

Clarinda Community School District  
Modified Allowable Growth for Dropout  
Prevention (MAG-DoP)



# Clarinda Community Schools Enrichment Learning Opportunities

October 3, 2019 Revised

**Clarinda Community Schools Mission: To educate all students to succeed by ensuring quality leadership, curriculum, and instruction.**

## **Clarinda Community Schools Enrichment Learning Opportunities Mission:**

*The Clarinda Community School District Enrichment Learning Opportunities (formerly Talented and Gifted) supports our district mission by responding to the unique needs of students to maximize their potential. As part of our mission we will provide “stimulating and diverse learning experiences” for students with exceptional talents as indicated by the definition of gifted and talented children in the Iowa Code. We recognize that all students, whose abilities lie beyond the traditional student population may require differentiated educational opportunities to extend their learning to develop their abilities, potential, accomplishments, and performances. Through a collaborative approach, administration, regular classroom teachers and TAG teacher-facilitators work together to provide varied opportunities to these students.*

### **State of Iowa defines Gifted and Talented Children:**

257.44 Gifted and talented children defined.

1. “Gifted and talented children” are those children who are identified as possessing outstanding abilities and who are capable of high performance. Gifted and talented children are children who require appropriate instruction and educational services commensurate with their abilities and needs beyond those provided by the regular school program.
2. Gifted and talented children include those children with demonstrated achievement or potential ability, or both, in any of the following areas or in combination:
  - a. General intellectual ability.
  - b. Creative thinking.
  - c. Leadership ability.
  - d. Visual and performing arts ability.
  - e. Specific ability aptitude.

89 Acts, ch 135, §

## **CCSD K-12 Enrichment Learning Opportunities (formerly Talented and Gifted) Program Model**

The Enrichment Learning Opportunities (formerly Talented and Gifted) is designed to meet the needs of advanced learners in grades K-12 in Clarinda Community schools. The program will be varied, just as all students' needs are supported through the MTSS process. Students' abilities and talents change over time, so we will identify advanced learners at different degrees of need and serve those students accordingly. Not all students will need the same services at the same time. Students will receive a differentiated learning plan when skill level far exceeds that of grade level peers.

### **Program Delivery of Services**

The district philosophy towards Extended Learning Opportunities is that students' needs be met as much as possible through the regular classroom, with the ELO (TAG) staff serving as resources, facilitators, or consultant in the learning process. When the needs of the advanced student cannot be met in the regular classroom, direct services will be provided as well as program modifications (alternate staff, ELO staff or expert in the field).



## **Program Goals**

Goal #1: The Clarinda Community Schools Extended Learning Opportunities will provide a variety of appropriate types and levels of enrichment and/or acceleration (based on the Iowa Acceleration Model) in grades K-12 that are based on students' cognitive and affective needs.

Indicators and Measurement Plan:

- Teacher, Parent, and/or student surveys
- Performance data on standardized assessments for gifted populations
- Growth of offerings in honors courses/advanced, AP, and college-credit courses provided at our school district.
- Number of students taking advantage of services offered.
- Evidence of student whole grade or subject level acceleration.
- Evidence of accelerated learning within classrooms.

Each year, data must indicate measurable growth and improvement in instruction and in gifted programming.

Goal #2: The Clarinda Community Schools Enrichment Learning Opportunities will provide on-going professional development to teaching staff in differentiation strategies for advanced learners. This may include, but not limited to: beginning of the year inservice, PD provided through the TLC program, PLC meetings with grade-level teachers, and individual teacher meetings (either through ELO teacher or TLC provider)

Indicators and Measurement Plan:

- Teachers are submitting pre/post test data for all students
- Teachers submitting portfolio artifacts.
- Teachers submitting differentiated lessons for advanced learners.
- PD meetings with teachers

Goal #3: The Clarinda Community Schools Enrichment Learning Opportunities will strive to improve communication with parents and the community to ensure eligible students are utilizing and accessing services offered.

Indicators and Measurement Plan:

- Utilization of the CCSD website to share the district Enrichment Learning Opportunities, building level services and contact information.
- Identification letters and an overview of services sent out to parents in a yearly fall mailing.

- Communication with parents during the development of Enrichment Learning Opportunities differentiated learning plans.
- Access for parents, students, and teachers of identification status and Enrichment Learning Opportunities learning plans (PEP's). JMC for teachers, email, paper copy, and possibly Schoology for parents and students. Currently a schoology course has been provided for identified middle school and high school students and they have been invited to share their access code with parents.
- Additional communication methods (availability during conference times, email, phone contacts, CCSD/ELP parent meetings, etc.)

Evidence of this goal will be shown through a survey of items listed in the indicators above.

## **Program services**

Student strengths are supported within the classroom with the district curricula through collaboration with ELO (TAG), teachers, and building administrators. This collaboration may occur through a variety of means, but not limited to:

1. Instructional planning, coaching, and support offered to teachers.
2. Independent Study (through partnership with the classroom teacher and/or the gifted teacher for credit or non-credit; independent study may involve online coursework, project-based learning opportunities, student investigative opportunities, work with a professional in the field, etc.)
3. Enrichment opportunities
4. Curriculum compacting
5. Single-subject acceleration
6. Whole-grade acceleration
7. AP Online Courses and AP Courses offered at the high school
8. Students will be given the opportunity to show mastery of a course/unit by taking the end of course/unit test by obtaining a score of 80% or better. The student will have the opportunity to have the test 5 days prior to taking the course.
9. Numerous enrichment competitions available at various levels and in various domains

**\*\*Note:** as mentioned earlier, not all services are offered to all students. Services are based on need (meeting the students where they are at academically and making sure that their talent is developed in the area of need)

Specific Level Program Services will be added to this area after revisions/needs assessments through the 2019-20 school year are completed.



## **CCSD Enrichment Learning Opportunities (TAG) Identification Process**

### **Two pathways to identification and maintenance process:**

- Review of data: Test scores, teacher & parent ratings  
Must be in the top 5% of CCSD grade level in 3 different tests and score a 95 or above on the CogAt Screener  
For example, on ISASP or MAP possibly shows up in reading, but not in math (or any other subject)
- Case Study: Interviews, individual screenings
- These two pathways cover the **STEM** (Science, Technology, Engineering, and Math) and **Humanities** (literature, language arts, social science, and arts) Areas. Some of the areas of Humanities may be covered through other departments within CCSD (i.e. Drama/Theater Department, Music/Band, etc.)

### **Teacher/Administrator/Staff recommendations:**

Students who may not have high standardized test scores but are exhibiting characteristics of advanced learners may be recommended by teachers and/or parents and are reviewed on an individual basis.

**Teachers** will create a watch list through the first three quarters of the year to determine students that may have been missed in the identification process.

**CogAt Screening** will be done at the 3rd and 6th grade and as needed in 9th grade for students who move in at the beginning of the year with additional screenings done as need arises. The top 30% of all “sub-groups” would be given the full screener.

New students to the district identification will be addressed on an individual basis.

Top 5% Identifiers by Grade Level(s)									
	Parent Questionnaire	Teacher referrals	STAR	Advanced Math Skills	Stretch Think (A+ in sessions)	MAP (NWEA)	ISASP	ACT and/or SAT	CogAt
K	X	X	X	X	X	X			
1	X	X	X	X	X	X			
2	X	X	X	X	X	X			
3			X		X	X	X		X
4			X			X	X		X
5-8			X			X	X	X	X
9-12						X	X	X	

### Twice-Exceptional Learners

Students who have an IEP or I-plan in special education, have a medically diagnosed condition or learning disability, who additionally show outstanding talent/abilities may also be identified for ELP status.

The process used for identification may include:

- 1) multiple data sources for gifted programming (intelligence and achievement tests, teacher referral and classroom evidence, student interviews, portfolio of work, and/or parent referral;
- 2) growth in data over the past 3 years, reduce qualifying cutoff scores to account for disability;
- 3) compare standardized testing with actual performance of student's daily classroom achievement, as well as other authentic assessments;
- 4) conference with families about performance outside of school.

Be vigilant about looking for indicators of exceptionality in students as gifts and disabilities mask one another.

### Additional ELL Identification Process

Step 1 - Teacher identifies possible gifted ELL student.

Step 2 - Conference with ELL teacher/TAG teacher/Gen. Ed teacher

Step 3 - Teacher will fill out Observation Form ( Creative Ability Individual Screener) and parent will fill out Parent Nomination Form



Step 4 - ELL student will fill out Self-Nomination Form (translation available)

Step 5 - ELL student will take a **NonVerb Test** , CogAt, and ISASP Tests

Step 6 - Conference with ELL teacher/TAG teacher/Gen. ED teacher to determine if eligible for TAG services.

Step	Service	Time Frame	Provided by	Resource	Notes
1	Identification				

#### **Extended Learning Program (TAG) Decision Committee (Problem Solving for K-12 K-4, 5-6, 7-8, 9-12)**

- Counselor
- TAG Teachers
- Principal
- At least one classroom teacher
- Exploratory/specials teacher

\*SpeEd teacher if student recommended is on an IEP or 504

\*ELL teacher is student recommended is on an ELL plan

**PEP Meetings:** After a student has been formally identified for the Enrichment Learning Opportunities, a PEP will be prepared and as well a plan for meeting the academic and social/emotional needs above the regular curriculum of the student. In addition to differentiated programming, direct service may include options for specific extended studies to meet: research, higher-level thinking skills, emotional and social behaviors, and self-directed learning.

During the PEP meetings, areas of strengths and weaknesses will be discussed.

If an identified student is showing a decline in their scores an improvement plan will be made. Individual goal setting will take place with the student and the TAG teacher (possibly involving the counselor). The student will then be put on a two-year watch list at that time.

**Exit out of Enrichment Learning Opportunities (TAG):** students will have one year (after first year plan of improvement) to improve their scores in order to remain in the ELO program. When data indicates that student learning needs can best be met within the traditional classroom and curricula, the student may be exited from ELO programming or a reduction of services may occur. Parent notification will be made prior to the exit year (exits will happen only at the end of the school year) Student performance is monitored for signs and the student may be placed back into the program. Questions that will be asked during the exit out process:

- Can the learning needs of this student be met within the traditional classroom and curricula?
- What is the evidence?
- What adaptations, if any, are needed to support the learning of the student in the traditional classroom?
- What are the student, parent and teacher perspectives about student learning needs?
- Will the child's social-emotional needs be met if exited?

## **Staffing and Roles**

### ***Administrators –***

- Provide continued support for gifted and talented programming and services as outlined in the district ELO plan.
- Collaborate with and support the TAG Teacher-Facilitator in scheduling of classes/students, curriculum development, and in individualized ELO learning plan meetings.
- Supervise implementation in buildings
- Provide assistance in identification
- Support flexible grouping structures
- Insure that teachers have instructional modifications in place.
- Support professional development for gifted education.
- Share data with the staff regarding testing for special populations (including ELO)

### ***Classroom Teachers –***

- Provide differentiated instruction (greater complexity in thinking, an increase in depth of the curriculum, and pace of instruction) in the classroom for all students.
- Use pre-assessment in instruction to tailor instruction to meet the needs of students' varying abilities.
- Provide appropriate instruction in collaboration with the TAG Teacher-Facilitator through shared access to Instructional Planner units, co-teaching, planning meetings, and planning student independent study options.
- Participate in the identification process
- Assist TAG Teacher-Facilitator in completing differentiated learning plans as needed for advanced students.
- Document instructional modifications for cluster-grouped students.

### ***TAG Teacher-Facilitators***

- Collaborate with classroom teachers to identify strategies, instructional practices, and resources for gifted students.
- Model strategies for teachers on how to differentiate
- Assist teachers with differentiated instructional planning for gifted students through the use of Instructional Planner.
- Provide staff development for general education teachers through group



and/or individual meetings.

- Provide direct instruction as needed to advanced students when needs can not be met within the classroom.
- Monitor student progress of achievement gains for advanced students.
- Facilitate and coordinate selection procedures
- Guide and document individual student programming for advanced students through PEPs.
- Participate in program evaluation
- Receive professional development that addresses best practice in Gifted and Talented (advanced learner needs) issues on an on-going basis.
- Using best practices, advocate for students needs and district services.

## **Qualified Staffing**

The CCSD Enrichment Learning Opportunities has two facilitators. One facilitator serves the elementary (K-4), and the other serves the middle school and secondary (5-12).

Talented and Gifted facilitators employed by Clarinda Community Schools have valid Iowa Teaching Licenses, one holds a Gifted and Talented endorsement and one holds a conditional B license with 83% of coursework completed (Aug, 2019).

## **Program Evaluation**

The district will regularly review and identify...

- Procedures for student identification
- Appropriate types of acceleration and enrichment programming
- Program goals and performance measures
- Process for on-going program evaluation
- Number of K-12 Gifted and Talented endorsed teachers
- Staff development available to Talented and Gifted teachers/ facilitators
- Staff development available to classroom teachers and administrators
- Individual student achievement and growth data for all identified students
- Group data within each program and/or strand and subject area.
- The academic growth of other students in cluster classrooms or who receive differentiated instruction

This program plan is in a revision stage. Program services will be added for each levels (K-4, 5-8, 9-12).

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1920 Clarinda CSD  
K-12 Lau (EL) Plan for Serving English Learners (EL students)  
*Revision 11-1-2019*

**Lau Leadership Team Members**

Denise Green/HS Principal, Paul Henely/MS Principal, Cynthia Opperman/PK-4 Principal, Allison Wellhausen/Special Programs Administrator, Barb Farwell/ELL Teacher, Logan Peterson, HS ELA Teacher, Jane Mayer/MS ELA Teacher, Cassie Eberly, Instructional Leader, Anne Morrison/Kindergarten, Sherri Hiser/2<sup>nd</sup> Grade Teacher, Dawn Sunderman/4th Grade Teacher.

**Lau Plan Guiding Principles**

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

1. Lau Plan Goals (*See Appendix A*)
  - a. English Language Development Goals
    - i. ELL students will gain proficiency in speaking, listening, reading, writing and understanding English.
  - b. Academic Achievement
    - i. ELL students will gain proficiency with grade level appropriate skills.
    - ii. ELL students will have equal opportunity to access the mainstream curriculum.
    - iii. Highly qualified, credentialed instructors will teach ELL students.
  - c. Cross-cultural Efficacy
    - i. ELL students will develop positive and realistic self-concepts regardless of their gender, race, national origin, or disability.
    - ii. The district will actively engage all students to embrace all cultures and promote pride for all cultures and linguistic backgrounds.
2. Identification and Placement of EL students in a Language Instruction Education Program (LIEP)
  - a. Home Language Survey ([www.TransAct.com](http://www.TransAct.com))- Document: HLS-IA

(See Appendix B)

- i. All parents are asked to complete the Home Language Survey at the time of registration (at least once per student) including student race and ethnicity reporting.
- ii. Completed Home Language Surveys are placed in the student's cumulative folder.
- iii. Clarinda CSD will provide assistance for families not able to fill out the survey on their own. Every attempt will be made to find appropriate assistance for families speaking languages other than English.
- iv. When a parent indicates a language other than English on the Home Language Survey, the information will be given to Barb Farwell, ELL Teacher, to assess those students for alternative language services. That referral is immediate. The evaluator will then begin the Assessment/Program Entrance process.
- b. State-approved English Language Proficiency Placement Assessment
  - i. **Step 1 - Screener:** The English Language Proficiency Assessment21 Dynamic Screener (ELPA21 Screener) or the current state approved screener assessment will be:
  - ii. Given by a trained certified administrator and is used to measure listening, speaking, reading and writing level in English within 30 days of the beginning of the school year, or two weeks of the students' enrollment, if it is after the start of the school year. The Dynamic Screener for future kindergarteners is available April 2-November 30th.
  - iii. The trained ELPA21 Screener administrator's certificate is kept in the central office in their permanent personnel employee file.
  - iv. The home language survey and summary of the ELPA21 Dynamic Screener results will be placed in the students' cumulative file.
- c. Process to place student in appropriate LIEP programming.
  - i. **Step 2 - Assessment:** The following assessments are used for academic testing and considered when making programming decision for students.



District and State Wide Assessments		
Grade Level	Assessments	Skills Assessed
PK	Gold Assessment	Developmental Skills
PK	IGDI's	Early Childhood Literacy
K-4	FAST	Literacy
K-12	MAP Assessment	Math, Science & Literacy
K-8	STAR Test	Literacy
3-11	ISASP	Basic academic skills in math, reading and science
K-12 EL students	ELPA21 Summative	Assessment given to students receiving LIEP services - determines growth in reading, listening, speaking and writing.

- ii. **Step 3 - Student Identification:** Once language and academic skills have been assessed, the EL staff will review the data with appropriate administrators and Lau Leadership Team. Prior student records including informal assessments, medical records and grades will be reviewed and analyzed to determine placement. If the student is non-English or limited English proficient on the English language development assessment or previous records so indicate, the student is identified for the LIEP. The district will apply all data results to match programming to both EL needs and academic needs.
- iii. **Step 4 - Student Placement:** The EL should be assigned to mainstream classrooms with students the same chronological age, with no more than two years differential, based on assessment results. The district will apply all data results to match programming to both EL needs and academic needs.
- iv. **Step 5 - LIEP Identification:** Parents will be notified every year, no later than 30 calendar days after the beginning of the school year, or within 2 weeks of a child being placed in a language instruction program (if a student enrolls after the beginning of the year). Parent notification includes:
  - 1. Reason for identification.
  - 2. Student's level of English language development.

3. Method of instruction.
  4. How the program will meet the educational strengths and needs of the student.
  5. How the program will help the student learn English.
  6. The program's specific exit requirements.
  7. How the program meets the objectives of the IEP of a student with a disability.
  - d. Initial parental notification will be provided using TransAct in a language most easily understood by parents within 30 days. *(See Appendix H)*
    - i. Upon both initial and annual school enrollment TransAct-"English Learner Program Placement" is used. (Required-meets ESSA Requirements)
    - ii. Parents will be notified within 30 days if identified at the beginning of the school year, or within two weeks if identified later in the school year.
    - iii. The completed required Parent Notification forms are returned and placed in the student's LPF (Language Progress File) and the students' cumulative file by EL staff.
    - iv. The EL staff follows up on unreturned forms.
  - e. Parent documentation of initial change from LIEP programming (included only if parents indicate they want to waive or withdraw from services) *(See Appendix H)*
    - i. A meeting is held to discuss recommendations, concerns, ELPA21 assessment requirements and potential outcomes with parents and provide the "Explanation of Consequences for not Participating in English Learner Program" notice.
    - ii. A signed documentation of the parents' decision on the "Request for Change in Program Participation" from TransACT is placed in both the student's LPF folder and their cumulative folder.
    - iii. The classroom teachers will be made aware of the waiver and expected to ensure mastery of English and academic achievement. They may consult with the EL teacher to get suggestions for best practices to use with their EL students.
3. Description of the LIEP
- a. LIEP Goals - Student progress from beginning to end of the school year:
    - i. Language Goal: 1<sup>st</sup> year students in the program, within 36 weeks of receiving LIEP services will achieve ELPA21 Assessment Level at least one step



- above the level achieved on the ELPA21 Dynamic Screener.
- ii. Language Goal: Non-first year students in the program, as measured by the ELPA21 Assessment results.
  - iii. Academic Goal: As measured by the Iowa Assessments and District-wide assessments, students in the program will make at least a year's growth.
  - iv. Goals will be amended to fit new testing requirements as they change.
- b. Description and implementation of specific state-approved LIEP model used in district and the process to place students.
- i. Clarinda CSD uses the English as a Second Language model as a collaborative model where the mainstream teachers and LIEP teacher plan lessons, share instructional materials and discuss successful instructional strategies for English proficiency on a bi-monthly basis. The EL students are integrated in the mainstream.
  - ii. The LIEP teacher pulls students out to meet the students' needs based on grade level and current English proficiency level based on their English language development. The LIEP supports access to the district core curriculum. The LIEP teacher provides daily services ranging from 20-30 minutes daily, depending on grade level, their current English proficiency level, and each student's individual needs. Students are typically in the program anywhere from 1-5 years.
  - iii. Non Parental Waiver ELs, including those with disabilities, will receive direct LIEP instruction at all proficiency levels.
- c. Annual parent notification of continuing placement and programming options in language most easily understood.
- i. The LIEP teacher will notify parents annually using the "Notice Program Placement" will be used for parent notification for continuing LIEP students, or new students placed at the beginning of the school year are notified no later than 30 calendar days after the beginning of each school year.



- ii. The LIEP teacher will notify parents of students placed in the LIEP program within 2 weeks of the student's actual placement (for students placed at sometime other than the beginning of the school year).
  - iii. The Parent Notification Form "English Learner Program Placement" ,from TransAct in a language most easily understood by parents, will be stored in students' cumulative files annually. *(See Appendix H)*
- d. Procedure for annual communication with parents who have waived LIEP services.
  - i. The process for waiving students from LIEP will be reviewed annually with parental signature obtained each year.
    - 1. A meeting will be held to discuss recommendations, concerns, and potential outcomes.
    - 2. The "Request for Change in Program Placement" will be signed by the parents and placed in the student's LPF folder and in their cumulative files. An "Explanation of Consequences for not participating in English Learner Program" is also sent.
    - 3. The classroom teachers will be made aware of the waiver and expected to ensure mastery of English and academic achievement, annually. These students continue to be tested with ELPA21 until they are proficient.
- e. Highly Qualified LIEP and Content Staff:
  - i. Barbara Farwell, LIEP Teacher, K-12 ESL Endorsement. Content teachers are also highly qualified in their area of instruction for EL students (having appropriate certification for the subjects/courses taught)
  - ii. Clarinda CSD ensures teachers providing instruction through content area classes are endorsed in the content area in which instruction is being provided. These endorsements can be found in specific staff personnel files found at CCSD central office.
- f. Designated Administrator oversight for LIEPs:
  - i. Cynthia Opperman, PK-4 Principal
- g. Access to both Iowa Core and English Language Proficiency (ELP) Standards:
  - i. Collaboration between mainstream and LIEP teachers is ongoing. LIEP and regular education teachers work

together to integrate LIEP and Iowa Core standards into lessons on a monthly basis.

- ii. Regular education teachers provide resources for Iowa Core and the LIEP teacher provides resources and support for LIEP goals. All teachers incorporate ELP standards in the core classes.

<http://www.elpa21.org>

h. Curriculum and Supplemental Resources

- i. **High School:** All- Star 1 Vocabulary book and workbook by McGraw Hill; Modern Curriculum Press Phonics level A,B,C; Skill Sharpeners workbooks 1,2,3 by Judy DeFilippo and Charles Skidmore; Grammar Strategies and Practice Intermediate and Advanced by Scott Foresman; Thumbs Up! Grammar through Reading and Writing level 1 and 2 by Longman; Idioms for Everyday Use by Milada Broukal; Basic English Grammar by Pearson/Longman; America's Story Book 1 & 2 by Steck-Vaughn; Word by Word Basic Picture Dictionary and workbook by Pearson/Longman; Read Naturally; Oxford Picture Dictionary for Content Areas; Living in the USA books 1,2,3 by Judy Burghart; Journal writing; IDEA Picture/Word cards by Ballard & Tighe; NovEL students/library books; Oral listening cards by Super Duper; iPad apps-grammar, vocabulary, holidays; Maps—North America, World
- ii. **Elem./Middle school:** IDEA Picture/Word cards by Ballard & Tighe; Oral listening comprehension cards/oral speech cards by Super Duper; Interactive Auditory Processing Pictures by LinguiSystems; 100% Language-activities for language comprehension/intermediate by LinguiSystems; Grammar books-Houghton Mifflin Lower reading level novEL students-Black Beauty, Oliver Twist-"Bring the Classics to Life"; AEA big books and kits—seasons, community helpers, transportation, etc.; Alphabet-cards, letters, puzzles, books; colors—cards, books, puzzles; shapes—cards, books, puzzles; numbers-cards, books, puzzles; animals—cards, books, puzzles; calendar—numbers, days, months, holidays; transportation-cards, books, puzzles; body—pictures, cards, books; food—pictures, plastic food, books,



- puzzles; Sequence cards, Community helper cards, Categorizing cards
- Reading series books/ workbooks-McGraw Hill, Harcourt Writing Words and Sentences book-1<sup>st</sup>- 3rd Grade by Learning Horizons
- Writing journals; Reading comprehension stories Word by word Phonics book published by Longman Oxford
- Picture Dictionary for Content Areas and workbook Oxford Picture Dictionary for Kids and workbook; iPad apps-grammar, phonics, numbers, alphabet, shapes, colors, animals, and transportation.
- iii. Clarinda CSD will purchase and modify instructional materials that are appropriate to the needs of the learner and goals of the instructional programs. Supplemental resources will be selected, purchased and updated for LIEP curriculum and supplemental resources based both on need of students and CCSD curriculum reviews/purchase rotation.
  - iv. The district will consider the needs of the ELs during curriculum review by noting whether or not supplemental materials provided for ELs in new curriculum being considered for purchase and understanding purchase of materials need to address the ELs learning needs.
4. Process to Provide Meaningful Access to all Co-curricular and Extracurricular Programs and Activities.
- a. The process for identifying and serving gifted and talented EL students is the same as it is for all students served in the Clarinda CSD. The process is:
    - i. Criteria other than standardized assessment or language based measures to identify ELs for GT services may include referrals made either by LIEP teacher, classroom/content teacher, parent or the students themselves.
    - ii. Data is collected to make a determination with the TAT committee.
      - 1. Determining factors may include quick acquisition of developing the English language and fluent code switching between languages.
    - iii. The student is either identified or non-identified as eligible for TAG services.
      - 1. If an EL student is identified as a TAG student they will receive support in the TAG program from the LIEP instructor, core instructors and TAG instructors to remove the language barrier

- helping to ensure success their individualized educational program.
- iv. Parent meeting with TAG instructor will then be held to determine appropriate services for the student. A translator will be provided when at all possible to ensure parent understanding of the process.
- b. The process for identifying and serving EL students in special education is the same as it is for **ALL** students served in the Clarinda CSD. Before any special education referrals are put in place, strategies are implemented in the mainstream classroom. These strategies will be developed during the problem solving process with the Teacher Assistance Team (TAT) The process is:
- i. TAT referral
  - ii. Implementation of Strategies
  - iii. Analysis of Data
    - 1. If various EL strategies are effectively implemented with no progress on EL's English language acquisition, the special education referral process may begin. EL strategies are not used to qualify EL students for special education nor are the LIEP an extension of the special education program.
    - 2. Students who are dually identified for special education and EL will receive direct instruction by highly qualified LIEP teachers AND special education teachers with support for language needs.
    - 3. The IEP team will include someone with requisite knowledge of the child's language needs and training in second language acquisition. This is in accordance with Guidance OCR/DOJ, January 7, 2015, page 27.
  - iv. Special Education Referral (*See Appendix D*)
- c. The process for identifying and serving EL students in all co-curricular programs (i.e., Title I, Reading Recovery, At-Risk, CT programs, counseling services, Advanced Placement, International Baccalaureate courses.)
- i. The process will be the same as it is for **ALL** students served in the Clarinda CSD **WITH** the support of language needs within previously mentioned programs.



- ii. Parents and students will be provided with communication about programs and eligibility in a language most easily understood.
  - iii. The LIEP instructor will collaborate with classroom teachers to determine interests and point of contacts for activities and services that are applicable. In this manner. Appropriate teachers will be included in the screening process and data review to determine if Title, At-Risk, SPED and intervention classes are appropriate for EL students.
- d. Process in place for identifying and serving ELs in extra-curricular (e.g. performing and visual arts, athletics, clubs and honor societies)
  - i. The process will be the same as it is for **ALL** students served in the Clarinda CSD **WITH** the support of language needs within previously mentioned programs.
  - ii. Parents and students will be provided with communication about programs and eligibility in a language most easily understood.
- 5. Ongoing, Embedded EL Professional Development (PD) for Staff who Deliver Instruction or Support the LIEP:
  - a. PD for all Lau Plan Committee Members will meet 2 times a year. The first meeting will take place in the fall and the following will be addressed:
    - i. Current district Lau Plan (review)
    - ii. ELPA21 Dynamic Screener Scores
    - iii. Number of EL Students
    - iv. Programming services
    - v. PD - specific to EL Students
  - b. The second meeting will take place in the spring and will address the following:
    - i. ELPA21 results/scores = Exit Criteria
    - ii. Review Lau Plan
    - iii. Update Lau Plan
    - iv. Update District Self-Study Document
  - c. District and Building Administrators
    - i. District and Building Administrators are active participants on the Lau Plan. Elementary Principal, Cynthia Opperman attended the Lau Plan workshop on August 3<sup>rd</sup>, 2015, and review of the LAU Plan November, 2016.
  - d. LIEP Staff
    - i. Barbara Farwell, LIEP Teacher attended the Lau Plan Workshop on August 3<sup>rd</sup>, 2015. She takes the ELPA21 Screener recertification online course, yearly. She



also recertifies in the ELPA21 training, yearly. Barb also attends the ICLC conference every fall and attends *Our Kids* Summer Institute every year.

- e. Content and Classroom Teachers
    - i. Barb Farwell sends general EL recommendations by email to staff on a regular basis. She also has direct conversations with classroom teachers about appropriate strategies, ELPA21 Dynamic Screener & ELPA21 English Language acquisition results.
  - f. Building/District Support Staff
    - i. Barb Farwell presents general LIEP strategies to staff at faculty meetings.
  - g. Preschool teachers who serve ELs
  - h. District training of English Language Proficiency Standards and Implementation.
    - i. **Option A:** The certified staff members directly responsible for delivering the LIEP (and others 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.
      - 1. The documentation of completion (quiz) of training will be stored at central office in staff personnel files.
    - ii. New Staff will complete required modules within the first year of their employment at CCSD. All documentation of certification will be stored at central office in the appropriate staff personnel file.
6. Annual English Language Proficiency Assessment and Administration
- a. Annual training to staff assigned to administer ELPA21
    - i. Will be given to the appropriate staff. English Learners will be evaluated annually with a standardized English language development instrument recommended by the state. The state began using the ELPA21 in the spring of 2016. The testing window in 2020 is from early February to the beginning of April. Barb Farwell, LIEP teacher, receives yearly training by webinar to be certified to administer the ELPA21.
    - ii. Certificates for completion of training are on file for trained test administrators in their personnel files located at central office.

b. **Dissemination of scores to stake holders.** The test results are sent to parents so they are aware of the language growth of their child. Data is shared with classroom teachers, administrators and other resource personnel. ELPA21 Levels and Explanations are given with the test results.

i. **Appropriate training to interpret results for staff.** Barb Farwell, LIEP teacher, will attend ELPA21 interpretation training when offered by the state and disseminate learning to appropriate staff.

ii. **Utilization of assessment results to guide instruction and programming.** Barb Farwell, LIEP teacher, will work collaboratively with classroom teachers using ELPA21 Dynamic Screener and ELPA21 results to plan instruction. The instructor will support embedded training to classroom teachers and facilitate appropriate implementation by doing this.

iii. All students who have been identified as EL students (including those students whose parents have waived/refused services) are assessed. Parents are informed prior to the test that their child will be assessed with the ELPA21. (*Appendix E*)

iv. The district uses ELPA21 data to guide:

1. Core instruction
2. LIEP instruction
3. Future programming

## 7. LIEP Exit Criteria and Procedures

a. **Criteria for 2019-20 Academic Year and Future Academic Years.** The student:

i. Achieves the required score for proficiency on ELPA21. This is the only exit requirement.

b. **LIEP exit procedures**

i. To exit, ELs from an LIEP needs to

1. Occur during the allowable window (between the distribution date of ELPA21 scores and Oct. 1<sup>st</sup> each year-- student count).

2. Notification to parents using the "Program Exit Letter-Form B" (signature required) in language most understandable to parents/families. A copy of the Program Exit Letter B is given to parents AND filed in the students' cumulative file. The official TransAct letter will be used.

ii. Change student coding to "exited" so the student does not continue to generate unwarranted funding. Barb Farwell, LIEP teacher, will notify Cynthia Opperman,



PK-4 Principal, of students when exited. Cynthia Opperman will be responsible for entering data in JMC and eventually to the state through the student reporting system.

- iii. The two-year monitoring process will begin and be coded in JMC

8. Monitoring Procedures after Students Exit the LIEP Program including Parent Notification

- a. Barb Farwell, LIEP teacher, will use the Lau Plan Monitoring Form (*See Appendix F*) to monitor progress of exited students on a semester basis for two years. She works collaboratively with classroom teachers to gather academic achievement data and addresses concerns as needed. The criterion for success in the regular classroom includes being proficient on district and statewide assessments.

(see pg. 11) Barb Farwell will track student progress over time and provide support as warranted.

- b. LIEP re-entry procedures in place if indicated by data, including notification of parents/guardians.
  - i. Students will be supported like any other student if data from district and statewide assessments show a student's scores are dropping. This support may look like:
    - 1. after school tutoring or,
    - 2. LIEP teacher support to classroom teachers on specific instructional strategies, in addition to other problem solving processes.
  - ii. If the student's success rate has not improved after the period of 9 weeks, the TAT committee will meet to determine if re-entry into the LIEP program is the best option. A student can **only** be re-entered based on proof of non-proficiency in language domain area as indicated by the ELPA21 Dynamic Screener (or other standardized English Proficiency assessment). Barb Farwell, LIEP teacher may give the IPT screening assessment to help determine what specific language areas are weak.
  - iii. Parents/guardians will be notified using the "English Learner Program Placement" form and asked for permission to have their child re-entered into the program. The completed form will be stored in the students LPF as well as Cumulative Student File.



## 9. LIEP Evaluation

- a. The LIEP will be evaluated annually by the TAT committee, led by Barb Farwell (ELL instructor) and Cynthia Opperman, PK-4 administrator, to determine the effectiveness of the program and the growth of the students being served.
- b. This evaluation will include examining the following areas to determine necessary adjustments:
  - i. Considerations will be made based on district data (data points formative and summative assessments within this document) when planning for EL instruction in Core classes and in the English language development
  - ii. The committee will make determinations of effectiveness and impact on future programming and services for ELs by examining the following:
    1. Professional development needs of LIEP staff and core teachers.
    2. Adjustments of the LIEP.
    3. Staffing
    4. Teachers' schedules
    5. Curricular needs
    6. Meeting the needs of individual ELs and/or subgroups
  - iii. Title III Assurances (optional)
    1. The committee will ensure Title III Assurances (LEA English Language Assurances) are being met. The superintendent will meet with the ELL instructor and building principals to confirm Title III Assurances before the required superintendent signature.

All the above information is obtained from the data collection system used by the district, from the Language Progress File (LPF) maintained for every EL student, or other sources available in the district. All EL students not exited will participate in re-evaluations of their English Language proficiency every spring in order for academic language progress to be measured. All EL students, except for approved exceptions by the state, are included in the district's academic content assessments in reading and mathematics and other content areas as required by compliance regulations as they occur. The data from these assessments will show if the EL students are making growth in language acquisition as measured by the ELPA21 and the

percentage of EL students attaining or reaching full proficiency.

10. Appendices

- a. Letter to Districts from the U.S. Department of Justice:

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

- b. Home Language Survey (English and Spanish)  
c. TAG Referral Form  
d. Special Education Referral Form  
e. Assessment Notification  
f. Monitoring Form  
g. Confidentiality Form

## Appendix H

### TransACT.com Documents

Home Language Survey – IA: Includes second page for race and ethnicity

Determination of Student Eligibility for Program Placement (Optional):

Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don't qualify

Program Exit Letter – B: Students who are eligible to exit services

English Learner Program Placement (Required - Meets ESSA Requirements): Initial, annual and re-entry placement notification

Request for Change in Program Participation: Waive or withdraw ELL/bilingual services

**Explanation of Consequences for not Participating in English Learner Program:**

- 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 I**  
**Description of LIEP Models**

**Newcomer Program:** *Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants; typically, students attend these programs before they enter more traditional programs.*

**Sheltered Instruction:** *An instructional approach used to make academic instruction in English understandable to ELs. In the sheltered classroom, teachers use physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects. An approved LIEP model using sheltered instruction must include direct instruction by an ESL endorsed teacher.*

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

**Dual Language Program:** *Also known as two-way, or developmental, the goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of half native English speakers and half native speakers of the other language.*



**Other Bilingual Program:** *Bilingual education refers to approaches in the classroom that use the native language of English language learners (ELs) for instruction.* [www.nabe.org/BilingualEducation](http://www.nabe.org/BilingualEducation)

## **Appendix J**

### **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.