

Cedar Rapids Community School District
24-25 Lau Plan Summary

Guiding Principles

- ELs will acquire the English language while working on the Iowa Core standards.
- ELs will fully participate in classroom learning situations.
- ELs will understand American society. All students and staff will respect diversity.

Identification and Placement

- The Home Language Survey is used to identify students who may need to be screened for ELL.
 - Students born outside the US and those that speak another language should be flagged for ELL screening.
- Possible ELs take the ELPA21 Dynamic Screener to determine if they qualify for ELL.
- Screening takes place within the first thirty days if a student enrolls at the beginning of the school year, or within fourteen days if the student enrolls after the start of the year.
- Screener results are shared with families and kept in the students' cumulative files.

Process for Parents to Waive ELL Services

- Parents have the right to waive ELL services.
- Parents meet with an ELL teacher annually to sign the necessary paperwork.
- Signed paperwork is kept in the students' cumulative files.

ELL Program Goals

- The number of ELs tested in consecutive years in grades K-12 making expected growth on the ELPA21 Summative will increase by 5%.
- The number of ELs tested in consecutive years in grades 3-12 scoring in the proficient range on the ISASP reading subtest will increase by 5%.
- All ELL programs (schools) will show growth on the ELPA21 Summative by 65% of their ELs making expected growth.

Description of the ELL Program

- The district uses a program model called "English as a Second Language" for AK-12.
- All instruction is delivered in English.
- Students receive daily ELL instruction, newcomers receive more services than students at higher proficiency levels.
- Elementary
 - Pull-out program, daily ELL instruction, 30-40 consecutive minutes
 - Newcomers receive additional 30 minutes of instruction
- Middle School
 - Daily ELL class, replaces ELA (typically)
 - Newcomers receive two daily ELL classes, replaces ELA and/or Social Studies
- High School
 - ELL class each semester, some students also receive ELL Reading class
 - Newcomers receive two ELL classes each semester
- ELL teachers attend ELL PLC meetings regularly and grade level or content area PLC meetings when requested.

Highly Qualified Staff

- All ELL teachers hold a valid Iowa Teaching license with a K-12 ESL endorsement.
- Content area and classroom teachers are endorsed in the area in which instruction is being provided.

Access to Iowa Core Standards and English Language Proficiency (ELP) Standards

- ELL students are placed in grade level classes, with age appropriate peers, and have access to the Iowa Core and ELP standards through direct instruction from classroom teachers and collaborative activities with their classmates.

ELL Curriculum and Supplemental Resources

- The following core curriculum is used. All curriculums are comprehensive language programs that focus on the four language domains: reading, writing, listening, and speaking.
 - Elementary - Reach by National Geographic Learning/Cengage
 - Middle School - Inside the USA and Inside by National Geographic Learning/Cengage
 - High School - Inside the USA, Inside, and Edge by National Geographic Learning/Cengage
- Supplemental resources include technology, newcomer materials, leveled books and novels, and writing materials to enhance the acquisition of English proficiency skills.
- ELL core curriculum is reviewed by the district every 5-7 years to determine the need for a new curriculum. Curriculum is reviewed annually by the ELL program to determine any supplemental resources necessary.

Access to Co-Curricular and Extracurricular Activities

- ELs hold the same eligibility rights for Talented and Gifted, Special Education, Title I services, At-Risk, career and technical programs, counseling services, Advanced Placement, performing and visual arts, athletics, clubs and honor societies as any other student in the district.
- CRCSD staff work to ensure students and families are aware of such programs.
- The district uses the data matrix from The ELL Critical Analysis Data Process by Steve Gill to support teams considering special education for an EL. The matrix provides an awareness of EL-specific considerations to ensure students aren't identified for special education due to English proficiency, cultural factors, or prior education/instruction.

ELL Professional Learning

- ELL Teachers - EL-related professional learning is available in-district, through conferences and workshops, and other opportunities provided by GWAEA.
- PK-12 classrooms teachers, admin, and paraprofessionals receive EL-related PL in-district or through opportunities offered by GWAEA.

English Language Proficiency (ELP) Standards Training

- All teachers and admin complete the training on the ELP Standards through the AEA Online Learning training system.
 - New to teaching and new to Iowa ELL teachers complete the training as a group with facilitated discussion led by the ELL Program Lead.
 - New to teaching and new to Iowa content area teachers and admin complete the modules independently.
- Completion and certificates are monitored by Human Resources.

ELPA21 (ELL Assessment given in Feb-March)

- ELL teachers complete annual test administration training.
- ELPA21 scores are shared with families and staff when they are available.
- Scores are also shared with teachers at the beginning of the next school year.
- Copies of individual score sheets are placed in the students' cumulative files.
- ELL teachers use the ELPA21 scores, as well as other data, to guide instruction.

ELL Exiting Criteria

- Students must achieve the required score for proficiency on ELPA21 to exit the ELL program.
- Parents are notified of their child exiting ELL when scores are made available. Required paperwork is signed and kept in the student's cumulative file.

Monitoring Procedures for Newly Exited Students

- The ELL Advisory Team monitors newly exited students for two years.
- The advisory team collects data and determines next steps for each student.

ELL Program Evaluation

- The ELL Advisory Team reviews the goals, collects assessment data, and determines if future programming changes are necessary.
- Changes include, but are not limited to:
 - Professional learning needs
 - Adjustments to the ELL program, building or district
 - Staffing
 - Teacher's schedules
 - Curricular needs
- The ELL Program Lead assists with reviewing LEA English Learner Assurances (signed in CASA)