



Monticello Community School District

K-12 LAU Plan for English Language Learners

Vision

Providing rigorous, authentic, personalized learning utilizing the local and global communities

The mission of the Monticello Community Schools, a district striving for educational excellence, is to prepare students through challenging experiences, to be caring, productive, creative citizens who will be life-long learners

Effective Instruction

Technology & 21st Century Learning

Collaborative Relationships

- Increase student achievement in reading, math and science
- Produce students that will exhibit respect for self, others, living things and property
- Produce students that will exhibit competency in essential knowledge and skills matching his or her ability
- Produce students that exhibit civic, global and environmental responsibility
- Produce students that exhibit technological skills

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Monticello Community School District

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

Last updated 5/28/2024

Required Lau Leadership Team Members: Robyn Ponder (Curriculum Director), Denny Folken (Elementary Principal), Todd Werner (Middle School Principal/ Equity Coordinator), Nick Schauf (High School Principal), Alison Hutchins (ELL Teacher/Coordinator), Rebecca DeWitte (High School Instructional Coach / ELL), Classroom/Content Teacher(s): Dana Merfeld, Abby Ritze, Kim Koos, Abby Fagan, Cindy Savage, Liz Moon, Brooke Lundgren, Jenni Schauf, Wes Wilson, Nolan Baumhover, School Counselor(s): Kristen Bogacz, Jamie Vroegh, Kathy Larson, Special Education Teacher(s): Andrea Janssen, Laura Zumbach, Angie Sconsa, Scotty Hall

Lau Plan Guiding Principles

The district Lau Plan (*Lau v. Nichols*, 1974) is designed to meet the instructional needs of English Learners (ELs). The Lau Plan must be collaboratively written by the K-12 team identified above and must include the following required critical elements:

I. Lau Plan Goals

A. English Language Development: The Monticello EL program teaches English language comprehension through listening, speaking, reading and writing skills to attain English proficiency and academic competence. Through the Monticello EL program students are better equipped and able to develop an understanding of American culture and society. Program goals are designed to promote respect of students' first languages, culture, ethnicity, and heritage while simultaneously supporting a student as they acclimate to new learning environments and culture.

B. Academic achievement:

- Provide EL students with instruction in English language skills including listening, speaking, reading and writing appropriate to their grade level as efficiently and effectively as possible.

- Provide EL students with supplementary materials, instruction and tutoring in order to close academic achievement gaps.
- Providing EL students with a school environment that understands the growth and development patterns of the learner, especially those that are culturally and linguistically diverse.

C. Cross-cultural goals

- Orient students to the cultural patterns of American life so they can fully participate in classroom activities and community activities.
- Develop students' awareness of cultural diversity and encourage pride in their own bilingualism and biculturalism.
- Communication with families is provided in the first language of the home (when needed) to encourage and promote family involvement in the education of EL students.

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

A. Home Language Survey (<https://iowa-doe.parentnotices.com>):

1. The Home Language Survey-IA (281-60.3(1)a) is given upon enrollment to the district for every student. This is also a part of the eRegistration process as well as individual registration at the building level. Monticello schools actively accesses resources to conduct verbal interviews in the first language of the student's home with adults who may not have sufficient home language literacy skills to complete the written form in English. Families registering students will be assisted in completing documents and registration materials on-site as needed. If home language assistance is necessary in order to secure accurate data, every reasonable attempt will be made to provide this support.
2. The Home Language Survey is used as the Primary Screening tool to determine if a student may have a need for EL services. If the home language survey indicates a language other than English listed by the family on any section of the survey it is flagged by the building secretary (building secretaries are responsible for student data entry upon initial enrollment at Monticello Schools) and then given to Ali Hutchins, EL teacher, for review. Upon review it is determined if there is a need to administer the ELPA Screener. A copy of all Home Language surveys will be placed in the student's cumulative file.

B. State-approved English language proficiency placement assessment -

1. ELPA 21 Dynamic Screener plus additional measures are given if the Home Language Survey indicated that the student could be a candidate for EL programming in the Monticello School District. This assessment is given by Ali Hutchins, EL teacher.
2. Prior to administration, the EL Coordinator will complete the annual training for the ELPA Screener on the AEA PD online training system.
3. Certificates of completion will be stored in the employee's permanent file at the Monticello Community School's District Office.

As a part of this review process prior student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment can be used. Monticello Schools uses the current guidance from the Iowa Department of education, which is the following:

- If the student is emerging or progressing on the ELPA21 Screener
4. Documentation of the assessment results will be filed in student cumulative file.

C. Placement process of students in appropriate LIEPs - Monticello schools follows a data team process for identification and placement of a student's needed EL services. Following the determination of initial placement into the program, parent permission for placement will be obtained. The EL teacher, classroom teacher(s), parent and other support persons that are appropriate to programming for the student convene to determine the LIEP programming and content course placement based on English language development and academic needs of the student. Monticello has two different models for programming that are often hybrid depending on student needs. The placement of the student will be matched to the student needs and be within two years of the student's actual age.

D. Parental notification and eligibility and placement – Notification and eligibility, and placement information will be provided in a language that is most easily understood by parents. If a student's score indicates that he or she is eligible for EL services, the district provides parents with the

ParentNotices.com English Learner Program Placement forms which are sent once upon placement. It includes the following:

1. Reasons for identification
2. Child's level of English language development
3. Model of instruction
4. How the program will meet the educational strengths and needs of the student
5. How the program will help the student learn English
6. The program's specific exit requirements
7. How the program meets the objective of the IEP of a student with a disability that is found eligible for special education services
8. Parent signature for consent for placement

The district will ensure that the appropriate measures are taken to provide an interpreter and documents in the parent's home language in order for them to fully understand the placement process. Notification of English Language Development Program placement forms are sent annually.

Parent notification forms will be completed by the district EL teacher, Ali Hutchins. Documentation of parent notification and approval (by signature) for placement will be kept in the student's cumulative folder as well as in a file in the EL teacher's classroom/office.

These forms are sent within 30 calendar days of a student being placed in the LIEP program after the beginning of the year.

E. Process for waiving a student from LIEP programming - In the event that parents refuse entitlement to LIEP programming the EL Teacher, Ali Hutchins will document refusal of services.

- The EL teacher will send the Explanation of Consequences for not participating in English Learner Program
- Program forms are in a language most easily understood by the parents and a conference will be held with parents to discuss options. The building administrator and classroom teacher will be invited to attend the meeting.
- Request for Change in Program Participation form used, signed and placed in the student's cumulative file.

- At this point a plan for support will be created with classroom teachers and the EL teacher to provide supports in the regular classroom based on student needs. The EL teacher will be available for additional support for teachers. Formal programming will not be put into place. The EL teacher will continue to monitor student achievement for students that were eligible for services, but refused formal placement.

III. Description of LIEP

A. Goals

- In Spring of 2024, 0% or 0 of 5 EL students, grades 3-11 were proficient on the English Language Arts (ELA) section of the Iowa State Assessment of Student Progress (ISASP). By spring 2025, at least 20% of EL students will be proficient on the ELA portion of ISASP.
- In the Spring of 2024, 0% or 0 of 5 students in grades K-8 were meeting grade level benchmarks on the FAST reading assessment. By spring of 2025, a minimum of 20% of EL students will be meeting grade level benchmarks on the FAST reading assessment.
- In the Winter 2024, 40% or 2 of 5 students in grades 3-10 were at or above the benchmark for the reading test on the Measure of Academic Progress (MAP) Assessment. By Winter 2025, at least 60% of EL students will be at or above benchmark on the MAP Assessment.

The LIEP program for English Learners in the Monticello Community School District is structured to give ELs access in the general education classroom. EL students are held to the same rigorous standards and benchmarks as all other general education students in the district. Therefore, the MCSD uses specialized materials and strategies to assist ELs in maximizing their opportunity to be successful in all English classrooms alongside their English speaking peers thereby meeting district goals.

The goals of the EL program in the MCSD are to:

- Provide an environment that is supportive of students, families, and community members who speak diverse languages.
- Increase the English learners' social and academic language development

- Increase the English learners' academic achievement in the areas of reading, writing, listening, and speaking
- Target intervention for specific English learners' unique linguistic, academic, and social emotional needs.
- Assess English learners annually on their academic language development.
- Provide professional learning opportunities to develop capacity of EL and Content teachers to deliver instruction and accommodate assessment aligned to Core Standards
- Provide opportunities for meaningful communication between district and EL parents as possible
- Evaluate the district LAU plan and update as necessary

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

The MCSD uses English as a Second Language (ESL) program model. Services include a push-in as well as a pull-out approach across the district to serve its EL student population. The push-in model serves the EL student through direct instruction within the classroom delivered by the EL teacher and a general education teacher. This supports access to the district core curriculum. The amount of instructional time depends on the student's proficiency; lower proficient students receive more EL time. The pull-out model serves EL students individually, outside the general education classroom in order to provide needed additional support to increase student comprehension and function in the classroom. The amount of instructional time depends on the student's proficiency; lower proficient students receive more EL time.

A student who scores in the emerging level of the ELPA21 would receive a minimum of 45 minutes per week for LIEP programming. Students who are progressing will receive a minimum of 80 minutes per week for LIEP programming. High school students receive an elective credit for their LIEP programming, which is a minimum of 180 minutes per week. Students shared between EL and Special Education in HS will receive 120 minutes per week.

All ELs whose parents have not waived services will receive direct LIEP instruction.

C. Annual parent notification and procedure for waiving services

Annual parent notification is an important component of the law (NCLB, Sec. 3302). If a student is eligible for the EL program, the EL Coordinator in the district will send out forms available from the ParentNotices library at parentnotices.com, including the "Notice of Program Placement". All direct EL students receive the required forms annually. Notification of continuing placement and programming options will begin within the first thirty days of the start of the school year or, if the child enters after the beginning of the school year, within two weeks. The EL teacher will send out parent notification. Copies of the notification forms will be placed in students' cumulative files.

D. Annual parent notification and procedure for waiving services

Given that the EL program is a voluntary program, parents can refuse services or choose to withdraw their student from the program at any point. Annual communication includes: 1. "Explanation of Consequences for not Participating in an English Learner Program" and 2. Documentation includes a signed "Request for Change in Program Participation" form. These signed forms are kept in the student's cumulative folder. For parents choosing to waive services the EL teacher will contact them annually to discuss their student's English Language Proficiency and academic skills to determine if parents choose to continue to waive services.

Documentation of the conversation will be made on the Explanation of Consequences for not Participating in English Learner Program form annually. Upon waiving services, the student will no longer be served in an EL program, however, the student will still be required to take the ELPA21 or another test approved by the state to measure English proficiency as scheduled by the district. They will be afforded appropriate accommodations in the classroom and on assessments.

E. Highly qualified staff (ESL endorsement) EL/LIEP services are delivered by a high qualified EL teacher with appropriate licensure as required by the Iowa Bureau of Educational Examiners. The EL teachers are currently Ali Hutchins and Rebecca DeWitte. Content area classes will be instructed by teachers endorsed in the content area.

F. Designated administrator oversight for LIEPs -The Monticello School

Administrator signed as the administrative liaison to EL services (currently the Curriculum Director, Robyn Ponder). The administrative liaison will work with classroom teachers and the EL teachers to review individual student progress data, student placement data, and program oversight including the budget and materials needed to support student Programming. The EL administrator will receive training in EL through the Area Education Agency and by attending conferences and training focused on educational programming for EL students.

G. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards - The district is implementing the Common Core/Iowa Core State Standards in Reading and Mathematics. ALL students will have access to the Common Core/Iowa Core Standards regardless of program placement. The district will be using the Iowa English Language Proficiency Standards. The approved standards can be found at <http://www.elpa21.org/elp-standards> found on the Iowa DE website.

Teachers will have the opportunity to collaborate with the EL teacher during designated collaboration days per the district approved calendar as well as during professional development times from 2:00 pm to 3:35 pm on early dismissal days.

H. Curriculum and Supplemental Resources for LIEP

- Vocabulary instructional materials - used at the Elementary Level
- SuccessMaker K-4
- Novels and ELA instructional materials supported in English and home languages
- Supplemental Library books in student home languages
- Usage of iPads for translation and materials in home languages
- As requested, textbooks series and supplemental student materials in home languages, (e.g. CKLA, Into Math Mathematics K-6, MyPerspectives 6-12, Carnegie Learning 8-12)
- Flashlight 360 K-12 and Imagine Learning K-5

Materials are revised and updated annually as needed to support the Iowa Core and ELP standards. Additionally, materials will be reviewed for their effectiveness based on student and progress towards instructional goals.

The ELL teacher will be consulted regarding ELs needs when the district conducts core curriculum reviews.

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

The district ensures that parents and students receive communication in their native language/ language most easily understood about programs and eligibility.

For placement into other school programs, the EL teacher will be included for all students being considered for participation. The team will need to carefully consider the student's English Proficiency level, academic needs, cultural considerations and prior education as part of the information gathered.

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

For grades K-3 Monticello Schools follows an enrichment model for gifted and talented programming for students based on Response to Intervention data. Teacher teams examine student academic achievement data and determine if enrichment services are warranted. Formal placement into gifted and talented programming is done at the end of 4th grade. *All students* are considered part of the initial candidate pool. Academic classroom achievement data, parent and teacher advocacy data, formalized testing data as well as the Renzuli's characteristics of giftedness to are used to determine placement. A committee of teachers and administrators look at student data (blind data) to determine if placement into gifted programming is appropriate. EL students will not be excluded from gifted programming solely on the basis of standardized assessments.

Identified ELs are placed in the GT program with other non EL peers. The EL teacher will collaborate with the GT teacher to provide support to establish what and if language supports are needed.

B. Process in place for identifying and serving ELs in special education

For placement into special education the EL teacher will be included for all students being considered for special education services. Criteria other than standardized assessment are used to identify students for special education services. The team will need to carefully consider the student's English Proficiency level, cultural considerations and prior education as

part of the information gathered. Parent involvement will be important. For students whose primary language is not English, it will be important to gather information about their proficiency in their home language. Students in EL cannot be placed into Special Education programming due to EL status alone. During the eligibility decision-making process, the evaluation team must rule out language, prior education and acculturation as the primary reasons for performance deficits. The same process for Eligibility Determination to special education services is followed for students entitled to EL services.

Dually identified ELs who are placed into special education services will receive direct instruction from highly qualified special education teachers and EL teachers to support their needs in both areas.

The EL teacher or someone with knowledge of second language acquisition needs will be included as part of the IEP team.

C. Process in place for identifying and serving ELs in any other district program

At-Risk

The At-Risk Plan for the Monticello Community School District encompasses the other District programs, which have been designed around the District's educational vision and mission as well as the Iowa Department of Education's suggestions with an approach, which reflects the following:

- Is child centered – meets the needs of each child across age groups with need and age appropriate strategies.
- Is flexible
- Is adaptable within varied learning styles
- Is school and community based – engages teachers, parents and students in both planning and implementation
- Strives for confidentiality of the student(s) served
- Encompasses a variety of criteria for the placement of a student needing assistance into an appropriate assistance program
- Avoids labeling children

Formal and informal procedures, assessments and studies to predict or confirm student performance by grade level teams. Specific identification is made through:

- Referral by teacher, family, school counselor, support staff, peer, self, outside agency
- Testing: group and individual, formal and informal
- Career assessment systems: career interests (Kuder Navigator, individual career planning, curriculum based assessments)
- Students assistance team models: Student Assistance Team, Grade level teams
- Centralized data analysis through Infinite Campus
- Mentoring programs (elementary only)
- Student response checklists
- For new students to the district a comprehensive cumulative file review will be completed to see if programming was provided in their previous district or if they qualify for programming at Monticello.

Title I Reading Services

The focus of the service is to generate high levels of academic achievement in core subject areas for all students, especially those students most in need. This purpose is achieved through high quality instruction and comprehensive reading strategies/methods that are based on the use of scientifically based research.

D. Process to provide meaningful access to extracurricular activities:

Students identified as EL will have the same opportunity to participate in extracurricular activities they are eligible for as non EL students. Efforts will be made to ensure parents and students are aware of available opportunities.

V. Ongoing, Embedded EL Professional Development for Staff who Support ELs Documentation for professional development will be embedded within the district professional development plan as well as in the individual professional development planning sheets completed by building level principals.

A. Ongoing Professional Development for those who deliver instruction and support the LIEP

1. District and building administrators

Building level and District Level administrators attend professional development of EL in the classroom along with classroom teachers. Administrators take advantage and attend professional development and information meetings on support for EL students through GWAEA. Building level administrators work in collaboration with GWAEA EL Consultants, the District EL teacher and classroom teachers to provide appropriate support for ELs.

The MCSD has a district wide Teacher Leadership System in place to provide additional support to teachers and staff members. They are offered the same opportunities for EL training as other district staff. The team is positioned as follows:

Elementary

Instructional coach: Jean Kehoe

PLC Leaders: Jolene Schlemme, Kendra Kedley, Jean Kehoe, Liz Moon, Lindsay Ryan

Counselor: Kristen Bogacz

Middle School

Instructional coach: Callie Smith

PLC Leaders: Nicolette Wennkamp, Jenni Schauf, Andrea Ellison, Laura Schmitt

Counselor: Jamie Vroegh

High School

Instructional coach: Rebecca DeWitte

PLC Leaders: Dan Sauser, Todd Hospodarsky, Kelli Osterkamp, Nancy Toenjes, Kayla Schockemoehl

Counselor: Kathy Larsen

District Wide

Behavioral and Special Education Coach: Shannon Guyer

Curricular lead: Nick Thumma, Kathy Larson

District Teacher Leadership Coordinator: Robyn Ponder

District Mentor Facilitator: Shannon Guyer

2. LIEP staff (certified & support)

The MCSD requires EL teachers to hold a permanent professional license and an ESL endorsement from the Iowa Department of Education. The EL teacher attends opportunities offered through the AEA and state to continue professional learning in the area of EL.

- GWAEA workshops and courses
- Mid-TESOL conference

- GWAEA EL consultant per district need
- World Language Conference
- EL teachers will participate in the English Language Proficiency Standards training through the AEA pd online training system as required by the Iowa DE.

3. Content and classroom teachers

On an annual basis the district EL teacher shares opportunities for graduate and recertification courses for teachers based on meeting the social emotional, academic, and cultural needs of EL students and their families.

Regular education teachers are encouraged to take the GWAEA Sheltered Instruction courses offered on an annual basis.

The EL teacher provides consultation to classroom teachers on how to modify and accommodate the regular classroom curriculum instruction and materials for EL students. These classroom consultations range from a bi-weekly basis to periodic check-ins based on individual student needs.

Teachers working with ELs will participate in the English Language Proficiency Standards training through the AEA pd online training system as required by the Iowa DE beginning in 2016-17.

4. Paraprofessionals, Building/district support staff (e.g., instructional coaches, curriculum coordinators, counselors, etc.)

Paraprofessionals and building/district support staff are provided with Professional Development and information regarding services and academic intervention for students entitled to EL services. Additional learning is available through collaboration with the EL teacher.

5. Preschool Teachers who serve ELs

Preschool teachers who serve English Language Learners will participate in the English Language Proficiency Standards training through the AEA pd online training system as required by the Iowa DE beginning in 2016-17. They will receive support from the EL teacher on lesson accommodation and modification.

B. District training of English Language Proficiency Standards and implementation

District training and implementation of ELP Standards for required staff
The district will use option B as the required training. Any staff not who is unable to attend the required option B training will be required to complete option A.

Documentation of the training will be through certificates of completion for participating staff from the AEA PD Online training system. Certificates of completion will be stored in the MCS district office.

Timeline for completion:

Monticello Schools completed all 6 modules in the 2019-2020 school year for all certified staff members within the district. In addition to full staff training, breakout sessions on continued coaching and implementation of the standards will be offered as a part of the regular professional learning programming for staff (all teachers, building principals and district office administrators as well as any staff responsible for in class support of EL students) at Monticello Schools. Ali Hutchins, EL Teacher and Robyn Ponder, Curriculum Director will assure that all new staff complete modules 1-6 through AEA PD Online or a GWAEA course.

VI. Annual English Language Proficiency Assessment (ELPA21) Administration

A. Annual training to appropriate staff

Appropriate staff members are trained in the usage and analysis of the ELPA21 as recommended by the State of Iowa. At this time, Ali Hutchins is the designated assessment administrator for Monticello Schools. Training for the ELPA21 is through the AEA PD online course and in the Iowa Portal. Training on the ELPA21 will be documented and certificates kept in their office and/or personnel file at the district office.

B. Dissemination of scores to stakeholders

Student data is shared with the appropriate school personnel involved with the education of the child (including administrators, teachers serving students identified as ELs, and parents). Based on data the team makes decisions regarding programming and support for students. This is through the sharing

of the individual student reports. Reports will be shared periodically throughout the year during parent teacher conferences and/or sent home.

C. Appropriate training to interpret results for staff

Monticello Schools utilizes the support services of GWAEA and state developed training to ensure that all staff needed to interpret the results of approved English Language Proficiency Assessments are properly trained. The EL teacher, Ali Hutchins, along with the Grant Wood Area consultant and other appropriate staff members are trained in the interpretation results of the ELPA21 yearly when scores are released. Information will be shared with administrators and staff directly serving ELs.

D. Utilization of assessment results to guide instruction and programming

The ELPA21 assessment and classroom data are used to create, implement and inform core instruction and programming for EL students at all grade levels. Planning meetings will be held during collaboration days and/or during early dismissal days. Members will include, but not be limited to: EL teacher, general education teacher, and other staff members. The team will analyze the assessment results and plan instruction and programming. Additional testing and assessment results may be compiled through, but not limited to, the administration of various means such as the ISASP, MAP, and FAST and reported out to the buildings as appropriate. All students (with the exception of students on alternate assessments as determined by their IEP) are required to take on grade level assessments with their grade level peers. EL students are allowed accommodations for testing as determined by the individual needs of the students. These may include but are not limited to extended testing time, testing in an alternate setting, portions of the test read aloud. Guidelines for appropriate accommodations can be found at <https://educateiowa.gov/pk-12/learner-supports/english-learners-el>. Data from the ELPA21 will also be used to make decisions about LIEP services and professional learning needs.

VII. LIEP Exit Criteria and Procedures

A. LIEP Exit Criteria:

The student achieves the required score for proficiency on ELPA21

B. LIEP Exit Procedures

1. A student who meets LIEP exit criteria will be exited during the allowable window (Students can only be exited between 5/31 and Oct 1).
2. Notify parents on state-approved TransACT exiting form in language most understandable to parents/families (“Program Exit Letter-A”)
3. The EL coordinator, Ali Hutchins, will change student coding to "exited" between June 1 and the count date so the student does not continue to generate unwarranted funding. District data personnel responsible for entering data should refer to the *Iowa Department of Education’s Data Dictionary*.
4. Begin required two-year monitoring process based on ESSA guidance.

VIII. Monitoring Procedures after Students Exit the LIEP Program

A. Two year Monitoring Process after student exits the program

Once students have formally exited the program, the district will continue to monitor student standardized test data for two years to ensure proficiency. The Curriculum Director, Robyn Ponder, will send the EL Teacher, Ali Hutchins, the ISASP scores or give the EL teacher access to test scores. The EL teacher will also do periodic checks on students that were served in the LIEP for classroom performance including grades, curriculum based measurements, and behavior including social and emotional needs.

Exited student data will be collected following ISASP, grade level standardized assessments given at specific grade levels (such as IGDIs in preschool, FAST for reading, and the GWAEA Math assessments for grades K-2 and MAP growth data) will be collected and placed in the student file for review on an annual basis to ensure supports (as needed) are put into place each year. Documentation will be kept in the student cumulative file as well as in the EL teacher’s student files.

Criteria for success will be determined by each assessment's normed level of proficiency. Students maintaining grade level proficiency on assessment or meeting benchmarks will be an indicator of continued academic success.

B. Describe re-entry to LIEP process

In the event that a student who has been exited from the EL program begins to show signs of difficulty or struggle in formal and informal assessments, the LAU Leadership Team defined above will convene to evaluate the data gathered on the student and determine necessary supports.

If a student is deemed to be struggling academically, the MTSS process will be used to support the student. If concerns continue that are determined to be due to language proficiency, the ELPA21 screener will be readministered. If the student requalifies, the parents will be contacted and the family will receive the English Learner Program Placement form within 30 days. The parent will have the right to refuse EL services as defined previously in the plan.

IX. LIEP Evaluation

A. District's annual LIEP evaluation process:

Regular program evaluation is recommended by the Iowa Department of Education. One way to gauge program effectiveness is through careful monitoring of the students' progress. Program evaluation will be completed by members of the LAU Leadership Committee which includes the following by name and position: Robyn Ponder (Curriculum Director), Shannon Kehoe (Elementary Principal), Todd Werner (Middle School Principal/ Equity Coordinator), Nick Schauf (High School Principal), Ali Hutchins (EL Coordinator), Rebecca DeWitte (Instructional Coach/EL Teacher), Classroom/Content Teacher(s): Abby Ritze, Kim Koos, Brooke Lundgren, Jenni Schauf, Wes Wilson, Nolan Baumhover, School Counselor(s): Kristen Bogatz, Jamie Vroegh, and Kathy Larson.

The Monticello EL Coordinator will be responsible for convening the team for LEIP evaluation.

Monticello Schools conducts program evaluations in light of the following questions. (Castaneda & Pickard, 1981, as cited in Office of Civil Rights, 1999, p.35):

1. Is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy?;

2. Are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively?; and
3. Does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

Monticello School uses ELPA21 scores, ISASP Data, MAP testing growth data, student progress in general education curriculum based on Common Core assessments in reading and math, teacher objective data, and EL teacher recommendations and assessment data on proficiency in utilizing the English Language in the general education classroom.

The district will review program effectiveness on an annual basis to determine effectiveness of instruction and additional supports: The team will include members of the Lau Leadership Team listed at the beginning of this document. Review will include progress towards LIEP goals:

Student Growth:

Student achievement on standardized tests will monitor EL student progress.

- In the spring of 2023, 5 of 5 (100%) EL students showed improvement on ISASP tests; one other EL student took the spring 2023 ISASP test, but was not enrolled until this year, so there is no previous data.
- In the winter of 2023, MAP score results showed 4 of 4 students (100%) improved their RIT score from their previous test. Two of 4 students (50%) made growth percentage-wise, while 1 (25%) stayed the same and 1 (25%) decreased. (One other EL student took the MAP test in the winter, but had no previous data for comparison)
- FAST test monitoring for the 2022-23 school year showed 6 of 8 students (75%) made growth from fall to spring (both in composite score and percentile); 2 of 8 (25%) students increased in composite score but decreased in percentile; one student is not included because of alternative assessment

Based on the annual review the district will consider: (see checklist number IX. 3.) Including Annual review on the Iowa Department of Education CASA assurances.

In addition, the district formal EL summative program evaluation occurs on a five year basis (took place 08/2022). Results of the formal evaluation are housed with the EL Administrative Liaison, Robyn Ponder and the District EL teacher, Ali Hutchins. If needed, an action plan based on program evaluation is created and program improvements and changes are discussed with district stakeholders including teachers, administrators, school board, and staff. As needed the district may utilize the “*District Self-Study Guide*,” pp. 73-79 of Educating Iowa’s English Language to assist with the program evaluation process.

X. Appendices

- A. Letter to Districts from the U.S. Department of Justice:
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>
- B. Description of LIEP Models
- C. Lau Program (EL Program) Forms

Appendix A

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 LIEP Models

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

Newcomer Program: *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).*

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

English as a Second Language (ESL): *A program of techniques, methodology, and special curriculum designed to teach ELs English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Further, ESL instruction is usually in English with little use of native language.*

Dual 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*

Updated Links/Info for Appendix C:

- 1. Description of District EL Development Program:**
<https://www.monticello.k12.ia.us/education-programs/> (Monticello)
<https://educate.iowa.gov/pk-12/standards/specialized-instruction/english-learners/resources/standards-support> (State of Iowa Overview)
- 2. Determination of Student Eligibility for EL Placement:**
<https://iowa-doe.parentnotices.com/transact/staff-documents/fill-in/?documentTemplateId=79366&source=template>
- 3. EL Program Exit Letter:**
<https://iowa-doe.parentnotices.com/transact/staff-documents/fill-in/?documentTemplateId=79476&source=template>
- 4. Home Language Survey:**
<https://iowa-doe.parentnotices.com/transact/staff-documents/fill-in/?documentTemplateId=64494&source=template>
- 5. Iowa ELL Guidelines:** <https://elpa21.org/elp-standards/>
- 6. Notification of EL Continuing Placement:**
<https://iowa-doe.parentnotices.com/transact/staff-documents/fill-in/?documentTemplateId=79366&source=template>
- 7. Explanation of Consequences for not Participating in EL programming:**
<https://iowa-doe.parentnotices.com/transact/staff-documents/fill-in/?documentTemplateId=55575&source=template>
- 8. Student Race & Ethnicity Reporting -**
<https://educate.iowa.gov/pk-12/data/data-collections/race-ethnicity>
<https://www.legis.iowa.gov/DOCS/ACO/IC/LINC/Section.216.9.pdf>

9. **Request for Change in Programming Participation:**

<https://iowa-doe.parentnotices.com/transact/staff-documents/fill-in/?documentTemplateId=55580&source=template>

10. **Entrance & Exit Procedures:**

<https://educate.iowa.gov/media/8118/download?inline=>