**St. Paul the Apostle Catholic School**

K-8 Lau (EL) Plan

for Serving English Learners (ELs)

September 15, 2015 (updated August 2025)

**Lau Leadership Team Members:**

Lynne Devaney, Superintendent; Ethan Connors, Building Principal; Octavia Houtekier-Boyd, Assistant Principal; Whitney Woods, Guidance Counselor; \_\_\_\_\_\_\_\_\_\_, EL Teacher



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 identified above.

**I. Lau Plan Guiding Principles**

# A. English language development

* 1. ELs at St. Paul the Apostle School will acquire the English language and demonstrate English proficiency through appropriate instruction and practice of listening, speaking, reading and writing skills.

# B. Academic achievement

* 1. The LIEP plan will ensure that all ELs will have access to the grade level Common Core supported by the ELP Standards and English Proficiency Standards. This will allow all ELs access to the academic content and 21st Century skills the world of today and tomorrow requires.

1. All district ELs will take part in appropriate grade level screeners and summative and formative assessments to allow them equitable opportunity to achieve at grade level.
2. St. Paul the Apostle’s LIEP will promote the ELs continual development of their native language as he/she learns English through the inclusion of native language texts and materials in the district’s libraries and resources.

# C. Cross‐cultural development

* 1. St. Paul the Apostle School will provide opportunities for ELs and their families to share and celebrate their native cultures within the school.
  2. Within EL instruction, classroom teachers will provide opportunities for acculturation of both ELs and their non‐EL peers. Shared diversity and learning provides all students with a richer education for the demands and challenges of the 21st century.
  3. St. Paul the Apostle School’s LIEP will promote the development of a positive self‐concept and pride in the linguistic and cultural heritage of its ELs by providing opportunities for students and their families to share their cultural funds of knowledge with other students in the school as well as the Davenport community.

**II. Identification and Placement of ELs in a Language Instruction Education**

1. “Home Language Survey - IA” (www.TransACT.com)
2. At registration or within one week of the beginning of the school year, all families new to St. Paul the Apostle School, including transfer students and kindergartners and for whose children there is not one already in the students’ cumulative files, will complete a Home Language Survey - IA
3. distributed by the school. The survey will include information about student race, ethnicity, and home language. This survey is available through TransACT and in a language most easily understood by the parents. This will include a signature of a parent/guardian.
4. The administration team and EL teacher, review the HLS-IA to verify if a language other than English is represented and will refer students for screening.

3. Home Language Surveys are stored in students’ cumulative files.

1. State-approved English language proficiency placement assessment
2. The ELPA21 Dynamic Screener for future Kindergartners (Available April 2 - November 30th))
3. EL teacher will administer the ELPA21
4. The certificates of completion will be kept in the EL office file cabinet.
5. Scores are then received from Iowa Testing Services and retained in the student’s cumulative file. This information becomes part of the student’s permanent record and should be available to the student’s teachers.
6. Process to place students in appropriate LIEP and Content Courses
7. The EL teacher, classroom teachers, and other members of the LAU plan leadership team, will collect academic data and other data pertinent to each student.
8. The EL teacher, classroom teachers, and other members of the LAU plan leadership team will then review student academic records in relation to English language development, student grade or age level and administer necessary formal and informal assessments of current academic ability to recommend the LIEP Program.
9. Sub-categories on the ELPA21 are used to help determine specific areas of English language development needs and age appropriate placement.
10. Parental forms distributed in a language most easily understood (TransACT) within 30 days of enrollment both upon initial and annual enrollment
11. If a student qualifies for LIEP services based upon ELPA21, the parents are notified of eligibility initially and annually from TransACT. (NOTE: Choose “Gn Ed. Translation e- Library” for the appropriate forms & additional translations)”
12. “Notification of Program Placement,” from TransACT will be sent initially and annually from TransACT and will stay within the required timelines.
13. These required copies will be placed in the student cumulative file.

“English Learner Program Placement” (sent once upon placement) from TransACT - eligibility notification for program placement on and permission from TransACT . (NOTE; Choose “ESEA (ESSA) Parent Notifications” folder to locate this form)

1. Process for parents considering waiving student services from LIEP
2. Parents do have the right to waive participation in the LIEP services. If a parent wishes to decline services, a meeting is held to discuss recommendations, concerns, and potential outcomes with parents. The ELPA21 assessment requirements and potential outcomes are shared with the parent(s) and a copy of the “Explanation of Consequences for not Participating in English Learner Program” is provided.
3. A “Request for Change in Program Participation” is signed by the parent/guardian, documenting the decision to waive services. This is placed in the student’s cumulative file.
4. Students for whom services have been waived are supported to ensure mastery of English and academic achievement through differentiated instruction, accommodations, and work with our resource teachers and interventionists which is required by law without enrollment in the LIEP.

**III. Description of the LIEP**

1. LIEP goals (measurable goals tied to data and LIEP evaluation)
2. St. Paul’s will provide all ELs access to meaningful, grade‐level EL support that pushes them to achieve English language proficiency.
3. St. Paul’s will assist all ELs in meeting appropriate goals in the achievement of proficiency in English and with grade‐level curricula as measured by state and district assessments.
4. Description and implementation of specific state-approved LIEP model(s) used in district and the process to place students
5. St. Paul’s state approved LIEP is ESL which is 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.
6. ELs at St. Paul in grades K-8 are mainstreamed into Core classrooms. Para educators may be available at some grade levels to assist ELs in Core classrooms as appropriate. Reading interventionists and academic support teachers would also be used to assist the students. Services provided by other than the classroom teacher are typically pull-out with small group settings for 20-30 minutes one to four times per week, depending upon student needs. In the process of accessing the Core curriculum, particularly in smaller group sessions, English language development, speaking, and listening skills are emphasized.
7. St. Paul the Apostle School will address the ELs at all proficiency levels and receive direct LIEP instruction. EL’s with disabilities at all proficiency levels receive direct LIEP instruction unless services have been waived.
8. \*In the case of online or hybrid instruction, the EL teacher will work with the classroom teacher to provide language instruction via Google Classroom, and the use of district and state approved online EL programming
9. Description of annual parent notification of continuing placement and programming options in the language most easily understood by the parent/guardian
10. Notification will occur within 30 calendar days after the beginning of the school year using the “English Learner Program Placement (Required - Meets ESSA Requirements)” form
11. St. Paul the Apostle EL teacher Kathryn Cupples will notify parents.
12. A copy of the “English Learner Program Placement ” will be placed in the student’s cumulative file.
13. Procedure for annual communication with parents who have waived LIEP services
14. Parents receive annual communication and are provided with the “Explanation of Consequences for not Participating in English Learner Program” form and a “Request for Change in Program Participation” form.
15. A “Request for Change in Program Participation” is signed by the parent/guardian, documenting the decision to waive services.
16. This form is placed in the student’s cumulative file.
17. Highly qualified staff LIEP and content staff
18. St. Paul Apostle School maintains State of Iowa certified teachers as the teacher of record in every classroom, with content-area certification if staff serves as teacher of record in grades 6-8. St. Paul’s has EL certified teacher, Kathryn Cupples, to provide direct services to identified English Learners. She also helps support classroom teachers with instruction for ELs.
19. All teachers at St. Paul’s have completed the ELP Standard Modules 1-6 offered through the Mississippi Bend AEA.
20. Designated administrator oversight for LIEPs
21. St. Paul’s Principal and/or Assistant Principal, oversees LIEP programming.
22. Persons in these roles will have participated in administrator training and have completed ELP Standard Modules 1-6 and Administrator’s Training.

1. Access to both Iowa Core Standards and English Language Proficiency (ELP) Standards
2. ELs will receive mainstream classroom instruction, which is formed using the Iowa Core Standards. The Iowa Department of Education, EL webpage, *Guidelines for Implementing English Language Proficiency Standards in Iowa* will be utilized to guide instructional staff in providing access to these standards in all classroom instruction to our EL students.
3. Collaboration between content area/classroom teachers and the EL teacher are weekly or as often as needed.
4. Curriculum and Supplemental Resources
5. St. Paul’s uses a content based approach called Content-Centered Language Learning (Crandall, <http://www.cal.org/resource-center/briefs-digests/digests/(offset)/15)>
6. Consultation with the Davenport Community School District takes place in relation to decisions regarding supplemental services that are appropriate to the needs of the learner and goals of instructional programs (Iowa Code 280—180.4) and would be made available by or provided by the district.
7. Supplemental materials are selected (such as Imagine Learning), purchased, and updated at least every five years utilizing recommendations from the AEA and ESL certified staff.
8. Additional access to the Iowa Core materials for ELs is through cooperative learning, task-based or experiential learning, a whole language approach, and graphic organizers as outlined by JoAnn Crandall, Content-Centered Language Learning (1994).

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

1. Process in place for identifying and serving gifted/talented (GT) ELs
2. St. Paul the Apostle has universal screeners in place that assist in identifying gifted students as well as students in need of special education services. All students, including any ELs, participate in these screeners, which include FAST (Formative Assessment System for Teachers), grade-level assessments, and other data points. Once a screener identifies a need, those needs are addressed so that any gifted ELs and those requiring special education are served appropriately.
3. According to need, students may receive intervention services from our reading interventionist, single-subject or whole grade acceleration, or enrichment pullout as appropriate to meet individual language needs.
4. St. Paul the Apostle School ensures students dually identified for special education and ELL receive direct instruction by highly qualified EL teachers (at St. Paul the Apostle School) and special education teachers (at Davenport Public School) with support for language needs.
5. Process in place for identifying and serving ELs in special education
6. St. Paul’s uses our school MTSS team, our AEA Consultant and the Davenport Community School IEP team, to look at data to identify and serve ELs in special education.
7. Direct instruction for SE and LIEP would be provided by Davenport Community School as the child would most likely be concurrently enrolled.
8. The EL teacher would assist our St. Paul’s MTSS team, our AEA Consultant and the Davenport Community School IEP team, to look at data to identify and serve ELs in special education.
9. St. Paul the Apostle School has a process in place for identifying and serving ELs in other district programs for which they are eligible (e.g. Title I, Counseling services)
10. St. Paul the Apostle School identifies and serves ELs in district programs in which they are eligible.
11. Students who are not proficient in FastBridge or i-Ready Reading Assessments and whose “home public school” is a Title I building will qualify for Title I services. All EL students who request counseling services are seen by the school counselor for as long as needed to help the student.
12. St. Paul the Apostle School identifies and serves ELs who need support in language using Imagine Learning. Academic support is offered to ELs who qualify for the services.
13. All K-6 St Paul parents receive FastBridge and i-Ready Math Assessment results three times a year, after Fall, Winter, and Spring Assessments in the language most used by the parents. Parents of 7-8th grade students receive i-Ready Assessment results at this same time. Students who are not proficient or on benchmark, will receive academic support or Title I services.
14. Kathryn Cupples, our LIEP teacher, helps in the placement/consideration of ELs into these programs.
15. Process in place for identifying and servings ELs in extracurricular programs (e.g., performing and visual arts, athletics, clubs, honor societies)
16. St. Paul the Apostle School welcomes all ELs in all co-curricular programs. All K-8 students, regardless of academic ability or language development, are invited to participate in the school’s co-curricular programs. These include intramurals, which are held once a week either before or after school. Intramurals are provided free of charge. Similarly, other clubs such as Chess Club, Stem Club, Student Council, 6-8 Musical, Variety Show, and athletics are provided for students to participate in. St. Paul the Apostle has a full-time guidance counselor available to all students. The counselor teaches a specialized lesson once a week to each K-8 homeroom. (Such extracurriculars are on temporary hold due to COVID 19, but will be open to all students when available again).
17. Parents and students are told of these programs in a language most easily understood.

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

A. Professional development for those who deliver instruction or support the LIEP

1. District and building administrators guide faculty through the ELP Standard Modules. The certificates from each module is kept in each teacher’s personnel file.

2. Professional development is offered to LIEP staff with local and state training. Examples of professional development opportunities include, but are not limited to: Participation in the annual Iowa Culture and Language Conference, participation in the annual Our Kids Summer Seminars, and workshops offered by AEA and/or Davenport Community School District.

3. Content and classroom teachers have completed ELP Standard Modules 1-6.

4. Paraprofessionals and support staff will have the support of the classroom teachers.

5. Preschool teachers who serve ELs have also completed the ELP Standard Modules 1-6.

B. District training of ELP Standards and the implementation plan

1. When new teachers are hired at St. Paul the Apostle, they are required to complete ELP Standard Modules 1-6.

2. St. Paul the Apostle School will use option A (Certified staff members directly responsible for delivering the LEIP and others deemed appropriate) view the Modules individually or collectively via AEA PD Online and take the associated quiz to document completion and content attainment.) Training will be done within the first quarter, after hiring.

3. Documentation will be kept in the certified teachers’ files.

4. New teachers hired will meet with the EL teachers to discuss the training and . instructional techniques.

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

1. Annual training to appropriate staff with certificate on file
2. Starting in the Fall of 2018, All faculty will be trained using the ELP Standard Modules 1-6. This will be reviewed annually.
3. All training certificates will be located in each teacher’s personnel file.
4. Dissemination of scores to stakeholders
5. ELPA 21 results will be shared with the building principal and curriculum director.
6. ELPA 21 results will be shared with each teacher, serving an identified EL.
7. Parent(s) of EL students, will receive the ELPA 21 results.
8. Appropriate training to interpret results to staff.
9. The LIEP teacher is trained to interpret the ELPA 21 results.
10. Administrators are trained to interpret the ELPA 21 results.
11. All staff directly serving ELs will receive training to interpret the ELPA 21.
12. Utilization of assessment results to guide instruction and programming.
13. ELPA 21 data will be used to guide core instruction, LIEP instruction, and the direct services provided to the student and will determine future programs for individual ELs.

**VII. LIEP Exit Criteria and Procedures**

A. LIEP Exit Criteria

1. A student may exit LIEP if he/she achieves the required score for proficiency on ELPA21. (This is the only exit requirement beginning spring of 2019)

B. LIEP Exit Procedure

1. A student will be able to exit during the allowable window (between 5/31 and 10/1.) If scores are released earlier, then the student will exit the program.
2. Parent(s) will be notified using the TransACT exit form, “Program Exit Letter B” in their preferred language. A parent signature is required.
3. Our school office manager would code a student as “exited” from LIEP in our student information system.
4. At that time students exited from LIEP would then be monitored for two years to ensure success.

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

A. Monitoring Procedures for students who have exited the program.

1. Utilizing exit criteria defined above, the Lau leadership team will determine exit status for EL students on an annual basis.
2. Assistant Principal Octavia Houtekier-Boyd and LIEP teacher Kathryn Cupples (both certified) will be responsible for the monitoring procedure.
3. Our MTSS team, along with Octavia Houtekier-Boyd and Kathryn Cupples, will review date to determine continued success for 2 years minimum
4. In the event of lack or progress, or academic failure, every effort will be made to determine if there is a language proficiency difficulty interfering with learning.

B. LEIP re-entry procedures in place

* 1. Student will only be re-entered based on proof of non-proficiency in a language domain area as indicated by the ELPA21 Dynamic Screener (or another standardized English proficiency assessment)
  2. This will include parental notification, when appropriate using the annual “English Learner Program Placement” form

**IX. LIEP Evaluation**

1. St. Paul the Apostle’s annual LIEP evaluation process includes the following:

1. Kathryn Cupples will be responsible for facilitating the team-based process for LIEP evaluation. Percentage of ELs reaching proficiency on the Iowa Assessments in Reading and Math will be used.

2. Plans EL instruction in core classes and in English language development using the percentage of ELs on-target or at grade level on FastBridge and i-Ready Reading screeners and i-Ready Math screeners.

3. Evaluation data will be utilized to impact future programming and services for ELs:

1. To determine additional professional development for content area teachers, grade level teachers, para-educators, and interventionists.
2. To determine resource allocation of materials and instructional time, including to adjust the LIEP, to add staff, and to determine schedultin and curriculum to meet the needs of EL students.
3. To determine additional supports, accommodations, and differentiated instruction in Core classes.

4. LEA English Learner Assurance (signed in CASA)

**X. 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. Description of LIEP Models

C. TransACT.com documents

D. ELP Standards Training Options

## Appendix A

The Department of Justice and Office of Civil Rights Joint Guidance document may be downloaded from:

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

## Appendix B

**Description of LIEP Models**

[**www.2.ed.gov/about/offices/list/ocr/EL/glossary.html**](http://www.2.ed.gov/about/offices/list/ocr/ell/glossary.html)

**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 (e.g., English Language Development programs or mainstream classrooms with supplemental ESL instruction).*

**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.*

**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 C- Transact.com Documents

[Home Language Survey - IA](https://app.parentnotices.com/documents/view/2/319231) includes second page for race and ethnicity

[Determination of Student Eligibility for Program Placement](https://app.parentnotices.com/documents/view/2/168974) Notification that student was screened based on Home Language Survey-IA and reports initial placement or students who don’t qualify

[Program Exit Letter](https://app.parentnotices.com/documents/view/2/74)  for students who are eligible to exit services

Notice of Program Placement for initial, annual and re-entry placement notification

[Request for Change in Program](https://app.parentnotices.com/documents/view/2/100) Participation - waive or withdraw ELL/bilingual services

Explanation of Consequences for not Participating in English Learner Program-

1. 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
2. informs parents that the child still participates in the ELPA21 until they meet exit criteria.

## Appendix C

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.