

Language Instruction Educational Program

Table of Contents

LEA Information Table	2
Introduction and Instructions	3
I. Assurances	4
II. Language Instruction	6
III. Parent and Family Involvement	11
IV. Professional Development	14
V. Civil Rights Requirements	17

Language Instruction Educational Program

LIEP Dates

Date created: 08-2018	Date last updated: 10-2025
-----------------------	----------------------------

LEA INFORMATION

LEA Name:	LEA Address:	City/State/Zip Code:	County/District Number:
Cleveland Public Schools	600 N Gilbert Ave	Cleveland/OK/74020	59/1006
Superintendent Name (Print):		Superintendent's Signature (Certifies District Plan):	
Sol Bayouth			
Telephone:		Email Address:	
918-358-2210 ext205		solbayouth@clevelandtigers.com	
EL Director Name (Print):			
Rachel Williams			
Telephone:		Email Address:	
918-358-2210 ext 203		rachelwilliams@clevelandtigers.com	

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,

¹ or within two weeks of identification when a student enrolls after the initial 30 days of the school year.

- 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.**

A notification letter is sent to the parents or guardians of all students enrolled in the English Learner (EL) program. This letter is provided in the parents' native language when necessary and outlines the services the student will receive. It also informs parents of their right to decline services or withdraw their child from the program. When parents visit the school office and are not proficient in English, the school ensures that language assistance is provided to the greatest extent possible. If parents are unable to come to the school, staff make efforts to contact them through home visits or digital communication methods. The district maintains access to personnel trained to provide language assistance. In instances where staff are not available in a particular language, translation tools such as Google Translate may be utilized to facilitate communication.

- 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.**

English Learner (EL) students who have opted out of the EL program continue to receive all instruction in English, with technological supports, such as translation applications, provided as needed. When available, a teacher proficient in the student's native language may provide additional support. All educators with EL students in their classrooms receive EL-specific professional development and instructional strategies, regardless of the student's opt-out status. Furthermore, traditional intervention procedures, including remediation centers and support from the intervention team, are implemented whenever academic gaps are identified, ensuring that all students have access to targeted support regardless of program participation.

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.

English Learner (EL) students who are not making progress toward grade-level state academic standards are provided with targeted support both within the classroom through intervention and in pull-out intervention programs. These interventions are delivered by trained specialist aides or the Reading Specialist to ensure students receive individualized and effective academic support.

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.).

Cleveland Public School District utilizes grade-level Oklahoma content standards to guide the planning of academic goals and success criteria. WIDA Standards are incorporated to develop language objectives that align with unit goals, ensuring lessons focus on content-area knowledge and skills as a pathway for English Learner (EL) students to develop English proficiency. Additionally, all teachers receive annual professional development on EL instructional strategies to enhance student engagement and support, regardless of a student’s opt-out status from the EL program..

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.

English Learner (EL) students who are newcomers receive instruction in English supplemented with technological supports, such as translation applications. Educational materials in the student’s native language are provided when appropriate, and, whenever possible, a staff member proficient in the student’s native language assists with instruction. Teachers are equipped with targeted instructional strategies and resources to support EL learners. Students also have access to pull-out intervention programs led by trained specialist aides or Reading Specialists. Communication with families is conducted in their native language, using translators or technology, including translation applications, to ensure clear and effective engagement.

Other

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

Students in the English Learner (EL) program are expected to achieve both English proficiency and equitable participation in the standard instructional program within their first year of enrollment. The district systematically collects and analyzes performance data, comparing current EL students, former EL students, and non-EL students. If EL students do not achieve proficiency within a reasonable timeframe, programmatic adjustments will be made to better support their learning. Additionally, quarterly benchmarks and ongoing formative assessments are used to monitor progress and inform individualized intervention plans, ensuring targeted support is provided as needed.

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

English Learner (EL) students receive instruction in core academic subjects in English, supported by language applications as needed. Their progress is evaluated through multiple measures, including teacher observations, demonstrations of language proficiency, social interactions, and academic performance in English-instructed subjects. Quarterly benchmarks and ongoing formative assessments are used to monitor progress and guide adjustments to individualized intervention plans. Additionally, year-end Oklahoma State Testing Program (OSTP) results and WIDA assessment data are analyzed to evaluate program effectiveness and the academic growth of EL students.

II. Language Instruction

Area(s) in need of improvement	Effective instruction in our content classes with effective EL strategies		
Structure(s) (i.e., schools, administrative units, etc.)	EL Director Administrators (Instructional Leaders) Effective Trainers Classroom Teachers		
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	
EL director instructs instructional leaders on EL best practices in classroom		a. 8/2024	EL Director/ Instructional Leaders
		b. Monthly classroom walkthroughs	
Instructional Leaders & Classroom Teachers	ARP & Schoolwide	a. Evaluating gaps for PD set October	EL Director/ Instructional Leaders/ PD coordinator
		b. Evaluating gaps for PD set January	
Supplemental Supports: What supplemental actions steps will be implemented for specific subgroups?			
Students with Disabilities			
These evidence-based classroom strategies are also beneficial for students with disabilities. When working with English Learner (EL) students who have an Individualized Education Program (IEP) or 504 Plan, the district collaborates closely with the student’s case manager to ensure that best practices are integrated with their individualized learning plans.			
Neglected and Delinquent			
Early Childhood			
In early childhood classrooms, the district implements Play2Learn strategies and provides direct aide support for bilingual students. Early childhood teachers also receive English Learner (EL)-specific professional development, including training on the “7 Steps to a Language-Rich Classroom,” to enhance instructional practices and support language development.			

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: May 2026

Consultation Team

STAKEHOLDER NAME	TITLE/POSITION
Rachel Williams	EL Director
Rachel Williams	Sped director
Holly Rhoads	Math Instructor Coordinator/admin
Melanie McKinney	Reading Specialist
Kelli Sloan	Administrator
Norma Robertson	ESL Staff Member, Nurse
Erica Camacho	Secretary, ESL Staff Member

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

Given the relatively small population of English Learner (EL) students in Cleveland Schools, the district is able to communicate with parents using a variety of individualized methods. Families are engaged during open houses and parent-teacher conferences, through personal phone calls, and via personalized letters sent home in the family's native language when necessary. Additionally, a limited number of bilingual staff members are available to provide direct support and facilitate communication with EL families.

III. Parent and Family Involvement

Area(s) in need of improvement	Increase involvement of ESL parents and families		
Structure(s) (i.e., schools, administrative units, etc.)	EL Director Building Admin/Counselor Classroom Teacher		
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	
Ensure all letters go out notifying parent of EL Status outlining contact information and procedures		a. October 20, 2025	EL Director Building Office
		b. Program Eval	
Use phone, letter, messages, and interpreter if needed to invite parents on campus for their student's ELAP meeting.		a. May 2, 2026	EL Director
		b. Program Eval	
Supplemental Supports: What supplemental actions steps will be implemented for specific subgroups?			
Students with Disabilities			
The district recognizes that relying solely on mailed letters is insufficient for effective communication with English Learner (EL) families. Therefore, all available methods are utilized to ensure meaningful engagement, including phone calls, text messages, parent-teacher conferences, and the use of interpreters when necessary.			
Neglected and Delinquent			
Early Childhood			
The district recognizes that relying solely on mailed letters is insufficient for effective communication with English Learner (EL) families. Therefore, all available methods are utilized to ensure meaningful engagement, including phone calls, text messages, parent-teacher conferences, and the use of interpreters when necessary.			

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 EL Director participates in ongoing professional development focused on best practices for English Learner (EL) instruction and shares relevant strategies and insights with teaching staff. Observed best practices, including emerging technologies and successful instructional strategies used by peers, are communicated to teachers to enhance classroom instruction. Professional development opportunities, such as workshops, conferences, online courses, webinars, podcasts, and in-person trainings, are utilized as available for both the EL Director and teachers. State Department in-person trainings are attended when feasible. Additionally, the district leverages in-house experts to provide both whole-group and individualized coaching for EL teachers, tailored to the specific needs of teachers and their students.

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

Professional development attended by the EL Director and classroom teachers will be evaluated based on the applicability of research-based strategies and their implementation in the classroom. Following any organized professional development, the EL Director and teachers will discuss practical applications of the strategies. Teachers will monitor the progress of individual students using the district's structured formative and summative assessment systems. Assessment results are then used to inform future professional development opportunities and to determine next instructional steps for students in the EL program.

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

Computer applications designed to support English Learner (EL) students are utilized to enhance English proficiency, particularly in reading and speaking skills. Applications such as Google Translate, Speak English, and Duolingo have been used successfully, while educational games like Words With Friends and Heads Up provide an engaging, game-like environment that motivates students and reinforces learning.

While technology and curriculum resources are valuable tools, the district emphasizes that the effectiveness of instruction ultimately depends on well-trained, skilled educators. Highly effective teachers can significantly impact student learning even with limited resources, whereas curriculum or apps alone are insufficient without proper implementation. Therefore, ongoing staff collaboration, professional development, and targeted training remain central to the success of the EL program.

IV. Professional Development

Area(s) in need of improvement	Increase PD opportunities in August for classroom teachers		
Structure(s) (i.e., schools, administrative units, etc.)	EL Director Building Admin		
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	
Evaluate yearly needs in March/May		a. May 2026	EL Director/Building Admin
		b. Strategic plan committee	
Organize August PD needs in June/July		a. August 2025	EL Director/Building Admin
		Strategic plan committee	
Supplemental Supports: What supplemental actions steps will be implemented for specific subgroups?			
Students with Disabilities			
Cleveland Schools in our PD selection must ensure that differentiation is a fundamental part of any new strategy that is presented to teachers.			
Neglected and Delinquent			
n/a			
Early Childhood			
Cleveland Schools in our PD selection must ensure that early childhood language acquisition strategy is an aspect to our training, as this year we have PreK students who will need to be assessed/screened.			

V. Civil Rights Requirements

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

English Learner (EL) students are instructed through an immersion approach across core content areas, including Math, Reading, Science, and Language Arts. This approach fosters English language acquisition in a supportive, non-threatening environment. Student successes are recognized, and learners are encouraged to take risks in using English without fear of embarrassment or negative consequences. When necessary, the student's native language is used for clarification to ensure understanding and support language development.

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

Classes are monitored and supported by the EL coordinator to ensure EL students are given every access to all activities that all other students have.

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.

Regular monitoring, combined with the use of benchmarking tools, is employed to assess the progress of English acquisition for EL students. Progress may vary depending on individual student learning levels and family support. While the rate of English proficiency development may differ among students, the district is committed to providing personalized support and interventions to ensure each student achieves the most effective path to success.

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

EL students are recommended for the gifted program in the exact same manner as all other students. Teachers or parents may recommend a student and the gifted and talented coordinator will ensure that the EL student is tested or meets the criteria to be placed in the G&T program. These services include after school activities and accelerated/enhanced class instruction opportunities.

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

program.

There is no segregation of EL students.

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	Develop specific strategies and skills in teachers to assist ESL in language acquisition, at this time we are utilizing basic “learning to read strategies.” We will lean more heavily on sheltered instruction practices		
Structure(s) (i.e., schools, administrative units, etc.)	EL Director Building Admin Classroom Teachers		
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	
Evaluate PD needs for sheltered instruction and find appropriate avenues	ARP - 785	a. 1 st quarter 2025	EL Director
		b. EL Director	
Incorporate PD for sheltered instruction in January and August 2024	ARP - 785	a. January and May 2026	EL Director
		b. EL Director	
Supplemental Supports: What supplemental actions steps will be implemented for specific subgroups?			
Students with Disabilities			
It will be imperative that the team working on sheltered instruction goals collaborate with the team working on the PD goal to assist in differentiation.			
Neglected and Delinquent			
n/a			
Early Childhood			
It will be imperative that the team working on the sheltered instruction goal is collaborating with the team working on the PD goal to assist in early childhood students.			