



Morning Star Academy

Lau Plan for serving English language learners (ELs)

2018-2019

Lau Plan Leadership Team:

Rob Spykstra, Headmaster

Cheryl Headley, Head of Lower School

Katie Hassebrock, EL testing coordinator & content teacher

Ann Braught, BCSD EL instructor

I. Lau Plan Guiding Principles

- A. To support the development of English language proficiency in the skills of speaking, reading, writing, and listening in all English Language learners (ELs).
- B. To support the development of proficiency of ELs in academic content areas and their successful participation in classroom learning situations and other school activities.
- C. To 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 enrollment or within two weeks of the beginning of the school year, all families new to Morning Star Academy (K-12), including transfer students and kindergartners, will complete the “Home Language Survey –IA.” (www.TransACT.com) The EL Testing Coordinator 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.
- B. State-approved English language proficiency placement assessment

A trained administrator will use the ELPA21 Dynamic Screener to identify the level of English Language Proficiency of each student identified by the HLS-IA. Training for the administration of this screener 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 EL Testing Coordinator. Summary of the student’s 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 Testing Coordinator, taking a team approach, will work in collaboration with the Head of Lower School 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. Initial parental notification of eligibility following state guidelines, in language most easily understood

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. “Determination of Student Eligibility of Program Placement” (www.TransACT.com) will be used for notification. A parent/guardian’s signature will be obtained on the form which will be kept in the students’ files. Notification of placement into the appropriate LIEP will be made using “Notice of Program Placement” (www.TranACT.www) for initial and annual placement notification. A parent/guardian’s signature will be obtained on the form which will be kept in the students’ files.
- E. Parental documentation of initial change from LIEP programming (included only if parents indicate they want to waive or withdraw from services)

Parents have the right to waive participation in the LIEP services. If a parent declines services, 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) If participation is indeed waived, the school will request documentation using the “Request for Change in Program Participation.” (www.TransACT.com) A parent/guardian’s signature will be obtained on the form which will be kept in the students’ files.

Students for whom services have been waived are supported by content teachers, who receive consultation services from the EL teacher to ensure the students’ mastery of English and academic achievement through differentiated instruction and classroom accommodations.

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, will be proficient in Reading comprehension and Math as measured by the Iowa Assessments.
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, will score at grade level or above in Language Total on the Iowa Assessments.

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

1. The model for the LIEP plan is a Sheltered Instruction model. In this approach, the teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate ELs’ linguistic needs. Implementation focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals. Students will be taught vocabulary for concept development in mathematics, science, history, and other subjects through the use of physical activities, visual aids, and the environment.
2. ELs at Morning Star Academy are mainstreamed into classrooms and receive LIEP support to access MSA’s core curriculum. Classroom teachers collaborate with EL teachers provided by the Bettendorf Community School District/AEA to facilitate language support in core curricular content. With small groups of English language learners, the teachers provide content instruction using English with sheltered strategies to foster English language development and make grade-level content meaningfully accessible. Classroom aides may be available at some grade levels to assist ELs with core curricular content instruction as

appropriate. The EL teacher provides supplemental English language support outside of the mainstream classroom as well. These services are typically pull-out with small group settings for 20-30 minutes one to four times per week, depending upon student needs. In the process of accessing core curricular content, 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 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 “Notice of Program Placement” (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 Head of Lower School.
 3. Records of annual notification will be placed in the student’s cumulative file.
- 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)
 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)
 3. Record of this signed waiver is stored in students’ cumulative files.
- E. Highly qualified LIEP and content staff
1. ELs who attend Morning Star Academy receive direct LIEP services from an ESL teacher through the Bettendorf Community School District/Mississippi Bend AEA.
 2. Morning Star Academy provides classroom teachers who are certified in accordance with independently accredited school standards as required by Christian Schools International (CSI) and recognized by the Iowa Department of Education.
- F. Designated administrator oversight for LIEPs
1. The Head of Lower School provides administrative oversight for all LIEPs and EL programming. This person for our school is Cheryl Headley, Head of Lower School.

2. The designated administrator supporting ELs has received all trainings regarding ELs that are provided by the Iowa Department of Education through the local Area Education Agency. Included in this training has TELPA administration and scoring, ELPA21 administration, and the English Language Proficiency Standards training modules 1-6.

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

1. As an independently accredited school through Christian Schools International with recognition as such by the Iowa Department of Education, Morning Star Academy is not required to provide instruction in Iowa Core instructional standards. Classroom teachers collaborate with EL teachers to facilitate language support to ensure the ELs have access to the same core curricular standards as all other Morning Star students. With small groups of English language learners, the teachers provide instruction in English with sheltered strategies to foster English language development and make grade-level core curricular content meaningfully accessible.
2. The Head of Lower School monitors collaboration between the content teachers and the LIEP teacher concerning programming and instructional services to ensure that ELs have access to the same core curricular standards as all other Morning Star students and are showing growth toward English language proficiency and achievement of the LIEP goals. The LIEP teacher meets with content area/classroom teachers at a minimum of once per month.

H. Curriculum and Supplemental Resources for LIEP

1. Morning Star Academy 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 local Area Education Agency Title III consortium, the Bettendorf Community School District and any other ESL knowledgeable consultants.
3. As the school evaluates textbook and curriculum adoptions, the needs of ELs are considered in the area of specific supplemental materials for EL students which will support the acquisition of language proficiency and access to core curricular content.

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 Morning Star Academy and provide them with services that support the acquisition of language skills provided by these opportunities. Criteria used to identify EL students for gifted and talented services would include standardized assessments, classroom performance indicators, teacher feedback, and parent input.

2. EL students placed in a talented and gifted program would still receive LIEP services to acquire English language proficiency.
- B. Process in place for identifying and serving ELs in *special education*
1. Standardized assessments, classroom performance indicators, teacher feedback, and parent input will be used to determine whether an EL student's lack of academic progress 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
1. The school will operate in an inclusive manner, using the same process for identifying EL students as is used with other students. Students in co-curricular programs receive EL 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.
 3. The LIEP teacher will be included in all data reviews for placement or consideration in all programs including any co-curricular programs.
- D. Process in place for identifying and serving ELs in *extra-curricular* programs
1. The school will operate in an inclusive manner, using the same process for identifying EL students as is used for other students. Students in extra-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 who support 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 Head of Lower School 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. Morning Star Academy plan of professional development for the English Language Proficiency Standards.
 - a) OPTION B: 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.)making certain the modules are viewed in their entirety through the delivery method determined by the AEA or the school district.
 - b) Training implementation will take place during the 2017-18 school year. Staff members hired after 2017-2018 who work with ELs and licensed support staff will receive the training within their first year of employment under the oversight of the Head of Lower School.
 - c) Documentation of the training process will be kept in each faculty or staff member's personnel file.
 - 2. Procedures utilized during training (Option B) 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 each faculty or staff member's personnel file.
 - 4. New employees who work with ELs (EL and content) will receive the required training using the Modules flexibly during their first year of employment under the oversight of the Head of Lower School. The training will follow the process detailed in points 1 through 3 above.

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

- A. Annual Training to staff assigned to administer ELPA21
 - 1. The Head of Lower School or the EL test administrator will serve as the ELPA21 test administrator and coordinator. The training process is conducted through the AEA PD Online training Modules.
 - 2. Certificates of completion of the AEA PD Online training Modules will be stored in each faculty or staff member's personnel file.
- B. Dissemination of scores to stakeholders
 - 1. The Head of Lower School, will report the ELPA21 scores of ELs to the Headmaster and, in collaboration with the Headmaster, review students' academic records in relation to student grade or age level.
 - 2. The Head of Lower School, 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 Head of Lower School 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 would 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 curricular content instruction by identifying strengths and weaknesses. 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 co-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 curricular 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
2. Scores proficient on Iowa Assessments in Reading and Math
3. Meets both of the above criteria in the same school year

B. LIEP Exit Procedures

1. Exit procedures will occur during the allowable window (May 31 to October 1st student count) after ELPA21 results are received.
2. The school will notify parents with the “Program Exit Letter” (www.TransACT.com) in the language most understandable to parents/families.
3. The office manager in charge of student records, under the guidance of the Head of Lower School 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

A. Monitoring procedures in place after students exit the program

1. The monitoring process will continue for two years. Annual Iowa Assessments scores will be monitored for proficiency in Reading 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 Head of Lower School, Cheryl Headley.
 3. The LAU team, collaborating with the instructional staff, will review the data to determine the monitoring status of the student: monitoring continuation, successful completion of monitoring (after two years minimum), or re-entry due to language needs.
- B. LIEP Re-entry procedures in place, if indicated by data, including notification of parents/guardians
1. A monitored student has been identified as non-proficient on the Iowa Assessments in Reading or Math. The LAU team meets to determine if the lack of proficiency suggests a continued English language proficiency difficulty. If so determined by the LAU team, the student is re-entered into the LIEP and will need to meet the exit requirements again.
 2. Parents of a student who is re-entered are notified using the annual placement form “Notice of Program Placement.” (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 Cheryl Headley, Head of Lower School, will evaluate the effectiveness of the LIEP.
2. Evaluation of district data will impact the EL instruction in core curricular content 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 Reading and Math, as well as measures of annual growth toward proficiency, the percentage of ELs on-target or at grade level on reading 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 content classes.
 - f. To determine resource allocation of materials and instructional time to meet the needs for individual EL students and/or sub-groups.