

# John F. Kennedy Catholic School

LAU / ELL Plan for Serving English Learners (ELs)

2024-2025

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## **I. Lau Plan Guiding Principles**

- A. To systemically support the development of English language proficiency in the skills of speaking, reading, writing, and listening in all English Learners.
- B. To systemically support the development of proficiency of ELs in reading, math, and science and their successful participation in classroom learning situations and other school activities.
- C. To systemically support the development of cross-cultural learning opportunities for all students with specific inclusion of the cultures represented in our student population.

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

- A. “Home Language Survey – IA” (HLS-IA)

At registration or within one week of the beginning of the school year, all families new to JFK, including transfer students and kindergartners and for whose children there is not one already in the students’ files or the information is not available electronically, will complete the “Home Language Survey (2022) –IA.” ([www.TransACT.com](http://www.TransACT.com)) The JFK Administration reviews the HLS-IA to verify if a primary language other than English is identified, refers students for screening, and stores each HLS-IA in students’ cumulative files. If after multiple attempts to receive the HLS back from parents, one is still not returned, the student will be screened.
- B. State-approved English language proficiency placement assessment

A trained administrator will use the ELPA21 Dynamic Screener to determine the level of English Language Proficiency of each K-8<sup>th</sup> grade student identified by the Home Language Survey. The ELPA21 Dynamic Screener for Future Kindergarten students may be will be used to determine the level of English Language Proficiency of incoming Kindergarten students identified by the HLS-IA before the start of the new school year. Training for the administration of these screeners is available on the AEA PD Online website. Trained administrators of the screener will provide a copy of the completion of training certificate and this certificate will be stored with the trained administrator’s primary building and/or SCCS human resources office. Summary of the students’ results are retained in the students’ cumulative files.
- C. Process to place students in appropriate LIEPs and content courses

Once a student is identified by the approved screener, an assessment of the student’s academic skills in relation to the student’s grade level is conducted. The EL Administrator/Testing Coordinator, taking a team approach, will work in collaboration with the EL teacher and the content teachers to determine placement of ELs into their content courses. The team will review student academic records in relation to student grade or age level and assure that necessary formal and informal assessments are administered to determine current academic needs and specific English language development needs to be addressed in their content courses (including appropriate placement in such) and LIEP programming. All recommendations will take into consideration age-appropriate placement into the general education setting (within two years of actual age.)
- D. Parental forms distributed in a language most easily understood within 30 days of enrollment, both upon initial and annual school enrollment.

Determination of eligibility for the LIEP will take place within 30 days at the beginning of the school year, or within two weeks if identified later in the school year. “English Learner Program Placement” ([www.TransACT.com](http://www.TransACT.com)) form will be used for notification of placement into the LIEP. A copy of this form will be kept in students’ cumulative files. (If the district decides it wants a document that includes a parent/guardian signature, we will use the additional form “Determination of Student Eligibility of Program Placement”, and a copy will be kept in students’ cumulative files.)

E. Process for parents considering waiving services form LIEP

Parents have the right to waive participation in the LIEP services. If a parent declines services, a documented conversation is held to discuss ELPA21 assessment requirements, recommendations, concerns, potential outcomes, and to provide parents with a copy of the “Explanation of Consequences for not Participating in the English Language Learner Program” notice. ([www.TransACT.com](http://www.TransACT.com)) When participation is indeed waived, the school will request documentation using the “Request for Change in Program Participation.” ([www.TransACT.com](http://www.TransACT.com)) Parent/guardian’s signature will be obtained on the form which will be kept in students’ cumulative files. Students for whom services have been waived are supported by content teachers, who receive consultation services from the ESL teacher to ensure the student’s mastery of English and academic achievement through differentiated instruction, classroom accommodations, and work with resource teachers and interventionists.

### III. Description of the LIEP

A. LIEP Program Goals

1. Academic Goal: ELs will receive the necessary supports to meet the same challenging academic content and student achievement that all students are expected to meet while fostering positive self-concepts and attitudes toward school.
  - a. All students, including ELs, in grades 3-8 will be proficient for their grade level in Reading comprehension and Math as measured by the Iowa Assessments/ISASP.
  - b. All students, including Els, in grades K-2 will be proficient for their grade level in the primary screener in Literacy and Math in FAST.
2. Language Goal: ELs will receive the necessary supports to attain English language proficiency and academic competence through the instruction of listening, speaking, reading and writing skills while fostering positive self-concepts and attitudes toward school.
  - a. All students, including ELs, in grades 3-8 will score at the proficient level for their grade level or above in ELA Total on the ISASP.
  - b. All students, including Els, in grades K-2 will score at the proficient level for their grade level or above in the primary screener in Literacy in FAST.

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

1. **Structured English Immersion Program:** The goal of this program is acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of EL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language.
  2. ELs at JFK in grades K-8 are mainstreamed into Core classrooms and receive LIEP support to access district core curriculum. Mainstream content teachers collaborate with EL teachers to facilitate language support in content classroom. With small groups of English language learners, the teachers provide content instruction using English with ESL strategies to foster English language development and make grade-level content meaningfully accessible. Para educators may be available at some grade levels to assist ELs with Core classroom instruction as appropriate. Reading interventionists and resource teachers are also used to assist students. The EL teacher provides LIEP instruction inside or outside of the mainstream classroom as well. These services are typically pull-out with small group settings for 20-30 minutes one or more times per week, depending upon student needs. In the process of accessing Core curriculum, particularly in the smaller group sessions, English language speaking, listening, reading and writing skills are emphasized.
  3. LIEP instruction is provided to all identified ELs, including those with disabilities and at all proficiency levels by the EL teacher for typically one or more times per week for a period of 20-30 minutes each unless services have been waived.
- C. Description of annual parental notification of continuing placement and programming options in language most easily understood
1. When a student is identified for continuing placement in the LIEP, parents will be notified using the “English Learner Program Placement” ([www.TranACT.com](http://www.TranACT.com)) within the following applicable timeframes:
    - a. No later than 30 calendar days after the beginning of the school year
    - b. Within two weeks of enrollment if a child enrolls later in the school year
  2. Parental notification process will be the responsibility of the EL Administrator.
  3. Records of annual notification will be placed in students’ cumulative files.
- D. Procedure for annual communication with parents who have waived LIEP services
1. Waived LIEP services are reviewed annually with parents within 30 days of the start of the school year. A documented meeting is held to discuss ELPA21 assessment requirements, recommendations, concerns, potential outcomes, and to provide parents with a copy of the “Explanation of Consequences for not Participating in the English Language Learner Program” notice. ([www.TransACT.com](http://www.TransACT.com))

2. If the parents desire to continue waiver of LIEP services, the school will obtain the parent/guardian's signature on the "Request for Change in Program Participation" ([www.TransACT.com](http://www.TransACT.com))
3. Record of this signed waiver is stored in students' cumulative files.

E. Highly qualified LIEP and content staff

1. JFK/SCCS employs an ESL endorsed staff member to deliver direct LIEP services for all identified students.
2. JFK/SCCS provides state of Iowa certified teachers in every classroom with content area certification if teachers are assigned to grades 7 – 8 as required by the Iowa Board of Educational Examiners.

F. Designated administrator oversight for LIEPs

1. The assistant principal/director of special programs/building coordinator provides administrative oversight for all LIEPs and EL programming.
2. The designated administrator supporting ELs has received trainings regarding ELs that are provided by the Iowa Department of Education through the local Area Education Agency. Included in this training may be the following depending upon assigned duties; ELPA21 administration, the Dynamic Screener for Future Kindergarteners (available April 2 – November 30) administration, and the English Language Proficiency Standards training modules 1-6.

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

1. Mainstream content teachers collaborate with EL teachers to facilitate language support in content classroom in ensure the ELs access to Iowa Core instructional standards and ELP standards. With small groups of English language learners, the teachers provide Core instruction in English with strategies from the English Language Proficiency standards implemented to foster English language development and make grade-level Core content meaningfully accessible.
2. The assistant principal/building coordinator monitors collaboration between the content teachers and the LIEP teacher concerning programming and instructional services provided to ensure that ELs have access to the Iowa Core and are showing growth toward English language proficiency and achievement of the LIEP goals. The LIEP teacher meets with content area/classroom teachers regularly.

H. Curriculum and Supplemental Resources for LIEP

1. JFK uses a content based approach called Content-Centered Language Learning (Crandall, [http://www.cal.org/resource-center/briefs-digests/digests/\(offset\)/15](http://www.cal.org/resource-center/briefs-digests/digests/(offset)/15))
2. The process for selection, purchase and updating of instructional and supplemental resources for LIEP curriculum takes place through consultation with the school's ESL certified staff, the local Area Education Agency Title III consortium, the Davenport Community School District and any other ESL knowledgeable

consultants. Sample materials are gathered and evaluated according to a rubric.

3. As the school evaluates all Core textbook and curriculum adoptions, the needs of ELs are considered especially in the area of specific supplemental materials for EL students which will support the acquisition of language proficiency and access to Core curriculum.
4. JFK Virtual Education Plan for the LIEP – In the event of an extended school wide closure, virtual education will be provided for each EL student enrolled in the LIEP. An ESL teacher will use technology to meet virtually with the students one-on-one to provide their English language instruction. Students will be loaned a device to use for virtual instruction, such as a Chromebook or iPad, if no device is available at home. Internet access from the school parking lot may be provided for families without access. Other resources that may be employed include paper packets of instructional materials and online access to students' Imagine Learning accounts.

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

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

1. The school will provide EL students with the same opportunities as other students enrolled at JFK and provide them with services that support the acquisition of language skills provided by these opportunities. Criteria used to identify EL students for GT services include standardized assessments, multiple screeners, classroom performance indicators, teacher feedback, and parent input.
2. Even though an EL student is identified for a GT program, the student will still receive LIEP services to acquire English language proficiency.

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

1. Standardized assessments, multiple screening tools, classroom performance indicators, teacher feedback, and parent input will be used in the attempt to determine whether an EL student's lack of academic progress in Core instruction is due to a language or cultural distinction or is due to a bona-fide learning disability that requires an individualized educational program (IEP.)
2. Students dually identified for special education and LIEP services receive direct instruction by highly qualified LIEP teachers and special education teachers with support for language needs.
3. The team of educators working to identify the educational needs of an EL student will include someone with requisite knowledge of the ELs' language needs and training in second language acquisition. An individual fluent in the student's native language may also be included on this team.

- C. Process in place for identifying and serving ELs in all co-curricular programs supporting language needs within the program.
  - 1. The school will operate in an inclusive manner, using the same process for identifying students with the following exception: EL students not identified in the standard process are reconsidered after the ESL staff is consulted and conducts a data review for placement consideration in all co-curricular programs. Students in these co-curricular programs receive EL services to the same extent as other curricular programs supporting language needs within the program. Co-curricular programs at JFK include, but are not limited to Title I, career and technical programs, and counseling services.
  - 2. The school provides parents and students with communication about programs and eligibility in a language most easily understood.
  - 3. The LIEP teacher will be included in all data reviews for placement or consideration in all programs. (e.g. Title I, career and technical programs, and counseling services).
- D. Process in place for identifying and serving ELs in extra-curricular
  - 1. The school will operate in an inclusive manner, using the same process for identifying students with the following exception: if our ELs participation seems lower than our non-ELs, specific conversation and recruitment will take place. Students in these co-curricular programs receive LIEP services to the same extent as other curricular programs.
  - 2. The school provides parents and students with communication about programs and eligibility in a language most easily understood.

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

- A. Staff whom supports the LIEP receive ongoing professional development, as designated by the Iowa Department of Education for ELP Standards are:
  - a. District and building administrators
  - b. LIEP staff (certified and support staff)
  - c. Content/Classroom Teachers
  - d. Paraprofessionals, and building support staff
  - e. Preschool teachers who serve ELs

If the district has no ELs, the Assistant Principal/ EL Administrator/Testing Coordinator/Building Coordinator will be made aware of all EL requirement updates through participation in the local Area Education Agency Title III Consortium.

- B. District training of English Language Proficiency Standards and Implementation
  - 1. JFK plan of professional development for the English Language Proficiency Standards

- a) Certified staff members directly responsible for delivering the LIEP (and others as they deem appropriate) view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.
  - b) Initial training implementation will take place during the 2016-17 schoolyear. Staff members hired after 2016-17 who work with ELs and licensed support staff will receive the training within their first year of employment under the oversight of the Assistant Principal/EL Administrator/Testing Coordinator/Building Coordinator.
  - c) Documentation of the training process will be included in the building overall PD plan. Trainings will take place during designated professional development sessions throughout the school year and/or on staff members' own time.
2. Procedures utilized during training may also include viewing the initial segments of the training modules with a group and breaking into grade-level appropriate groups to identify ELP standards and language proficiencies related to a real teaching task. Individuals complete the associated brief quiz to document completion and content attainment.
  3. Certificates of completion of the AEA PD Online training Modules will be stored in a binder in the Assistant Principal/EL Administrator/Testing Coordinator/Building Coordinator's office.

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

- A. Annual Training to staff assigned to administer ELPA21
  1. The required trainings, conducted by the AEA PD Online training Modules, will be completed by the person administering ELPA21.
  2. Certificates of completion of the AEA PD Online training Modules will be stored with the trained administrator's primary building and/or SCCS human resources office.
- B. Dissemination of scores to stakeholders
  1. The assistant principal/building coordinator, will report the ELPA21 scores of ELs to the principal and, in collaboration with the principal, review students' academic records in relation to student grade or age level.
  2. The assistant principal/building coordinator, will report the ELPA21 scores of ELs to the teachers and, in collaboration with the teachers serving identified EL students, review students' academic records in relation to student grade or age level.
  3. The assistant principal/building coordinator will report the ELPA21 scores of ELs to the parents and, in collaboration with the parents, review students' academic records in relation to student grade or age level.
- C. Appropriate training to interpret results for staff
 

The designated administrator, the LIEP teachers, and the staff directly serving ELs will receive trainings provided by the Iowa Department of Education and the local Area Education Agency. Included in this training may be ELPA21 Administration,



the English Language Proficiency Standards trainings, and any other available training modules.

D. Utilization of assessment results to guide instruction and programming

1. Assessment results will be used to guide instruction and programming in Core instruction by identifying strengths and weaknesses so that these students are not denied access to the Iowa Core. Core instruction will be modified to capitalize on the strengths and to target instruction in the weaker areas. Assessment results are also used to aid in the identification, recruitment, and placement of ELs in other curricular and extra-curricular activities.
2. Assessment results will be used to guide instruction and programming in LIEP instruction. The LIEP teachers will take the responsibility for the direct services provided to the student. Core content instruction, using English with sheltered strategies to foster English language development, will make grade-level educational goals meaningful and accessible.
3. Assessment results will be used to evaluate future instruction and programming and to guide modifications of instruction and programming which will be made accordingly.

**VII. LIEP Exit Criteria and Procedures**

A. LIEP Exit Criteria

1. Achieves the required score for proficiency on ELPA21

B. LIEP Exit Procedures

1. Exit procedures will occur during the allowable window (May 31 to October 1<sup>st</sup> student count) after ELPA21 results are received.
2. The school will notify parents with the “Program Exit Letter-A” ([www.TransACT.com](http://www.TransACT.com)) in the language most understandable to parents/families.
3. The assistant principal/building coordinator/technology coordinator, under the guidance of the building principal, will change student coding to "exited" so the student does not continue to generate unwarranted funding. Reference may be made to the *Iowa Department of Education's Data Dictionary* for the proper codes.
4. The school will conduct the required two-year monitoring process of all exited ELs.

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

A. Monitoring procedures in place after students exit the program

1. The monitoring process will continue for two years. Annual Iowa Assessments/ISASP scores, along with FAST scores, will be monitored for proficiency in Literacy and Math. Annual academic success in core content will be measured as earning a passing grade in core subjects. In the event of academic failure, the LAU team, collaborating with the

instructional staff, will determine if there is a language proficiency difficulty interfering with learning.

2. The person responsible for the monitoring of students will be the Assistant Principal/Building Coordinator.
3. Academic monitoring is required for a minimum of two years.
4. The LAU team, collaborating with the instructional staff, will review the monitoring data of the student, successful completion of monitoring, or re-entry due to language proficiency needs.

**B. LIEP re-entry procedures in place, if indicated by data, including notification of parents/guardians**

1. A monitored student can only be re-entered based on proof of non-proficiency in a language domain area as is indicated by the ELPA21 Dynamic Screener. A student that has been identified as non-proficient on the Iowa Assessments/ISASP or FAST Scores in Literacy/ELA total or Math may be considered for re-entry. The LAU team meets to determine if the lack of proficiency suggests a continued English language proficiency difficulty. If so, the student will be assessed using the ELPA21 Dynamic Screener.
2. Parents of a student who is re-entered are notified using the annual placement form “English Learner Program Placement.” ([www.TransACT.com](http://www.TransACT.com)) As with initial placement, parents have the right to decline EL services.

**IX. LIEP Evaluation**

**A. LIEP evaluation process in place**

1. The LAU team, led by Assistant Principal/Building Coordinator/EL Administrator/Testing Coordinator, will evaluate the effectiveness of the LIEP.
2. Evaluation of district data will impact the EL instruction in Core classes and in English language development by providing guidance in the responsive modifications and/or adjustments to the LIEP. Data to be examined includes the percentage of ELs reaching proficiency on the annual administration of the Iowa Assessments in ELA total and Math, as well as measures of annual growth toward proficiency, the percentage of ELs on-target or at grade level on literacy and math screeners, the ELs academic performance in their core classes, and the exit rates from the LIEP based on the ELPA21 scores.
3. Evaluation data will be utilized to impact future programming and services for ELs:
  - a. To determine additional professional development for content area teachers, grade level teachers, para-educators, and interventionists.
  - b. To determine modifications and adjustments to the LIEP when indicated.
  - c. To determine resource allocation of staff.
  - d. To determine resource allocation of instructional time in teachers scheduling.
  - e. To determine additional supports, accommodations, and differentiated instruction in Core classes.

- f. To determine resource allocation of materials and instructional time to meet the needs for individual EL students and/or sub-groups.

## **X. Appendices**

### **Appendix A**

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

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

### **Appendix B**

#### **Description of LIEP Models**

**L.I.E.P.:** A program of techniques, methodology and special curriculum designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language.

**Pull-out:** Students remain in the same academic classes as their native English speaking peers, but at a certain point, they are “pulled out” to go learn English separately.

**Push-in:** Students remain in the same academic classes as their native English speaking peers, but English Language teacher supports in a co-taught model.

**Dual Language:** 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.

**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 interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction).

**Sheltered English Instruction:** An instructional approach used to make academic instruction in English understandable to EL students. 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.

**Structured English Immersion Program:** The goal of this program is acquisition of English language skills so that the EL student can succeed in an English-only mainstream classroom. All instruction in an immersion strategy program is in English. Teachers have specialized training in meeting the needs of EL students, possessing either a bilingual education or ESL teaching credential and/or training, and strong receptive skills in the students' primary language.

**Submersion Program:** A submersion program places EL students in a regular English-only program with little or no support services on the theory that they will pick up English naturally. This program should not be confused with a structured English immersion program.

## Appendix C

### TransACT.com Documents



IA Home Language  
Survey (1).docx



English Learner  
Program Placement.d



Program Exit Letter -  
A.docx



Change in Program  
Participation.docx



Explanation of  
Consequences for no

- a. describes compliance with *Civil Rights law* that requires districts to provide services that will help the child attain English proficiency and access academic content by placing the responsibility onto the child's classroom and/or content area teacher(s), and
- b. informs parents that the child still participates in the ELPA21 until they meet exit criteria.

## **Appendix D**

### **English Language Proficiency Standards Training Options**

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

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

- A. AEAs and school districts may require the certified staff members directly responsible for delivering the LIEP (and others they deem appropriate) to view the Modules individually or collectively via AEA PD Online and take the associated brief quiz to document completion and content attainment.
- B. AEAs and school districts may use the modules flexibly (chunk the content, provide training to groups where they watch the modules together with some facilitated discussion, alter the sequence, facilitate learning activities in conjunction with the modules, etc.) as long as the modules are viewed in their entirety through the delivery method determined by the AEA or the school district.
- C. AEAs and school districts may deliver training using the content within the modules but not necessarily use the modules or only use clips from the modules - this will

require submitting a training plan and receiving Iowa Department of Education approval prior to starting the training with staff. This option will also require that AEAs/school districts provide verification of training completed, the list of all participants who completed the training, and evidence of participant learning.

The plan must include:

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



Explanation of  
Consequences for no