

Marion Independent School District (MISD)
K-12 Lau Plan for Serving English Learners
Developed September 2, 2015; Revised August 29, 2017

According to the Code of Iowa, **districts are required to have a plan to identify and serve the educational needs of Limited English Proficient students (Chapter 280—280.4 and 281-60.1-6)**. “No Child Left Behind” legislation added some additional requirements as well. In order to meet the linguistic, academic, social, and emotional needs of ELs, districts are required to develop a service plan.

MISD Lau Leadership Team Members: District Administrators- Chris Dyer, Janelle Brouwer; Building Administrators- Phil Cochran, Nicole Harmer; Equity Coordinator- Chris Dyer; ELL Teacher- Natalie Zaehring; Classroom/Content Teachers- Lori Hall 6th grade literacy, Tracy Slaughter 5th grade teacher, Joyce Kuethe 2nd grade teacher, Janet Moeller 3rd grade teacher, Rebecca VonBehren K-2 Reading Strategist; School Counselor- Jamie Shields; Title III Sub grantee EL Consultant- Lynn Tiemann, School Board Member and Parent- Shari Funck

Lau Plan

The district plan designed to meet the instructional needs of English Learners (ELs) is referred to as the Lau Plan (Lau v. Nichols, 1974). The Lau Plan must be collaboratively written by the K-12 team, to include: district administrator(s), building administrator(s), equity coordinator (public only), EL teacher(s), classroom /content teacher(s).

I. Lau Plan Guiding Principles

A. English Language Development

Systematically teach English language comprehension and production of listening, speaking, reading and writing skills using ELPA21 data and the English Language Proficiency Standards (ELP) to attain English proficiency and academic competence by scaffolding student learning across all school settings.

B. Academic Achievement

Systematically educate English language learners to meet the same challenging academic content and student academic achievement that all children are expected to meet.

C. Cross-cultural

Systematically address cross-cultural awareness by providing parent information in native language when possible, continued access to support of native language in content learning through the use of technology when possible, and celebrating the cultural heritage of all students in our classrooms.

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

A. Home Language Survey

1. All families are asked to complete the approved Iowa Home Language Survey-IA during registration which includes a race and ethnicity report. A translated version of the survey is available in 26 other languages from the TransAct website (www.transact.com). The district is prepared to conduct oral language interviews or will seek native language speakers to conduct interviews in the student's home language with those adults who may not have sufficient English or literacy skills to complete a survey written in English.
 - a. Families registering children 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.
 - b. Other data that may be used to initially identify a student as needing LIEP services include: student records, teacher interview, parent information, teacher observation, referral, student grades, or informal assessment.
2. Building secretaries will screen all registration paperwork of students, and for those who identify any language other than English on the Home Language Survey, the paperwork will be forwarded to the LIEP teacher to initiate the process of determining student eligibility in Marion Independent School District's LIEP (ELL) program.
3. A copy of the home language survey and race and ethnicity report will be placed in the students' cumulative folders.

B. State Approved English Language Proficiency Assessment:

1. New students will be screened using the state required TELPA (Tennessee English Language Placement Assessment) for the 2017/2018 school year.
2. The LIEP teacher will complete and renew certification using the approved state TELPA training annually.
3. The trained screener's certificate(s) of completion will be maintained by the trained screener and a copy placed in his or her personnel file at the district office.
4. A summary of the results of the TELPA screener will be placed in the student's cumulative file.

C. Process to place student in appropriate LIEP and content courses:

1. An assessment of the student's English language proficiency will occur within the first thirty days of the student's arrival to the district at the beginning of the school year. If the child enters after the beginning of the school year, the English language proficiency assessment will be administered within two weeks of the student's arrival if he/she has not already been given the test elsewhere within the state of Iowa. During the screening process, a trained and certified assessor administers the Tennessee English Language Placement Assessment (TELPA) to measure language proficiency levels in reading, writing, speaking, and listening. The assessor informs the parent(s) about testing outcomes. Other data that may be used to initially identify a student as needing LIEP

services include: biographical information, student records, teacher feedback, parent interviews, referral, student grades, or informal assessment. Knowing the existing literacy and instructional levels of the student are essential to design appropriate instruction and for placement in content courses.

2. The LIEP teacher in collaboration with building administration and classroom teachers will review the data as a team, if the student is non-English proficient or limited English proficient on any of the English language proficiency subtests (speaking, listening, reading, or writing) or there is evidence that he/she will not be successful in the regular classroom because of language background, the student is identified for LIEP.

a. If the student qualifies for language support, the student will be placed in the Language Instructional Education Program (LIEP) as well as appropriate content courses provided by a content teacher with the required endorsement(s). The parent will receive information about programming and sign the state approved TransAct.com eligibility papers, Determination of Student Eligibility for English Language Development Program Placement form. A summary of the completed assessment will be located in the student's cumulative file.

b. The LIEP teacher will collaborate with content teachers regarding strategies to support the EL based on English proficiency levels. A summary of the completed assessment results will be located in the student's cumulative folder.

3. Knowing the existing literacy and instructional levels of the student is essential to design appropriate instruction. The frequency and intensity of services are individualized based on student needs. More significant language needs receive more intensive services.

a. If the student qualifies for EL services after taking the TELPA screener, or the student qualified for services from a previous district, the LIEP teacher will obtain as much academic information about the student as possible either through previous school records or parent/teacher interviews. The LIEP teacher will discuss the student data with the ELL Director to determine the student's English Language Development needs, academic needs, and program placement.

b. If the student qualifies for EL services after taking the TELPA screener, or the student qualified for services from a previous district, the LIEP teacher will obtain as much academic information about the student as possible either through previous school records or parent/teacher interviews. The LIEP teacher will discuss the student data with the ELL Director to determine the student's academic needs and program placement.

4. Student's classroom placement will be within two years of the student's grade level based on his/her age.

D. Parental notification of eligibility following stated guidelines in a language most easily understood (found on www.transact.com):

1. The LIEP teacher will complete the eligibility notification process and send a copy of Determination of Student Eligibility for English Language Development Program Placement to the parent(s)/guardian(s) for a signature. The forms can be found on TransACT.com.
2. In addition, the “Notice of Program Placement” form will be sent home to parents initially and annually. This form can be found on TransACT.com.
3. Parents are notified at the time of initial placement and annually no later than 30 calendar days after the beginning of the school year or within two weeks if the student enrolls after the beginning of the school year.
4. A copy of all required program placement forms will be kept in the student’s cumulative folder.

E. Parent documentation of waiving/withdrawal of LIEP programming:

Parents do have a right to waive enrollment in LIEP (Language Instruction Educational Program). If this is chosen by the family the following will occur:

1. A meeting is held and documented to discuss recommendations, concerns, ELPA21 assessment requirements, and potential outcomes with parent(s). Parents will also receive the “Explanation of Consequences for not Participating in English Learner Program” notice.
2. Parents must sign the “Request for Change in Program Participation” form found on TransACT.com. This form will be placed in the student’s cumulative folder.
3. How does the district provide support to ensure mastery of English and academic achievement as required by law without enrollment in the LIEP?
 - a. The LIEP teacher will continue to support teachers in the mainstream classroom, even if parents waive services. This support will include accommodations, modifications, effective strategies, and language acquisition expectations. The district will provide and/or encourage attendance at AEA sponsored professional development opportunities for teachers to ensure student’s mastery of English and academic achievement. Even if the student is waived from services, he/she must take the annual ELPA21 assessment.

III. Description of the LIEP

A. LIEP Program Goals:

1. By May of 2018, given direct instruction and practice in reading, writing, speaking and listening, 100% of EL students in grades K-6 will meet the spring benchmark score on the identified FAST screening assessment or demonstrate at least one year’s growth if not at benchmark.

2. By May of 2018, given direct instruction and practice in reading, writing, speaking and listening, 80% of students in grades 3-11 will score at or above proficiency in reading as measured by the Iowa Assessment or demonstrate at least one year's growth.
3. By May of 2018, given direct instruction and practice in reading, writing, speaking, and listening, 100% of EL students will show growth in at least 2 or 4 English language proficiency domains.
4. By May of 2018, 100% of parent(s)/ guardian(s) of ELs will engage in their child's education through one or more of the following: parent-teacher conferences, home or off site visits, 2-way communication using technology such as emails, texts, or apps such as See-Saw.

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

1. Marion Independent School District uses the English as a Second Language (ESL) program model. This program consists of techniques, methodology, and special curriculum designed to teach students English language skills. Teaching strategies used will include but are not limited to word walls, vocabulary quilts, flip books, vocabulary templates, grouping strategies such as heterogeneous, homogeneous, Think-Pair-Share, numbered heads, mix and match, mind maps, graphic organizers, visuals, modified classwork, multicultural resources, and alternative assessments. It will include a combination of both push-in and pull-out instruction. Instruction is primarily provided in English with little if any use of the student's native language.
2. The Marion Independent School District will provide services to students based on individual needs. Newcomers with no English background or students who test in the "Emerging" category on the ELPA21 will receive a minimum of 120-150 minutes of LIEP instruction per week. Students who score in the "Progressing" category on the ELPA21 will receive between 60-120 minutes of LIEP instruction per week. The instructional time will vary based on individual student needs.
 - a. The LIEP teacher will focus on English language development and share information to support English language development in the classroom with the general education teacher.
 - b. The district provides equal access to the Common Core and core content through research based instructional strategies, reading series aligned to core, cooperative learning opportunities, and small group interaction, pre-teaching of vocabulary, supplementary videos and technology to support learning. The LIEP teacher will support teachers through consultation to assist students with access to the district's core curriculum.
3. All identified ELs whose parents have not waived LIEP services will receive direct LIEP instruction from a certified ELL teacher.

C. Description of annual parental notification of continuing placement and programming options in language most easily understood. “Notice of Program Placement” form will be mailed to the parents. The forms are available in multiple languages on TransACT.com:

1. The LIEP teacher will be responsible for providing parents with the annual notification of their student’s eligibility by sending the “Notice of Program Placement Form” from TransAct.com. This will occur within 30 days of the beginning of the school year or within 2 weeks if enrolled after the beginning of the school year.
2. Natalie Zaehringer, the K-12 English Language Learning instructor for the Marion Independent School District will be responsible for implementing the parent notification process.
3. A copy of the Notice Program Placement form will be kept in the the student’s cumulative folder.

D. Procedure for communicating with parents who have waived LIEP services:

1. If parent(s) choose to waive LIEP services, a meeting is held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parent(s). If a parent has previously waived LIEP services, a review of the services will occur annually with the parent and the parent must sign a new form. Parents will also receive a copy of the “Explanation of Consequences for not Participating in English Learner Program”. Students who waive their LIEP services will not receive pull-out instruction but their classroom teachers will receive resources and information to ensure the language needs are met in the general education classroom. Parents who waive their child’s LIEP services are still required to take the ELPA21 assessment in the spring.
2. The “Request for Change in Program Placement” form is used to document the parent’s decision.
3. A new form will be placed in the student’s cumulative folder annually.

E. Highly qualified staff:

1. Marion ISD will employ an ESL endorsed (281-60.3(2)) or approved provisional licensed teacher based on requirements from the Board of Educational Examiners to deliver direct LIEP services to identified students.
2. All content area classes will be provided by a teacher who is endorsed in the content area in which instruction is being provided.

F. Designated administrator oversight for the LIEP:

1. The designated administrator oversight for Marion Independent School District, is Janelle Brouwer, MISD Director of Curriculum, Special Education, and ELL.

2. The district administrator oversight for LIEP will participate in training on best practice for ELL students including ELP standards.

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

1. The district provides equal access to Iowa Core and English Language Proficiency Standards through research based instructional strategies and supplemental resources. Curriculum modifications and accommodations will be used to ensure access to the Iowa Core Standards. MISD's LIEP teacher and core content teachers will participate in training provided through the Iowa Department of Education on implementing the new English Language Proficiency standards.
2. The LIEP teacher will collaborate with content area teachers at least one time per month at grade level meetings or on an individual basis, and will provide consultation to staff throughout the month as needed.

H. Curriculum and Supplemental Resources for LIEP:

1. The district uses the Journeys curriculum for grades K-5 which is aligned with Common Core reading/language arts based curriculum published by Houghton Mifflin Harcourt. Journeys supports language learners at all proficiency levels, from newcomers to advanced, and uses explicit vocabulary instruction that accelerates language acquisition. The district uses Holt McDougal Literature curriculum for 6-8th grades. At the high school level, the district uses supplemental materials focused on supporting the students in their core classes while working on advancing their reading, writing, listening, and speaking skills.
2. Additional supplemental resources are accessed through Grant Wood AEA from their curriculum resource bank. Teaching strategies used will include but are not limited to word walls, vocabulary quilts, flip books, vocabulary templates, grouping strategies such as heterogeneous, homogeneous, Think-Pair-Share, numbered heads, mix and match, mind maps, graphic organizers, visuals, modified classwork, multicultural resources, and alternative assessment.
3. Materials are revised and updated annually following a review by the LIEP teacher, impacted classroom teachers and building administrators based on individual students' needs and current student data. If additional curriculum is required, a recommendation will be sent to the Marion Independent School District Curriculum Coordinator to purchase new materials for the program.

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

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

1. MISD uses criteria other than standardized assessments or language based measures to identify ELs for gifted and talented services.

a. Tag referral characteristics used to identify ELs who are gifted and talented include:

- i. Acquires second language rapidly
- ii. Shows high ability in math
- iii. Displays a mature sense of diverse cultures and languages.
- iv. Code switches easily between home language and English
- v. Demonstrates an advanced awareness of American expressions
- vi. Translates at an advanced level (orally)
- vii. Navigates appropriate behaviors successfully within both cultures
- viii. Teacher recommendation
- ix. Iowa Assessment scores
- x. Academic achievement scores

b. See also: Identifying Gifted and Talented English Language Learners: K-12. This guide was developed and distributed by the Iowa Department of Education & the Connie Belin & Jacqueline N. Blank International Center for Gifted Education & Talent Development. MISD will not exclude an EL student from the gifted and talented program solely on standardized assessments.

2. ELL teacher will provide consultation to the GT teacher to assist with accommodations and instruction to support the language needs of ELs.

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

1. MISD works with GWAEA support staff to ensure that assessment includes measures other than standardized assessments to identify ELs for special education services.

a. It is important to know and understand that culturally diverse students have legal rights and that best practice must be implemented when working with them. It is possible that ELs suspected of having difficulty learning do not actually have a learning disability, but is going through a period of social, psychological, and /or linguistic adjustment. Cultural differences in learning styles and strategies, as well as social and cultural interaction patterns with peers and teachers do not constitute a learning disability.

b. Problem solving with EL students should include a team approach. This team will include but is not limited to: the parent, someone knowledgeable in second language acquisition such as an LIEP teacher, building administrator, GWAEA staff, trained interpreters (not a child or sibling), and teachers who work with the student.

c. Special education referral characteristics used to identify ELs who meet requirements for services in both special education and LIEP include:

i. Additional testing

1. Review of previous educational experiences including type, quality and consistency of instruction
2. Teacher interviews, student interviews, parent interviews
3. Academic achievement records
4. State assessment with proficiency in mind
5. Use of non-standardized assessments
6. Native language literacy assessment
7. Research-based interventions for EL students
8. True peer comparisons

ii. The team will review the data regarding the student's culture, experiential and educational background, language proficiency, current curriculum, instructional interventions and accommodations that have been implemented, behavior and adaptive skills, academic progress, and data driven intervention information with progress monitoring data. The team will carefully rule out exclusionary factors including language proficiency, cultural considerations, and prior education as primary reason for student challenges.

2. Students who qualify for both EL services and special education, will receive direct instruction from BOTH a highly qualified ELL teacher to support the student's language development, and a highly qualified special education teacher to support their academic needs.

3. The LIEP teacher and special education teacher will work together to ensure the student is receiving appropriate language support and accommodations in special education.

C. Process in place for identifying and serving ELs in any Co-curricular Programs (i.e., Title I, Reading Recovery, At-Risk, career and technical programs, counseling services, and Advanced Placement):

1. MISD will ensure access to co-curricular programs that EL students are eligible for.

a. This will include support from the LIEP teacher in the identification process.

b. The LIEP teacher will consult with co-curricular and extracurricular programming teachers to ensure that the student receives the appropriate language support to fully participate in the program

2. The LIEP teacher will make sure the student's parent(s) understand the process for participating in other district programs. Parents will receive communications in the language which is most easily understood.
3. The LIEP teacher will be part of the team reviewing data when considering an EL student for placement in all programs (e.g. Title I and At Risk).

D. Process in place for identifying and serving ELs in extra-curricular (e.g. performing and visual arts, athletics, clubs, honor society, etc.):

1. MISD will ensure access to ELs in district sponsored extracurricular activities.
2. Parents will receive communications about programs and eligibility in the language which is most easily understood.

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

A. Ongoing EL professional development provided for all staff who support LIEP services and training and implementation of ELP standards. Professional development is provided for all staff involved in the educational process of ELs (281-12.5(8), and 60.3(3) b5). All educational and appropriate school personnel supporting ELs receive training regarding instructional techniques, modifications, and training on the implementation of ELP standards for EL students, with continued training provided as identified in the district's Consolidated Accountability and Support Application (CASA).

1. **District and Building Administrators** District and building administrators will be encouraged to participate in GWAEA Title III sponsored activities. They will also attend training on the new English Language Proficiency Standards. A meeting is held annually to discuss the district's Lau Plan and share information about the program with district and building administrators.
2. **LIEP Staff (certified and support)** Building and district professional development will be provided based on specific needs. Staff members are provided access to professional development opportunities through GWAEA including: Iowa Culture and Language Conference, SIOP Training, and Our Kids Learning Institute. LIEP staff will be provided access to training on modules 4-6 on the new English Language Proficiency Standards in the 2016/2017 school year.
3. **Content and classroom teachers** The LIEP teacher will utilize grade/content level PLCs to provide coaching and collaboration for content teachers supporting ELs to increase the understanding of the instructional needs and strategies for working with students who are culturally and linguistically diverse. This includes: consultation with teachers, sharing information about English proficiency levels, offering professional development and access to professional development and English Proficiency standards. Content and classroom teachers will also be encouraged to attend the Iowa Culture and Language Conference, SIOP Training, and the Our Kids Learning Institute professional

development opportunities. A record of professional development activities will be maintained by the LIEP teacher.

a. All content teachers and certified support staff including LIEP teacher, content/classroom teachers, school improvement coordinators, school counselors, and specials teachers as well as administrative staff including building principals, Superintendent/Equity Coordinator, and Director of Curriculum/Special Education & ELL will complete ELP modules 1-3 regarding ELP standards through AEA PD online as PLC teams by the end of the 2016-17 school year, scheduled in three sessions on the district professional development calendar. During the 2017-18 school year, required staff as listed above will complete the remaining ELP modules 4-6. New staff hired for the 2017/2018 school year, will receive Modules 1-3 training during new teacher orientation at the beginning of the school year. They will complete modules 4-6 with the rest of the district at designated professional development during the school year.

4. Paraprofessionals and building/district support staff (Instructional Coach, Counselor, Curriculum Coordinator) The ELL teacher will be available to consult with paraprofessionals and building/district support staff to increase understanding of instructional needs and strategies for working with students who are culturally and linguistically diverse, when needed. This includes: consultation, sharing information about English proficiency levels, offering professional development when needed, and access to professional training. Support staff are also encouraged to participate in GWAEA Title III sponsored activities. Non-certified and building/district support staff will also be provided access to the new English Language Proficiency Standards effective during the 2016-2017 school year. Additionally, the Director of Curriculum/Special Education & ELL will annually review the module 'Understanding Title III Compliance'. Certificates of completion for all required modules will be maintained by the staff member and in the individual's personnel file.

B. District training of ELP Standards and implementation plan

1. The Marion Independent School District has a plan in place to train its staff on the current ELP Standards. This will include district and building administrators, LIEP certified and support staff, content and classroom teachers, paraprofessionals, and building and district support staff (e.g., instructional coaches, curriculum coordinators, counselors, school improvement coordinators, technology integration coordinators, media specialist and school librarians).
 - a. Completion and implementation: Using option B, the Marion Independent staff will view the modules collectively in PLCs via the AEA PD Online website and take the associated quiz to document completion of the modules.
 - b. For staff who are new to MISD and will be working with EL students, they will complete modules 1-3 during new teacher orientation and then complete modules

4-6 collectively in PLCs via the AEA PD Online website during the 2017/2018 school year.

c. All required staff who work with EL students have completed modules 1-3 during the 2016/2017 school year. Modules 4-6 will be completed collectively during PLC time in the 2017/2018 school year. All required staff will complete the modules and the quizzes that accompany the modules.

2. Documentation of training procedures will include PD calendar with ELL modules scheduled during professional development, reflected on PD agenda, as well as printed certificates of completion by each teacher and support staff member.

3. A copy of the certificate of completion of the modules will be maintained by the employee and in his/her personnel file at the district office.

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

A. Annual training to staff assigned to administer the ELPA21:

1. The district LIEP teacher will complete the online Moodle training for the ELPA21 annually.

2. Marion Independent School District will maintain a record of the staff who are trained in administering the ELPA21 and the TELPA Screener. These certificates will be stored at the district office in the staff's personnel file.

B. Dissemination of scores to stakeholders:

1. Information about the results from the ELPA21 will be shared with the appropriate administrators.

2. At the beginning of the 2017/2018 school year, ELPA21 results will be shared with all teachers and building administrators that have contact with EL students along with the implications for what is considered best practice for the student at his/her current level of language proficiency.

3. Parents will receive a hard copy of individual results for the ELPA21, along with an explanation of the language proficiency levels and recommendations for programming.

C. Appropriate training to interpret results for staff:

1. The LIEP teacher will participate in online training provided by the Department of Education through the ELPA21 webinars on the interpretation of the ELPA21 test results.

2. Administration will participate in online training provided by the Department of Education through the ELPA21 webinars on the interpretation of test results.

3. The LIEP teacher will meet with all teachers that provide instruction to EL students and aid in the interpretation of the ELPA21 results and the implications for teaching these students based on his/her level of language proficiency.

D. Utilization of assessment results to guide instruction and programming:

The LIEP teacher will receive training through GWAEA on the interpretation of the ELPA21 results and how to guide instruction and future programming based on those results.

1. The LIEP teacher will meet with staff who teach EL students, and provide guidance on the interpretation of the results and the implications for providing core instruction to the student and what direct services will be provided for the student.
2. LIEP instruction will be directed and modified using the results of the ELPA21 assessment with students with lower levels of proficiency receiving more instructional time by the LIEP teacher as well as core classroom teachers providing higher levels of scaffolding to shelter core instruction based on proficiency level. Proficiency levels in each area of reading, writing, speaking, and listening will be analyzed and used to differentiate instruction accordingly.
3. The LIEP teacher along with core classroom teachers and administrators will use the data obtained from the ELPA21 to guide instruction and future programming for EL students. The LIEP teacher will provide general education teachers a copy of the student's Success Plan that will include instruction and programming goals for the student.

VII. LIEP Exit Criteria and Procedures

A. Exit criteria for 2017-2018 Academic Year:

The student will be exited from the LIEP program when he/she does the following:

- Achieves the required score for proficiency on the ELPA21 assessment
- Scores proficient on district-wide and statewide assessments in reading and math
- Meets both of the above criteria in the same school year
- Other areas of consideration by the team include grades in core classes with a recommendation of C or better

For the 2017-18 school year, students who meet proficiency on the 2016/17 statewide assessments, the 2016/17 ELPA21 exam, and are independently successful in their classrooms, will be exited.

B. LIEP Exit Procedures:

1. Exit from the program must occur after ELPA21 results have been received at the end of one academic school year but before October 1st of the next school year. The Language Acquisition Committee, which consists of the LIEP teacher, the LIEP director, the building principal, and classroom teacher(s), will have an exit review meeting. The committee will review the EL student's files and collected exit data.
2. If exit is recommended, the parents will be notified using the "Program Exit Letter" and it is completed and signed by all present. Copies of the exit form will be given to the parent(s), LIEP teacher, and principal and a copy is placed in the student's cumulative file. The 2 year monitoring process will be explained to the parent(s).

3. Changes in student coding to "exited" will be done in the SRI by the certified LIEP teacher so the student does not continue to generate unwarranted funding.
4. If a student is exited from the LIEP program, he/she will begin the required two-year monitoring process (pending ESSA guidance).

VIII. Monitoring Procedures in place after Students Exit the LIEP Program

- A. Two-year monitoring procedures after students exit the LIEP:
 1. Once students have formally exited the program, the district, through the Student Reporting System, still “monitors” the student for AYP for two more years. The district LIEP teacher, will maintain a spreadsheet for all students who are formally exited from the program. Students will be monitored at the end of each semester for two years.
 - a. Data used will include the dates monitored, a review of grades, Iowa Assessment scores and or FAST scores if applicable.
 - b. Criteria: The student needs to show academic growth on Iowa Assessments and/or be proficient on FAST testing. It is also recommended for students to have grade C or better in core classes.
 2. Natalie Zaehringer, the LIEP teacher, and Janelle Brouwer, Director of Curriculum/Special Education & ELL Director, will review the data and are responsible for monitoring and maintaining these records.
 3. If at the end of the 1st year the student continues to find academic success (recommendation of Grade C or better in core classes) and is proficient on the Iowa Assessment in both math and reading and or FAST testing, another year of monitoring will occur. If the student has not maintained his/her success, and the Language acquisition committee determines that the student would benefit from re-enrolling in the LIEP program due to a deficit in language, the LIEP teacher will consult with the parent(s) to review the data. At the end of the 2nd year, the data will be reviewed again. If the student continues to find success, he/she will be completely exited from the program and the “Notification of English Language Development Program Placement” form will be mailed to the parent(s). If the student is not maintaining academic success, the data will be reviewed with parents and a copy of “The Notice of Program Placement” form along with the “Description of English Language Development Program” form will be completed. A copy is provided to the parent(s). The LIEP teacher maintains a copy and one is also kept in the student’s cumulative folder.
- B. Describe re-entry to LIEP process, including parental notification, when appropriate:
 1. If there are any concerns with the data collected during the 2 years of monitoring, Natalie Zaehringer, the LIEP teacher, will call a meeting with the Language Acquisition Committee to discuss the data and determine if additional supports are needed. At the meeting they will review the student’s current academic English Language Proficiency Score, current Iowa Assessment math and reading scores, current reading assessment or reading level, recent writing samples, and current report card.

2. If it is determined that the student would benefit from re-enrolling in the LIEP, Natalie Zaehringer, the LIEP teacher, will meet with the parent(s) and notify them of their student's status in the LIEP program. They will be given the "Notice of Program Placement" form and the "Description of English Language Development Program Placement" forms. Copies will be provided to the parent(s), LIEP teacher, principal, and a copy will be kept in the student's cumulative folder.

IX. LIEP Evaluation

A. The Marion Independent School District LIEP program will be reviewed annually and be continuously updated based on student needs, achievement data, state guidelines, and LIEP teacher feedback.

1. The Director of Curriculum/Special Education & ELL, Janelle Brouwer, in collaboration with the LIEP teacher, Natalie Zaehringer, will use the "District Self-Study Guide," of Iowa's Educating English Language Learners; A Handbook for Administrators and Teachers available at:

<https://www.educateiowa.gov/sites/files/ed/documents/LauPlan2013SupportDocument05-30-2013.pdf>

Program evaluation will include a review of progress towards the following goals and indicators:

1. By May of 2018, given direct instruction and practice in reading, writing, speaking and listening, 100% of EL students in grades K-6 will meet the spring benchmark score on the identified FAST screening assessment or demonstrate at least one year's growth if not at benchmark.
2. By May of 2018, given direct instruction and practice in reading, writing, speaking and listening, 80% of students in grades 3-11 will score at or above proficiency in reading as measured by the Iowa Assessment or demonstrate at least one year's growth.
3. By May of 2018, given direct instruction and practice in reading, writing, speaking, and listening, 100% of EL students will show growth in at least 2 of 4 English language proficiency domains.
4. By May of 2018, 100% of parent(s)/ guardian(s) will engage in their child's education through one or more of the following: parent-teacher conferences, home or off site visits, through technology such as emails, texts, or student programs such as See-Saw.

2. Data from the program evaluation will be used to drive continuous program improvement in the areas of EL instruction in Core classes and in English language

development and impact on future programming and services for ELs based on student needs, achievement data, state guidelines and LIEP teacher feedback.

3. Areas for potential improvement and future programming and services include professional development needs, adjustments to the LIEP program (individual and or subgroup needs), staffing, teacher scheduling, and curriculum needs. Marion Independent School District will strive to meet the needs of all students, including the EL population.

4. District administrators will review and complete the Title III Assurances on the CASA site.