West Des Moines Community Schools
K-12 Lau (EL) Plan for Serving English Learners

2019-2020
West Des Moines Community Schools
District Goals 2019-2020

Mission Statement
Working in partnership with each family and the community, it is the mission of the district to educate responsible, lifelong learners so that each student possesses the skills, knowledge, creativity, sense of self-worth and values necessary to thrive in and contribute to a diverse and changing world.

Guiding Principles
Continuous Improvement
Personalized Learning
Optimum Use of Resources
Integration
Diversity

Shared Vision
The West Des Moines Community School District will be a caring community of learners that knows and lifts every child. We will inspire joy in learning. Our schools will excel at preparing each student for his or her life journey.

District Goals
Using the Mission Statement as our foundation and the Guiding Principles to inform our actions, the district will work towards the realization of the Shared Vision by accomplishing the following goals set forth by the Board of Education:

1. Close the gap between present practices and the Shared Vision.
2. Improve student achievement through effective instructional and assessment practices.

Lau Leadership Team Members
Michelle Lettington (Associate Superintendent of Teaching and Learning)
Natalie French (English for Speakers of Other Languages Director)
Jesse Johnston (Civil Rights/Equity Coordinator, Director of Human Resources)
Brenda Daisy (ESOL Program Lead and Elementary EL teacher)
2019-20 District Leadership Team Membership including District & Building Administrators, Teacher Leaders, Teachers, and Counselors
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<th>Teacher/Assistant</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clive Elementary</strong></td>
<td>Sonya Coy</td>
<td>5897</td>
</tr>
<tr>
<td></td>
<td>Taylor Daniels</td>
<td>5830</td>
</tr>
<tr>
<td></td>
<td>Kim Miller</td>
<td>5815</td>
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<tr>
<td><strong>Crestview Elementary</strong></td>
<td>Elena Clark</td>
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<tr>
<td></td>
<td>Kirsten Garland</td>
<td>5750</td>
</tr>
<tr>
<td></td>
<td>Jane Hallman</td>
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</tr>
<tr>
<td></td>
<td>Courtney Johnson (.8)</td>
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<tr>
<td></td>
<td>Wendy Mann</td>
<td>5731</td>
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<tr>
<td></td>
<td>Tonya McCarville</td>
<td>5710</td>
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<td></td>
<td>Meggie Tucker (.7)</td>
<td>5772</td>
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<td></td>
<td>Brenda Daisy (.5)</td>
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<tr>
<td><strong>Crossroads Park Elementary</strong></td>
<td>Darci Carver</td>
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<tr>
<td></td>
<td>Katy Fancher (.75)</td>
<td>5674</td>
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<tr>
<td></td>
<td>Laura Nailor (.5)</td>
<td>5644</td>
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<tr>
<td><strong>Fairmeadows Elementary</strong></td>
<td>Sheryl Bastian</td>
<td>6545</td>
</tr>
<tr>
<td></td>
<td>Julie Pargeon (.5)</td>
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<td><strong>Hillside Elementary</strong></td>
<td>Michelle Dieks</td>
<td>6216</td>
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<td></td>
<td>Kimberly Dunbar</td>
<td>6204</td>
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<tr>
<td></td>
<td>Kristine Elliott</td>
<td>6290</td>
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<tr>
<td><strong>Jordan Creek Elementary</strong></td>
<td>Jennifer Hellman (.75)</td>
<td>5240</td>
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<td></td>
<td>Ann McTaggart</td>
<td>5289</td>
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<tr>
<td><strong>Western Hills Elementary</strong></td>
<td>Sheryl Reed</td>
<td>5974</td>
</tr>
<tr>
<td></td>
<td>Sarah Rubach</td>
<td>5973</td>
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<tr>
<td><strong>Westridge Elementary</strong></td>
<td>Elizabeth Riche</td>
<td>5438</td>
</tr>
<tr>
<td></td>
<td>Mindy Stieber (.5)</td>
<td>5827</td>
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<tr>
<td></td>
<td>Deb Burford (.5)</td>
<td>5447</td>
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<td><strong>Indian Hills Junior High</strong></td>
<td>Mary Guzman</td>
<td>4768</td>
</tr>
<tr>
<td></td>
<td>Carolina Sinclair</td>
<td>4770</td>
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<tr>
<td></td>
<td>Paula Bilo-Dickman (.5)</td>
<td>4803</td>
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<tr>
<td></td>
<td>Rebecca Guzman</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td><strong>Stilwell Junior High</strong></td>
<td>Cesia Smith</td>
<td>6066</td>
</tr>
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<td></td>
<td></td>
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<tr>
<td><strong>Valley High School</strong></td>
<td>Kelsey Flattery</td>
<td>4042</td>
</tr>
<tr>
<td></td>
<td>Crystal Tate</td>
<td>4095</td>
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<tr>
<td></td>
<td>Yuri Kanai-Malloy</td>
<td>4296</td>
</tr>
<tr>
<td></td>
<td>Nandini Chander (.5)</td>
<td>4201</td>
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<tr>
<td></td>
<td>Kelsey Konecky (.5)</td>
<td></td>
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<td></td>
<td>Laura Larsen</td>
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<tr>
<td><strong>Valley Southwoods</strong></td>
<td>Sunny Kaul</td>
<td>4560</td>
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<tr>
<td></td>
<td>Kelsey Konecky (.5)</td>
<td>4546</td>
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<tr>
<td></td>
<td>Jai Hall</td>
<td>4560</td>
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<tr>
<td><strong>Walnut Creek Campus</strong></td>
<td>Deborah Burford (.5)</td>
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<tr>
<td>BUILDING</td>
<td>TEACHER/ASSISTANT</td>
<td>EXTENSION</td>
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<td>----------------------------------------------</td>
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<tr>
<td><strong>Learning Resource Center</strong></td>
<td>Natalie French, Program Director</td>
<td>5173</td>
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<tr>
<td></td>
<td>Brenda Daisy (.5), Program Lead</td>
<td>5171</td>
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<tr>
<td></td>
<td>Marcia Sims, Rosters, Blue Folders, Purchase Orders</td>
<td>5062</td>
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<tr>
<td>CSI, WR, VHS, WCC</td>
<td>Rosa Pagan, Bilingual Family Liaison (Spanish)</td>
<td>4070</td>
</tr>
<tr>
<td>FM, HD, JC, WH, ST</td>
<td>Abdiel Quiroga, Bilingual Family Liaison (Spanish)</td>
<td>5906</td>
</tr>
<tr>
<td>CR, CLA, IH, VSW, LRC</td>
<td>Belen Warnemunde, Bilingual Family Liaison (Spanish)</td>
<td>4660</td>
</tr>
<tr>
<td>CSI, IH, VHS, LRC (district wide)</td>
<td>Biak Thang, Bilingual Family Liaison (Hakha &amp; Burmese)</td>
<td>5729</td>
</tr>
</tbody>
</table>
I. LAU PLAN GUIDING PRINCIPLES

Program Vision: English learners in West Des Moines Community Schools will be active scholars who engage in meaningful learning experiences, guided and lifted by all district personnel, supporting simultaneous development of language and content in order to communicate, collaborate, solve problems, and prepare for the future, as confident citizens, embracing our diverse and changing world.

A. English Language Development

Identify and assess ELs in need of language assistance in a timely, valid, and reliable manner.

Provide ELs with a language assistance program that is educationally sound and proven successful.

Sufficiently staff and support the language assistance programs for ELs.

B. Academic Achievement

Ensure ELs have equal opportunities to meaningfully participate in all curricular and extracurricular activities, including the core curriculum, graduation requirements, specialized and advanced courses and programs, sports, and clubs.

Ensure that ELs with disabilities under the Individuals with Disabilities Education Act (IDEA) or Section 504 are evaluated in a timely and appropriate manner for special education and disability-related services and that their language needs are considered in evaluations and delivery of services.

Meet the language and literacy needs of ELs who opt out of the LIEP.

Monitor and evaluate ELs in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade level core content, exit ELs from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied.

C. Cross-Cultural Efficacy

Encourage and grow inclusion experiences and appreciation of the diverse backgrounds for all ELs.

Evaluate the effectiveness of a school district’s language assistance program(s) to ensure that ELs in each program acquire English proficiency and that each program was reasonably calculated to allow ELs to attain parity of participation in the standard instructional program within a reasonable period of time.

Ensure meaningful communication and engagement with LEP parents.
II. IDENTIFICATION AND PLACEMENT OF ELs IN A LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)

A. Home Language Survey-IA (www.TransACT.com)
- Home Language Survey-IA, including student race and ethnicity reporting, is administered to all new students through online enrollment by the district registrar.
- Home Language Survey is available in Infinite Campus. For students with home languages other than English, teachers are able to place a printed copy in the student’s cumulative folder, if requested.
- Home Language Survey is reviewed by ESOL teachers and/or building secretaries, counselors, administrators; students whose Home Language Survey identifies a language other than English are referred to the ESOL teacher for the ELPA21 Dynamic Screener.

B. State Approved English Language Proficiency Placement Assessment (ELPA21 Dynamic Screener)
- If a language other than English is indicated, the building ESOL teacher, who is trained in administration of the ELPA21 Dynamic Screener, will administer the state approved screening assessment to the student within 30 of enrollment.
- ESOL teachers complete annual ELPA21 Dynamic Screener training through the AEA online training system. A copy of their certificate is kept at the district office in TLS.
- A score of proficient means the student is not placed in the LIEP.
- A score of emerging or progressing means the student is not English proficient and is appropriately placed in the LIEP.
- The Dynamic Screener for Future Kindergarteners is used for all incoming kindergarteners beginning April 2\textsuperscript{nd} until November 30\textsuperscript{th} of their kindergarten year.
- Student screener results are placed in the cumulative folder.

C. Process to Place Students in Appropriate LIEP & Content Courses
- If the student earns a score of proficiency not determined or emerging on the screener, the student is reviewed for Intensive English Language Development.
- If the student earns a score of progressing, the student will receive integrated and/or standalone services from the ESOL teacher.
- ELs placed into the district’s programs develop English language and academic skills and have an opportunity for meaningful participation in the educational program.
- Students are not segregated from their English-speaking peers.
- Students are placed in a setting that is age appropriate (within 2 years of actual age).
- Placement teams, that could include ESOL teachers, parents, counselors, and the student, work together to gather additional academic data (Scholastic Reading Inventory, FAST, running records, district math placement assessments, transcripts and assessment
data from previous schools, etc.) and place English learners into appropriate content courses, programming, and services that match their English language development and academic needs.

### D. Parental Forms Distributed in a Language Most Easily Understood

**Required communication for all students screened for ESOL services.**
TransACT “EL-01-Determination of Student Eligibility for Program Placement (Optional)– English”

- This letter is sent once after administering the screening assessment to students who do and don’t qualify for the ESOL program within 30 days of enrollment.
- A signed copy of this letter is placed in the student’s cumulative file.

**Required communication for new and returning students who qualify for ESOL services.**
TransACT “English Learner Program Placement (Required-Meets ESSA Requirements)”

- This letter is sent after administering the screening assessment to students who qualify for the ESOL program (initial placement) within 30 days of enrollment.
- This letter is sent to students continuing in our program within 30 days of annual school enrollment.
- For initial and continuing students, a copy is placed in the cumulative file.

### E. Process for Parents Considering Waiving Services from LIEP

- Parents have the option to waive LIEP services for their student.
- A parent/family waiving of services meeting occurs initially for ELs who have been identified as needing a LIEP but waive services; documentation of this meeting is stored in the cumulative folder. The meeting covers recommendations, concerns, ELPA21 annual assessment requirement, and potential outcomes. Parents are provided a copy of the “Explanation of Consequences for not participating in English Learner Program” notice.

- Parents complete and sign the “Request for Change in Program Participation”. This form is placed in the student’s cumulative folder and a copy is placed in the ESOL teacher’s blue folder for that student.

- For those parents who choose to waive services for their child(ren), the district provides support to ensure mastery of English and academic achievement, as required by law, by providing language differentiation and appropriate accommodations within the classroom. Classroom teachers may consult with the ESOL teachers for recommendations in sheltering content to support language development.
III. DESCRIPTION OF THE LIEP  
(Language Instruction Education Program)

A. 2019-20 LIEP Goals

1. **Language Acquisition:** All English learners will increase their proficiency level on one or more language domains (listening, reading, speaking, writing) as measured by the ELPA21 summative.

71.61% grew in one or more language domains from 2017-18 to 2018-19

<table>
<thead>
<tr>
<th></th>
<th>% Growth in 1 or more domains</th>
<th>% Increase in Listening</th>
<th>% Increase in Reading</th>
<th>% Increase in Speaking</th>
<th>% Increase in Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-6</td>
<td>76.75</td>
<td>44.24</td>
<td>37.47</td>
<td>44.02</td>
<td>39.28</td>
</tr>
<tr>
<td>7-8</td>
<td>62.37</td>
<td>33.33</td>
<td>29.03</td>
<td>39.78</td>
<td>25.81</td>
</tr>
<tr>
<td>9-12</td>
<td>63.03</td>
<td>30.91</td>
<td>29.09</td>
<td>37.58</td>
<td>26.67</td>
</tr>
</tbody>
</table>

2. **Academic Achievement:** K-6, the percentage of English learners meeting the pupil progress report statement “Reads text & applies comprehension strategies in a grade level text” will increase.

<table>
<thead>
<tr>
<th></th>
<th>2018-19 % of ELs meeting PPR Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>43.5%</td>
</tr>
<tr>
<td>2-3</td>
<td>20%</td>
</tr>
<tr>
<td>4-5</td>
<td>5%</td>
</tr>
</tbody>
</table>

7-12, the number of English learners successfully passing their classes will increase.

<table>
<thead>
<tr>
<th></th>
<th>2018-19 # of ELs who failed one or classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>31 ELs (29.52%)</td>
</tr>
<tr>
<td>9-12</td>
<td>75 ELs (39.68%)</td>
</tr>
</tbody>
</table>

B. Description and Implementation of Specific State-Approved LIEP Model(s) Used in District and Process to Place Students (see Appendix B)

WDMCS implements the following state-approved LIEP models. All program models provide access to the core curriculum. All identified ELs receive direct service from an ESOL teacher. A “consultative model” is NOT an accepted EL service delivery model under any circumstances.

**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).

**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, ESOL instruction is usually in English with little use of native 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.

Frequency and Intensity of Services
Students receive services based on their language and academic need. The table below demonstrates some possible services at various grade levels and English proficiency levels. Placement in services is individualized and unique to each learner. All identified students receive some form of direct instruction weekly from an endorsed ESOL teacher. ESOL teachers collaborate with classroom and content teachers to support access to the district core curriculum.

<table>
<thead>
<tr>
<th>Elementary School</th>
<th>Junior High</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Targeted, Systematic Language Development Instruction</strong> in the English language is at its own subject of study designed to grow students’ proficiency in English and their growth in relation to the ESL standards. May include dual language instruction or use of native language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sheltered Instruction:</strong> 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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Frequency and Intensity of Services</strong> Students receive services based on their language and academic need. The table below demonstrates some possible services at various grade levels and English proficiency levels. Placement in services is individualized and unique to each learner. All identified students receive some form of direct instruction weekly from an endorsed ESOL teacher. ESOL teachers collaborate with classroom and content teachers to support access to the district core curriculum.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intensive Language Services (PK, Beginning)</th>
<th>Emerging (Beginning)</th>
<th>Kindergarten - Daily support for EL. Served by classroom teachers with an EL endorsed teacher in collaboration model. Pull-out or pull aside support from an EL endorsed teacher as needed. Appropriate instructional accommodations in place for students.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emerging (Beginner)</strong></td>
<td></td>
<td>1st Grade - 6th Grade - Daily EL instruction including pull out 3-5 days a week for approximately 30-45 minutes per day by an EL endorsed teacher. Some co-teaching, collaborative teaching, and appropriate instructional accommodations in place for achieving grade level standards.</td>
</tr>
<tr>
<td><strong>Emerging-Progressing (Beginner: Early Intermediate)</strong></td>
<td></td>
<td>5th Grade - 6th Grade - Daily EL instruction including pull out and served by classroom teachers with an EL endorsed teacher in collaboration model. Some pull out to focus on specific skill sets identified through data reflection, and appropriate instructional accommodations in place for achieving grade level standards.</td>
</tr>
<tr>
<td><strong>Integrated Content Specific and Academic Language Expansion</strong> Explicit support in acquiring the language needed to comprehend and produce grade-level work.</td>
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</tr>
<tr>
<td><strong>ELPA21 Screener:</strong> Proficiency Not Determined, Beginning, Beginning/Early Intermediate, Early Intermediate, Emerging, Early Intermediate</td>
<td></td>
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</tr>
<tr>
<td>Typical 0-2 or 0-3 years in U.S. schools. May include interrupted education.</td>
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<td></td>
</tr>
<tr>
<td><strong>Progressing (Early Intermediate, Intermediate)</strong></td>
<td></td>
<td>Served by classroom teachers with an EL endorsed teacher in collaboration model. Pull out, pull aside, or sheltered instruction as needed. Appropriate instructional accommodations in place for students to achieve grade level standards.</td>
</tr>
<tr>
<td><strong>Progressing - Proficient (Early Intermediate, Advanced)</strong></td>
<td></td>
<td>Served by classroom teachers with an EL endorsed teacher in collaboration model. Some pull out or pull aside to target areas of need. Appropriate instructional accommodations in place for students to achieve grade level standards.</td>
</tr>
</tbody>
</table>

All students receive direct LIEP instruction from an ESOL teacher at all proficiency levels unless parents have waived services.
C. Description of Annual Parent Notification of Continuing Placement and Programming Options in Language Most Easily Understood

- “English Learner Program Placement (Required-Meets ESSA Requirements)” form is distributed within 30 days of the beginning of the school year.
- The ESOL teacher is responsible for parental notification. Notification is provided in the language that is most accessible to the parent/guardian.
- A copy of “English Learner Program Placement (Required-Meets ESSA Requirements)” is placed in the student’s cumulative file.

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

- Parents have the option to waive LIEP services for their student each year.
- Parents who have waived services have the option to un-waive services each year.
- Parents annually complete and sign the “Request for Change in Program Participation” form that is provided in a language the parents/guardians can best understand. Parents are provided a copy of “Explanation of Consequences for Not Participating in English Learner Program”. A parent meeting may be held prior to waiving services each year, but must be held the first year a parent/guardian waives services for their child(ren).
- The ESOL teacher is responsible for communicating with parents.

E. Highly Qualified LIEP and Content Staff

- ESOL Teachers are appropriately trained and sufficient in number to fully implement the LIEP program.
- ESOL Teachers have valid Iowa Teaching License and ESL/ELL endorsement.
- Teachers providing instruction through content classes are endorsed in that content area.
- Paraprofessionals are provided the opportunity to attend training through Heartland AEA 11.
- All staff is provided ongoing professional development related to the Iowa Core.

F. Designated Administrator Oversight for LIEPs

Natalie French, ESOL Director, is the administrator in charge of oversight for the LIEP. Building and district administrators supporting English learners and the LIEP receive and participate in training on English learners.
G. Access to Both Iowa Core Standards and English Language Proficiency (ELP) Standards

All ELs have meaningful access to instruction of both Iowa Core and ELP standards. This occurs through differentiation, collaboration, co-teaching, and ongoing professional learning between content teachers and ESOL teachers. ESOL teachers have been trained extensively in the ELP standards and share their expertise with classroom teachers in order to scaffold ELs access to the Iowa Core Standards. Supplemental materials aligned with the Iowa Core are also available for use in integrated and stand-alone ESOL settings.

All district ESOL teachers meet three times a year to collaborate and participate in district-wide ESOL training. ESOL teachers participate in content and grade-level professional learning communities within their buildings. Collaboration between ESOL and content teachers occurs on a daily basis in both formal and informal settings. Bi-annually the ESOL teachers facilitate professional development within their home buildings focused on English learners.

H. Curriculum and Supplemental Resources

The LIEP curriculum is aligned to the English Language Proficiency (ELP) Standards. Potential materials and supplemental resources are reviewed for alignment with the program vision, the standards, and the needs of the students within the program. The following resources are used within and across the program:

**Elementary Program Resources**
- On Our Way to English
- In the U.S.A. – National Geographic Learning
- Reach – National Geographic Learning
- Oxford Content Picture Dictionary for Kids
- Oxford Content Picture Dictionary
- Words Their Way with English Learners - Pearson
- Benchmark Literacy and Word Work
- Leveled Literacy Intervention
- Other supplemental resources

**Secondary Program Resources**
- Oxford Content Picture Dictionary
- Access Newcomers
- Benchmark Rigor Series
- Summit K-12 Concept Links and Connect to Literacy
- Milestones Series – National Geographic Learning
- Inside the U.S.A. – National Geographic Learning
- Edge Series – National Geographic Learning
- Blast, HD Word, Blitz – Really Great Reading
- Other supplemental resources
**ESOL Program Instructional Supplies**

Each building is allocated a budget to support the purchase of instructional and professional materials. The amount will be determined annually and communicated to the ESOL teachers and the building administrator along with account numbers.

If a site has more than one ESOL teacher, they should coordinate their purchases in order to stay within budget. To manage the allocation, it is important to not spend more than the total amount allocated. The primary object code is -0612.

Purchase orders will be written and go through the building’s approval process. Once entered into the financial system, the purchase order request will be electronically approved by the principal and then by Natalie French in Teaching & Learning Services.

Budgets are annually appropriated and will not carry forward from year to year. All expenditure requests must be in support of the EL students, their teachers, and the ESOL program.

Extraordinary requests may be submitted for consideration to Natalie French, using the following format for the email. Be sure that the principal is included in the email request and the principal has prior knowledge of the request.

In the email state the need in detail, describe the way that need will be fulfilled with details of items/services to purchase, costs of the items/services, and a possible source for purchase.

**Consideration of ELs in Core Curriculum Reviews**

The district utilizes board policy code 602 when conducting curriculum adoption cycles. The seven-year adoption cycle ensures that all core and supplemental programming materials are reviewed and updated to ensure alignment to the Iowa Core Standards including ELP Standards and 21st Century Skills. Representative staff including teachers from ESOL, Special Education, Counseling, Building and District Administration, and General Education Teachers are present during materials review and adoption meetings. This purpose behind this array of staff representation is to ensure all populations and student needs are reviewed and voiced when conducting an adoption of new materials. Materials review and adoption meetings include a program review, student achievement data review, and a study of current educational research, development of materials selection criteria including ESOL resources, standards alignment study, development of curriculum guides, and an implementation plan. Adoption and implementation meetings occur approximately monthly depending on size and scope of adoption.
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 ELs

Identifying and Serving Gifted/Talented ELs: In alignment with best practices for identification, multiple criteria are examined to determine students in need of additional differentiation through our Extended Learning Program (GT). Multiple criteria may include CogAT and Iowa Assessments but are not limited to standardized assessments. Additional criteria include characteristic chart data, primary enrichment thinking skills, portfolio or performance data, classroom input, building team input, parent input, student input. Identification does not rest solely on standardized assessments or language based measures.

The district continues to study screening tools that allow for appropriate screening of students who are culturally and linguistically diverse, from low socio-economic status, and with disabilities. Gifted and Talented ELs still receive language development support from an ESOL teacher that aligns with their language needs.

B. Process in Place for Identifying and Serving ELs in Special Education (language difference, culture considerations, prior education and instruction)

In alignment with best practices for identification, multiple criteria are examined to determine students in need of modifications, accommodations, and specially designed instruction. While the identifying criteria must comply with state and federal eligibility determinations, the measures include standardized assessments, portfolio or performance data, classroom input, building team input, parent input, student input. Identification does not rest solely on standardized assessments. Student’s rate of progress must be compared against EL peers in order to determine the need for special education services. At the same time efforts are made to prevent over-identification of students from any sub-group. The district continues to work with the AEA to develop screening tools that allow for appropriate screening of students who are culturally and linguistically diverse, and/or from low socio-economic status, and/or with disabilities.

Students receive direct instruction from both highly-qualified ESOL teachers and special education teachers who support language needs and needs identified in the IEP.

The IEP team is made up of special education teachers, ESOL teachers, parents, and AEA staff.
C. Process in Place for Identifying and Serving ELs in all Co-Curricular Programs (e.g., Title I, Reading Recovery, At-Risk, Career and Technical Education programs, Counseling Services, Advanced Placement, International Baccalaureate)

Identifying ELs: In alignment with best practices for identification, multiple criteria are examined to determine students in need of additional support. Multiple criteria may include but are not limited to standardized assessments, further diagnostic testing, and classroom input. Identification does not rest solely on standardized assessments. The district continues to study screening tools that allow for appropriate screening of students who are culturally and linguistically diverse, from low socio-economic status, and with disabilities. Identification, review of data, and program placement/consideration are done by a team of teachers including the ESOL teacher.

Parents and students are included in the communication about programs and eligibility in a language most easily understood or with the help of an interpreter. Once identified and served in a co-curricular program students language needs are continued to be met through service and collaboration with the ESOL teacher. WDMCS encourages growth and inclusion of new experiences for EL students.

- Title I
- Reading Recovery
- Reading and Math Resources
- Learning Lab/Success Center
- Career and Technical Education Programs
- Counseling Services
- Advanced Placement, Scholar, Honors, International Baccalaureate

EL students are entitled to equitable instruction in the school district’s core curriculum. This includes equal access to the school facilities, including the computer and science labs, in addition to all other curricular resources. Meaningful access to the core curriculum is a key component in ensuring that EL students acquire the tools to succeed in general education classrooms. The WDMCS has an obligation to ensure that students are included in specialized programs such as advanced placement and honors programs. The WDMCS responds to this obligation through the following processes for any of the above types of programs.

- Standardized assessment
- Teacher recommendation, including the ESOL teacher
- Parent advocacy and recommendation
- Alternative assessments as needed
D. **Process in place for identifying and serving ELs in Extra-Curricular Programs (e.g., Performing and Visual Arts, Athletics, Clubs, Honor Societies)**

Parents and students are included in the communication about programs and eligibility in a language most easily understood or with the help of an interpreter. Once a student participates in any extra-curricular program their individual language needs are supported met through translation or interpreter services.

WDMCS encourages growth and inclusion of new experiences for EL students.

- Performing and Visual Arts
- Athletics
- Clubs
- Honor Societies

EL students are entitled to equitable opportunities to participate in extra-curricular activities.

The district employees four bilingual family liaisons, has a substitute interpreter pool, partners with community organizations including EMBARC, Visiting Nurse Services, Language Tech, and Des Moines International Center, as well as purchases minutes for a phone system to support communication about programs and eligibility in a language most easily understood.
V. Ongoing, Embedded District Level English Learner Professional Development for Staff who Deliver Instruction or Support the LIEP for ELs

A. Ongoing EL professional development (PD) provided for staff who support the LIEP:

Ongoing EL professional development is provided for all staff on providing services to ELs. The professional development plan for the 2019-20 school year include:

- Heartland AEA 11 ESOL Advisory Meetings - Sept. 23, 2019; December 9, 2019; February 24, 2020; and May 4, 2020 (Optional for ESOL staff)
- District All ESOL Meetings- August, January, and April (Required for all ESOL teachers)
- District PLC+ Meetings Fall 2019 and Spring 2020 (All ESOL teachers)
- District-wide, building led equity training August 2019-May 2020 (Required for all administrators and all certified staff)
- Building collaboration professional development focus on curriculum, instruction, and assessment for culturally/linguistically diverse students – Fall 2019 and Spring 2020 (Required for all administrators and all certified staff including coaches and teacher leaders, optional for support staff)
- ICLC (November 2019) and Our Kids (June 2020) (Optional for all certified staff)
- Co-Teaching and Collaboration for Culturally and Linguistically Diverse Students, Culturally Responsive Teaching (2019-20) (Optional for all staff)
- Drake University/WDMCS partnership onsite master’s in education - required course on working with diverse populations during Fall 2019 (Optional for all staff)
- Drake University/WDMCS partnership - ESOL endorsement (Optional for all staff)
- All staff members have opportunities to take courses through Heartland AEA 11 Professional Development Course Catalog. (Optional for all staff).
- ESOL paraprofessional training from Heartland AEA (Optional for ESOL para-educators)

B. District training of English Language Proficiency Standards

(Option B) All ESOL teachers, directly responsible for delivering the LIEP view the modules collectively in their entirety via AEA PD Online with some facilitated discussion and facilitated learning activities in conjunction with the modules. All ESOL teachers take the associated quiz to document completion and content attainment. Certificates of completion for the training modules are stored in a notebook at the district offices in the Teaching & Learning Services area.
New ESOL teachers collaboratively complete the training modules through AEA PD Online with discussion and learning activities facilitated by the program director and lead. Certificates of completion are stored in the district offices in the Teaching & Learning Services area.

All certified staff and building administrators receive training on EL strategies specific to the integration of language and content attainment for ELs during two building wide collaboration times. Each building has identified a fall and spring date when EL specific strategies and instruction grounded in the framework of the ELP standards is delivered.
VI. Annual English Language Proficiency Assessment and Administration (ELPA21)

District-Wide Assessments and English Language Learners
Appropriate Universal Features, Designated Supports, and Accommodations may be used when testing an English Learner for the Iowa Statewide Assessment of Student Progress (ISASP) and district benchmark tests.

Universal features are accessibility supports that are either, embedded and provided digitally through the online assessment platform (e.g., answer choice eliminator), or non-embedded and provided nondigitally at the local level (e.g., scratch paper). Universal features are available to all students as they access instructional or assessment content.

Designated supports are those features that are available for use by any student for whom the need has been indicated by an educator (or team of educators including the parents/guardians and the student if appropriate) who is familiar with the student’s characteristics and needs. Embedded designated supports (e.g., color contrast) are provided digitally through instructional or assessment technology, while non-embedded designated supports (e.g., magnification device) are provided locally. Designated supports must be assigned to a student in advance of the testing window.

Accommodations are changes in procedures or materials that ensure equitable access to instructional and assessment content and generate valid assessment results for students who need them. Embedded accommodations (e.g., text-to-speech) are provided digitally through instructional or assessment technology, while non-embedded accommodations (e.g., scribe) are provided locally. Accommodations are available for students for whom there is a documented need on an IEP or 504 accommodation plan, as well as for students who are currently identified as English Learners.

Universal features, designated supports, and accommodations provided should be ones used in day-to-day instructional activities and classroom assessments. In no case should an accommodation be used for the first time with a student during the administration of a state or district assessment.

Each assessment vendor may have features, supports, and accommodations that are unique to the assessment. Please reference the specific assessment Accessibility Manuals for greater detail.

For questions related to assessment and accommodations, please contact Natalie French (633-5173) and Mike Sherman (633-5197).
A. **Annual Training to Staff Assigned to Administer ELPA21**
   - A series of training events are provided to ESOL teachers. These events provide the background information needed related to the testing platform, setting up a student testing session, headset operation, setting up accommodations, and basic troubleshooting.
   - All ESOL teachers will complete the certification process and send a copy of their ELPA21 certificates to the ESOL coordinator for storage in a notebook in the TLS area.

B. **Dissemination of scores to stakeholders**
   - Building score results are sent electronically to building administrators and ESOL teachers. Individual student scores are sent to ESOL teachers in electronic format. Paper copies of students’ core reports are also sent to each building. The ESOL teachers share the results with appropriate teachers at the building level. A digital record of assessments is kept in Infinite Campus. A paper copy is kept in the student’s cumulative folder and ESOL blue folder.
   - Parents receive a paper copy of the results and a letter explaining those results, in a language most easily understood.
   - The West Des Moines School Board receives an annual written report and presentation during a school board work session on all assessment results and ESSA results.

C. **Appropriate training to interpret results for staff**
   - All ESOL teachers and administrators receive professional development on the interpretation of ELPA21 results. ESOL teachers may provide training in their building during the fall professional development session and support interpretation for classroom teachers.
   - The content of the training includes how to read ELPA21 reports and how those data align to ELP standards.

D. **Utilization of assessment results to guide instruction and programming**
   - Professional development is provided as needed to assist ESOL and general education teachers to monitor ELs’ yearly progress on the ELPA21 in the attainment of English language proficiency for academic purposes.
   - ELPA21 scores and the ELPA21 Achievement Level Indicators (ALIs) are used to guide core instruction, LIEP instruction, and which services are provided to the student as well as future programming.
VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria

The Iowa Department of Education (IDOE) has provided specific direction for use when deciding if a student may be exited for ESOL services in a district.

When making exit determinations, the student **must** have an ELPA21 level of proficient.

After exit, the student **will** be monitored for a minimum of two years. The student’s name is listed on an appropriate ESOL teacher’s roster for these years of monitoring.

B. LIEP Exit Procedures

ELs are exited from the LIEP during the allowable window: May to October 1st following the receipt of ELPA21 scores.

Parents are notified by the ESOL teacher that their child will be exited from ESOL services. The exit letter that will be used is the state-approved **TransAct exiting form ("Program Exit Letter – B – English")** in the language that is most understandable to parents/guardians. A parent signature is required on the letter.

The ESOL teacher will change the student coding to “exited” on the student roster. The TLS office assistant for ESOL services and/or ESOL Director will make the appropriate changes in Infinite Campus so the student does not continue to generate unwarranted funding.

Upon exit, the ESOL teacher will begin the required two-year monitoring process.
WEST DES MOINES ELL EXIT CRITERIA

Name ________________________________ Date ________________________________

ELPA21 scores show that student is English proficient.

☐ Composite

☐ Listening

☐ Reading

☐ Speaking

☐ Writing

Parent Contact Date: __________________________________________________________________________

Additional Comments: _________________________________________________________________________

Exit Date: ________________________________________________________________________________
Monitor Year 1: ____________________________________________________________________________
Monitor Year 2: ____________________________________________________________________________
Final Exit Date: ____________________________________________________________________________
VIII. MONITORING PROCEDURES AFTER STUDENTS EXIT THE LIEP PROGRAM INCLUDING PARENT NOTIFICATION

A. Monitoring Procedures in Place After Students Exit the Program

- Exited students’ academic progress will be reviewed at the semester (secondary) and trimester (elementary) to determine sustained progress. This includes and is not limited to the following data and criteria:
  - Student evidence of progress and growth in meeting grade-level standards
  - District-wide assessment data
  - Other indicators supportive of the EL’s sustained academic progress
- All teachers of monitored ELs will submit a feedback form at each grading period.
- ESOL teachers monitoring exited-ELs will have access to teacher feedback and a data dashboard to review their academic progress. A summary monitoring form is kept in the student’s blue folder.
- Students who have been exited will be monitored for a minimum of two years.
- During that time, each monitored student will be identified on the roster of an ESOL certified licensed teacher and listed on the student’s EL tab on Infinite Campus.
- Exited ELs who are showing lack of academic progress or success should be given the same support and consideration as non-English learners within the student support team process to determine what is impeding academic progress.

B. Re-Entry to LIEP Process

- Students who were recently proficient on ELPA21 (within the past year) cannot be re-entered immediately. They need to be given ample opportunity to succeed in the mainstream with the same considerations and level of multi-tiered support given their non-EL peers.
- If, during the monitor period, it becomes evident that the student still requires LIEP support, the ESOL teacher will meet with teachers, counselors, administrators, and/or district ESOL personnel to review the monitoring data and determine if the student needs to re-enter the LIEP. The student 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).
- If re-entry is needed, parents/guardians will be personally contacted and informed of re-entry using the annual “English Learner Program Placement” form.
IX. LIEP EVALUATION

A. LIEP Evaluation in Place

1) Natalie French, ESOL Director, facilitates evaluation of the LIEP. This is done through ESOL All department meetings, TLS Advisory, District Leadership Team, and curriculum adoption process. Every building uses Professional Learning Communities (PLCs) and the Student Support Team process to review the progress of individual student and grade level performance.

Assessment results are disaggregated and analyzed by building- and district-level teams to determine areas of need. In addition, the growth of student performance across years are analyzed. The district engages in data updates throughout the year that show all district-wide assessment results, universal screening, graduation and dropout information, and ESSA requirements.

2) Adjustments to programs, instruction, and instructional materials are made to meet the needs of all ELs including evidence regarding progress toward meeting Lau Plan LIEP as well as district and building goals.

3) a. Professional development for ESOL teachers and all teachers/administrators serving ELs is identified, developed and facilitated around the needs of all staff according to EL district data.

b. The programming and delivery of LIEP services for ELs is flexible and fluid throughout the school year. Both qualitative and quantitative data is collected and analyzed in PLCs and team meetings. This data is used to determine supports for ELs in both the language development and general education setting.

c. Staffing for ESOL programming is reviewed annually. The previous year’s rosters, predicted enrollment, and student needs are analyzed to determine appropriate numbers of students for each FTE at each building. Recommendations are taken to the Human Resources (HR) Office. Decisions about FTE are made by the HR Office based on recommendation presented regarding staffing needs.

d. ESOL teacher scheduling is determined at each building based on the student and level of services needed (for example, IEP, English proficiency level, Newcomers, Gifted/Talented, etc.)

e. Curricular Committees include ESOL teachers and materials/resources are selected and modified for ELs at all levels of English proficiency.

f. The district is focused on meeting the needs of individual ELs and/or subgroups. Professional learning addresses various demographic groups with the category of English Learners as well as newcomers, refugee students, long-term ELs, and students with interrupted education.
Appendix A.

Letter to Districts from the U.S. Department of Justice (Dear Colleague Letter)

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

Appendix B.

Description of LIEP Models
[www.2.ed.gov/about/offices/list/ocr/EL/glossary.html](http://www.2.ed.gov/about/offices/list/ocr/EL/glossary.html)

**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 ESOL 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.

**English as a Second Language (ESOL):** 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, ESOL 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](http://www.nabe.org/BilingualEducation)
Appendix C.

**Home Language Survey - IA** - includes the second page for race and ethnicity

**Determination of Student Eligibility for Program Placement** – Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don’t qualify (sent only once after initial assessment)

**Notice of Program Placement** – for initial, annual and re-entry placement notification

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

**Program - Exit Letter** - for students who are eligible to exit services

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.