

Language Instruction Educational Program

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Language Instruction Educational Program

LIEP Dates

Date created: 04/22/2022	Date last updated: 04/27/2022
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LEA INFORMATION

LEA Name:	LEA Address:	City/State/Zip Code:	County/District Number:
Woodall Public School	14090 W 835 Rd	Tahlequah, Ok 74464	11 CO21
Superintendent Name (Print):		Superintendent's Signature (Certifies District Plan):	
Ginger Knight			
Telephone:		Email Address:	
918-456-1581		smcglathlin@woodall.k12.ok.us	
EL Director Name (Print):			
Joy Tatum			
Telephone:		Email Address:	
918-456-1581		jtatum@woodall.k12.ok.us	

Introduction

Title I of the Every Student Succeeds Act of 2015 (ESSA) required that all Local Education Agencies (LEAs) receiving Title I and/or Title III funds provide a Language Instruction Educational Program as described in Title III of ESSA. Furthermore, the Individuals with Disabilities Education Act (IDEA), the Civil Rights Act, and the Equal Education Opportunities Act (EEOA) all contain requirements regarding educational programs intended to bring English learners to proficiency. This document is intended to assist LEAs in meeting Federal and State planning requirements and to ensure compliance with the various legal requirements.

This document is divided into four sections: Assurances, Language Instruction, Parent and Family Involvement, Professional Development, and Civil Rights Requirements. Apart from the Assurances, each section is composed of a number of required questions followed by an optional table to assist in identifying areas for improvement and creating a plan of action to address those areas.

Instructions

Assurances: By checking the box at the top of the page the LEA Superintendent certifies that the LEA is in compliance with the various mandated activities.

Sections II-V: In each of the following sections answers should be composed in the text boxes provided. There is no word or character limit. Following the required questions, there is an optional planning table for identifying areas for improvement and creating a plan of action to address any such areas identified.

I. Assurances

(ESSA, Secs. 1112, 3116; Civil Rights Act, Title VI; IDEA, Sec. 614; 20 U.S.C. 33, Sec. 1414)

By checking this box, the Superintendent certifies that:

1. The LEA has adopted and employs processes and procedures for the timely and reliable identification of English learners;
2. The LEA, within 30 days of the beginning of the school year,¹ informs parents of an English learner identified for participation or participating in such a program, of
 - a. the reasons for identification as an English learner,
 - b. the child's level of English proficiency,
 - c. the methods of instruction used in the program in which their child is participating and the methods of instruction used in other available programs,
 - d. how the program will meet the educational strengths and needs of their child,
 - e. how such a program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation,
 - f. the specific exit requirements, including the expected rate of transition into classrooms that are not tailored for English learners, and the expected rate of graduation from high school,
 - g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child,

- h. information pertaining to parental rights that includes written guidance
 - i. detailing the parents' right to have their child immediately removed from such program upon their request;
 - ii. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - iii. assisting parents in selecting among various programs and methods of instruction.
- 3. In making a determination of eligibility for support under IDEA, limited English proficiency is not a determining factor;
- 4. The LEA strictly avoids any unnecessary segregation of English learners in the language assistance program;
- 5. The LEA duly notifies parents of dual-identified EL/SPED students of how the language assistance program intends to meet the objectives of the student's IEP;
- 6. The LEA duly documents parents' decision to opt a child out of a language assistance program;
- 7. The LEA ensures that every EL student in the district participates annually in the state ELP assessment;
- 8. The LEA adheres to state policy regarding the process and criteria for exiting English learners from the language assistance program;
- 9. The LEA monitors the academic progress of former English learners for at least two years after the student exits the language assistance program;
- 10. The LEA is not in violation of any State law, including State constitutional law, regarding the education of English learners;
- 11. The LEA will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start Agencies, and other early childhood education providers.

II. Language Instruction

- 1. Describe the LEA process to ensure meaningful communication with parents of English learners in a language they can understand about the scope and nature of the English language services to be provided to their child and their right to decline enrollment in the program or to remove the child from the program.**

Upon identification of an EL student a parent notification letter is sent to the parents (in their native language if necessary) about placement of their child into the program. The letter will explain all services to be provided to their child for language acquisition. The letter will also explain the parents' rights to allow or not to allow their child to participate in the program. If the staff feel it beneficial, in conjunction with the letter of notification, staff members may make a home visit or ask for a placement meeting with the parents. The school will provide an interpreter if needed.

- 2. Describe the LEA's steps to meet the English language and academic needs of English learners who have opted out of the language educational program.**

EL students who have opted out of the program are still given access to technology devices with language apps to assist them and when possible, paired with a peer of the same language background. These students will also receive differentiated instruction in the regular classroom and intervention services if needed.

3. Indicate the strategy or strategies implemented in the LEA’s Language Instruction Educational Program and provide a description of how the adopted strategies assist English learners in A) achieving English proficiency based on the State’s English language proficiency assessment, and B) meeting the challenging State academic standards.

Please include in your description how the Language Instruction Educational Program aligns with state ELP standards (WIDA).

ESSA, Sec. 1112(e)(C)(3)(A), and 3116(b)(4)(C)

Transitional Bilingual

Students are taught core content and language fluency in their native language for varying periods of the day with the remainder of time focused on English language acquisition.

Dual Language or Two-way Immersion (do not count programs designed to teach native English speakers a second language)

Students are taught both content and language fluency in two languages with the goal of the program being fluency in those two languages.

English as a Second Language (ESL) or English Language Development (ELD)

Students are provided supplemental individual or small-group instruction outside the general education classroom (e.g., “pull-out” or ESL classes) with no native language support in either setting.

Content Classes with integrated ESL support

Students are provided core content instruction with no native language support in mainstream classes utilizing integrated ESL strategies (e.g., teachers trained in EL methods and best practices, use of EL paraprofessionals, etc.).

The district uses the Oklahoma content standards for the corresponding grade levels of EL students in order to determine goals and success criteria for EL students. WIDA Standards are used to correlate language acquisition skill objectives with classroom lessons and instruction. Classroom teachers that are trained in EL methods and best practices, provide differentiated instruction that meet the goals outlined in the students ELAP, monitor the student's growth toward the student's goals and make accommodations as needed in order to move the child toward their goals. The teacher and EL Coordinator collaborate to evaluate EL student's progress.

Newcomer Programs

Students new to U.S. schools are placed in classes that primarily emphasize English language acquisition. Instruction may be in English or can utilize a student's native language.

Other

4. Describe the LEA's criteria, process, and timeline for evaluating the effectiveness of the Language Instruction Educational Program.

Data from EL assessments and OSTP will be collected and interpreted. Data is compared with that of other current EL students as well as previous EL students to ensure student parity across the program. Data will also be used during the yearly Title program meeting to evaluate the LIEP. Stakeholders present in the meeting will include the EL coordinator, Counselor, Principal, Teacher, Reading Specialist, Federal Programs Coordinator, and parents. The team will review the LIEP and make adjustments that are needed to ensure student, as well as, program success.

5. Describe how the LEA monitors the progress of identified English learners towards proficiency.

Collaboration between the EL Coordinator and teachers of EL students provides for observations, samples of student's work, grades, etc. Depending on the EL student's initial skills, at a minimum the goal is for the EL student to demonstrate adequate growth in the instructional program the first year of attendance in the district. Although, monitored throughout the school year, formal assessment is done at the beginning of the school year or when the student enrolls at Woodall for the first time and has no record of being assessed for English Language skills prior to enrollment at Woodall. Students are assessed again in late spring to determine the student's growth and level of language acquisition skills. Data from assessments is compared with that of other current EL students as well as previous EL students to ensure student parity across the program. If a student or students are not moving toward their acquisition goal in a timely manner when compared to group data, then individual factors and group trends are reviewed to determine the reasoning for the disparity. Either individual's plan or the program may then be adjusted to ensure student and program success.

II. Language Instruction

Area(s) in need of improvement	Reading gaps associated with EL students		
Structure(s) (i.e., schools, administrative units, etc.)	The Principal and Reading Specialist will provide PLC and RTI training to develop Instructional Teams who work to develop curriculum and assessments as well as the interventions for EL students at-risk.		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
Reading lab, Renaissance Accelerated Reading Program, digital library, traditional library, reading assistants Students will be assessed using Star reading, DRA, and Literacy First	General	a. Monthly testing	Reading specialist
		b. Star, DRA, Literacy First	Reading assistant Classroom teacher Principal Reading Specialist
Students will be assessed using Star reading, DRA, and Literacy First	General	a. Monthly monitoring	Reading specialist
		b. Star, DRA, Literacy First	Classroom teacher
Supplemental Supports: What supplemental actions steps will be implemented for specific subgroups?			
Students with Disabilities			
Students will be evaluated and select evidence-based reading interventions will be added to their reading instruction. Meetings with parents will be conducted until the student is meeting his or her reading goal. At-home reading strategies will be shared as parents partner with teachers for the student's success. The Reading Specialist will organize and implement the Multiple-Tiered Systems of Support with all classroom teachers participating in the interventions.			
Neglected and Delinquent			
Students will be evaluated and select evidence-based reading interventions will be added to their reading instruction. Meetings with parents will be conducted until the student is meeting his or her reading goal. At-home reading strategies will be shared as parents partner with teachers for the student's success. The Reading Specialist will organize and implement the Multiple-Tiered Systems of Support with all classroom teachers participating in the interventions.			
Early Childhood			

Students will be evaluated and select evidence-based reading interventions will be added to their reading instruction. Meetings with parents will be conducted until the student is meeting his or her reading goal. At-home reading strategies will be shared as parents partner with teachers for the student’s success. The Reading Specialist will organize and implement the Multiple-Tiered Systems of Support with all classroom teachers participating in the interventions.

III. Parent and Family Involvement

1. LEAs are required to consult with teachers, researchers, school administrators, parents and family members, community members, public or private entities, and institutions of higher education, in developing and implementing the Language Instruction Educational Program. Please indicate below the date of such consultation and the names of those participating.

ESSA, Sec. 1112(e)(C)(3)(A), 1112(e)(C)(3)(C)(ii), and 3116(b)(4)(C)

Date of Consultation: April 27,2022

Consultation Team

STAKEHOLDER NAME	TITLE/POSITION
Ginger Knight	Superintendent
Ray Pinney	Principal
Kim Kocsis	School Counselor, Homeless Liaison, El Coordinator
Skye McGlothlin	Federal Programs Coordinator
Makayla Leach	Reading Lab Assistant, Parent
Michelle Barnes McCutchen	Reading Specialist and Special Education Teacher
Susan Simmons	Early Childhood Teacher
Laura Rector	Parent

2. Describe how the LEA will promote parent, family, and community engagement in the education of English learners.

The LEA has many EL resources for families on our website, access to interpreters and translated documents when needed. Literacy Night in the spring each year offers many in person EL resources to families. Monthly newsletter, Facebook utilization, Infinite campus parent portal, Cherokee Nation Language Services are also used to promote family engagement. Parent notification letters will be sent yearly.

III. Parent and Family Involvement

Area(s) in need of improvement	Parent Participation and home internet connectivity		
Structure(s) (i.e., schools, administrative units, etc.)	Devices, hotspots, or onsite computers will be provided		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
Use Facebook and school website, and/or remind app, group me app, and infinite campus parent portal to increase effective communication with Woodall families	General	a. yearly	Superintendent, principal, counselor, classroom teachers, technology directors
		b. Analyze the use of the Facebook and school website to determine the support that is needed	
Survey parents to assess connectivity needs of families to properly disburse needed devices	General	a. as needed	Superintendent, principal, counselor, classroom teachers, technology director
		b. Analyze the use of the Infinite Campus Parent Portal and determine the support that is needed	
Supplemental Supports: What supplemental actions steps will be implemented for specific subgroups?			
Students with Disabilities			
Home internet connectivity and devices to fill the online gap will be acquired to help with student success and family communication			
Neglected and Delinquent			
Home internet connectivity and devices to fill the online gap will be acquired to help with student success and family communication			
Early Childhood			

Home internet connectivity and devices to fill the online gap will be acquired to help with student success and family communication

IV. Professional Development

1. Describe the professional development provided to staff in each of the LEA's adopted strategies of the Language Instruction Educational Program.

The district provides professional development opportunities, both in and out of district, that focus on English Learners and the best practices in which to serve them. Opportunities may be in the form of webinars, workshops, and conferences. Annually, staff will receive the EL professional development required by the OSDE.

2. Describe the process for evaluating the effectiveness of staff professional development.

Formal evaluation will include surveys from the attendees addressing classroom application, both short- and long-term benefits to EL students, sustainability of the practice, program, etc. The professional development committee will take the EL student needs into consideration when deciding on programs. Staff will give input to PD committee on what information and training is needed. EL student data will also be assessed for needs.

3. Describe the material support provided (technology, curricula, etc.) for the effective implementation of the chosen language assistance program.

The district provides tablets, one-to-one devices, computers, headphones, and manipulatives to assist with instruction. Online instructional programs such as IXL and Exact Path, provide additional EL instruction to students when needed. Devices and tablets will include translator and other EL Apps to assist students and families. The district also purchases library books on various reading levels that are based on the various cultures of the EL students to make reading interesting and relevant.

IV. Professional Development

Area(s) in need of improvement	Additional professional development hours that are specific to EL learners		
Structure(s) (i.e., schools, administrative units, etc.)	The district provides professional development opportunities, both in and out of district, that focus on English Learners and the best practices in which to serve them. Opportunities may be in the form of webinars, workshops, and conferences.		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
Required professional development for classroom teachers that have been assigned EL students	General	a. yearly b. Formal evaluation will include surveys from the attendees addressing classroom application, both short- and long-term benefits to EL students, sustainability of the practice, program, etc. The growth rate of students exposed to the practices, programs, etc.	Principal, EL coordinator, teachers, staff
Required WIDA website online webinars for EL coordinator	General	a. yearly b. b. Formal evaluation will include surveys from the attendees addressing classroom application, both short- and long-term benefits to EL students, sustainability of the practice, program, etc. The growth rate of students exposed to the practices, programs, etc.	Principal

Supplemental Supports: What supplemental actions steps will be implemented for specific subgroups?
Students with Disabilities
Ensure that EL professional development includes information and strategies for all subgroups
Neglected and Delinquent
Ensure that EL professional development includes information and strategies for all subgroups
Early Childhood
Ensure that EL professional development includes information and strategies for all subgroups

V. Civil Rights Requirements

1. Describe how the LEA ensures English learners develop English language proficiency and participate in the core content instructional program.

EL students will participate in the core content instructional program in the regular classroom. Pull-out and intervention services will only be used if required by a student ELAP. The district uses the Content-Based Integrated approach and provides the acquisition of English and grade level academics through immersion. All instruction is conducted in English but, when possible, the student's primary language may be used to clarify instruction. English is taught through the core subject areas with a strong English language development component in every lesson. Although structured, instruction is provided in a non-threatening manner and encourages discovery learning, comfortable risk taking, and modified vocabulary based on the student's individual skills. EL students are enrolled in the same specials (music, P.E., etc.) as their peers. During these classes and extracurricular activities, EL students are paired with a student of their culture/language to assist them as necessary or serve as a liaison between teacher/coach and student.

2. Describe how the LEA ensures that English learners have full access to all curricular and extra-curricular activities.

EL students have the same curriculum, credit requirements and expectations as all other students. Therefore, the students move through courses and subjects as their peers. If forms are required for participation, etc. forms are translated into the parent's language, staff members assist who may be native speakers, or older siblings can serve as the liaison between family and school.

3. Describe how the LEA ensures English learners are making the appropriate linguistic gains to allow exit from a language assistance program in a reasonable amount of time.

EL students are provided differentiated instruction and intervention services as needed. EL students are monitored throughout the year and assessed again at the end of the school year. Once the student shows proficiency on the formal assessment, the student exits the program.

4. Describe the procedures the district has in place to identify gifted English learners and describe the services available to those students.

EL gifted students are identified in the same manner as other students. Teachers, parents, or students themselves can ask that a student be assessed for our gifted program. Students may qualify by an IQ score or through multi criteria as described in the district's Gifted and Talented plan. EL students who qualify for the gifted program will have the opportunity to participate in monthly meetings, field trips, and other gifted activities.

5. If applicable, describe any segregation of English learners necessary in the implementation of the language assistance program.

Woodall Public School does not segregate any EL students. Our EL students are immersed in the classroom, where they are surrounded by a print rich environment (labels, charts, books, etc.)

6. If applicable, describe why segregation outlined in the previous question is necessary.

N/A

7. If applicable, describe the LEA process and timeline for segregated English learners to progress to the least restrictive learning environment.

N/A

V. Civil Rights Requirements

Area(s) in need of improvement	Effective identification of EL students from all subgroups		
Structure(s) (i.e., schools, administrative units, etc.)	This allows the school to meet the needs of all EL students regardless of civil rights categorization		
Evidence-based Action Steps: Describe the evidence-based action steps to be taken to achieve the goal.			
Action Steps	Possible Funding Source(s)	a. Timeline for Implementation	Position/Role Responsible
		b. Method for Monitoring	
LEA will give a form with instructions to accurately fill it out to determine eligibility	General	a. yearly	Principal, El Coordinator
		b. Analyze the use of eligibility and determine the support that is needed	
Placing students based on EduSkills program and placing them in correct EL category	General	a. yearly	Principal, El Coordinator
		b. Analyze the use of EduSkills and determine the support that is needed	
Supplemental Supports: What supplemental actions steps will be implemented for specific subgroups?			
Students with Disabilities			
Identifying and providing the same intervention services, classroom accommodations, quality teachers and education to all students enrolled in Woodall Public School.			
Neglected and Delinquent			
Identifying and providing the same intervention services, classroom accommodations, quality teachers and education to all students enrolled in Woodall Public School.			
Early Childhood			
Identifying and providing the same intervention services, classroom accommodations, quality teachers and education to all students enrolled in Woodall Public School.			

