ensure that the educational process is a cooperative effort between home, community and school.
- Utilize district-wide translation protocols to ensure spoken and written information is provided to families in a language they can understand.

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

The state has published the [Standardized Statewide Entrance/Exit Procedures for Iowa's English Learners](#) which we will follow.

- A. Home Language Survey - IA

- During registration, all families are asked to complete a Home Language Survey (HLS) - IA, in addition to a Student Enrollment Form, including student race and ethnicity reporting. DCSD staff are able to conduct oral or native language interviews with those adults who may not have sufficient English or literacy skills to complete a survey written in English. The [DCSD Translation Guidance](#) should be followed if interpreters or translations are needed.
- With this process, any HLS that indicates another language other than English, an email is sent to the EL Coaches, EL Program Secretary, and EL Program Specialist who will proceed with the screening process. The HLS is added to the electronic cumulative folder for each student.
- Further investigation for potential needs for screening may be evaluated by the EL Program Specialist as needed.

- B. State-approved English Language Proficiency Placement Assessment

- If a new family indicates a language other than English on the Home Language Survey, an automatic notification is provided to the EL Coaches who facilitate the screening process and administration of the ELPA21 Dynamic Screener (initial placement assessment).
- Pre-K students enrolled in district preschool programs are screened using the ELPA21 Future Kindergarten Dynamic Screener prior to starting Kindergarten.
- The ELPA21 Dynamic Screener is used to measure baseline listening, speaking, reading, and writing levels in English and is administered within 30 days of the student's enrollment. The screener also helps to determine instructional placement. The results of the ELPA21 Dynamic Screener are added to the electronic cumulative folder for each student.
- The ELPA21 Dynamic Screener is administered by EL coaches to K–12 students to identify and assess initial placement.

C. Process to Place Student in Appropriate Language Instruction Educational Program (LIEP)s and Content Areas

- Parents are notified of the EL Program Placement with Notification of Program Placement Form. A copy of this communication is filed in the student's electronic cumulative folder. The District EL Program Secretary confirms that both the family and the receiving school are notified of eligibility.
- An English Learner student is placed at the grade level appropriate for their age, unless there are extenuating circumstances, which will be considered on an individual basis by the EL Program Specialist, EL Coaches, Principal, Director of Equity and Learning Supports, and the regional Instructional Leadership Director. In no case is a student assigned to a grade-level of more than one year different from their like-age peers. Plans to place students one year different than his/her like-age peers will be communicated with parents.

ELPA21 Dynamic Screener Results*	Placement
Student scores all 0s, 1s, or 2s	Student supported with Structured English Immersion (SEI). Options: <ul style="list-style-type: none"> • K-12: Student may remain at neighborhood school and receive SEI support from an ESL teacher. • 7-12: At the secondary level, there are recommended locations which provide SEI through sheltered courses: Williams and West.
Student scores are not all 0s/1s/2s or all 4s/5s.	Student will receive English as a Second Language (ESL) services at home school.
Student scores all 4s and 5s	Student demonstrates proficiency in the English language and does not require EL Program services.
* Each student's individual needs are addressed and may result in an alternate placement recommendation.	

- Based on the results of the ELPA21 Dynamic Screener and any additional measures (such as student records, teacher interview, parent information, teacher observation,

referral, student grades or informal assessments), a team made up of the EL teacher, classroom teachers, school counselor, and building administrators determines which level of support a student may need. A student's progress is evaluated frequently and appropriate changes within the level of support in the program are made as needed.

- Depending on the ELPA21 Dynamic Screener proficiency level, the student will receive content and language support from a qualified ESL teacher. Additional support is given to the classroom teacher through the [Student EL Plan](#), which is shared with the classroom teacher and other necessary staff through the DCSD Student Information System. This plan highlights proficiency levels and useful strategies to use, along with any testing accommodations appropriate for the student.

D. Parental Notification of Student Eligibility for EL Program Services

- Following identification of eligibility, the District EL Secretary sends a [Determination of Student Eligibility for Program Placement Form](#) to the parents, and if at all possible in their preferred language. This form is sent out within 30 calendar days at the beginning of the year or within 2 weeks if identification occurs during the school year. The form is also added to the student's electronic cumulative folder.
- In addition, parents are notified annually of EL Program placement through the [Notification of Program Placement Form](#). This form is sent out within 30 calendar days at the beginning of the year and is added to the student's electronic cumulative folder.

E. Process of Waiving Students from Language Instruction Educational Program (LIEP)

- Parents/guardians of ELs may make an annual request to waive EL Program Services for their student. The EL Program is a voluntary program, and at any point, parents may refuse services or choose to withdraw their student from the program.
- The ESL teacher will discuss the EL program supports available to students, along with any concerns and potential outcomes of waiving services with the parents. A copy of the [Explanation of Consequences for not participating in English Learner Program Form](#) is provided to the parents. The ESL teacher will also inform parents that even if EL services are waived, all students identified as EL must annually take the ELPA21 summative assessment until they meet exit criteria.
- If parents choose to waive EL Program services, they must sign a [Request for Change in Program Participation Form](#) which is kept in the student's electronic cumulative folder. The signed waiver serves as documentation that parents were informed of any possible disadvantages of not participating in an EL program.
- For students who have waived EL Program Services each year, the ESL teacher will provide the classroom teacher with the Student EL Plan which highlights the proficiency levels of the student on the ELPA21 Summative Assessment.
- In addition, the progress of waived students is monitored for continued academic success. Reports of academic progress are reviewed on a quarterly basis by the EL teachers, EL coaches and the EL Specialist.

III. Description of the Language Instruction Educational Program (LIEP)

A. Language Instruction Educational Program (LIEP) goals—District Goals for Achievement Language Goals:

- The percent of EL students who scored proficient on the composite of the ELPA21 Summative Assessment will increase by 3% from the previous school year for each grade level.
- The percent of EL students making growth of one or more levels in the four domains will increase by 10% overall.

Academic Goals:

- By June 2024, 80% of all K-8 EL students will meet the Spring FAST Benchmarks for Reading.
- By June 2024, 80% of all 3-11th grade EL students will be proficient readers as shown by the reading subtest of the Iowa Statewide Assessment of Student Progress (ISASP).

Learning Support Goals

- By June 2025, participation in the Conditions for Learning survey will increase to 95% of all ELs.
- By June 2025, the Student Emotional Safety Score on the Conditions for Learning Survey will increase to 40% for all ELs.
- By June 2025, chronic absenteeism of all ELs will decrease to 15%.
- By June 2025, EL graduation rates will be consistent with district graduation rates.

B. Program Models, Philosophy, and Scheduling Guidelines:

The Davenport Community School District identifies and provides the following Language Instruction Educational Program (LIEP) service models based on student needs:

Model	Program Description
English as a Second Language (ESL)	<p><i>Available K-12 at any DCSD school.</i></p> <p>Techniques, methodology, and a special curriculum are used to teach ELs English language skills based on each student’s unique need including listening, speaking, reading, and writing. Instruction is usually in English with little use of native language.</p>
Structured English Immersion (SEI)	<p><i>Instruction available at any K-12 DCSD school. Sheltered courses available in grades 7-8 at Williams JH and grades 9-12 at West HS.</i></p> <p>ELs with one or more 0s, 1s, or 2s in their ELPA21 domain scores will be provided Structured English Immersion (SEI). Williams Junior High and West High School have specially designed SEI courses in the following content areas: English/Language Arts, Science, Social Studies, and language acquisition instruction.</p> <p>Through SEI courses offered at designated locations and/or through ESL teachers assigned to students’ home schools, students are given sufficient support and access to the curriculum by qualified EL teachers. Instruction is usually in English with little use of native language.</p>
Newcomer Support	<p>ELs with one or more 0s, 1s, or 2s in their ELPA21 domain scores AND who are new to the United States will be provided Newcomer support through additional push-in, pull-out, or SEI courses.</p>

Description of Frequency and Intensity of Services by Grade and/or Proficiency Level: Minutes of EL Instruction is based on each student’s data received from the ELPA21 Dynamic Screener scores or ELPA21 Summative Assessment scores and summarized in each [Student EL Plan](#).

DCSD EL Program Philosophy	Service Delivery Expectations
<p>ELs are Gen Ed Students First</p> <p>DCSD will educate English Learners according to the same rigorous curriculum standards as their native English speaking peers.</p>	<p>The default instructional environment providing the Least Restrictive Environment (LRE) for all ELs is the content support in the general education classroom with ESL teacher support, and in elementary buildings, this occurs during the Literacy Block.</p> <p>Ideally Literacy Blocks are staggered to allow for ESL Teachers to maximize time as much as possible in Literacy Blocks with ELs.</p> <p>Planning instructional time for ELs is done with a team approach including the EL teacher, the building principal, the EL Coach, and the EL Program Specialist as necessary.</p>
<p>ESL Teachers are Actively Engaged</p> <p>ESL Teachers will utilize evidence-based pedagogy and curriculum aligned with the Iowa common core standards.</p>	<p>ESL Teachers should be active members on grade level CTTs and be giving input to instruction in order to utilize evidence-based language acquisition pedagogy.</p> <p>ESL Teachers should be present and actively involved in the general education classrooms both for whole group instruction and small group work.</p> <p>Whole group and small group involvement can include but is not limited to preteaching, vocabulary work, building background knowledge, and reteaching. ESL teachers can provide graphic organizers and visuals for ELs and/or native English speaking peers.</p> <p>Small group work may also include native English speaking peers of the same academic ability.</p>
<p>ESL Teachers are a part of the MTSS for Early Literacy.</p> <p>Early Literacy Tier 2 Interventions provide an excellent opportunity for ESL Teachers to support ELs with the reading domain as well as listening and speaking.</p>	<p>ESL Teachers may be scheduled for up to 2 hours a day of early literacy Tier 2 interventions with their ELs and native English speaking peers.</p> <p>Traveling teachers' schedules should be structured so that they can maximize their time with each building's MTSS. Building principals who share an ESL teacher should work collaboratively to ensure the ESL teacher can be involved in interventions.</p>

<p>ELs are more than their numbers.</p> <p>Each student has unique language acquisition needs as well as academic and social emotional needs.</p>	<p>ESL Teacher schedules will need to accommodate students who need more or less intensification in their supports.</p> <p>SEI small group work outside of the general education classroom (“pull out support”) may consist of Newcomer or Emerging ELs (level 0, 1, 2 in a domain) from multiple grade levels who are working on a similar language acquisition domain (reading, writing, speaking, or listening).</p> <p>Specially designed SEI classes are offered to identified ELs at the secondary level based on the needs outlined in the Student EL Plan.</p> <p>Newcomer Support allows for intensified academic, language, and social emotional support for emerging English learners who are new to the United States through additional EL Program staff support, enrollment in classes co-taught by EL staff, and/or enrollment in existing SEI courses.</p> <p>ELs all have a Student EL Plan which will outline the intensifications needed for English language acquisition. The plans should drive the conversation about adjusting schedules based on student needs.</p>
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District EL Program Guidance on Time				
Educational Level	<p>Newcomer Support</p> <p>Student scores all 0s, 1s, or 2s</p> <p>Respectful Term: “Newcomer”</p> <p>State Definition = Intensive</p>	<p>Structured English Immersion (SEI)</p> <p>Student scores all 0s, 1s, or 2s</p> <p>Respectful Term: “Emerging EL”</p> <p>State Definition = Intensive</p>	<p>English as a Second Language (ESL)</p> <p>Student scores one or more 3s, 4s, or 5s</p> <p>Respectful Term: “Progressing EL”</p> <p>State Definition = Intermediate</p>	<p>Student scores all 4s and 5s OR Exited OR Waived Services</p>
Elementary	<p>Literacy Block Support Daily</p> <p>95% Tier 2 Interventions MTThF from an ESL teacher</p>	<p>Literacy Block Support Daily</p> <p>95% Tier 2 Interventions MTThF from an ESL teacher</p>	<p>Literacy Block Support minimum twice a week</p>	<p>Sustained grade-level performance is monitored.</p>

	<p>Additional curriculum options supportive of the unique needs of Newcomers available to ESL teachers to use as needed for Newcomers.</p> <p>Additional information and coaching available for general education staff on how to support Newcomers.</p> <p>Please see the Additional specific guidance on Elementary ESL Teacher scheduling.</p>	<p>Individual/small group support if gen-ed Classroom instruction isn't enough for a student to be successful in the areas of:</p> <ul style="list-style-type: none"> ● Preteaching ● Background Knowledge ● Intensive Vocabulary ● Reteaching <p>Please see the Additional specific guidance on Elementary ESL Teacher scheduling.</p>		
Junior High School	<p>Additional curriculum options supportive of the unique needs of Newcomers available to ESL teachers to use as needed for Newcomers.</p>	<p>Students are assigned an EL Class that is part of their schedule.</p> <p>Students are supported in their content area classes.</p>	<p>Students are supported in content area classes.</p>	<p>Sustained grade-level performance is monitored.</p>
High School	<p>Additional curriculum options supportive of the unique needs of Newcomers available to ESL teachers to use as needed for Newcomers.</p>	<p>Students are assigned an EL Class that is part of their schedule.</p> <p>Students are supported in their content area classes.</p>	<p>Students are supported in their content area classes.</p>	<p>Sustained grade-level performance is monitored</p>

C. Language Instruction Educational Program (LIEP) Support for Access to Core

Elementary Level: ESL teachers use an ESL/SEI content support model where they work with students primarily in the grade level classroom and secondarily in a small group setting outside of the content area classroom.

- During content support in the classroom, EL teachers and classroom teachers work together to support the instructional needs of the EL students in meeting the core academic standards (ESL structure for all ELs).
- During the small group setting inside or outside of the content area classroom, EL teachers will support language development while meeting the core academic and ELP standards. (SEI structure for Newcomer or Emerging ELs).
- During Newcomer support, students may receive academic instruction in small-groups which are grade-banded with an ESL Teacher.

Secondary Level: At the secondary level, other than the SEI sheltered classrooms, EL teachers use a content support model where EL and content area teachers work together to support the academic needs of the EL students in meeting grade level standards in the core curriculum.

- During content support in the classroom, EL teachers and classroom teachers work together to support the instructional needs of the EL students in meeting the core academic standards. (ESL structure for all ELs)
- During MTSS intervention time, ELs may receive small group instruction from EL teachers who will support language development while meeting the core academic and ELP standards. (SEI structure for Newcomer or Emerging ELs)

C. Annual Parent Notification of Continuing Placement and Programming Options

The annual parent notification of continuing placement and programming options will be sent home in a language most easily understood by the parent/guardian.

- [Please also see the section on Process of Waiving Students from Language Instruction Educational Program \(LIEP\).](#)
- [Please also see the DCSD Translation Guidelines](#)

D. Procedure of Annual Communication with Parents who have Waived Services

The annual parent notification of continuing placement and programming options will be sent home in a language most easily understood by the parent/guardian.

- [Please also see the section on Process of Waiving Students from Language Instruction Educational Program \(LIEP\).](#)
- [Please also see the DCSD Translation Guidelines](#)

E. Highly Qualified Language Instruction Educational Program (LIEP) and Content Staff

All teachers in DCSD are highly qualified to teach in the content area they are assigned. ESL teachers hold an Iowa teaching license and ESL endorsement and all classroom teachers hold the appropriate content area endorsement from the Iowa Department of Education. In addition, there are several classroom content area teachers who also hold an ESL endorsement. ESL coaches, who hold an ESL endorsement, may assist in supporting ELs.

F. Designated administrator oversight for Language Instruction Educational Program (LIEP)s

DCSD designates an EL Program Specialist to oversee the EL Program. The program specialist reports directly to the Director of Learning Supports, and monitors programming to ensure EL students have access to the Common Core and are showing growth toward achievement of ELP Standards.

G. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards

EL students are placed in grade-level classes, with age appropriate peers, and have access to the [Iowa Core Standards](#) through direct instruction from content area teachers and collaborative activities with classmates.

The unique language acquisition needs of each EL student is addressed by a certified ESL teacher who will ensure students have access to work towards proficiency on the [Iowa English Language Proficiency \(ELP\) Standards](#).

H. Curriculum and Supplemental Resources for Language Instruction Educational Program (LIEP)

Below are resources adopted district-wide for use in the EL Program. Additional supplemental resources must be reviewed and approved by the EL Program Specialist.

Grade Band	ESL Curriculum and Supplemental Resources	SEI Curriculum and Supplemental Resources	Newcomer Support Curriculum and Supplemental Resources
Elementary	Progressing ELs supported with the ESL model are in the general education setting and use the same curriculum as their non-EL peers.		<ul style="list-style-type: none"> • Vista Get Ready
Junior High		<ul style="list-style-type: none"> • Inside National Geographic Series • Access Science • Access American History 	
High School		<ul style="list-style-type: none"> • Edge National Geographic Series 	

Additionally, all ELs are supported by EL Teachers and all other staff who use the following universal instructional strategies:

- [Differentiating for English Learner strategies from ELPA21](#) (closer look [doc](#) for staff)
- [Culturally and Linguistically Responsive discussion, response, and movement protocols](#)
- [Accelerated Learning series strategies](#)

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

A. Process in Place for Identifying and Serving EL students in Gifted/Talented (GT) ELs

DCSD works collaboratively with the Talented and Gifted (TAG) department in identifying students who are English Learners and who qualify for Gifted/Talented instruction. EL students identified as GT receive the same programming as all other GT students. Highly qualified GT teachers offer advanced and enhanced curriculum. GT teachers are provided with the Student EL Plan that highlights the proficiency levels of the student on the ELPA21 Summative Assessment and provides strategies to help support the student in the classroom and any testing accommodations allowed for the student.

B. Process in Place for Identifying and Serving ELs in Special Education

EL Students who may qualify for Special Education are assessed in collaboration with the Area Education Agency for potential disabilities. Special considerations of the student's native language and culture, as well as assessment in the student's native language are included, when appropriate. Language development and a student's previous educational experiences are both factors in determining eligibility. Placement in Special Education is a team decision

including parents, General Education teachers, Special Education teachers, EL teachers, AEA staff, and building administration.

If an EL student qualifies for Special Education Services, they will receive support in both areas as identified in the IEP. It is the responsibility of the Special Education Team for each EL/IEP student to determine how best to support the student in both special education and English language development.

- C. Process in Place for Identifying and Serving ELs in any other District Programs (i.e., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, Advanced Placement, International Baccalaureate courses, performing and visual arts, athletics, clubs, honor societies, etc.)

EL students have the same eligibility rights for Title I services, At-Risk Programs, Career and Technical Programs, Counseling Services, Advanced Placement, Dual Credit Programs, etc. as any other DCSD student. EL teachers work in collaboration with School Administrators, Counselors and District Program Staff to ensure EL students have both the support and opportunities available to participate in the programs.

District programs are communicated to students and parents through district staff, including EL staff. The [DCSD Translation Guidance](#) will be used to ensure communications about programs and eligibility are sent home in a language most easily understood by parents.

- D. Process in Place for Identifying and Serving ELs in Extracurricular (e.g., performing and visual arts, athletics, clubs, honor societies)

EL students have the same eligibility rights for performing and visual arts, athletics, clubs and honor societies as any other DCSD student. EL teachers work in collaboration with School Administrators, Counselors and District Program Staff to ensure EL students have both the support and opportunities available to participate in extracurricular programs.

District programs are communicated to students and parents through district staff, including EL staff. The [DCSD Translation Guidance](#) will be used to ensure communications about programs and eligibility are sent home in a language most easily understood by parents.

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

- A. Professional Development for those who Deliver Instruction or Support the Language Instruction Educational Program (LIEP)

DCSD prioritizes early literacy, positive behavior intervention systems (PBIS), and crisis response/violence prevention (CRVP) to ensure that all students are engaged and feel safe. In planning for these priorities, the district has a comprehensive professional development plan for all employees including those who support ELs.

As an extension of this work, DCSD has created an [EL Program Professional Development Plan](#) to ensure that PD is continually provided to all certified staff (administrators, counselors, instructional coaches) on their collective responsibility to address the instructional needs of EL students, including support of the District's Guiding Principles. The plan also addresses professional development in collaborative structures as well as professional development for other employee groups which support ELs such as paras and secretaries.

The EL Program Specialist will engage in all required and ongoing state Title III Training: Understanding Title III Requirements, ELP Standards: Modules 1-6, and ELPA21 Online Reporting System (ORS). In addition to the online training, the EL Program Specialist will participate in state and AEA Consortium meetings and attend state/national workshops and conferences.

All building administrators receive [updated information regarding the District's expectations for the EL Program](#), including, but not limited to, program goals, weekly time recommendations, CTT time for EL teachers, testing requirements and best practice for EL students. The EL teachers in each building work with building principals and the ESL Coaches to determine the best schedule, classrooms and instructional strategies to meet the needs of EL students in the building.

B. District Training of ELP Standards and Implementation Plan

The [EL Program Professional Development Plan](#) includes initial and sustaining training details for all staff on the ELP standards.

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

A. Annual Training to Appropriate Staff with Certificate on File

The [EL Program Professional Development Plan](#) includes all required training for those administering the ELPA21 Summative Assessment.

ESL Coaches are trained annually on administration and scoring of the ELPA21 Dynamic Screener.

B. Dissemination of Scores to Stakeholders

Results are disseminated to stakeholders including School Board, parents, and staff when results are available and at the start of the academic year to ensure correct services and placement for EL students. All teachers are provided the language proficiency level of EL students within their classroom to help with classroom instruction, along with a [Student EL Plan](#) of strategies and accommodations.

Parents are notified of the ELPA21 results at the Spring Family Celebration or if parents are not able to attend the Family Celebration a packet will be sent home that will include:

- a cover letter with explanation of ELPA21 testing
- ELPA21 results for their student
- [Notice of Program Placement](#) with continuing placement checked if the student will continue with EL Program services the following year, or the [Program Exit Letter](#).

District-wide data on ISASP, ELPA21 and other district information is presented annually to the School Board.

C. Appropriate Training to Interpret Results for Staff

The [EL Program Professional Development Plan](#) includes all required training for those interpreting the results of the ELPA21 Summative Assessment.

It is the responsibility of the EL teachers to help building administrators and non-EL staff to interpret the ELPA21 results, with specific attention to the importance and impact of proficiency levels on classroom instruction.

Additional support is given to the classroom teacher through the [Student EL Plan](#), which is shared with them. This plan highlights the proficiency level of the student in each of the linguistic areas, useful strategies to use with the student, and any testing accommodations.

D. Utilization of Assessment Results to Guide Instruction and Programming

Results of the ELPA21, ISASP, and District assessments are analyzed yearly by EL staff, ESL coaches, administrators and the EL Program Specialist to guide instruction and programming, not only within the EL Program but within core instruction as well.

Results are used to analyze the EL Program, in addition to determining Language Instruction Educational Program (LIEP) services to be offered. It is this data that is used to determine future programming needs.

VII. Language Instruction Educational Program (LIEP) Exit Criteria and Procedures

The state has published the [Standardized Statewide Entrance/Exit Procedures for Iowa's English Learners](#) which we will follow.

A. Language Instruction Educational Program (LIEP) Exit Criteria

A student may be exited from the EL Program services if the student achieves the required scores for proficiency on the ELPA21 Summative Assessment.

B. Language Instruction Educational Program (LIEP) Exit Procedures

Parents are notified if their child can be exited from the EL Program using the [Program Exit Letter](#) in the language best understood by the parents. Students may only be exited during the allowable window: between the end of the previous school year and October 1.

The District EL Secretary will change the student coding to "exited" in the Student Management System using the proper coding as defined by the [Iowa Department of Education's Data Dictionary](#).

VIII. Monitoring Procedures after Students Exit the Language Instruction Educational Program (LIEP) Program including parent notification

A. Monitoring Procedures in Place after Students Exit the Program

Students who exit from the EL Program are monitored up to four years after exiting from the program. A District EL Team, composed of the following members: (1) EL teacher and ESL Elementary Coach, (2) EL teacher and ESL Secondary Coach and (3) EL Program Specialist) is the initial group that gathers and analyzes data.

At the end of each mid-term and quarter, the District EL Team will review data for each monitored student (exited and waived services). The following criteria will be used to

determine if a student is sustaining academic success: attendance, behavior, academics, and social emotional needs.

B. Language Instruction Educational Program (LIEP) Re-Entry Procedures in Place

The District EL Team will share any concerning data with the building EL teacher and the building principal. It will be the building EL teacher and the building principal, along with the recommendation from the District EL Team, that determine the best intervention(s) for the student - whether another type of intervention or re-entry to the EL Program. If questions arise beyond the scope of the District EL Team to answer, the state EL contact will be consulted.

Once a determination is made for re-entry into the EL Program, the parents are notified of the district decision, including completion of the [Notice of Program Placement Form](#). The notification of services is added to the student's electronic cumulative folder. Students may only re-enter the EL Program between May and October 1 in the following school year. All the data that was gathered to make the decision will be shared with parents.

IX. Language Instruction Educational Program (LIEP) Evaluation

A. Describe Team Based Process for how the Language Instruction Educational Program (LIEP) is Evaluated Annually

The DCSD EL Program will be evaluated annually and continuously. Data will be reviewed on the progress toward Language Instruction Educational Program (LIEP) goals in English language, academic achievement, and learning support areas:

Language Goals	Academic Goals	Learning Support Goals
<ul style="list-style-type: none"> The number of EL students who scored proficient on the composite of the ELPA21 Summative Assessment will increase by 3% from the previous school year for each grade level. The number of EL students making growth of one or more levels in the four domains will increase by 10% overall. 	<ul style="list-style-type: none"> By June 2024, 80% of all K-8 EL students will meet the Spring FAST Benchmarks. By June 2024, 80% of all 3-11th grade EL students who are proficient on the reading subtest of the Iowa Statewide Assessment of Student Progress (ISASP). 	<ul style="list-style-type: none"> By June 2025, the Student Emotional Safety Score on the Conditions for Learning Survey will increase to 40% for all ELs. By June 2025, chronic absenteeism of all ELs will decrease to 15%. By June 2025, EL graduation rates will be consistent with district graduation rates.

The EL Program Specialist and the ESL Coaches will facilitate the yearly evaluation of the EL Program which will include a deep review of EL program data and input from ESL teachers and administrators. The program data review process is from the US Department of Education [“Tools and Resources for Evaluating the Effectiveness of a District’s EL Program”](#).

The data collected will be used to determine future Language Instruction Educational Program (LIEP) programming needs, including but not limited to:

- determine professional development needs for staff who serve EL students
- identify components of the Language Instruction Educational Program (LIEP) that may need to be adjusted to better meet the needs of EL students
- consider staffing needs and FTE adjustments at the district/building levels to provide the most support to EL students
- schedule teachers based on the student number and needs in the building. Student rosters are reviewed continuously throughout the year
- provide curricular needs through district funds and Title III
- identify the needs of individual EL students and/or subgroups and adjust programming as appropriate

X. Appendices

Appendix A - Letter to Districts from the U.S. Department of Justice

Please download the full Department of Justice and Office of Civil Rights Joint Guidance document from:

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

Appendix B Description of Language Instruction Educational Program (LIEP) Models

Description of Language Instruction Educational Program (LIEP) Models

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

- **English as a Second Language (ESL)**, also known as English Language Development (ELD), is a program of techniques, methodology, and special curriculum designed to teach EL students explicitly about the English language, including the academic vocabulary needed to access content instruction, and to develop their English language proficiency in all four language domains (i.e., speaking, listening, reading, and writing). ESL instruction is usually in English with little use of the EL students' primary language(s).
- **Structured English Immersion (SEI)** is a program designed to impart English language skills so that the EL student can transition and succeed in an English-only mainstream classroom once proficient. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of EL students (e.g., an ESL teaching credential and/or SEI training), and have demonstrated strong skills in promoting ELD and SEI strategies for ensuring EL students' access to content.
- **Transitional Bilingual Education (TBE)**, also known as early-exit bilingual education, is a program that utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the EL student's transition to an all-English instructional program, while the student receives academic subject instruction in the primary language to the extent necessary.
- **Dual Language Program**, also known as two-way or developmental, is a bilingual program where the goal 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 primary-English speakers and half primary speakers of the other language.

Appendix C Required Forms for EL Programs

The district uses translations from www.TransACT.com to communicate with parents in preferred language.

The following TransACT documents are referenced in this Lau Plan:

- Home Language Survey
- Determination of Student Eligibility for Program Placement
- Notification of Program Placement
- Explanation of Consequences for not Participating in English Learner Program
- [Request for Change in Program Placement](#)
- Program Exit Letter

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 Language Instruction Educational Program (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 - Example Student EL Plan

Directions for creating/updating EL Plans



I

DCSD ELL Plan for LAST, FIRST

General Information

DCSD ID:		Phonetic Pronunciation:	
State ID:		Sound bite of Phonetic Pronunciation:	
Grade Level:		First Language:	
Gender:		Home Contact Language Notes:	
Ethnicity:			
Building:		ELL Teacher(s):	
IEP:		Homeroom Teacher:	
504:		Counselor:	
SIT/Tier II/III plan		Entry Date to DCSD ESL:	
TDG/TAG:		Waived Services Alert	
Online Only:		Exit Date to DCSD ESL:	
Other Comments/Notes:			

ELPA 21 Summative

Year	Overall	Reading	Speaking	Writing	Listening
2021-2022 SUM					
2020-2021 SUM					
2019-2020 SUM					
2018-2019 SUM					
2017-2018 SUM					

ELPA 21 Screener

Date Given	Overall	Reading	Speaking	Writing	Listening
03/14/2018					

Instructional Strategies (for more strategy ideas, click [here](#))

Domain	A student at this level is working on:	Educators can support this student by:
Reading		

Speaking		
Writing		
Listening		

Assessment Strategies/Accommodations (for more accommodation ideas, click [here](#))

State/National Testing Accommodations:	General Classroom Assessment Accommodations:	Allow student to demonstrate understanding by: