



**Douglas County** School District  
*Learn today. Lead tomorrow.*

*DOUGLAS COUNTY SCHOOL DISTRICT*

# English Language Development Plan

## Identify – Plan – Serve

Personalized Learning

620 Wilcox Street  
Castle Rock, CO 80108

The Douglas County School District is located approximately 30 miles south of the Denver metropolitan area. The district, the third largest in the state, provides a World Class Education to 66,899 students in 90 schools spread out over approximately 900 square miles. English Learners (ELs) comprise 4.7% of the total population in the district. Further description of the district's identification process, programming, and accountability for ELs is included throughout the plan.

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# ***Our Commitment: Accountability and Fidelity***

Douglas County School District's English as a Second Language Department is committed to provide a World Class Education for English Learners resulting in globally competitive community members. Our priority is to support English Learners in gaining proficiency in English in order to communicate effectively, elicit critical thinking, work collaboratively and creatively, value and celebrate diversity, and to graduate with the ability to successfully pursue higher education and/or competitively compete in and contribute to the global workforce.

## **District Personnel**

Douglas County School District's ELD Plan is implemented with fidelity by district personnel. The district acknowledges that the success of the English Learner (EL) population is a district-wide responsibility.

## **District Leadership**

District leadership and administrative personnel continue to guide and support the overall organization based on federal, state, and local school board expectations.

## **School Leadership**

School administration and leadership remove barriers, provide support, and promote the development of all teachers, outlining their responsibilities for the achievement of each English Learner and the implementation of the ELD plan.

## **Teachers and School Staff**

ELD Specialists provide support to classroom and content teachers to implement culturally responsive and linguistically comprehensible instruction throughout the school day. ELD Specialists hold or are in the process of obtaining either a Linguistically Diverse Education (prior to the spring of 2012) or Culturally & Linguistically Diverse Endorsement from the state of Colorado (See Appendix A). The district employs 66 certified/endorsed ELD Specialists, all who have earned their CLD or LDE endorsements, 17 ESL teachers who are in the process of obtaining the Culturally and Linguistically Diverse endorsement, and all ESL teachers or contacts are certified to teach in the state of Colorado. ELD is supported by ELD Specialists through direct linguistic instruction and through the use of the World Class Instruction Design and Assessment (WIDA) Standards Framework. ESL Specialists focus on English Language Development (ELD):

- as the ELD content area,
- in academic content, and
- in social and instructional language.

As it is now the 2016-2017 academic year, DCSD will have CLD endorsed ESL Specialists in every school with an English Learner. All newly hired ELD Specialists must hold or be in the process of obtaining either a Linguistically Diverse Education (prior to the spring of 2012) or Culturally & Linguistically Diverse Endorsement from the state of Colorado (See Appendix A). ESL Contacts (charter school employees, certified teachers who are not CLD or LDE endorsed) will no longer be hired to serve in the schools that do not employ ELD Specialists.

## **Data Analysis**

The data from the English Learner (EL) subgroup is analyzed as part of the Unified Improvement Plan and School Improvement planning processes. The district's Systems Performance office provides Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners and other meaningful disaggregated data for schools to review. District leadership provides support to building leadership in analysis of ACCESS results. Formative and summative data is monitored and evaluated collaboratively by teachers and building leaders.

## **Parent Partnerships**

Parent and family partnerships are established and consistently improved through a Parent Advisory Committee and effective practices of parent/family involvement. Parents support students through opportunities for engagement and participation.



**Professional Development**

Ongoing embedded professional development, professional learning community collaboration, and collaboration with instructional staff and building leadership provide the means of assuring implementation of the ELD Plan. Professional development courses and departmental meetings targeted to address English Language Development and progress in academic content areas occur throughout the year. Courses are instructed by the ELD Coordinator and trained ELD Specialists, and are offered to educators across the district (ESL Teachers and Dual Language Teachers, Classroom/Content Teachers, Administrators, Professional Learning Specialists, etc.). Topics include ELD Basics, effective instruction for English Language Development, using WIDA standards to inform instruction, Planning for ELs, Quality Assessment for ELs, ESL/Special Education considerations, Cultural Responsiveness, SIOP, Gifted ELs, and Collaborative Teaching.

For a glossary of terms, see Appendix A

For specific examples of ELD Programming, see Appendix O: A Day in the Life of English Learners

# DCSD Demographics 2016-2017

Total Student Count: **67,470**  
 Total English Learner (EL), NEP, LEP, FEP Y1&Y2 *n*: **4,115**  
 Total English Learner (EL) %: **6%**

	EL	% EL	All Students	% Non-EL
Free & Reduced Lunch	1652	21%	7871	11.66%
Gifted & Talented	103	2.4%	4174	6.1%
Special Education	442	6.3%	6949	10.2%
Section 504	21	1.3%	1596	2.4%

	EL Designation	% of EL Population (in program)
Non-English Proficient (NEP)	155	3.7%
Limited English Proficient (LEP)	3068	74.5%
Fluent English Proficient (FEP Y1 or Y2)	267	6.4%
FEP Y3+	665	16.1%

## 2015-2016

*As of October 1, 2015*

Total Student Count: **66,899**  
 Total English Learner (NEP, LEP, FEP Y1&2) (EL) *n*: **3,159**  
 Total English Learner (NEP, LEP, FEP Y2&2, FEP Y3+) **3,625**  
 Total English Learner (EL) %: **4.7%**

	EL	% EL	All Students	% Non-EL
Free & Reduced Lunch	1681	20.8%	8063	12%
Gifted & Talented	86	2.2%	3815	5.7%
Special Education	382	5.6%	6814	10.1%
Section 504	21	1.4%	1487	2.2%

	<b>EL Designation</b>	<b>% of EL Population (in program)</b>
Non-English Proficient (NEP)	862	27.2%
Limited English Proficient (LEP)	1820	57.6%
Fluent English Proficient (FEP Y1 or Y2)	477	15.1%
FEP Y3+	466	1.2% (no longer in program)

## **2014-2015**

*As of October 1, 2014*

Total Student Count: **67,099**  
 Total English Learner (EL) *n*: 3,218  
 Total English Learner (EL) %: 4.7%

	<b>EL</b>	<b>% EL</b>	<b>All Students</b>	<b>% Non-EL</b>
Free & Reduced Lunch	1709	53%	5,763	8.5%
Gifted & Talented	17	0.52%	3,541	5.2%
Special Education	325	10%	6,458	9.6%
Section 504	8	0.24%	1131	1.6%

	<b>EL Designation</b>	<b>% of EL Population</b>
Non-English Proficient (NEP)	852	26.4%
Limited English Proficient (LEP)	2114	65.6%
Fluent English Proficient (FEP Y1 or Y2)	252	7.8%

## **2013 - 2014**

*As of October 1, 2013*

Total Student Count: **65,151**  
 Total English Learner (EL) *n*: 3,381  
 Total English Learner (EL) %: 5.18%

	<b>EL</b>	<b>% EL</b>	<b>All Students</b>	<b>% Non-EL</b>
Free & Reduced Lunch	1403	5.2%	6,659	10.55%
Gifted & Talented	54	1.6%	3,283	5.20%
Special Education	153	2.5%	6,024	9.50%

	<b>EL Designation</b>	<b>% of EL Population</b>
Non-English Proficient (NEP)	651	19.2 %
Limited English Proficient (LEP)	2,362	68.8%
Fluent English Proficient (FEP Y1 or Y2)	368	10.8%

***Top Languages Other than English  
Represented in Douglas County School District***

***2015-2016***

<b><i>Language</i></b>	<b><i># of Students</i></b>
Spanish	1940
Chinese (Mandarin and Yue)	159
Russian	119
Hindi	92
Vietnamese	91
Telugu	81
Korean	76
Tamil	53
Arabic	40
German	36

***2014-2015***

<b><i>Language</i></b>	<b><i># of Students</i></b>
Spanish	2,208
Chinese	174
Russian	152
Vietnamese	133
Korean	113
Hindi	77

***2013-2014***

<b><i>Language</i></b>	<b><i># of Students</i></b>
Spanish	2,208
Chinese	161
Arabic	153
Vietnamese	135
Russian	129
Korean	118

## ***Annual Measurable Achievement Objectives (AMAO)***

“As a result of the reauthorization of the Elementary and Secondary Education Act (ESEA) on December 10, 2015 as the Every Student Succeeds Act (ESSA), States are no longer required to make new AMAO accountability determinations for the 2014-2015, 2015-2016, and 2016-2017 school years. While the AMAOs will not be calculated, districts and consortia currently implementing a Title III Improvement plan (based on 2013-2014 AMAO determinations) must continue to implement improvement activities through the 2016-2017 school year.”  
Colorado Department of Education, 2015

## ***Every Student Succeeds Act (ESSA)***

“In December of 2015, President Obama signed into law the reauthorization of the Elementary and Secondary Education Act (ESEA). The title of the reauthorized legislation, which replaces the No Child Left Behind Act, is the **Every Student Succeeds Act (ESSA)**. The passage of ESSA provides a much anticipated opportunity to improve outcomes for all students.”

Rulemaking for ESSA is currently in progress. Please refer to the following resources for more information:

- [USDE Dear Colleague Letter, January 28, 2016](#)

[Related to the Education of English Learners](#)

# ***Legal Requirements***

***The Douglas County School District complies with State and Federal Laws and guidelines regarding English Learners as governed by the Office for Civil Rights and the Colorado Department of Education.***

## ***Title III***

Title III of the Elementary and Secondary Education Act (ESEA) provides funding to support English Learners (ELs) in attaining English language proficiency and content knowledge.

Title III requires that all ELs receive quality instruction for learning both English and grade-level academic content. ESEA allows local flexibility for choosing programs of instruction, while demanding greater accountability for ELs' English language and academic progress. Under Title III, states are required to develop standards for English language proficiency and to link those standards to the state's academic content standards. Schools must ensure ELs are part of their state's accountability system and that ELs' academic progress is monitored over time.

### **ESEA requirements concerning ELs:**

#### **Testing**

All ELs' English language proficiency is assessed annually using Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)

- All ELs take state academic achievement tests in language arts and math, ELs who have been in the United States for less than one-year are not required to take the Language Arts test for that first year.
- ELs who have been enrolled in United States schools for at least three consecutive years and who participate in a program funded under Title III are to be tested in English for reading and Language Arts.

#### **Parent Notification**

- The Douglas County School District (DCSD) provides written parent notification regarding their child's need for placement in a specialized language instruction program.
- DCSD also implements parental outreach to encourage parents to become informed and active participants in their child's language instruction educational program.

#### **Accountability**

"As a result of the reauthorization of the Elementary and Secondary Education Act (ESEA) on December 10, 2015 as the Every Student Succeeds Act (ESSA), States are no longer required to make new AMAO accountability determinations for the 2014-2015 or 2015-2016 school years. While the 2014-2015 and 2015-2016 AMAOs will not be calculated, districts and consortia currently implementing a Title III Improvement plan (based on 2013-2014 AMAO determinations) must continue to implement improvement activities through the 2016-2017 school year." Colorado Department of Education, 2015

#### **Language Instruction Educational Program (LIEP)**

The Douglas County School District:

- Utilizes evidence-based instructional practices for teaching ELs through the *English as a Second Language* programming model.

- Requires ELD Specialists to hold or demonstrate intent to obtain either a Linguistically Diverse Education (prior to the Spring of 2012) or Culturally & Linguistically Diverse Endorsement from the state of Colorado.
- Ensures programming will promote speaking, listening, reading, writing and the comprehension of English language as well as enable ELs to meet state academic content standards.
- Consults with teachers, researchers, school administrators and parents, and, if appropriate, with education related community groups and nonprofit organizations and institutions of higher education in developing the English Language Learner plan (ELLP).
- Is in compliance with State and Federal laws pertaining to English Learners, including state constitutional law, regarding the education of limited English proficient students, consistent with Section 3116(d)(5)

## **English Language Proficiency Act (ELPA)**

*(Senate Bill 462-1981; Article 24 of Title 22, Colorado Revised Statutes as amended)*

### **Legislative Declaration**

The general assembly hereby finds, determines, and declares that there are substantial numbers of students in this state whose educational potential is severely restricted because a language other than English is their primary means of communication. The general assembly recognizes the need to provide for transitional programs to improve the English language skills of students. It is the purpose of this article to provide for the establishment of an English language proficiency program in the public schools and to provide for the distribution of moneys to the several school districts to help defray the costs of such program.

(Section 22-24-105. Specifies district-powers and duties as follows)

It is the duty of the district to:

- Identify, through the observations and recommendations of parents, teachers, or other persons the students whose dominant language may not be English;
- Assess such students, using instruments and techniques approved by the department, to determine if their dominant language is not English;
- Certify to the department those students in the district whose dominant language is not English;
- Administer and provide programs for students whose dominant language is not English.

A student whose dominant language is not English is defined as a public school student whose academic achievement is impaired due to his/her inability to comprehend or speak English adequately. English language proficiency is determined by his/her local school district through use of instruments and tests approved by the department. Such a student would have one or more of the following attributes and would be considered:

- A student who speaks a language other than English and does not comprehend or speak English
- or
- A student who comprehends or speaks some English, but whose predominant comprehension or speech is in a language other than English
- or
- A student who comprehends or speaks English and one or more other languages and whose dominant language is difficult to determine, if the student's English language development and comprehension is:
  1. at or below district mean or below the mean or equivalent on a nationally standardized test, or
  2. below the acceptable proficiency level English language proficiency test approved by the department.



## **Federal Legislation Regarding District's Obligation To Serve Limited English Proficient (LEP) Students**

The current Office for Civil Rights (OCR) Policy on the District's Obligation toward LEP students is based on the following federal laws and court decisions:

1964	Title VI of the Civil Rights Act
1968	Bilingual Education Act
1970	May 25 <sup>th</sup> Memorandum
1974	Lau v. Nichols U.S. Supreme Court decision
1974	Equal Education Opportunities Act
1978	Education Amendments
1981	Casteneda v. Pickard 5 <sup>th</sup> Circuit Decision
1985	OCR: Title VI Language Minority Compliance Procedures
1991	OCR Policy Update
2015	Dear Colleague Letter, January 2015

### **1964 Title VI of the Civil Rights Act**

Prohibits discrimination based on race, color, or national origin. Districts must provide equal educational access and opportunity to language minority students. The access must be meaningful. This is provided for alternative language programs. Schools may not restrict an individual's enjoyment of an advantage or privilege enjoyed by others. Schools may not provide services, financial aid, or other benefits that are different or provide them in a different manner.

### **1968 Bilingual Education Act**

The Bilingual Education Act was the first federal recognition that limited English speaking ability students to special educational needs. In the interest of equal educational opportunity, bilingual programs should be federally funded.

### **1970 May 25<sup>th</sup> Memorandum**

Clarification of Civil Rights Act of Title VI of 1964. On May 25, 1970, the Department of Health, Education, and Welfare issued a memorandum regarding the education of limited English speaking ability children. The memorandum informed school districts that they must take affirmative steps to rectify English language deficiencies of children which go beyond providing the same books and teachers to all pupils. The same education is not equal education. They must not place students in classes for the mentally retarded solely because they do not know English, deny them access to college preparatory courses, nor place them in dead-end tracking systems. Finally, school districts have the responsibility to adequately notify parents in languages other than English concerning school activities (which are called to the attention of other parents) so they understand and have equal access and opportunities for participation. Schools must help students overcome language barriers and provide opportunities for them to participate meaningfully. The question of need for an alternative program is resolved by determining whether language minority students are able to participate effectively in the regular instructional program. When they are not, the school district must provide an alternative language program. Districts must ascertain that the program is designed to ensure the effective participation of language minority students. Steps should be taken to ensure that sound and appropriate programs are in place. It is expected that a sound program will include the maintenance of reasonably accurate and complete data regarding its implementation and the progress of students who move through it. Students cannot be excluded from effective participation in school because of the inability to speak and understand the language of instruction.

### **1974 Lau v. Nichols U.S. Supreme Court Decision**

In 1974, the U.S. Supreme Court in the Lau v. Nichols case ruled on a class action suit brought against the San Francisco School District by parents alleging that 1,800 Chinese students were being denied an equal education because of their limited English skills. Justice William O. Douglas wrote that because the students knew little or no English, they were foreclosed from any meaningful education. The Supreme Court decided that it was not enough for school districts to provide the same teachers and books for language minority

students but they had to provide special assistance in English so limited English proficient (LEP) students could take a meaningful part in the educational system. The court mandated a Lau plan for school districts with 20 or more identified language minority students. Schools must take affirmative steps to overcome educational barriers that impede equal participation in instructional program.

### **1978 Education Amendments**

The 1978 Education Amendments expanded the eligibility for bilingual programs from those who were students of limited English speaking ability to those who were of limited English proficiency. This term refers to students with sufficient difficulty speaking, understanding, reading, or writing the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English (Public Law 95-561).

### **1981 Casteneda v. Pickard 5<sup>th</sup> Circuit Decision**

This decision in Raymondville, Texas, stated that schools must have a program for LEP students and it should be based on a legitimate foundation. The program must be implemented and not just on paper. The program must be evaluated to see if it is working and adapted accordingly.

### **1991 Office for Civil Rights (OCR) Policy: Three-pronged Castaneda approach**

#### **Soundness of Educational Approach**

It is the prerogative of each district to select a specific educational approach to meet the needs of its particular English language learner (ELL) population. A district may use any educational approach that is recognized as sound by some experts in the field, or an approach that is recognized as a legitimate educational strategy.

Regardless of the educational approach selected by the district, in assessing compliance with Title VI a twofold inquiry applies: (1) whether the approach provides for English language development; and (2) whether the approach provides for meaningful participation of English language learners (ELLs) in the district's educational program. The Office for Civil Rights (OCR) encourages districts to develop their own specific program goals. Whether or not such goals are formally developed, OCR requires the program to meet the twofold requirements of Title VI.

#### **Proper Implementation: staffing requirements, exit criteria, and access to programs such as Gifted and Talented and Special Education**

Once a district has selected an educational approach, it needs to provide the necessary resources to implement the program. The variations in programs implemented by districts may be as diverse as the populations served by those districts.

#### **Program Evaluation**

Once a district has selected an educational approach, it will provide the necessary resources to implement the program. The variations in programs implemented by districts may be as diverse as the populations served by those districts. Programming to meet the needs of ELs in the Douglas County School District is facilitated through a variety of means, with the intensity of services guided by the Response to Intervention (RtI) framework. Most services are coordinated and/or delivered by either an ESL or an RtI/Instructional specialist; all ELs have an English Language Learner Plan in place to monitor growth and document instructional practices.

- Is the program working?
- Are ELs gaining the proficiency in English that will enable them to participate meaningfully in the district's education program?

# ***Identify***

## ***Identifying English Learners***

**Accurate and timely identification of English Learners is critical. DCSD is committed to accurately and efficiently identifying English Learners as per the processes and guidelines set forth by the Colorado Department of Education and the Office for Civil Rights.**

### **Initial Identification**

Initially, based on the responses given on the Home Language Survey section of the district's enrollment forms, every student who speaks, understands, reads, and/or writes a language other than English (unless learned academically) is evaluated for English proficiency in each of the four linguistic domains as appropriate to the student's grade level: speaking, listening, reading, and writing. The WIDA ACCESS Placement Test is administered within two weeks (or within 30 days of enrollment at the beginning of the school year) of enrollment per Colorado Department of Education guidelines.

The Home Language Survey is one tool used by the district to identify potential ELs. Regardless of information reflected on the Home Language Survey, evaluation of a potential EL may be requested by the student's parent, guardian, or teacher if a language other than English is observed as an influence in a student's life and/or his or her academic performance. See Appendix B for current enrollment forms.

### Interpretation of the Home Language Survey section of the district's enrollment forms.

In order to attend school in Douglas County School District, all families are required to complete the district enrollment form for each enrolling student. The district enrollment form includes the embedded Home Language Survey.

Translated versions of the enrollment forms are available in Spanish and in any other language upon request. Families in need of translation, interpretation, or literacy support when completing the enrollment paperwork are provided such support using either the appropriate district personnel or contracted agency. Requests for translation, interpretation, or literacy support are requested through the District ESL Office.

Responses on the Home Language Survey portion of the district's enrollment form are screened by a trained school registrar. If a language other than English is recorded on any part of the Home Language Survey, the registrar has been trained and directed to give any and all such enrollment forms to the ESL Specialist or ESL Contact in the school building for further review and assessment. All registrars receive annual face to face HLS screening training at the beginning of the school year, or upon hire. All forms are available for download on the district English as a Second Language Website, school websites, and as hard copies from school registrars. See Appendix I for Registrar Training slides.

### **Later Identification**

If a student enrolled in DCSD has not been identified as an EL and is not receiving English Language Development (ELD) support, but demonstrates a need for such support due to suspected limited proficiency in one or more of the four linguistic domains due to a language of influence other than English, he or she may be assessed to determine whether identification as an English Learner is appropriate and ELD programming would be beneficial. The request for an English language proficiency evaluation may be made by a parent, general educator, or other school staff member who knows and works with the student. After a request has been submitted to the ELD specialist, the student is evaluated with an assessment designed to measure English language proficiency.

The district notifies parents, educators, and school staff that they can request evaluation. This notification is communicated through a variety of means:

- DCSD website (public)

- District ESL Google site (district staff)
- THINK (weekly system communication venue for district staff)
- Principal Notes (weekly communication to building leaders)
- ELD Department Professional Development and Departmental Meetings

## Identification Process

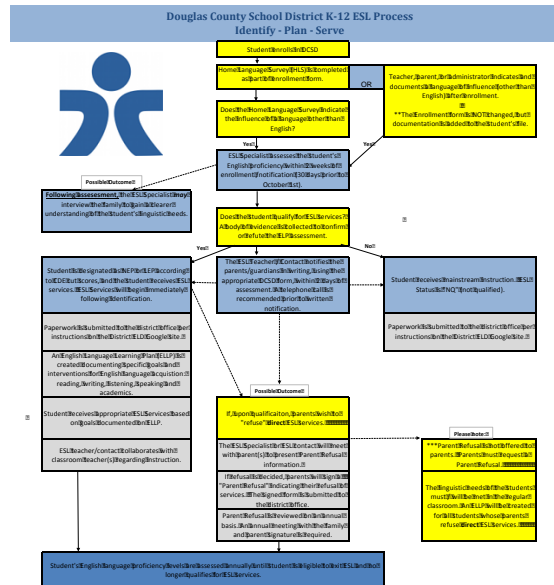
According to the Colorado Department of Education, a student will be identified as PHLOTE when:

- at least one response on the HLS indicates a language other than English, or
- the student is identified by a teacher as speaking or understanding a language other than English, or
- the student is identified by a teacher as living in a home where a language other than English is used.

When identifying PHLOTE students:

- The student's fluency in English or other language is irrelevant;
- The Language preferred or spoken more often by each student is irrelevant; and
- A student is PHLOTE who speaks or understands a language other than English (unless learned academically) or lives in a home where a language other than English is used, EVEN IF the student first learned to speak English.

Following the initial Home Language Survey screening conducted by a trained school registrar, a trained and CLD endorsed ESL Specialist or ESL Contact will identify PHLOTE students. Training for the "Identification of Potential English Learners" is provided by the ELD Coordinator on an annual basis for all school registrars, newly hired ESL Specialists, and returning ESL Specialists and ESL Contacts. See Appendix I for specific *Identification of Potential English Learners* training resources.



Appendix C: DCSD ESL Flow Chart

**Common English Language Proficiency Assessment:  
WIDA ACCESS Placement Test (W-APT): Training and Administration**

State and Federal law requires districts to use a common English Language Proficiency assessment to identify English Learners. The common English Language Proficiency assessment measures English proficiency in the oral, reading, comprehension, and writing domains, as appropriate to the student’s grade level, and is valid and reliable for assessing English Language Proficiency. *“Identification of Potential English Learners”* training, including the administration and interpretation of the W-APT, is provided by the ELD Coordinator on an annual basis for newly hired ESL Specialists as well as returning ESL Specialists and ESL Contacts. See Appendix I for specific Identification of Potential English Learners training resources.

In 2011, Colorado joined the World Class Instruction, Design, and Assessment (WIDA) Consortia. WIDA’s common English Language Proficiency identification assessment is the WIDA ACCESS Placement Test (W-APT). All W-APT test administrators complete required training prior to test administration. Using WIDA instructional materials the district conducts a 3.5 hour face to face training including: an overview of each assessment domain (Reading, Writing, Listening, and Speaking), detailed assessment flow and practice, inter-rater reliability practice for the Speaking module, interpretation of results, and W-APT processing procedures to ensure valid and reliable assessment and identification results. A W-APT certified ESL Specialist or ESL Contact administers the W-APT to all students identified as PHLOTE within 2 weeks of enrollment (30 days at the beginning of the school year). Upon completion of the assessment, the trained test administrator interprets individual student results and considers the body of evidence to determine the student’s eligibility for ESL and English Proficiency according to the guidance provided by CDE.

Students with limited English proficiency according to performance on the WIDA-ACCESS Placement Test along with a body of evidence are identified as English Learners. Upon identification, students' ELD Program Eligibility and English Proficiency are determined in order to plan appropriately for individual students. CDE guidelines for ELD eligibility and English proficiency level (NEP and LEP cut scores) were determined during the 2014-2015 academic year, and are in place until further notice per the following CDE communication.

**Using W-APT™ Scores to Determine Program Eligibility for English Learners**

After attending the 2012 annual World-Class Instructional Design and Assessment (WIDA) board meeting, having conversations with staff from the Center for Applied Linguistics and WIDA consortia state departments of education, and working collaboratively within the Colorado Department of Education (CDE) and with Colorado school districts including the Colorado English learner field, the following guidelines and cut scores have been determined for identification of a student as an English Learner (EL).

<b>Scores/Levels for Identification of English Learners (EL) using W-APT™</b>	
<b>Kindergarten: First Semester Speaking and Listening</b>	<b>Kindergarten: Second Semester Speaking, Listening, Reading, and Writing</b>
<p><b>Administer only Oral domains (Speaking and Listening) of the Kindergarten W-APT</b></p> <p>Is the:</p> <ul style="list-style-type: none"> <li>• Oral (Speaking/Listening) raw score 29 or higher?</li> </ul> <ul style="list-style-type: none"> <li>➤ <b>YES:</b> Student meets requirement for proficiency and may not be eligible for EL programming.</li> <li>➤ <b>NO:</b> If the student does not meet the minimum raw score for proficiency on the Oral portion of the test the student is eligible for EL programming.</li> </ul>	<p><b>Administer all four domains (Speaking, Listening, Reading, and Writing) of the Kindergarten W-APT</b></p> <p>Is the:</p> <ul style="list-style-type: none"> <li>• Oral (Speaking/Listening) raw score 29 or higher, and</li> <li>• Reading raw score 14 or higher, and</li> <li>• Writing raw score 17 or higher?</li> </ul> <ul style="list-style-type: none"> <li>➤ <b>YES:</b> Student meets requirements for proficiency and may not be eligible for EL programming. The student must meet the minimum raw score on all three portions of the test.</li> <li>➤ <b>NO:</b> If the student does not meet the minimum raw score for proficiency on all portions of the test, (1. Oral, 2. Reading, and 3. Writing) the student is eligible for EL programming.</li> </ul>

Grade 1: First Semester Speaking, Listening, Reading, and Writing	Grade 1: Second Semester Grades 2-12: First and Second Semester* Speaking, Listening, Reading, and Writing
<p><b>Administer all four domains (Speaking, Listening, Reading, and Writing) of the Kindergarten W-APT</b></p> <p>Is the:</p> <ul style="list-style-type: none"> <li>• Oral (Speaking/Listening) raw score 29 or higher, and</li> <li>• Reading raw score 14 or higher, and</li> <li>• Writing raw score 17 or higher?</li> </ul> <ul style="list-style-type: none"> <li>➤ <b>YES:</b> Student meets requirements for proficiency and may not be eligible for EL programming. The student must meet the minimum raw score on all three portions of the test.</li> <li>➤ <b>NO:</b> If the student does not meet the minimum raw score for proficiency on all portions of the test, (1. Oral, 2. Reading, and 3. Writing) the student is eligible for EL programming.</li> </ul>	<p><b>Administer all four domains of the appropriate grade level W-APT</b></p> <p><i>*Students entering Grades 3, 6, and 9 during the first semester take the W-APT for the grade they have just completed (e.g. a first semester 3<sup>rd</sup> grader will take the 1-2 grade test, a first semester 6<sup>th</sup> grader will take the 3-5 grade test, and a first semester 9<sup>th</sup> grader will take the 6-8 grade test). Students entering during second semester take the W-APT for their current grade level.</i></p> <p>Is the:</p> <ul style="list-style-type: none"> <li>• Grade level adjusted composite score: 5.0 or higher and</li> <li>• Score in each domain 5 or higher?</li> </ul> <ul style="list-style-type: none"> <li>➤ <b>YES:</b> Student meets requirements for proficiency and may not be eligible for EL programming.</li> <li>➤ <b>NO:</b> Student does not meet minimum proficiency requirements and is eligible for EL programming.</li> </ul>

**Non-English Proficient (NEP) and Limited English Proficient (LEP) Cut Scores for the W-APT™**  
Guidelines effective June 1, 2014

After working collaboratively within the Colorado Department of Education (CDE), with Colorado school districts and the Colorado English learner field, CDE has identified the following cut scores and guidelines for classifying English learners (ELs) as Non-English Proficient (NEP) and Limited English Proficient (LEP) students. Colorado school districts should use a district body of evidence including the W-APT results when determining language proficiency classification.

<b>Non-English Proficient (NEP) and Limited English Proficient (LEP) Classification Scores using W-APT™</b>	
<b>Kindergarten: First Semester Speaking and Listening</b>	<b>Kindergarten: Second Semester Speaking, Listening, Reading, and Writing</b>
<p><b>Scores from administration of only oral domains (listening and speaking) of Kindergarten W-APT</b></p> <ul style="list-style-type: none"> <li>➤ NEP: 0 – 21 (total raw score of the 2 domains)</li> <li>➤ LEP: 22 – 28 (total raw score of the 2 domains)</li> <li>➤ May not be EL: 29 + (total raw score of the 2 domains)</li> </ul> <p>Always use a body of evidence (including other state assessments and district tests) when determining initial language proficiency classification.</p>	<p><b>Scores from administration of all four domains of the Kindergarten W-APT</b></p> <ul style="list-style-type: none"> <li>➤ NEP: 0 – 28 (total raw score of the 4 domains)</li> <li>➤ LEP: 29 – 59 (total raw score of the 4 domains) OR Not meeting minimum required score in any domains Oral (Speaking/Listening) &lt; 29 Reading &lt; 14 Writing &lt; 17</li> <li>➤ May not be EL: Oral – 29 or higher, and Reading – 14 or higher, and Writing – 17 or higher</li> </ul> <p>Always use a body of evidence (including other state assessments and district tests) when determining initial language proficiency classification.</p>

Grade 1: First Semester Speaking, Listening, Reading, and Writing	Grade 1: Second Semester Grades 2-12: First and Second Semester* Speaking, Listening, Reading, and Writing
<p><b>Scores from administration of all four domains of the Kindergarten W-APT</b></p> <ul style="list-style-type: none"> <li>➤ NEP: 0 – 28 (total raw score of the 4 domains)</li> <li>➤ LEP: 29 – 59 (total raw score of the 4 domains)</li> </ul> <p style="text-align: center;">OR</p> <p>Not meeting minimum required score in any domains            Oral (Speaking/Listening) &lt; 29            Reading &lt; 14            Writing &lt; 17</p> <ul style="list-style-type: none"> <li>➤ May not be EL: Oral – 29 or higher, and                Reading – 14 or higher, and                Writing – 17 or higher</li> </ul> <p><small>Always use a body of evidence (including other state assessments and district tests) when determining initial language proficiency classification.</small></p>	<p><b>Scores from administration of all four domains of the appropriate grade level W-APT</b></p> <p><i>*Students entering Grades 3, 6, and 9 during the first semester take the W-APT for the grade they have just completed (e.g. a first semester 3<sup>rd</sup> grader will take the 1-2 grade test, a first semester 6<sup>th</sup> grader will take the 3-5 grade test, and a first semester 9<sup>th</sup> grader will take the 6-8 grade test). Students entering during second semester take the W-APT for their current grade level.</i></p> <p><b>Grade Level Adjusted Composite Score</b></p> <ul style="list-style-type: none"> <li>➤ NEP: &lt; 3</li> <li>➤ LEP: 3.1 to &lt; 4.9</li> <li>➤ May not be EL: 5 or higher, and                score of 5 in each domain</li> </ul> <p><small>Always use a body of evidence (including other state assessments and district tests) when determining initial language proficiency classification.</small></p>

Following the administration and interpretation of the W-APT:

- The ELD Specialist submits the student assessment packet to the District ELD Office immediately following the assessment of each student.
- Student data (W-APT scores and enrollment information) are entered into the district database by appointed staff members including: the Director of Educational Programming and Services, the ESL Coordinator, and the Assistant to Director of Educational Programming and Services. Data is entered upon receipt of the student assessment packet.
- An English Learner Plan is written by the ELD Specialist or ESL Contact and is implemented to ensure appropriate English Language Development support for each English Learner (see Appendix G).

**Parent/Guardian Notification**

Following identification of an English Learner:

- Parents/Guardians are notified:
  - o Immediately following assessment (not to exceed 3 days), the ELD Specialist or school Administrator notifies parents/guardians of assessment and results (via family meeting or telephone communication)
  - o Immediately following initial contact with parents/guardians, written notification is sent to the parents/guardians via US Mail or sent home with a student using the District Parent Notification letter. (See Appendix D)
  - o Translated notification letters are available in Spanish, and in any language upon request.
  - o Interpretation of Notification forms is available upon request of the parent or the teacher. Interpretation is provided by school personnel if available, or through the contracted agency
  - o ELD Specialist or Administrator retains a copy of the Parent/Guardian Notification Letter in the student’s ESL and CUM File
  - o Interpreters are provided as needed for all languages.

**Parent Refusal of ELD Services**

Parents/Guardians have the right to:

- refuse ELD services, and this right is communicated at the time of parent/guardian notification. See Appendix E for the Parent Refusal form
- reverse their refusal. See Appendix F for the Parent Refusal to Active form

## ***Redesignation of English Language Learners***

The Colorado Department of Education has established objective exit criteria to ensure that English Learners (ELs) are meeting the same high standards as their non-EL peers before being reclassified or exited from their English Language Development (ELD) program. A collaborative decision making process including the ELD Specialist, Classroom Teacher, Administrator, Parent/Guardian, and other specialists, is used to determine whether a student has met these criteria and is ready to be redesignated to monitor status for two academic years. ELD Specialists and the Classroom / Content Teachers are responsible for monitoring students for 2 years according to the district Y1/Y2 Monitor process (see Appendix L).

### **Process:**

Progress monitoring reveals that an EL consistently demonstrates English language proficiency in each of the four domains: speaking, listening, reading, and writing; and academic proficiency in Language Arts, Science, Social Studies, and Mathematics.

In collaboration with content area teachers, parents/guardians, and the student, the ELD specialist:

- Compiles data from several sources such as the W-APT, ACCESS, TCAP / PARCC, progress monitoring, and documented observations to create a body of evidence to determine whether reclassification from limited English proficient (LEP) to fluent English proficient (FEP) is appropriate.
- Documents the information contained within the body of evidence on the district database.
- Provides parents or guardians with an exit form indicating that their child is FEP and will no longer receive direct ELD support. Parent, administrator, and classroom teacher signatures are included. (Appendix H)
- Documents student progress a minimum of two times per semester.
- Monitors the student's progress for a period of two years to determine his or her success in the general education program.
- Redesignates a student as an LEP using a body of evidence. (Appendix H)
- Exits the student from the program after he or she has demonstrated academic and linguistic success during two consecutive years of monitoring.

Schools are obligated to provide any assistance necessary to remedy academic deficits that may have occurred in other subjects while the student was focusing on learning English.

### **Redesignation and Exit for English Learners with Exceptionalities**

The decision to redesignate a student who receives Special Education and ELD support is made by members of the Individual Education Program (IEP) team (special & general educators, the ELA specialist, parents and the student) as well as other individuals who are familiar with the EL and his/her performance. If a student's disability interferes with his/her ability to meet ELD reclassification/exit criteria, the team will convene and document student data in a body of evidence in order to develop appropriate programming supports based on the needs of the individual student. This evidence may include: the student's IEP, Response to Intervention (RTI) documentation and Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) results.

See Appendix H for the specific process and criteria.



# *Plan*

## ***DCSD English Language Learner Plan (ELLP)***

**Once a student is identified as an English Learner, a plan for programming, instruction, and assessment is created by the ELD Specialist, the Content Teacher, the Parent/Guardian, and the Student.**

Douglas County School District's ELD Department is committed to plan appropriately and effectively for English Learners. The ELLP includes opportunities for all relevant stakeholders to participate in creating a programming plan for ELs. The ELLP articulates the implementation of instruction and assessment in both English Language Development (ELD) and content mastery. The ELLP is critical in the documentation of assessment accommodations for all assessments included in the district's balanced assessment system.

The ELLP is a living document. Specific, targeted goals are created according to a student's individual ELD and learning needs. Once a student has reached his or her goal, a new goal is created, and progress is continually monitored and documented.

Intensive initial and ongoing training is provided by the ELD Coordinator and the ELD Leads regarding writing and maintaining the ELLP.

The ELLP is a tool intended to promote and foster:

- Collaboration between families, ELD Specialists, Content Teachers, students, and administrators.
- Documentation of student growth throughout a single school year as well as long-term growth over multiple years.
- A means to provide evidence for all "authors" for use in the CITE evaluation of teachers.
- Transferability and portability. The ELLP is housed in Infinite Campus to ensure each student's ELLP follows them throughout their educational career in DCSD.

See Appendix G for snapshots DCSD's ELLP forms.

# Serve

## **Programming for English Learners**

### **Language Instructional Education Program, Assessment, and Curriculum**

#### **ELD Models and Programming Decisions Guidance to Schools**

##### **Service for English Learners**

English Learners (ELs) in DCSD are served at the Universal, Targeted, and Intensive levels according to individual and group needs. Needs are determined following the analysis of linguistic, cultural, social, and academic data, and specific goals are created and documented on the ELLP for each student based on the results of this analysis. DCSD (aligned with CDE guidance) does not prescribe a minimum or maximum number of minutes of support for students; rather, ELD Specialists use the data analysis process to determine appropriate ELD services for each student. Under no circumstances will any NEP or LEP be placed on “consult”; all NEPs and LEPs are served directly and consistently.

##### **Role of and Requirements for the ELD Specialist**

All ELD Specialists are required to *identify* ELs, *plan* for ELs, and directly *serve* ELs and their families. The ELD Specialist (ESL Teacher, Dual Language Teacher) is a direct service provider for all ELs on his/her caseload. The ELD Specialist provides direct ELD instruction that includes specific instruction of English and core content embedded language support for each NEP and LEP. The ELD Specialist also monitors all Year 1 and Year 2 ELs to ensure their success in the regular classroom with little or no linguistic support. In addition to direct support of ELs, the ELD Specialist provides coaching and support for school staff who also serve ELs. This includes providing resources to support faculty, facilitating collaborative conversations, and modeling best practices for ELs in the classroom. The ELD Specialist is required to hold a current certified license, and hold, or be in the process of obtaining, a Culturally and Linguistically Diverse (CLD) or Linguistically Diverse Education (LDE) Endorsement. If the ELD Specialist is in the process of obtaining the CLD endorsement, it must be earned prior to the start of his/her 3rd year as an ELD Specialist.

##### **Implementing Balanced ELD Programming in DCSD**

ELD Specialists in DCSD serve ELs using a balanced programming model. Balanced programming is designed to meet the specific needs of every NEP and LEP. ELD programming in DCSD must include linguistic support at the Universal, Targeted, and Intensive level. ELs must receive ELD specific instruction ***in addition to*** English language development in the content areas as appropriate.

The most prevalent ELD model in DCSD is English as a Second Language; this is the selected model due to the number of languages spoken by families with ELs. ESL programming meets the needs of the individual EL in order to make content comprehensible and to focus on targeted English Language Development. ESL allows teachers to teach both content and English Language Development to a diverse population including numerous cultures and languages.

English Language Development instruction and programming is grounded through the WIDA standards and assessments as well as DCSD's Guaranteed and Viable Curriculum (GVC). The district employs 56 certified/endorsed ESL Teachers and 2 ESL teachers who are in the process of obtaining the Culturally and Linguistically Diverse endorsement to provide direct support for both English Language Development and Content Language Development through the use of WIDA Model Performance Indicators (MPIs). Appendix J defines an MPI and identifies content and ELD instruction.

**The following frameworks are to be considered a “menu” of options. ELD programs in DCSD may not contain every option below; however, all ELs must be served directly and consistently.** ELD Specialists will design ELD Programming that meets the specific needs of their ELs, and support

will occur at the Universal, Targeted, and Intensive levels. Every EL at the NEP and LEP levels will receive direct specific ELD instruction in addition to content embedded linguistic support; this includes ELs with Advanced Learning Plans (ALPs), Read Plans, Individual Education Plans (IEPs), and 504s.

*What does this look like?*

### **Universal Linguistic Support for ELs**

**The Sheltered Instruction Observation Protocol (SIOP).** DCSD is currently in the process of systematically implementing SIOP professional development opportunities for all educators. The SIOP PD program was developed to help teachers make content material comprehensible to ELs. This model is the result of the work of Jana Echevarria, Maryellen Vogt and Deborah J. Short (2010). SIOP includes teacher preparation, instructional indicators such as comprehensible input and the building of background knowledge. It comprises strategies for classroom organization and delivery of instruction. The resources include the SIOP observation tool for administrators so they can support the system in implementing the practice of sheltered instruction throughout the school.

“This model allows teachers and administrators to work collaboratively to develop school-wide practices that will improve the achievement of ELs. The SIOP can be implemented in classes with heterogeneous populations of ELs and native English speakers.” *Guidebook on Designing, Delivering and Evaluating Services for English Learners (ELs)*, p. 35

**Sheltered English, Specially Designed Academic Instruction (SDAIE), or Structured Immersion.** This model is effective for students from any language background. Instruction is classroom based, delivered in English and adapted to the students’ proficiency level. Focus is on content area curriculum. It incorporates contextual clues such as gestures and visual aids into instruction, as well as attention to the language demands of the topics and activities. These strategies are applicable in all environments where students are learning through their second language. Both the Classroom/Content Teacher and the ELD Specialist support students using SDAIE strategies.

“May more easily serve student populations with a variety of native languages, as well as students who speak conversational English and fall into different English proficiency levels. Students are able to learn content and develop English language skills simultaneously.” *Guidebook on Designing, Delivering and Evaluating Services for English Learners (ELs)*, p. 34

### **Universal and Targeted Linguistic Support for ELs**

All of the following frameworks are implemented in collaboration with pertinent school staff, including the Classroom/Content Teachers, Special Education Service Providers, Gifted Education Facilitators, and other staff members as necessary. DCSD fully supports *flexible clustering* of ELs in regular education settings, *collaborative teaming and planning*, and the *consideration of the needs* of every student and his or her family.

**Push-In English Language Development.** English Language Development (ELD) is a model that specifically focuses on developing English Learners’ proficiency in English, particularly in the domains of Reading, Writing, Listening, and Speaking. ELD instruction is direct, specific, and separately planned for and administered by qualified and endorsed ELD Specialists. “In ELD instruction, language is the primary objective and content is secondary” (Saunders, Goldenberg, and Marcelletti, 2014, p. 14). In Push-In ELD, English Learners experience targeted ELD inside the regular classroom setting according to their specific linguistic needs. Push-In ELD may be connected with the content currently experienced

in the classroom, and the focus is ELD. Push-In ELD provides opportunities for the ELD Specialist to work with clustered ELs, small groups, and individual ELs in order to meet specific student needs.

**Co-Teaching.** Schools with sufficient FTE can pair ESL and content teachers to co-teach content courses. Collaboration leads to lesson planning and instruction tailored to both linguistic and academic needs of ELs. In an effective co-teaching model, the students view both instructors as equals and benefit from the lower student-teacher ratio. Co-teaching in DCSD involves a variety of models including parallel teaching, team-teaching, rotations, etc. This enables opportunities for both ELD specific instruction and content-embedded instruction to occur in a consistent setting. Co-teaching provides opportunities for the ELD Specialist to work with small groups and individual ELs in order to meet specific student needs.

“Two teachers in a classroom help meet the linguistic and academic needs of the EL population. Both teachers benefit from learning from one another: the content teacher learns about meeting linguistic needs and the ESL teacher learns more about the curriculum.” *Guidebook on Designing, Delivering and Evaluating Services for English Learners (ELs)*, p. 36

### **Targeted and Intensive Linguistic Support for ELs**

DCSD’s newcomers, ELs with special needs, gifted ELs, and ELs with specific programming needs that differ from the typical EL in the school are served through the school’s Multi Tiered System of Supports (MTSS). DCSD strives to meet the needs of a full continuum of ELs, ranging from those who struggle the most to those who need the greatest degree of challenge.

**Sheltered Content Courses.** Courses can be implemented in any classroom that has a heterogeneous mix of native English speakers and ELs. However some schools may have the need to provide sheltered content courses specifically designed for ELs. For example, it may make sense to offer a sheltered American History course for ELs so the teacher can tailor the language and content to their needs. DCSD uses Sheltered Content Courses when receiving secondary NEPs who do not have the linguistic capacity to be successful in the typical content courses.

In order to maintain the “least segregative” model possible (US Department of Education, Dear Colleague Letter, 2015), it is not recommended to schedule an EL in sheltered content courses when the EL has the potential to succeed in the typical course with ELD support.

“This model easily serves student populations with a variety of native languages as well as for students who speak conversational English and fall in a variety of English language proficiency levels. Students are able to learn content and develop English language skills simultaneously. Sheltered content courses allow teachers to tailor whole-class instruction to meet the linguistic and academic needs of the ELs.” *Guidebook on Designing, Delivering and Evaluating Services for English Learners (ELs)*, p. 35

**ELD Classes.** These courses are designed to develop students’ English language proficiency in reading, writing, listening and speaking. Schools group students based on language proficiency and individual academic needs. ELD courses must be taught by teachers with ESL teaching certificates who have a strong working knowledge of English language arts standards. *DCSD ELD Classes are generally entitled “ESL Resource” or “ESL Elective”.*

“ELD classes develop student’s language proficiency in all areas – reading, writing, listening and speaking. Ongoing formal and informal assessment data are used to

appropriately place and transition students through the levels of the ELD courses.”  
*Guidebook on Designing, Delivering and Evaluating Services for English Learners (ELs)*, p. 36

**Flexible Pathways.** Flexible pathways allow ELs to follow appropriate programming that accelerates their English development and allows them to progress in content area coursework (Short & Fitzsimmons, 2007). To meet graduation requirements, students may follow a path that differs from their native English-speaking peers. For example, a student may be ready to enter a general education math class before they are ready to enter a general education social studies class. Effective programs allow students to enter mainstream classes by subject, when they are able.

Other strategies that create a pathway to graduation include:

- Awarding appropriate credit for courses taken in the home country
- Ensuring that students receive English credit for ELD classes
- Allowing extended time for graduation
- Offering summer courses

This approach “allows students extra time to be able to acquire both core content knowledge and English language development. It builds on student strengths and goals. Students can transition to mainstream in different subjects at different times, depending on their progress.” *Guidebook on Designing, Delivering and Evaluating Services for English Learners (ELs)*, p. 37

**Pull-Out English Language Development.** English Language Development (ELD) is a model that specifically focuses on developing English Learners’ proficiency in English, particularly in the domains of Reading, Writing, Listening, and Speaking. ELD instruction is direct, specific, and separately planned for and administered by qualified and endorsed ELD Specialists. “In ELD instruction, language is the primary objective and content is secondary” (Saunders, Goldenberg, and Marcelletti, 2014, p. 14). In Pull-Out ELD, English Learners experience targeted ELD instruction outside the regular classroom setting according to their specific linguistic needs.

### **Supporting Classroom / Content Teachers**

#### **Co-Teaching**

In a Co-Taught setting, opportunities to model best practice are used to continually improve and refine instruction for ELs. Both the ELD Specialist and Classroom/Content Teacher learn from one another, and the focus on language development is highlighted.

#### **Collaborative Planning**

DCSD ELD Specialists often collaborate with a variety of staff members to plan instruction that embeds linguistic support for ELs, analyze data to determine next steps for students and whether current practices are effective, monitor learning goals for students, and collaboratively design programming that will address specific student needs.

#### **Coaching / Mentoring**

ELD Specialists implement and voice their expertise in language development in a variety of coaching and mentoring conversations. DCSD Effective coaching programs are designed to respond to the particular needs of students, improve instructional capacity and develop structures for a collegial approach. ELD Specialists provide resources, expertise, opinions, and suggestions regarding best practice and supporting ELs at the Universal level.

“Coaching holds the potential to address inequities in opportunities for ELs by providing differentiated, targeted supports to their teachers. A combined focus on content, language and use of data encourages high quality instruction that reaches ELs.”  
*Guidebook on Designing, Delivering and Evaluating Services for English Learners (ELs)*, p. 37

### **Serving English Learners who also have an Individual Education Plan (IEP)**

English Learners who are also served by Special Education Service Providers must also receive direct and consistent English Language Development from the ELD Specialist. Per the US Department of Education ELL Toolkit (2015):

“LEAs [districts, local educational agencies] must provide EL students with disabilities with both the language assistance and disability related services they are entitled to under federal law,”

"When an EL student is determined to be a child with a disability—as defined in IDEA [Individuals with Disabilities Education Act] , or an individual with a disability under the broader definition of disability in Section 504—the student’s EL and disability-related educational needs must be met. For EL students, in addition to the required IEP team participants under IDEA, it is essential that the IEP team include participants who have knowledge of the student’s language needs. It is also important that the IEP team include professionals with training, and preferably expertise, in second language acquisition and how to differentiate between the student’s needs stemming from a disability or lack of ELP [English language proficiency]."

U.S. Department of Education ELL Toolkit, Chapter 6, p.1, 2015.

### **Serving English Learners Identified for Gifted Programming**

English Learners have the opportunity to be identified as Gifted and Talented in the same manner as applies to all students. Each school must use the approved Gifted Identification Process (DCSD Gifted Identification Process) to determine a need for gifted programming. A body of evidence will be collected and analyzed to determine the most appropriate programming for each identified EL. English Learners who are identified as Gifted and Talented must receive direct and consistent support from the ELD Specialist as well as gifted programming opportunities aligned to identified strength areas. The ELD Specialist and the Gifted Education Facilitator will collaborate to create programming that meets the unique needs of each gifted English Learner grades K-12.

### **Supporting Families of English Learners**

The following are examples depicting how DCSD ELD Specialists support families of ELs:

1. Participation in and support for parent-teacher conferences
2. ELD Family Events such as Focus on Literacy, Focus on Math, Focus on Technology, Focus on Helping Your Child at Home, A Step Ahead Preschool Outreach, and the ESL Celebration
3. District collaborative events such as the Community Resources Fair
4. Partnership with the DC Libraries for Adult ESL and family supports
5. Adult ESL in schools.
6. Translation for families

7. Food Bank and other financial support
8. College application support and District college visits

#### Common Acronyms

CLD - Culturally and Linguistically Diverse  
ELD - English Language Development  
NEP - Not English Proficient (beginner)  
LEP - Limited English Proficient (intermediate)  
FEP - Fluent English Proficient (advanced)  
EL - English Learner  
MTSS - Multi-Tiered System of Support

See Appendix K for *ESL Programming Models Implemented in DCSD Schools*

### **English Language Development**

Instruction to meet the needs of ELs in the Douglas County School District is provided in a variety of ways. Practices include collaboration, coaching, co-teaching and direct English language and content instruction, and ELD time. Intensity of services is determined using the collaborative problem-solving approach embedded in the Multi-Tiered System of Support (MTSS) framework. This includes universal, targeted, and intensive content and linguistic instruction. ESL and Content teachers make instructional decisions to ensure ELD and content learning occurs throughout the school day, and in targeted ELD settings. The role of the ESL Teacher is defined by the school's population of English Learners and individual needs of the student. All ELs have an English Language Learner Plan addressing individual student's specific ELD needs. See appendix G for the DCSD ELLP.

The district's Guaranteed and Viable Curriculum (GVC) and Colorado Academic Standards/Common Core State Standards (CAS/CCSS) are integrated with the Colorado English Language Proficiency (CELP) standards and facilitated through differentiated instructional practices and pedagogy. The goal is grade level performance and proficiency in English through additive services and instruction. Instructional decisions are not time-bound or based on time in program; rather on performance in both English language proficiency and academics.

All ELs participate in the same school wide assessment program as their English-speaking peers. In addition, they are annually assessed with the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) assessment.

## **Multi-Tiered System of Universal, Targeted, and Intensive Instruction**

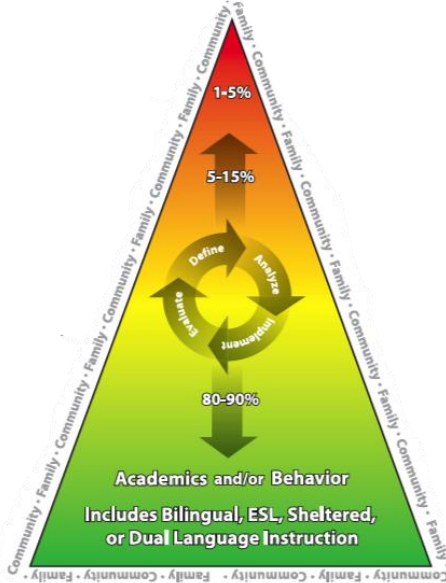
### **Multi-Tiered System of Support**

According to the Colorado Department of Education, a three-tiered, universal and early intervention model is essential to support the needs of English Learners (ELs). ELs need to be provided universal supports that enhance language acquisition in conjunction with content instruction throughout the school day. Universal instruction may be facilitated by content teachers and ESL teachers. Students identified as ELs are provided with ESL services; in addition, for ELs who do not demonstrate progress, an individual problem-solving process should be utilized. RtI directly supports students who have English language acquisition needs by providing a solid framework of universal instruction as well as a structured problem-solving process that employs the skills and expertise of professionals throughout the system. Per guidance found in the *Guidebook on Designing, Delivering and Evaluating Services for English Learners* (ELs) (Colorado Department of Education, 2014), English Learners are best supported through a Multi-Tiered System of Support which includes response to instruction and intervention and elements from the World-Class Instructional Design and Assessment (WIDA) approach (p. 66).

English Learners (ELs) are afforded access to language and content through universal instruction and intervention services available to their peers who are native English speakers, including Title I, Special Education, or Gifted and Talented services. This includes consideration for federally funded Title I and Special Education programs as well as state and district-supported programs and services for gifted and talented or struggling learners through Response to Intervention (RtI) structures.

The provision of English Language Development (ELD) support may not preclude a student from receiving needed interventions in reading, math, or written language.

Image from the *Guidebook on Designing, Delivering and Evaluating Services for English Learners (ELs)* (p. 69)



DCSD supports the following practices to foster English Language Development and content mastery:

- Direct English Language Development Instruction
- Direct English Language Development within the Content Areas
- Universal screening
- Sheltered Instruction
- Frequent progress monitoring and sustained accountability and student growth
- Culturally responsive education
- Collaboration among general educators, ELA specialists, and parents

Programming includes services for ESL, immigrant, migrant, and refugee families. For real-life examples of ELD Programming occurring throughout the school day, see Appendix O: A Day in the Life of English Learners.

## Program Placement and a Balanced Assessment System

Accurate program placement of the English Learner (EL) is based on multiple assessment results. Analysis of authentic assessments of academic and English language proficiency levels informs the design of instruction that is appropriate and challenging for the EL.

EL data is analyzed as part of the building's school improvement goals and expectations. Classroom teachers, English Language Development (ELD) specialists, and content area teachers collaboratively review formal and informal data sources to create and implement effective instruction for all students.

DCSD promotes a balanced assessment system. The balanced assessment system includes three general categories of assessment: summative, interim, and formative. The balanced assessment system is made up of a variety of types of assessments such as national, state, district, and classroom based. The district promotes meaningful, authentic demonstrations of student learning such as performance-based assessment. In every content area, student performance is measured by growth toward and achievement of the curriculum targets identified in the Guaranteed and Viable Curriculum. In addition, other indicators of student success identified in the World Class Education Targets are included as part of a holistic demonstration of each student's performance



(DCSD System Performance 2013). English Learners are an integral part of the balanced assessment system in DCSD, and ELs are assessed to better understand their academic and English proficiency.

Classroom teachers, ELD specialists, and building administrators use data from Transitional Colorado Assessment Program (TCAP), Partnership for Assessment of Readiness for College and Careers (PARCC), Colorado Measures of Academic Success (CMAS), Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs), local assessment data, and ongoing English Language Development (ELD) rubrics and protocols when working with students and monitoring progress. The district provides training and support for using the data. Training occurs throughout the school year in Departmental meetings, Supported Sessions, Assessment (ACCESS) Training, and One-on-One support. See Appendix I for training resources and Appendix M for a training schedule for 2013-2014.

A wide variety of assessments are used to inform instructional and programming decisions for English Learners. These include:

- Transitional Colorado Assessment Program (TCAP)
- WIDA-ACCESS Placement Test
- Diagnostic Reading Assessment (DRA) 2
- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)
- Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)
- Cognitive Abilities Test (CogAT) universal assessment given in third grade
- Curriculum-Based Assessments to monitor ongoing progress
- Performance tasks rated according to rubrics such as the WIDA Writing and Speaking rubrics.

## **Progress Monitoring**

Douglas County School District annually uses a body of evidence to evaluate students to determine English language proficiency in listening, speaking, reading, writing, and overall comprehension.

The body of evidence includes information from multiple sources such as:

- Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) (required for all limited English proficient students)
- WIDA MODEL
- Curriculum-based assessments
- Formal or informal content-specific achievement tests
- Diagnostic tests
- Developmental or achievement checklists
- Observations documented through anecdotal records and portfolios
- Language samples, surveys, and language proficiency tests
- Parent, teacher, or student questionnaires
- Student performance portfolios
- Logs or journals

## **Placement in Special Education:**

English Learners (ELs) are entitled to special education services, when appropriate, as identified by a body of evidence.

- Parents/guardians will be informed of their rights, the child's rights, the staffing process, and safeguards in the placement process.
- When a student is referred, the parents/guardians will be provided with the reasons for the referral and given an opportunity to discuss their child's needs with school personnel.

- All communication with parents will be conducted in their preferred language and format.
- The English language acquisition (ELA) specialist will be an active member of the Individualized Education Program (IEP) team.
- Steps will be taken to analyze assessments to make sure they are both reliable and valid for the EL in question.
- Students will continue to receive ELA support when receiving Special Education services.

**Placement in Gifted Education Programming:**

English Learners (ELs) are entitled to Gifted Education services, when appropriate, as identified by a body of evidence per the district’s identification process.

- Communication with families is conducted in their preferred language and format.
- The English Language Development (ELD) specialist is an active contributor when writing and implementing the Advanced Learning Plan (ALP).
- Steps are taken to analyze assessments to make sure they are both reliable and valid for the EL in question.
- Students identified as gifted continue to receive ELD support until redesignation is deemed appropriate according to the student’s body of evidence.

**Retention:**

English Learners shall not be retained in grade solely on the basis of their level of English proficiency, as this may be due to lack of prior exposure to or adequate instruction in English. DCSD has guidelines in place for retention.

**English Learners with a Parent Refusal:**

All students identified as English Learners are entitled to and are afforded access to academic and linguistic instruction including those whose parents have “refused” direct ESL services. In the event parents “refuse” services, and parents have signed the DCSD “Parent Refusal” form, students will receive differentiated instruction to meet their academic and linguistic needs. The ESL Specialist will collaborate with the classroom / content teacher(s) to ensure the student’s linguistic and academic needs are met throughout the school day. An ELLP will be created, and ESL Specialists will provide consultation and resources for teachers, including the necessary scaffolds and supports, specific language development strategies, WIDA Can Do Descriptor progressions, potential WIDA Model Performance Indicators, and SIOP strategies to ensure appropriate and necessary academic and linguistic support. The unique needs of the students are met according to academic targets and English proficiency levels (WIDA, 2014; Echevarria and Short, 2014).

# Curriculum

Douglas County School District provides a world-class curriculum for all students. DCSD's curriculum is supported by the Colorado English Language Proficiency (CELP) standards that support differentiation of the content standards for English Learners (ELs) in learning grade-level content. English Language Development (ELD) specialists, general education teachers, and building support staff will become familiar with the CELP standards and embed them into lessons developed using the district's Guaranteed and Viable Curriculum (GVC), Colorado Academic Standards (CAS) and Common Core State Standards (CCSS). Opportunities to learn about and implement CELP standards occur throughout the school year via departmental meetings, professional development courses, support sessions, assessment training, and one-on-one support. The ESL Coordinator, ESL Contacts, teacher leaders, and classroom teachers collaborate to implement the student's ELLP using: CELP, the GVC, the CAS/CCSS.

## **ELD Core and Supplementary Materials:**

Each school in the Douglas County School District is responsible for identifying the appropriate core materials and curriculum, aligned with the Guaranteed and Viable Curriculum (GVC), to support the *needs of all students*. Using WIDA standards, Model Performance Indicators, and Can Do Descriptors, teachers scaffold the academic, social, and instructional language necessary for English Learners to articulate their thinking and understanding of the Guaranteed and Viable Curriculum. ESL Teachers' primary roles are to:

- foster English Language Development as a content area.
- foster language development within the content areas.
- support classroom and content teachers in understanding the impact of language development within the content areas.

ELD specific materials and curriculum used in DCSD are listed below. These materials support teachers in the differentiation of the linguistic and academic needs of ELs depending on the specific needs of individual students, small groups, large groups, grade levels, and schools. The core materials listed are included on the WIDA Protocol for Review of Instructional Materials for ELLs (PRIME) correlations, and are research-based, linguistically sound ELD and content supporting materials. "The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist publishers and educators in examining the representation of key elements of the WIDA English language proficiency standards in their materials." ([WIDA Prime, 2014](#)).

## ELD Core Materials

The following materials are available to schools according to the needs of individual students and their English Language Proficiency.

### Elementary:

- English In My Pocket: supports NEPs and early LEPs in primary grades in learning social and instructional language.
- ACCESS Newcomer Kit: supports late NEPs and early LEPs in intermediate grades. The ACCESS Newcomer Kit presents standards-based subject specific language and content to English language learners.
- *Oxford Picture Dictionary for the Content Areas, Second Edition (Oxford University Press)*: Content-area picture dictionary program to develop social and academic language for English Learners in grades K-5.
- WIDA English Language Proficiency Standards: customizable standards framework that includes Model Performance Indicators (language function, content stem, and language scaffold for English proficiency levels).
- WIDA Can Do Descriptors: identifies what students are able to do at each English proficiency level.
- WIDA MODEL assessment kits: provide benchmark assessments to monitor English language growth for individual students within the domains of reading, writing, listening, and speaking.

Secondary:

- ACCESS Newcomer Kit: supports NEPs and early LEPs with social and instructional language as well as standards-based subject specific language and content to English language learners.
- Hampton Brown *Edge* Leveled Materials: A leveled core language arts program for grades 9-12 designed so that linguistic development is interlaced with all content to give students ample opportunities to practice and apply oral and written language.
- *Oxford Picture Dictionary for the Content Areas, Second Edition (Oxford University Press)*: Content-area picture dictionary program to develop social and academic language for English Learners in grades K-5
- WIDA English Language Proficiency Standards: customizable standards framework that includes Model Performance Indicators (language function, content stem, and language scaffold for English proficiency levels).
- WIDA Can Do Descriptors: identifies what students are able to do at each English proficiency level.
- WIDA MODEL assessment kits: provide benchmark assessments to monitor English language growth for individual students within the domains of reading, writing, listening, and speaking.

ELD Supplementary Materials

Supplementary materials are purchased using Title III funds, and are requested by ESL Teachers based on the needs of their students. Examples of supplementary materials utilized in DCSD include:

- Audio Books
- National Geographic
- Reading Plus
- Learning A-Z resources
- Translated Texts
- Read Live
- Newsela
- Other materials to support language development and content

# ***Professional Development***

Douglas County School District utilizes an ESL Coordinator, nine lead teachers (ELD Leads), and other expert/mentor teachers to provide professional development for the district's ESL teachers, classroom teachers of EL students, administrators, and classified personnel at the elementary and secondary levels. Professional development aims to support the implementation of a variety of language development strategies and frameworks in order to meet the needs of ELs throughout the school day. School sites in the Douglas County School District have autonomy to make programming decisions in accordance with the School Improvement Plan and district Unified Improvement planning process. School administrators, in collaboration with the ESL Coordinator and the Director of Programming and Services, make programming and instructional decisions based on the needs of their student population.

The essential responsibilities of the ESL Coordinator and ELD Leads are to:

- provide targeted coaching and professional development opportunities for ESL teachers in evidence-based strategies to improve intensive English language acquisition;
- provide classroom teachers opportunities for professional development to enrich classroom instruction for ELs; and
- organize and provide family input and outreach opportunities for families of English Learners and immigrant students.

Based on increasing English Learner population and accountability measures, the district provides a Professional Development Series for schools identified for support through the Unified Improvement Plan. This series includes root cause analysis, cultural proficiency, language acquisition best-practices, and other areas for focus as determined by data.

ESL teachers in the district are also provided the opportunity to attend professional development conferences including Colorado Teachers of English to Speakers of Other Languages (CoTESOL), Colorado Council International Reading Association (CCIRA), and the Colorado Association of Bilingual Education (CABE) conference. Teachers attending conferences share knowledge gained with colleagues through various means including Job Alike sessions on district-wide professional development days, electronic folders, and web-spaces. Sessions offered at the Job Alike professional development day are determined by staff interests and needs as indicated via survey.

Professional Development opportunities for ELD specialists and general education teachers are provided through the district's Center for Professional Development. Courses include:

### **Current ESL/ELD Course Offerings in DCSD**

<b>Course</b>	<b>Audience</b>	<b>School Year Implemented</b>
Integrating ELD Strategies into Backward Planning	ESL Specialists	2012-2013
New ESL Teacher Orientation	ESL Specialists	2012-2013
The Culturally and Linguistically Diverse Toolkit	ESL Specialists, Classroom/Content Teachers, SPED, Administrators, Rtl Specialists	2013-2014
ESL: Stage 1 of Backward Planning 2.0	ESL Specialists	2013-2014
Writing ELLPs	ESL Specialists	2013-2014

Job Alike 2014 Sessions: WIDA Basics WIDA Advanced Is it a SPED or Language Issue? Culturally Responsive Education	ESL Specialists, Classroom/Content Teachers, SPED, Administrators, Rtl Specialists	January 2014
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**Future Courses**

<b>Course</b>	<b>Audience</b>	<b>Projected Roll-Out</b>
English Language Development: Legislation and Requirements	ESL Specialists, Classroom/Content Teachers, SPED, Administrators, Rtl Specialists	Spring 2015
WIDA Basics	ESL Specialists, Classroom/Content Teachers, SPED, Administrators, Rtl Specialists	Fall 2014
Understanding English Language Development: SPED and ELD	ESL Specialists, Classroom/Content Teachers, SPED, Administrators, Rtl Specialists	Fall 2014
Culturally Responsive Classrooms	ESL Specialists, Classroom/Content Teachers, SPED, Administrators, Rtl Specialists	Fall 2014
Academic Conversations	ESL Specialists, Classroom/Content Teachers, SPED, Administrators, Rtl Specialists	Spring 2015
Essential Actions for English Learners	ESL Specialists, Classroom/Content Teachers, SPED, Administrators, Rtl Specialists	Fall 2014
Sheltered Instruction Observation Protocol	ESL Specialists, Classroom/Content Teachers, SPED, Administrators, Rtl Specialists	Fall 2015
ELD Professional Development	ELD Department Staff	2015-2016
Introduction to ELD for Families (Parent University)	ELD Families	Fall 2015
ELL Shadowing, Classroom Instruction that Works for ELLs, Academic Conversations (choice) - Book Study	ESL Specialists, Classroom/Content Teachers, SPED, Administrators, Rtl Specialists	2015-2016
New to DCSD ESL Induction Collaborative	New to DCSD ESL Teachers	Fall 2015
Evaluating ESL Teachers (for Admin)	Administrators who evaluate ESL Teachers	Fall 2015

Course Development and Implementation: Gifted English Learners, Understanding Refugees,	All Staff	Completed by Fall 2017
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# ***Family Involvement***

DCSD creates and maintains relationships with families through a variety of venues, and elicits feedback to ensure all voices are heard. Outreach includes ESL, immigrant, migrant, and refugee families.

Examples of family involvement include:

- Parent Teacher Organization (PTO)
- School Accountability Committee (SAC)
- ESL Parent Advisory Committee (ESL-PAC)
- Back to School Night
- Parent Luncheons / Round Tables
- Parent/Teacher Conferences
- ESL Family Night Events
- ESL Library Liaison Events
- ESL End of Year Celebration (held each May)
- Involvement in specific schools including attending school functions, activities, and volunteering in classrooms

Family Involvement Goals Include:

- Creating opportunities for parents to have an understanding of:
  - English Language Development (ELD)
  - School Systems
  - Response to Intervention (Rtl)
  - Special Education
  - Attendance/Discipline Policy
  - Grading Policy
  - Class work/homework policies
  - Student and Parent Expectations
  - Interpreting assessment results
- Creating opportunities for staff to engage parents in the learning process of their child
- Learning about families - their experiences, needs, backgrounds, and cultures
- Providing opportunities for families to contribute to the community in targeted ways

Interpreters are provided for LEP families and parents at all parent and family events according to the needs of the participants.

Family Involvement resources in the areas of Parenting, Communication, Supporting Schools, School-Home Connection, School Decision-making, and Community Collaboration include:

- Parent Teacher Organization
- Parent Conferences / Meetings
- Parent Portal (Infinite Campus)
- Open Classrooms / School Libraries for access to computers and the internet
- District and School Websites
- Letters home/translation
- Personal contact/interpreters
- Newsletters/translation
- Parent Handbooks
- Parent Information Nights
- Volunteer opportunities
- Fundraising
- Assemblies
- Field trips
- Translations of homework
- Teacher/parent classroom time
- School/Community Partnerships



- Decisions made through Parent Teacher Organizations (PTOs) and School Accountability Committees

The DCSD ELD Department offers district and school level support for family outreach through multiple “ESL Family Outreach Events”. ESL Family Outreach Events focus on:

- mathematics,
- literacy,
- college/university selection and application process,
- career and academic planning,
- innovation,
- transitions from preschool to kindergarten,
- community resources, and
- celebrating diversity and culture.

Feedback regarding specific needs and desires regarding ESL Family Outreach Events is collected during each event, and parent/family input is encouraged.

## ***Interpreters and Translators***

Douglas County School District uses contracted vendors and district approved interpreters and translators for the following purposes:

- Enrollment
- Parent Notification
- Back to school nights
- Phone calls to homes
- Parent Information Events
- Parent/Teacher conferences
- Health issues, incidents, discipline issues, meeting reminders, attendance or academic concerns
- Special Education Staffing
- Expulsion hearings
- Response to Intervention (RtI)
- Special events
- Parent Teacher Organization (PTO)
- Written to Oral Interpretations: e.g. foreign immunization records orally interpreted into English
- School or district documents
- Miscellaneous events or needs

Interpreters are provided when needed for LEP families and parents at all parent and family events. ESL Specialists and ESL Contacts arrange necessary interpretation according to the needs of the participants.

# ***Evaluation of Programming***

## **Purpose:**

The evaluation of the district English language acquisition (ELA) program serves two purposes. An evaluation, by definition, provides information for making decisions about programming. Therefore, the primary purpose of evaluation is to provide the Douglas County School District (DCSD) Staff and Board of Education with information to make programming decisions. From our evaluation we will:

- Learn about the district's needs, staff knowledge and abilities, and current programming practices
- Improve the ELD program so it matches staff abilities and resources while meeting the needs of English Learners (ELs)
- Determine if the programs are implemented with fidelity
- Determine the impact of the program

The evaluation also assists the district in assessing if federal, state and local funds were well spent. Data for the purposes of program evaluation is collected via various methods including:

**Partnership for Assessment of Readiness for College and Careers (PARCC)** – used to monitor student achievement and compare academic achievement of native English speakers to those who have recently exited the ELD program to ensure that ELs are attaining proficiency in academic content areas.

**Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS)** – used to evaluate if the district meets state-determined Annual Measurable Achievement Objectives (AMAO) #1 and #2 (#1 – growth in English language acquisition, and #2 – attaining proficiency in English); and for comparison of AMAO data for both growth and attaining proficiency between schools in the district.

**Additional Information** – staff surveys; administrator surveys

The results of the data collection are reported to district administration and the Board of Education. The results are used provide teachers with professional development opportunities based on their needs and to modify programming and make necessary changes to ensure that ELs are achieving at a commensurate level with native English-speaking peers.

# ***Appendices***

As DCSD transitions to ESSA, the Appendices will be updated. This will occur over the next year and into the 2017-2018 academic year.

- A: Glossary of Terms
- B: Enrollment Form (HLS)
- C: DCSD ESL Programming Flow Chart
- D: DCSD Parent Notification Letter
- E: DCSD Parent Refusal
- F: DCSD Parent Refusal to Active Form
- G: English Language Learner Plans (ELLPs)
- H: DCSD Redesignation form LEP to FEP
- I: Identification of English Learners Training Information
- J: WIDA/CELP Standards
- K: ESL Programming Models Implemented in DCSD Schools
- L: Y1 and Y2 Monitor Documentation Template
- M: ESL Department Training Schedule - Sample
- N: Evaluation of ESL Specialists
- O: A Day in the Life of English Learners (vignettes)
- P: Supporting Research and Resources
- Q: Guidance Documents

## Appendix A: Glossary

**ACCESS for ELLs** (Assessing Comprehension and Communication in English State-to-State for English Language Learners)

Colorado's English language proficiency assessment given to K-12 students who have been identified as ELs.

**CAS** (Colorado Academic Standards)

Expectations of what students need to know and be able to do at the end of each grade.

**CELP** (Colorado English Language Proficiency Standards)

Comprehensive English Language Proficiency standards that address the need for students to become fully proficient in both social and academic English.

**CLD** (Culturally and Linguistically Diverse)

A term used to describe students of differing cultural and/or linguistic backgrounds.

**ELD** (English Language Development)

Can be a program or simply a set of guidelines for the language development of ELs. The State of Colorado has English Language Development Standards to guide districts, schools and teachers in developing appropriate programs.

**EL** (English Learner)

A student who is learning English as another language.

**ESL** (English as a Second Language)

A model for providing services to English learners that includes supported English content instruction and English language development.

**Exited**

ELs who are FEP (Fluent English Proficient) and who after being monitored for 2 years no longer require ELD services.

**FEP** (Fluent English Proficient)

English learners who are able to understand and communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. They are able to achieve in content areas comparable to native English speakers, but may still need limited linguistic support.

**GT** (Gifted and Talented)

Students who give evidence of high performance capability in intellectual, creative, artistic, leadership, or specific academic areas.

**GVC** (Guaranteed and Viable Curriculum)

A combination of World Class Outcomes based on standards, the 4 C's (communication, collaboration, critical thinking and creativity), 21st Century Skills and content. The GVC tells each grade level teacher, student and parent the learning that is expected by the end of each school year or course.

**LIEP** (Limited Instruction Education Program)

Districts are required to provide evidence that appropriate programming is available for ELs.

**LEP** (Limited English Proficient)

Individuals who do not speak English as their primary language and who have a limited ability to read, speak, write or understand English can be Limited English Proficient.

**Monitor 1, Monitor 2**

ELs reclassified as FEP are monitored for a period of 2 years to determine their successes in the regular school program.

**MTSS** (Multi-Tiered System of Supports)

This is a whole-school, data-driven, prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems.

**NCLB** (No Child Left Behind)

The No Child Left Behind Act of 2001 reauthorized the Elementary and Secondary Education Act (ESEA)- the main federal law affecting education from kindergarten through high school. NCLB is built on 4 principles: accountability for results, more choices for parents, greater local control and flexibility, and an emphasis on doing what works based on scientific research.

**NEP** (Non-English Proficient)

Students who come from another language background and are not fluent in English (speaking, listening, reading and/or writing).

**OCR** (Office for Civil Rights)

The department of federal government that enforces civil rights laws. Parents and teachers may contact them to report violations by school districts with regards to ethnicity or language discrimination.

**PHLOTE** (Primary or Home Language Other Than English)

A designation given to students based on information from the Home Language Questionnaire that indicates the primary language spoken at home is not English.

**READ Act**

Colorado Reading to Ensure Academic Development Act Passed by Colorado Legislature in 2012, READ Act focuses on K-3 literacy, assessment, and individual plans for students reading below grade level. The READ Act differs from CBLA by focusing on students identified as having significant reading deficiency, delineating requirements for parent communication, and providing funding to support intervention.

**Sheltered Content Courses**

A course designed to make grade-level academic content understandable for English learners while at the same time developing their English language proficiency. The instructor uses strategies and techniques to integrate language and content while infusing socio-cultural awareness.

**W-APT** (WIDA-ACCESS Placement Test)

Colorado's English language proficiency "screener" test given to incoming students who may be designated as English learners. It assists with placement decisions such as identification and placement of ELs.

**WIDA** (World-Class Instructional Design and Assessment)

Colorado is a member state of the non-profit cooperative group whose purpose is to develop standards and assessments that meet and exceed the goals of NCLB and promote educational equity for ELs.

# Appendix B: DCSD Enrollment Forms with embedded Home Language Survey

Douglas County School District  
**Student Census**  
**Registration Form**

For Office use Only

Date of Enrollment: _____	Start Date: _____
Student ID #: _____	Grade: _____ Room: _____
Teacher/Counselor: _____	Track/Team: _____
Session: <input type="checkbox"/> AM <input type="checkbox"/> PM	Permit Code: _____ Bus #: _____

School:

Use Dropdown to Select School

\*\*\* PLEASE PRINT \*\*\* **2015-2016**

Student Information	Legal Name from Birth Certificate _____	Nickname _____																		
	Grade _____ Last _____ First _____ Middle (full) _____	Phone _____																		
	Gender M <input type="checkbox"/> F <input type="checkbox"/> Date of Birth _____	Cell _____																		
Race/Ethnicity	Residence Address _____																			
	City _____ State _____ Zip _____ Email _____																			
	<p><b>Notice to Parents and Students</b> - Parents and students should be aware that if they choose not to answer the two-part question, school districts are required to identify an ethnicity and race on behalf of the student, based on several factors, including observation, in accordance with U.S. Department of Education and Colorado Department of Education Guidelines.</p> <p><b>Part A. Is this student Hispanic / Latino?</b> (choose only one)</p> <input type="checkbox"/> No. <b>NOT Hispanic</b> <input type="checkbox"/> Yes. <b>Hispanic/Latino</b> - A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. <p style="color: red; font-size: small;">The above part of the question is about ethnicity, not race. <b>No matter what you selected in Part A above, please provide an answer to Part B</b> by marking one or more boxes below to indicate what you consider your child's race to be.</p> <p><b>Part B. Which of the following groups describe the student's race?</b> (choose one or more)</p> <input type="checkbox"/> <b>American Indian or Alaskan Native</b> - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. <input type="checkbox"/> <b>Black or African American</b> - A person having origins in any of the black racial groups of Africa. <input type="checkbox"/> <b>Asian</b> - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Phillipine Islands, Thailand, and Vietnam. <input type="checkbox"/> <b>Native Hawaiian or Other Pacific Islander</b> - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands. <input type="checkbox"/> <b>White</b> - A person having origins in any of the original peoples of Europe, the Middle East or North Africa																			
Previous School	<p><b>Has the student attended another Douglas County School District school?</b> Y <input type="checkbox"/> N <input type="checkbox"/></p> <p>If Yes, School _____ Grade _____ School Year _____</p> <p><b>Last school attended outside the Douglas County School District:</b></p> <p>School _____ City _____ State _____ Grade _____</p> <p>Is your child presently under an expulsion order from any other school district? Y <input type="checkbox"/> N <input type="checkbox"/></p> <p>Is your child presently under consideration for expulsion? Y <input type="checkbox"/> N <input type="checkbox"/></p> <p>Is your child presently involved in the Juvenile Justice system? Y <input type="checkbox"/> N <input type="checkbox"/></p>																			
	ESL	<p>What language did the student use when he/she first began to talk? _____</p> <p>What language(s) does the student speak / understand? _____</p> <p>Is a language other than English regularly used by the student's parents/guardians? Y <input type="checkbox"/> N <input type="checkbox"/></p> <p>If Yes, please specify language: _____</p> <p>What language is primarily spoken in the home by the parent/guardian? _____</p> <p>Date most recently enrolled in US? _____ (This question is used only to determine if your child may be exempt from one administration of the reading/language arts State assessment and is not used for any other purpose.)</p>																		
		Special Services	<p>Is your child currently on an Individual Educational Plan for Special Services? Y <input type="checkbox"/> N <input type="checkbox"/></p> <p>Has your child received any previous testing, evaluations or services in any of the following areas?</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Learning Disabilities</td> <td><input type="checkbox"/> Counseling</td> <td><input type="checkbox"/> Gifted &amp; Talented</td> <td><input type="checkbox"/> ILP</td> </tr> <tr> <td><input type="checkbox"/> Speech/Language</td> <td><input type="checkbox"/> Psychological</td> <td><input type="checkbox"/> Remedial Reading (Title 1)</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Physical Therapy</td> <td><input type="checkbox"/> Behavioral Difficulties</td> <td><input type="checkbox"/> 504 Services</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Occupational Therapy</td> <td><input type="checkbox"/> Hearing/Visual Impaired</td> <td><input type="checkbox"/> Other</td> <td></td> </tr> </table>		<input type="checkbox"/> Learning Disabilities	<input type="checkbox"/> Counseling	<input type="checkbox"/> Gifted & Talented	<input type="checkbox"/> ILP	<input type="checkbox"/> Speech/Language	<input type="checkbox"/> Psychological	<input type="checkbox"/> Remedial Reading (Title 1)		<input type="checkbox"/> Physical Therapy	<input type="checkbox"/> Behavioral Difficulties	<input type="checkbox"/> 504 Services		<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Hearing/Visual Impaired	<input type="checkbox"/> Other	
			<input type="checkbox"/> Learning Disabilities	<input type="checkbox"/> Counseling	<input type="checkbox"/> Gifted & Talented	<input type="checkbox"/> ILP														
<input type="checkbox"/> Speech/Language	<input type="checkbox"/> Psychological	<input type="checkbox"/> Remedial Reading (Title 1)																		
<input type="checkbox"/> Physical Therapy	<input type="checkbox"/> Behavioral Difficulties	<input type="checkbox"/> 504 Services																		
<input type="checkbox"/> Occupational Therapy	<input type="checkbox"/> Hearing/Visual Impaired	<input type="checkbox"/> Other																		
<p>Page 1 of 4</p>		1516 DCSD Reg Form 103114 vk																		

**Parent/Guardian Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



Douglas County School District

Censo estudiantil
Formulario de inscripción

For Office use Only

Date of Enrollment: Start Date: Student ID #: Grade: Room: Teacher/Counselor: Track/Team: Session: AM PM Permit Code: Bus #:

Escuela: [SELECT SCHOOL NAME DROPDOWN LIST]
\*\*\*ESCRIBA EN LETRA DE MOLDE\*\*\*

2015-2016

Información del estudiante
Nombre legal como aparece en el acta de nacimiento
Apellidos Apodo
Grado Sexo M F Fecha de nacimiento Tel./Celular
Dirección Ciudad
Estado Código postal Fecha del primer día inscrito en EE.UU. Email

Raza/etnicidad
Aviso para padres y estudiantes: Los padres y estudiantes deben tener presente si deciden no responder la pregunta dividida en dos partes, que los distritos escolares están obligados a identificar una etnia y una raza en nombre del estudiante, la cual se basa en varios factores, incluyendo la observación, de acuerdo a las directrices del Departamento de Educación de Colorado y del Departamento de Educación de EE.UU.
Parte A. ¿Es el estudiante hispano o latino? (Escoja sólo una)
No, NO es hispano
Sí, es hispano o latino: Una persona de origen cubano, mexicano, puertorriqueño, sudamericano o centroamericano, o de otra cultura hispana u origen sin tener en cuenta la raza.
La pregunta de más arriba es sobre etnicidad, no sobre raza. Sin importar lo que haya seleccionado en la Parte A de más arriba, por favor proporcione una respuesta para la Parte B marcando uno o más casilleros de verificación indicando lo que usted considera es la raza de su hijo(a).
Parte B. ¿Cuál de los siguientes grupos describe la raza del estudiante? (Escoja uno o más)
Indio americano o nativo de Alaska: una persona que tiene orígenes en los pueblos originarios de Norte y Sudamérica (incluyendo América Central), y que mantiene afiliaciones tribales o conexiones con la comunidad.
Negro o afroamericano: una persona que tiene orígenes en cualquiera de los grupos raciales negros de África.
Asiático: una persona que tiene orígenes en cualquiera de los pueblos originarios del Lejano Oriente, Sureste Asiático, o del Subcontinente Indio incluyendo, por ejemplo, Camboya, China, India, Japón, Corea, Malasia, Pakistán, las Islas Filipinas, Tailandia y Vietnam.
Nativo de Hawai o de otras islas del Pacífico: una persona que tiene orígenes en cualquiera de los pueblos originarios de Hawai, Guam, Samoa u otras islas del Pacífico.
Blanco: una persona que tiene orígenes en cualquiera de los pueblos originarios de Europa, el Medio Oriente o el Norte de África.

Escuela anterior
¿Ha asistido el estudiante a otra escuela del Distrito Escolar del Condado de Douglas? Sí No
Si la respuesta es afirmativa, Escuela Grado Año escolar
La última escuela a la que asistió fuera del Distrito Escolar del Condado de Douglas:
Escuela Ciudad Estado Grado
¿Está su hijo(a) actualmente bajo una orden de expulsión en cualquier otro distrito? Sí No
¿Está su hijo(a) actualmente bajo consideración de expulsión? Sí No
¿Está su hijo(a) actualmente involucrado con el sistema judicial juvenil? Sí No

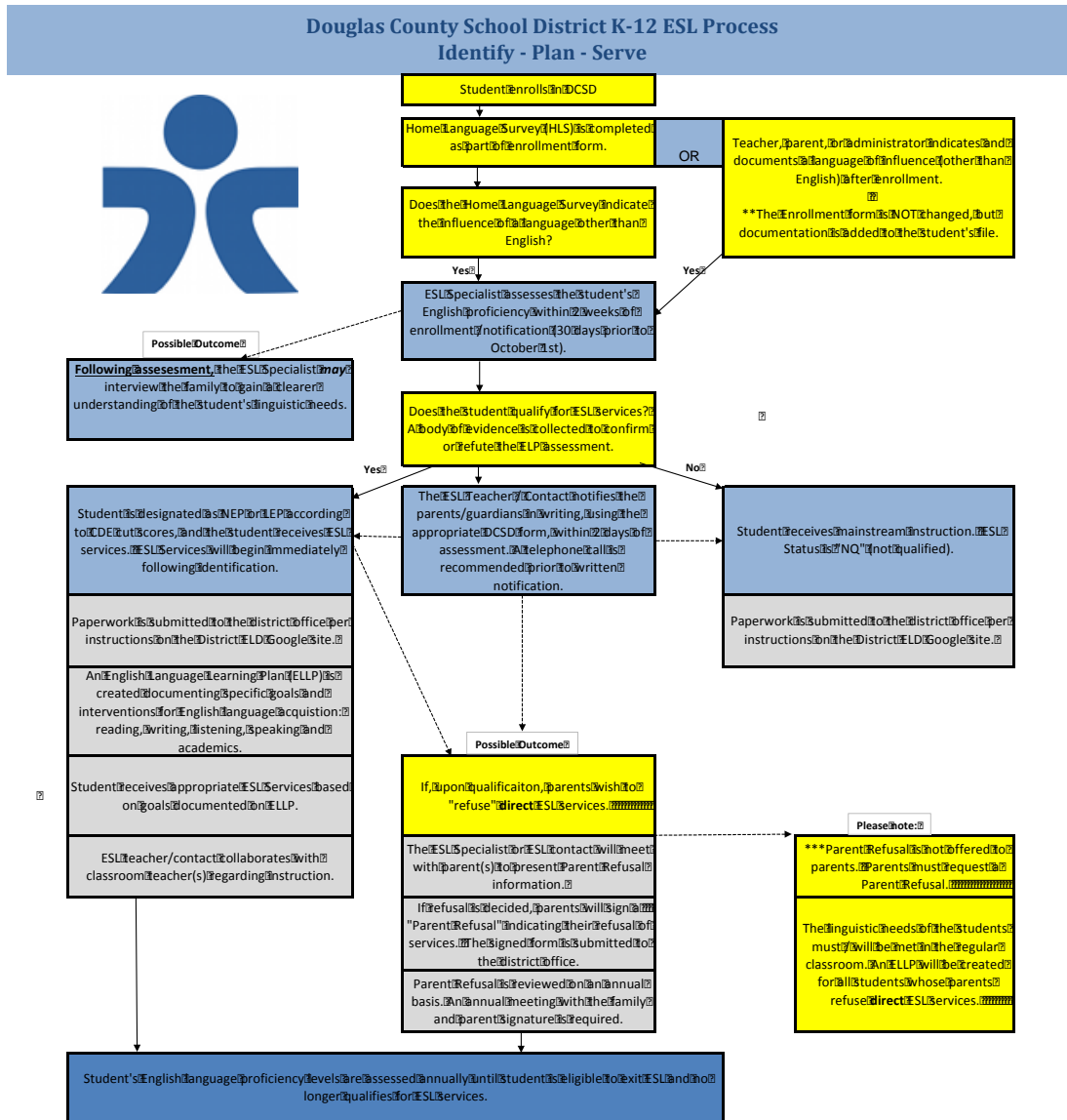
ESL
¿Qué idioma usaba el estudiante cuando recién comenzó a hablar?
¿Qué idioma(s) habla o entiende el estudiante?
¿Hablan regularmente los padres o el tutor del estudiante un idioma diferente al inglés? Sí No
Si la respuesta es afirmativa, especifique el idioma:
¿Qué idioma hablan principalmente los padres o el tutor del estudiante en la casa?

Servicios Especiales
¿Esta su hijo(a) actualmente en un Plan Educacional Individual de Servicios Especiales? Sí No
¿Ha recibido su hijo(a) anteriormente alguna prueba, evaluación o servicio en alguna de las siguientes áreas?
Problemas de aprendizaje Consejería Superdotados y talentosos ILP
Habla/lenguaje Psicológica Nivelación de lectura (Title 1)
Terapia física Problemas de comportamiento Servicios 504
Terapia ocupacional Impedimentos visuales/auditivos Otro

Firma del padre o tutor Fecha

# Appendix C: DCSD ESL Programming Flow Chart

Click on [THIS LINK](#) to view the DCSD ESL Programming Flow Chart.



11/2015



# Appendix D: DCSD Parent Notification Letter

Click [THIS LINK](#) to view the Parent Notification Letter.



Douglas County School District  
Learn today. Lead tomorrow.

In accordance with federal guidelines under the No Child Left Behind (NCLB) Act of 2001, your child's English proficiency was evaluated using the WIDA ACCESS Placement Test (W-APT). We are pleased to inform you that your child has qualified for placement in the English as a Second Language (ESL) Program. Your child has qualified for ESL because:

1. Your child's Home Language Survey has indicated a language other than English is used at home.
2. Colorado's required assessment, the W-APT, shows that your student scored NEP or LEP.

Name of Student	Home School	Date
-----------------	-------------	------

**Non-English Proficient (NEP)** - A student who either does not, or is beginning to, speak, understand, read, or write in English and is impacted by a language other than English. NEP is "Non-English Proficient".

**Limited English Proficient (LEP)** - A student who speaks, understands, reads, or writes some English and is impacted by a language other than English. LEP is "Limited English Proficient".

Speaking Proficiency Level	Writing Proficiency Level	Listening Proficiency Level	Reading Proficiency Level	Literacy Proficiency Level	Oral Proficiency Level	Overall Proficiency Level
----------------------------	---------------------------	-----------------------------	---------------------------	----------------------------	------------------------	---------------------------

**Grades 1-12:** Level 1: Entering Level 2: Beginning Level 3: Developing Level 4: Expanding Level 5: Bridging 6: Reaching  
**Kindergarten:** Low, Mid, High Exceptional – Your child's Summary Score Sheet will be attached.

It is recommended that your child participate in the Douglas County School District (DCSD) English as a Second Language (ESL) program. The DCSD ESL program utilizes structured English immersion to promote English language acquisition, and it is designed to meet your child's academic and social English Language Development needs. ESL students participate in the regular classroom for the majority, if not all, of the school day. An English Language Learning Plan will be designed to meet your child's specific academic English language needs in listening, speaking, reading, and writing.

You may elect to refuse placement in the ESL Program, with the understanding that your child will not have additional support to meet his or her specific language and academic needs. If you choose to refuse ESL services, a signed Parent Refusal must be on file with the district. All Parent Refusals must be reviewed and signed annually. **All** English Language Learners, including those with a Parent Refusal, are required by federal law to participate in the annual, required ESL assessment: WIDA ACCESS.

All English Language Learners in DCSD are monitored closely and evaluated via the Response to Intervention (RtI) framework wherein teachers use interventions matched to student needs. The goal of Douglas County Schools is for each English language learner (ELL) to become a fluent English speaker who also reads and writes at grade level. Research shows that it may take 5 years or more for an English language learner to become academically fluent in English. To exit the ESL program, your child will demonstrate proficiency in all aspects of English: listening, speaking, reading and writing as measured by a body of evidence to include the annual Colorado English Language Acquisition Proficiency Test as well the Colorado assessment for Reading and Writing.

If an ELL is on an Individual Educational Plan (IEP) and requires special education services, the SPED teacher, ESL teacher or contact, the student's parent(s) or legal guardians, and other staff members will coordinate instruction for the student.

*\*\*For more information regarding your child's W-APT results,  
 or if you have additional questions regarding ESL, please contact \_\_\_\_\_.*

**Parents and teachers are partners in developing English as a second language.  
 We look forward to working closely with your family.**

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En conformidad con las directrices federales establecidas en la Ley de 2001 No Child Left Behind (Que Ningún Niño se Quede Atrás, NCLB, por sus siglas en inglés), se evaluó el nivel de competencia del inglés de su hijo(a) usando el examen de nivelación WIDA ACCESS (W-APT). Tenemos el agrado de informarle que su hijo(a) cumple los requisitos para que se le coloque en el programa de inglés como segunda lengua (ESL, por sus siglas en inglés). Su hijo(a) ha calificado para el programa de ESL porque:

1. La encuesta que se le hizo al niño sobre el idioma que se usa en casa ha indicado que se usa un idioma diferente al inglés.
2. W-APT que es la evaluación requerida en Colorado indica que el resultado del estudiante es No competente en inglés o Competente limitado en inglés (NEP o LEP por sus siglas en inglés).

Nombre del estudiante	Escuela local	Fecha
-----------------------	---------------	-------

**Non-English Proficient (NEP):** Un estudiante que, o no habla o comienza a hablar, comprender, leer o escribir en inglés y es impactado por un idioma diferente al inglés. NEP significa "no competente en inglés".

**Limited English Proficient (LEP):** Un estudiante que habla, comprende, lee o escribe algo de inglés y es impactado por un idioma diferente al inglés. LEP significa "competente limitado en inglés".

Nivel de competencia al hablar	Nivel de competencia al escribir	Nivel de competencia al escuchar	Nivel de competencia al leer	Nivel de competencia en alfabetización	Nivel de competencia oral	Nivel de competencia en general
--------------------------------	----------------------------------	----------------------------------	------------------------------	--	---------------------------	---------------------------------

**Grados 1-12:** Nivel 1: entrante Nivel 2: principiante Nivel 3: en desarrollo Nivel 4: en expansión Nivel 5: de enlace 6: por lograr  
**Kindergarten:** Bajo, intermedio, alto, excepcional: Se va a adjuntar la hoja con el resumen de los resultados de su hijo(a).

Se recomienda que su niño(a) participe en el programa de inglés como segundo idioma (English as a Second Language, ESL) del Distrito Escolar del Condado de Douglas (DCSD, por sus siglas en inglés). El programa de ESL de DCSD utiliza una inmersión estructurada al inglés para promover la adquisición del idioma y está diseñado para satisfacer las necesidades académicas y sociales del desarrollo del idioma inglés de su niño(a). Los estudiantes de ESL participan en el salón de clases regular la mayor parte del día si es que no, el día completo. Se va a diseñar un plan para el aprendizaje del idioma inglés de su niño(a) con objeto de satisfacer sus necesidades académicas específicas en audición, habla, lectura y escritura.

Usted tiene la opción de rehusarse a que su hijo(a) participe en el programa de ESL, con el entendimiento de que su hijo(a) no va a contar con el apoyo adicional para satisfacer sus necesidades del idioma inglés ni sus necesidades académicas. Si usted prefiere rehusarse a recibir los servicios de ESL, debe firmar un formulario de Oposición de los padres (Parent Refusal) que debe ser archivado en el distrito. Todos los formularios de Oposición de los padres deben ser revisados y firmados anualmente. **A todos los estudiantes del idioma inglés, incluyendo a aquellos con Oposición de los padres se les exige por ley participar en la evaluación anual obligatoria: WIDA ACCESS.**

Todos los estudiantes del idioma inglés en DCSD son monitoreados muy de cerca y evaluados de acuerdo al sistema de respuesta a la intervención donde los maestros utilizan las intervenciones de acuerdo a las necesidades del estudiante. La meta de las escuelas del Condado de Douglas es que todo estudiante del idioma inglés llegue a hablar el inglés con fluidez y que pueda leer y escribir de acuerdo al grado que le corresponde. Las investigaciones indican que puede tomar 5 años o más para que un estudiante del idioma inglés pueda llegar a ser académicamente competente en inglés. Al salir del programa de ESL, su hijo(a) va a demostrar su competencia en todos los aspectos del inglés: audición, habla, lectura y escritura como se mide en un conjunto de pruebas que incluyen la prueba anual de competencia de adquisición del idioma inglés de Colorado, así como la evaluación para lectura y escritura de Colorado.

Si un estudiante del idioma inglés está en un Plan Educacional Individual (IEP por sus siglas en inglés) y requiere de servicios educacionales especiales, el maestro o maestra de SPED, de ESL o el contacto, uno de los padres del estudiante, o el tutor legal y otros empleados van a coordinar la instrucción del estudiante.

\*\*Para obtener más información sobre los resultados de W-APT de su niño(a), o si tiene preguntas adicionales sobre el programa de ESL, por favor contacte a \_\_\_\_\_.

**Los padres y los maestros trabajan juntos en el desarrollo del inglés como segundo idioma.  
Esperamos con mucho agrado poder trabajar de cerca con su familia**

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# Appendix E: DCSD Parent Refusal Form

Click on [THIS LINK](#) to view the DCSD Parent Refusal Form.



English Language Development  
Parent Refusal ESL Services

I understand my child \_\_\_\_\_, grade/school \_\_\_\_\_, has qualified to receive English as a Second Language, ESL, support. This qualification is based on an evaluation of his/her English language skills for speaking, listening, reading, and writing using the state approved, WIDA ACCESS PLACEMENT TEST (W-APT). I understand that I may refuse ESL support for my child, requiring a signed Parent Refusal form. This form will be part of my student's file at school and in the ELD file at the district office.

**By signing this Parent Refusal, I understand (please initial):**

- \_\_\_\_\_ English Language assessment and identification is Federal Law.
- \_\_\_\_\_ The Douglas County School District's English Language Development program has recommended my student participate in the English as a Second Language Program at his/her school.
- \_\_\_\_\_ Students receiving support from ESL Specialists receive direct instruction in the acquisition of English language skills (listening, speaking, reading, and writing).
- \_\_\_\_\_ All curriculum and instruction in a mainstream classroom is designed for fluent English proficient students.
- \_\_\_\_\_ Without ESL instruction, my child's performance in school may be affected as measured by State and District assessments.
- \_\_\_\_\_ In compliance with Federal and State law and to measure individual student growth in language acquisition, annual testing using the WIDA ACCESS TEST is required for all English Language Learners, even if they are on Parent Refusal status.
- \_\_\_\_\_ I understand I may choose to change my child's status to "Active" at any time by contacting my school's ESL Specialist.
- \_\_\_\_\_ An annual meeting will be scheduled to review my child's English language progress/status.

**Required Signatures**

_____	_____
Signature of Parent/Guardian	Date
_____	_____
Signature of ESL Teacher	Date
_____	_____
Signature of Interpreter (if necessary)	Date

Please make 2 copies of this form and send to:

- ESL Specialist
- Parent
- ELD Department-Wilcox



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Tengo entendido que mi hijo(a), \_\_\_\_\_, del \_\_\_\_\_ grado en la escuela \_\_\_\_\_, cumple con los requisitos para recibir apoyo en el inglés como segundo idioma (ESL por sus siglas en inglés). Los requisitos para recibir este apoyo se basan en una evaluación de sus habilidades del idioma inglés para hablar, escuchar, leer y escribir en la que se usó el examen de nivelación WIDA ACCESS (W-APT) aprobado por el estado. Tengo entendido que puedo rehusar el apoyo de ESL para mi hijo(a) lo cual requiere firmar un formulario de Oposición de los padres (Parent Refusal form). Este formulario va a ser parte del expediente de mi hijo(a) en la escuela y en el archivo de ESL en la oficina del distrito.

**Al firmar este formulario de Oposición de los padres, tengo entendido que (escriba sus iniciales):**

- \_\_\_\_\_ La evaluación e identificación de los estudiantes del idioma inglés es una ley federal.
- \_\_\_\_\_ El programa de inglés como segundo idioma del Distrito Escolar del Condado de Douglas, ha recomendado que mi hijo(a) participe en el programa de inglés como segundo idioma de su escuela.
- \_\_\_\_\_ Los estudiantes que reciben apoyo de los especialistas de ESL, reciben una enseñanza directa en la adquisición de las habilidades del idioma inglés (audio, habla, lectura y escritura).
- \_\_\_\_\_ Todos los programas de estudio y la enseñanza en un salón de clases regular están diseñados para estudiantes con una competencia fluida en el idioma inglés.
- \_\_\_\_\_ Sin la enseñanza de ESL el rendimiento de mi hijo(a) pudiera verse afectado de acuerdo a las mediciones las evaluaciones del distrito.
- \_\_\_\_\_ De conformidad con la ley federal y estatal y para la medición del crecimiento individual del estudiante en la adquisición del idioma, se requiere que todos los estudiantes del idioma inglés sean examinados usando el examen WIDA ACCESS, incluso aquellos que están con estatus de oposición de los padres.
- \_\_\_\_\_ Tengo entendido que puedo cambiar el estatus de mi hijo(a) a "Activo" en cualquier momento contactando al especialista de ESL de la escuela.
- \_\_\_\_\_ Se va a agendar una reunión anual para revisar el progreso y el estatus del idioma inglés de mi hijo(a).

**Firmas requeridas**

Firma del padre o tutor	Fecha
Firma del maestro o maestra de ESL	Fecha
Firma del intérprete (si fuera necesario)	Fecha

Haga 3 copias de este formulario y envíelas a / con:

- o Especialista de ESL
- o Padres
- o Departamento de ESL - Wilcox



# Appendix F: DCSD Parent Refusal to Active Form

Click [THIS LINK](#) to view the Parent Refusal to Active Form.



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I am signing this form to request a change in my child's ESL status from "Parent Refusal" to "Active," so that he/she will receive support from an ESL teacher. This form will be part of my student's file at school and in the ESL file at the district office.

I understand that my child, \_\_\_\_\_, grade \_\_\_\_\_, qualifies to receive English as a Second Language (ESL) support. This qualification is based on the evaluation of his/her English language skills for speaking, listening, reading, and writing using the state approved English Language Acquisition assessment.

I previously refused ESL support for my child, signing a Parent Refusal Form. I understand, by signing this form, my child *will* receive direct ESL support from the school's ESL teacher, and my student will have an active English Language Learner Plan.

---

Signature of Parent / Guardian

Date

---

Signature of ESL Teacher

Date

---

Signature of Principal

Date

---

Signature of Interpreter (if present)

Date



Carta a los padres ESL para cambiar servicio de ESL rechazo a activo

Firmo este formulario para solicitar un cambio en el estatus de ESL de mi hijo(a) de "Oposición de los padres" a "Activo", para que así pueda recibir apoyo de un maestro o una maestra de ESL. Este formulario va a ser parte del expediente de mi hijo(a) en la escuela y en el archivo de ESL en la oficina del distrito.

Tengo entendido que mi hijo(a), \_\_\_\_\_, del \_\_\_\_\_ grado cumple con los requisitos para recibir apoyo en el inglés como segundo idioma (ESL por sus siglas en inglés). Los requisitos para recibir este apoyo se basan en una evaluación de sus habilidades del idioma inglés para hablar, escuchar, leer y escribir en la que se usó un examen para medir la adquisición del idioma inglés aprobada por el estado.

Anteriormente, yo había rehusado el apoyo de ESL para mi hijo(a) y había firmado el formulario de Oposición de los padres. Tengo entendido que al firmar este formulario, mi hijo(a) VA A RECIBIR apoyo directo en ESL del maestro o maestra de ESL de la escuela, y va a tener un plan activo como estudiante del idioma inglés.

\_\_\_\_\_  
Firma del padre o tutor Fecha

\_\_\_\_\_  
Firma del maestro o maestra de ESL Fecha

\_\_\_\_\_  
Firma del intérprete (si fuera necesario) Fecha

\_\_\_\_\_  
Firma del director o directora de la escuela local Fecha

**Nota:** Envíe una copia de este formulario a la oficina del distrito de ESL y retenga una copia en el expediente acumulativo del estudiante.

Si tiene preguntas, contacte al maestro o maestra de ESL en la escuela local o llame al:  
303.387.0149

# Appendix G: DCSD English Language Learner Plans (ELLP)

## DCSD ELLP – Page 1-2



Douglas County School District English Language Learning Plan  
ELLP Academic Year:  
Student Information Page

Student Name:		ESL Teacher:		Teacher/Team:		Grade:		IEP <input type="checkbox"/>
State ID:	Home Language:	Translator Needed?		School:	ESL Entry Date:		ALP <input type="checkbox"/>	504 <input type="checkbox"/>
DCSD ID:	W-APT Date:	Initial Language Proficiency Level:		W-APT Scores Listening/Speaking		Reading:	Writing:	READ <input type="checkbox"/>
Current Language Proficiency Level:								
Parent Support: (Parents should choose ways they will support student's learning in the home.)  Other:		Instructional Accommodations: <input type="checkbox"/> Provide Extended Time <input type="checkbox"/> Provide Oral Script of Content / Text to Speech <input type="checkbox"/> Repeat Directions <input type="checkbox"/> Provide Repetition as Needed <input type="checkbox"/> Provide Oral Directions for Assignments <input type="checkbox"/> Provide Word to Word Dictionary <input type="checkbox"/> Headphones Additional Accommodations:			Standardized Assessment Accommodations: <input type="checkbox"/> Provide Extended Time: Amount: <input type="checkbox"/> Repeat Test Directions <input type="checkbox"/> Oral Script / Text to Speech <input type="checkbox"/> Teacher Read Directions <input type="checkbox"/> Repeat Test Items <input type="checkbox"/> Word to Word Dictionary <input type="checkbox"/> ACCESS Specific Accommodations <input type="checkbox"/> Headphones  <a href="#">ACCESS Accommodations List Here:</a> Additional Accommodations:			
		<b>Signatures: Electronic signatures are accepted as authentic and may take the place of physical signatures. This form must be signed by all team members to indicate attendance and agreement.</b>						
ESL Teacher:		Date:		Classroom/Content Teacher:		Date:		
Parent/Guardian:		Date:		Student:		Date:		<input type="checkbox"/> Submitted to Administrator Date:
Notes for the classroom teacher, parent, or student: (optional)								



Douglas County School District English Language Learning Plan  
 ELLP Academic Year:  
**GOAL SETTING WORKSHEET**

Listening, Speaking, Reading and Writing will be integrated in instruction and assessments.

Name/Group

	Targeted Area of Concern	Targeted Area of Concern	Targeted Area of Concern	Targeted Area of Concern	Targeted Area of Concern
<u>CELP Standard or Can Do Descriptors</u>					
<u>S.M.A.R.T. GOAL(s)</u> Specific, Measurable, Attainable, Realistic, Timely (Model Performance Indicator) <u>Smart Goal Bank</u>					
	Instructional Support	Instructional Support	Instructional Support	Instructional Support	Instructional Support
ESL Teacher:					
Classroom/Content Teacher:					
Student:					
Monitoring Progress: (Indicate whom and how)					
Progress Monitoring Dates and Results					
Goal Met On: (date)					
Next Step:					



# DCSD ELLP with READ Plan - Goal Setting Worksheet\*\* Pages 1 and 2 are the same for ALL students.



Douglas County School District English Language Learning Plan  
 ELLP Academic Year:   
**GOAL SETTING WORKSHEET with READ Plan**  
 Listening, Speaking, Reading and Writing will be integrated in instruction and assessments.

Student Name:

<b>ELD:</b> <u>Targeted Area of Concern</u>	<b>READ Plan Initiated on:</b> <input type="text"/>		
<u>CELP Standard or Can Do Descriptors</u>	<u>Screening and Probe Results</u>		
	Date: <input type="text"/> Date: <input type="text"/> Date: <input type="text"/> Date: <input type="text"/>	Fall Interim: <input type="text"/> Probing Assessment: <input type="text"/> Winter Interim: <input type="text"/> Spring Interim/Summative: <input type="text"/> 3 <sup>rd</sup> Grade TCAP: <input type="text"/>	Score: <input type="text"/> Score: <input type="text"/> Score: <input type="text"/> Score: <input type="text"/>
<b>ELD S.M.A.R.T. GOAL(s)</b> Specific, Measurable, Attainable, Realistic, Timely (Model Performance Indicator) <u>Insert Goal Here</u>	Date: <input type="text"/> Date: <input type="text"/> Date: <input type="text"/>	<b>Diagnostic Results</b>	
Instructional Support: ESL Teacher		<u>Specific Reading Skill Deficiency</u> <i>Indicate by area of priority 1-5</i>	
Instructional Support: Classroom/Content Teacher		Assessment: <input type="text"/> Assessment: <input type="text"/> Assessment: <input type="text"/>	
		Phonemic Awareness: <input type="text"/> Phonics: <input type="text"/> Fluency: <input type="text"/> Vocabulary: <input type="text"/> Oral Language: <input type="text"/> Comprehension: <input type="text"/>	
		<b>READ Plan Goal(s)</b> List the goal(s) in order of priority and align objectives for progress monitoring to the outlined goals. 1 goal is <b>REQUIRED</b> . GOAL: <input type="text"/>	
Student:	<b>Progress Monitoring</b> <i>Correlates to priority area of growth</i>	Date: <input type="text"/> Date: <input type="text"/> Date: <input type="text"/> Date: <input type="text"/>	Tool: <input type="text"/> Tool: <input type="text"/> Tool: <input type="text"/> Tool: <input type="text"/> Tool: <input type="text"/> Tool: <input type="text"/> Tool: <input type="text"/> Tool: <input type="text"/>
Monitoring Progress: (Indicate whom and how)	Reading Area: <input type="text"/>	Date: <input type="text"/> Date: <input type="text"/> Date: <input type="text"/> Date: <input type="text"/>	Result: <input type="text"/> Result: <input type="text"/> Result: <input type="text"/> Result: <input type="text"/> Result: <input type="text"/> Result: <input type="text"/> Result: <input type="text"/>
Progress Monitoring Dates and Results	Objective from Minimum Competencies: <input type="text"/>	Date: <input type="text"/> Date: <input type="text"/> Date: <input type="text"/> Date: <input type="text"/>	Result: <input type="text"/> Result: <input type="text"/> Result: <input type="text"/> Result: <input type="text"/> Result: <input type="text"/> Result: <input type="text"/> Result: <input type="text"/>
			Notes (optional): <input type="text"/>

Goal Met On: (date)	<b>CORE (Universal) Instructional Resource:</b> Select the Core program the student is receiving for reading instruction. <input type="text"/>																											
	<b>Additional Reading Services / Reading Interventions</b> The information listed below is designed to help develop reading proficiency and are <u>above and beyond</u> CORE instruction. Start Date: <input type="text"/> End Date: <input type="text"/> Level of Interventions: <input type="text"/> Intervention Program: <input type="text"/> Interventionist: <input type="text"/> Frequency: <input type="text"/> Result: <input type="text"/>																											
Next Step(s):	<b>Supplemental Services</b> Identify any additional services the teacher deems available and appropriate to accelerate the student's reading skill development. *Optional Date: Start Date: <input type="text"/> Type of Service: <input type="text"/> Frequency of Service: <input type="text"/> How the service will accelerate reading skill development: <input type="text"/>																											
	<b>Family Communication</b> To include family members in the development of the READ plan strategies must be given to implement at home that will supplement the services received at school. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 15%;">Date</th> <th style="width: 40%;">Communication</th> <th style="width: 45%;">Comments / Notes</th> </tr> </thead> <tbody> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> <tr><td><input type="text"/></td><td><input type="text"/></td><td><input type="text"/></td></tr> </tbody> </table>	Date	Communication	Comments / Notes	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Notes: *Optional	<b>Outcome</b> Date: <input type="text"/> Once this plan has been completed, enter the outcome / recommendation below: <input type="text"/>																											

# Appendix H: DCSD Redesignation Form: LEP to FEP

Click on [THIS LINK](#) to view the Redesignation Form: LEP to FEP.



Douglas County School District  
Learn today. Lead tomorrow.

## English Language Development FEP – Fluent English Proficient Re-designation Form Douglas County School District Re. 1

Student Name:                      Grade:  
School:                                ESL Teacher:  
ESL Entry Date:                    Home Language:

In accordance with Title III, Part A, of the *No Child Left Behind Act of 2001 and the Elementary and Secondary Education Act*, all students who are English Learners (ELs) 1) must attain English proficiency and develop high levels of academic attainment in English, and 2) meet the same challenging state academic content and student academic achievement standards as their English speaking peers. Federal guidelines require that the academic performance of all English Learners be monitored for at least two years after attaining fluent status. The monitor status is called Year 1 and Year 2. Douglas County School District's English Language Development (ELD) Program ensures all English Learners are reading and writing on grade level before exiting. This form serves as documentation of grade level performance and the transition to monitoring status when a student achieves FEP, Year 1 status.

### Criteria for Transitioning to ESL/FEP Y1 Status

A student must earn:

- A Level 5.0 on the ACCESS for ELLs assessment in the following areas:

Composite:                    enter the English Language Proficiency (ELP)  
Literacy:                        enter the English Language Proficiency (ELP)

**To be redesignated from LEP to FEP Y1, a student's Body of Evidence must include four recent, unique pieces of evidence.** (Enter the name of the evidence. Attach or scan the most recent EPR or grade report along with the following identified evidence.)

At least one piece of evidence to validate language growth:

At least one piece of evidence to validate reading proficiency:

At least one piece of evidence to validate writing proficiency:

At least one piece of evidence to validate core academic content proficiency:

Please mark the following to indicate these criteria have been addressed.

- ESL and classroom teacher recommendation  
 Student will access content with instruction that requires little or no accommodations  
 Parent notification

**Type your signature below. Electronic signatures are accepted as authentic and may take the place of physical signatures.**

ESL Teacher:                      Classroom / Content Teacher:

Administrator:                    Parent/Guardian:

Meeting Date:                      Status Dates: Y1    Y2  
(Enter school year for Y1 and Y2 Monitor. Example: 15/16)

Educational Programming | English Language Development | 620 Wilcox St, Castle Rock, CO 80104 | P 303.387-0149 | www.dcsdk12.org



Nombre del estudiante: \_\_\_\_\_ Grado: \_\_\_\_  
Escuela: \_\_\_\_\_ Maestro(a) de ESL: \_\_\_\_  
Fecha de ingreso a ESL: \_\_\_\_\_ Idioma del hogar: \_\_\_\_

De conformidad con Title III, Parte A de la Ley *No Child Left Behind (Que Ningún Niño se Quede Atrás) de 2001* y de la Ley de Educación Primaria y Secundaria, todos los alumnos que son estudiantes del idioma inglés (ELL por sus siglas en inglés) 1) deben obtener competencia en inglés y desarrollar altos niveles de logros académicos en inglés y, 2) satisfacer los mismos desafiantes contenidos académicos estatales y los mismos estándares de logros académicos estudiantiles de sus pares que hablan inglés. Las directrices federales requieren que el rendimiento académico de todos los estudiantes del idioma inglés sea monitoreado por lo menos por dos años después de que obtengan un nivel fluido. El monitoreo del estatus se llama Año 1 y Año 2.

El programa de inglés como segundo idioma (ESL por sus siglas en inglés) del Distrito Escolar del Condado de Douglas se asegura de que todos los estudiantes del idioma inglés lean y escriban al nivel del grado que les corresponde antes de retirarse. Este formulario sirve como documentación del rendimiento al nivel del grado que les corresponde y la transición hacia el monitoreo del estatus cuando un estudiante logra el nivel de competente con fluidez en inglés correspondiente al nivel del Año 1.

### Criterios para la transición hacia ESL/FEP al nivel del Año 1

#### Un estudiante debe recibir:

- Un nivel 5.0 en ACCESS por la evaluación de ELL en las siguientes áreas:  
General: \_\_\_\_\_ Alfabetización: \_\_\_\_\_
- Un puntaje de Competente o Avanzado en el Programa de Evaluación Transicional de Colorado (Transitional Colorado Assessment Program, TCAP por sus siglas en inglés) en lectura.  
Lectura Proficient:  [competente]  [avanzado]

#### La evidencia debe incluir:

Informes sobre el progreso de primaria / Boletas de calificaciones que reflejen el progreso hecho a nivel del grado y rendimiento consistente con sus pares. (Por favor adjunte la boleta de calificaciones más reciente o un resumen del grado)

#### Tres elementos de evidencia que confirmen los puntajes de más arriba:

Por favor identifique las evidencias de más abajo, y adjúntelas a este documento

- 1.
- 2.
- 3.

Marque los siguientes casilleros para indicar que se han tomado en cuenta estos criterios.

Recomendaciones del maestro o de la maestra de ESL y del salón de clases

El estudiante puede acceder al contenido con instrucciones que requieran poca o ninguna ayuda

Aviso a los padres

Se aceptan firmas electronicas y pueden tomar lugar de firmas fisicas.

#### Maestro o maestra de ESL:

#### Maestro o maestra del salón de clase o de alguna materia:

Administrador(a)


Padre o Tutor:

Fecha de reunión:  
(introduzca el año escolar)

Fechas del estatus del Año: Año1      Año2

# Appendix I: Identification of English Learners Training Information

## Registrar Training: [Link to annual presentation](#)



**ENGLISH LANGUAGE DEVELOPMENT**  
REGISTRAR INFORMATION

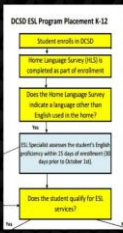
Remy Rummel  
Coordinator, English Language Development

Douglas County School District

### Federal & State Laws

- Title VI of the Civil Rights Act of 1964
- Office of Civil Rights May 25, 1970 Memo
- Lau v. Nichols – 414 U.S 563 (1974)
- Equal Educational Opportunities Act of 1974
- The Lau Remedies (1975)
- Castañeda v. Pickard (1981)
- Plyer v. Doe : Right to Attend Free Public School
- Colorado – Senate Bill 109 (ELP Assessment)
- Elementary and Secondary Education Act of 1991

### ESL Identification Process



DCSD ESL Program Placement K-12

Student enrolls in DCSD

Home language survey (HES) completed as part of enrollment

Does the Home Language Survey indicate a language other than English used in the home?

No

ESL Specialist reviews the student's English proficiency within 15 days of enrollment (Response to October 1st)

Does the student qualify for ESL services?

### Who is eligible for ESL?

#### Requirements for W-APT Testing

Any new to district student that the district determines has a language influence other than English and might be EL

Can include...

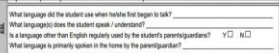
- Foreign Exchange Students
- Students with Disabilities
- Students enrolled in Charter Schools and Facility Schools
- Adopted Students
- Students of military families
- Home school students

Does not include...

- Students who use American Sign Language and do not have a language influence other than English

CDE

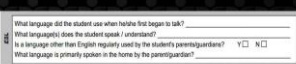
### Enrollment Forms: You are Critical!



You must:

- distribute the most current enrollment form to all enrolling families.
- shred all forms from previous years.

### Enrollment Forms: You are Critical!



If a language other than English is listed or the Y box is checked,

- make a copy of the form for the CUM FILE, and give the ORIGINAL to the ESL Teacher or ESL Contact in your building
- assessment is mandated by State and Federal law


No pre-assessment judgment is allowable

This applies to EVERY child in a public school - charters included - in the USA


### Infinite Campus

When entering CENSUS information, the language field is to be left blank. It will be populated automatically with English through a nightly script. When the correct language code is populated through the ESL office, it will be changed in the CENSUS area (via nightly script).

This allows our LEP Tab to be populated with the identification and other ESL data.



### Your diligence is appreciated!



- ### ESL Specialist Identification Training:
- Link to [New ESL Specialist Training](#)
  - Link to [ESL Specialist W-APT Training Grades 1-12](#)
  - Link to [ESL Specialist W-APT Training Kindergarten](#)

DCSD also utilizes the secure training webinars provided by WIDA. In addition to these trainings, the [District ELD/ESL google site](#) houses all processes, procedures, forms, and information regarding the identification of English Learners.

## Appendix J: WIDA/CELP Standards

The state of Colorado has adopted the WIDA standards for English Learners: the Colorado English Language Proficiency Standards (CELP). Implementation of the standards, training for classroom and content teachers, and assessments directly aligned with the CELP standards will take place this year. The CELP standards are aligned with the Colorado Academic Standards (CAS). ESL teachers will receive further professional development regarding the CELP standards and implications for all teachers throughout this school year.

### Learn about the Standards



The new [Colorado Academic Standards](#) create a seamless transition from preschool to high school graduation. The ultimate goal is to prepare students for success in postsecondary education and the workforce.

The Colorado State Board of Education formally adopted the new standards in December 2009. The new standards replace the Colorado Model Content Standards adopted and used over the last 15 years.

### [Learn About the CELP Standards](#)

### [Colorado English Language Proficiency \(CELP\) Standards](#)

### [WIDA - World Class Instructional Design and Assessment](#)

# Model Performance Indicator (MPI) Definition

The Language Function

The Content Stem/  
Example Topic

The Support



ELP Standard: 4 - Language of Science

Language Domain: WRITING

Example Topic	Change
Level 1 - Entering	Note difference or change by labeling drawings or copying words from word banks (e.g., baby to man)
Level 2 - Beginning	Identify change according to stages of processes or cycles (e.g., from seeds to plants or from caterpillars to butterflies) using drawings, words, or phrases
Level 3 - Developing	Describe change in processes or cycles depicted in visuals using phrases and short sentences
Level 4 - Expanding	Compare/contrast change depicted in visuals using a series of sentences
Level 5 - Bridging	Explain the process of change in visuals using connected sentences

These are sample MPIs generated through the Searchable Standards at [wida.us](http://wida.us). These MPIs are only samples, and the language function, the content stem, or the support (or scaffold) may be changed to meet the needs of specific ELs.

# Appendix K: ESL Programming Models Implemented in DCSD Schools

To see a full view of this document, [follow this link](#). This document is updated as necessary to reflect current programming in DCSD. It was last updated in June, 2015.

School Name	LDE/CLD Endorsed Teacher(s)	Push-In English Language Development	Pull-Out English Language Development	Sheltered English, Specially Designed Academic Instruction (SDAIE), or Structured Immersion	Sheltered Content Courses	The Sheltered Instruction Observation Protocol (SIOP)	ELD Classes	Co-Teaching	Coaching Model	Flexible Pathways	L1 Literacy Classes or First Language Literacy Classes	Newcomer Centers/Programming	Tutoring
Academy Charter School	Yes			x									x
Acres Green Elementary	Yes	x	x	x				x	x				x
American Academy Charter School	No			x									x
Arrowwood Elementary	Yes	x	x	x				x	x				
Aspen View Academy	Yes		x										x
Bear Canyon Elementary	Yes	x	x	x				x	x				
Ben Franklin Academy Charter School	No												
Buffalo Ridge Elementary	Yes	x	x	x				x					
Castle Rock Elementary	Yes	x	x	x				x					
Castle Rock Middle School	Yes	x	x	x			x	x			x		x
Castle View High School	Yes	x	x	x			x	x	x	x	x	x	x
Challenge to Excellence Charter School	Yes		x	x					x				x
Chaparral High School	Yes	x	x	x			x	x	x	x	x		x
Cherokee Trail	Yes	x	x	x				x	x				
Cherry Valley	Yes	x	x	x									
Cimarron Middle School	Yes	x	x	x				x	x				x
Clear Sky Elementary	Yes	x	x	x		x		x	x				x
Copper Mesa Elementary	Yes	x	x	x		x		x	x				
Cougar Run Elementary	Yes	x	x	x		x		x	x				
Coyote Creek Elementary	Yes	x	x	x		x			x				
Cresthill Middle School	Yes	x	x	x		x	x	x	x	x	x		x
Douglas County High School	Yes	x	x	x	x	x	x	x	x	x	x		x
Douglas County Montessori Charter School	No No PHLOTE students at this site												
Eagle Academy	Yes	x	x	x									
Eagle Ridge	Yes	x	x	x									
eDCSD	Yes								x				



School Name	LDE/CLD Endorsed Teacher(s)	Push-In English Language Development	Pull-Out English Language Development	Sheltered English, Specially Designed Academic Instruction (SDAIE), or Structured Immersion	Sheltered Content Courses	The Sheltered Instruction Observation Protocol (SIOP)	ELD Classes	Co-Teaching	Coaching Model	Flexible Pathways	L1 Literacy Classes or First Language Literacy Classes	Newcomer Centers/Programming	Tutoring
Eldorado Elementary	Yes	x	x	x				x	x				
Flagstone Elementary	Yes	x	x	x				x	x				
Fox Creek Elementary	Yes	x	x	x		x		x	x				x
Franktown Elementary	Yes	x	x	x				x	x				
Frontier Valley Elementary	Yes	x	x	x					x				
Global Village Academy	Yes	This is a new program, and programming is TBD.											
Gold Rush Elementary	Yes	x	x	x		x		x	x				
Heritage Elementary	Yes	x	x	x		x		x	x				
Highlands Ranch High School	Yes		x	x	x	x	x		x	x	x		x
HOPE Online	Yes		x										
Iron Horse Elementary	Yes	x	x	x		x		x	x				
Larkspur Elementary	No		x	x					x				
Legacy Point Elementary	Yes	x	x	x				x	x				
Legend High School	Yes, by Fall 2015	x	x	x	x	x	x	x	x	x	x		x
Lone Tree Magnet School	Yes	x	x	x									
Mammoth Heights Elementary	Yes	x	x	x				x	x				
Meadowview Elementary	Yes	x	x	x				x	x				
Mesa Middle School	Yes		x	x	x			x	x	x	x		x
Mountain Ridge Middle School	Yes		x	x			x		x	x	x		
Mountain View Elementary	Yes	x	x	x		x							
Mountain Vista High School	Yes		x	x			x		x	x	x		
North Star Academy Charter School	No	x		x									
Northeast Elementary	Yes	x	x	x		x			x				
Northridge Elementary	Yes	x	x	x		x	x	x	x			x	
Parker Core Knowledge Charter School	Yes		x	x		x							
Pine Grove	Yes	x	x	x		x		x	x				
Pine Lane Intermediate	Yes	x	x	x				x	x				
Pine Lane Primary	Yes	x	x	x				x					



School Name	LDE/CLD Endorsed Teacher(s)	Push-In English Language Development	Pull-Out English Language Development	Sheltered English, Specially Designed Academic Instruction (SDAIE), or Structured Immersion	Sheltered Content Courses	The Sheltered Instruction Observation Protocol (SIOP)	ELD Classes	Co-Teaching	Coaching Model	Flexible Pathways	L1 Literacy Classes or First Language Literacy Classes	Newcomer Centers/Programming	Tutoring
Pioneer Elementary	Yes	x	x	x		x		x	x				
Platte River Academy Charter School	No		x	x									
Ponderosa High School	Yes, by Fall 2017	x		x	x			x			x		
Prairie Crossing Ranch View Middle School	Yes	x	x	x		x		x	x				
Redstone Elementary	Yes	x	x	x		x		x	x		x		
Renaissance Magnet School	Yes		x	x									
Rock Canyon High School	Yes		x	x					x	x	x		
Rock Ridge Elementary	Yes	x	x	x									
Rocky Heights Middle School	Yes	x	x	x		x		x	x	x	x		x
Roxborough Saddle Ranch Elementary	Yes	x	x	x									
Sage Canyon	Yes	x	x	x		x		x	x				
Sagewood Middle School	Yes	x	x	x			x						
Sand Creek Elementary	Yes	x	x	x		x		x	x				
Sedalia Elementary	Yes	x	x	x		x		x	x				
Sierra Middle School	Yes	x	x	x		x		x	x	x	x		
Sky View Academy Charter School	No			x									
Soaring Hawk Elementary	Yes	x	x	x		x		x	x				
South Ridge Elementary School	Yes	x	x	x				x	x				
STEM Charter School	No												
Stone Mountain Elementary	Yes	x	x	x									
Summit View Elementary	Yes	x	x	x		x		x	x				
ThundeR Ridge High School	Yes	x	x	x			x	x	x	x	x		
Timber Trail Elementary	Yes	x	x	x		x		x	x				
Trailblazer Elementary	Yes	x	x	x									
Wildcat Mountain Elementary	Yes	x	x	x		x		x	x				
World Compass Academy	TBD	This is a new school, and programming is TBD											

# Appendix L: Y1 and Y2 Monitor Documentation Template

	A	B	C	D	E	F	G	H	I	J	K
1	Last Name	First Name	Y1 Monitor End Date	Y2 Monitor End Date	Monitoring Check-in #1 Date	Assessment Data / Observations	Monitoring Check-in #2 Date	Assessment Data / Observations	Assessment Data / Observations	Is the student progressing and performing at or above grade level?	Does the student need to be redesignated as an Active EL?
2											
3											
4											
5											
6											

Follow [this link](#) to the DCSD ESL Year 1 and Year 2 Monitor Documentation Form.

# Appendix M: ESL Department Training Schedule - Sample

## ESL Department Meetings (½ day entire ESL department)

- August
- October
- December
- January
- March/April

## Registrar Training Dates:

- August
- September
- Throughout the year as needed

## Beginning of the Year at a Glance:

<u>Training/Event</u>	<u>Date(s)</u>	<u>Location</u>	<u>Audience</u>
W-APT (½ day am)	August 1, 8, 13	1: Wilcox 2nd North 8: West Support Center (Mount Evans) 13: West Support Center (Mount Evans)	Charter School Contacts, New ESL Teachers
Writing ELLPs (½ day pm)	August 1, 8,	1: Wilcox 2nd North Conference room 8: West Support Center (Mount Evans)	Charter School Contacts, ESL Teachers
New ESL Teacher Orientation (½ day am)	August 7, 14	7: West Support Center (Telluride) 14: West Support Center (Telluride)	New ESL Teachers, Charter School Contacts
CLD Toolkit (Aug 7, 14: 1/2 day pm, Aug 21: ½ day am & pm, 28: ½ day am and pm)	August 7, 14, 21, 28	7: West Support Center (Telluride) 14: West Support Center (Telluride) 21: West Support Center (Telluride) 28: ECC South	ESL Teachers, Charter School Contacts, SPED Teachers
ESL Department Meetings ½ day afternoon 12:00-3:00 (11-12 is optional lunch)	August 19 October 23 November 20 January 17 (or other if no Job Alike) April 2014 - Webinar regarding ACCESS results (data analysis) and processing May 1: ESL Celebration	Aug 19 (Monday): Wilcox Board Room October 23: Wilcox Board Room November 20: Castle Rock Library (CR Bank East & West) January 17: CVHS April 24: Cantril Gym  May 1: ESL Celebration (CVHS)	ESL Teachers, Charter School Contacts

# Appendix N: Continuous Improvement for Teacher Effectiveness (CITE) for ESL Teachers

## [Continuous Improvement of Teacher Effectiveness \(CITE\)](#)

ESL Teachers have a differentiated CITE rubric available through the PK-12 Education [Google site](#). All ESL Teachers will be evaluated by their school site evaluator using the CITE rubric for ESL Teachers.

Evaluation of ESL Specialists will be completed by evaluators who are familiar with ESL. Evaluators have access to the



### Evaluating ESL Teachers - Creating a Collaborative Partnership

"The fidelity of the evaluation process is contingent upon clear communication, effective collaboration and comprehensive best-practice" (DCSD, 2014). *These Look-Fors are not intended to be a comprehensive checklist or a formula for evaluation status.*

### ESL Teacher CITE Rubric

ESL Teachers are held accountable according to the indicators on the CITE 2014-2015 rubric and work within the [WIDA](#) Standards and Assessment Framework: [Standards, Assessment, Can Do Descriptors](#). A team of ELD Leads, the English Language Development Coordinator, and the Director of Educational Programming collaborated to ensure the ESL Teacher CITE Rubric reflected the responsibilities of the Teacher.

Standard 1 - Outcomes: ESL Teacher purposefully plans (and/or collaborates to purposefully plan) outcomes using the District GVC in stage 1 of backward planning.	Standard 2 - Assessment: ESL Teacher uses a balanced assessment system that requires students to demonstrate the GVC as identified in stage 1 of backward planning.	Standard 3 - Instruction: ESL Teacher facilitates learning opportunities for students to master the GVC and ELD Standards as identified in stage 1 and assessed in stage 2 of backward planning.
<p><i>Possible look-fors in Formal Observations and Walkthroughs</i></p> <ul style="list-style-type: none"> <li>Documented efforts to collaborate, co-plan, and/or co-teach, and maintain ELLPs/READ Plans.</li> <li>Creates and implements stage 1 of backward plans independently and/or collaboratively - in a format that supports collaboration among teachers and/or students</li> <li>Has impact on other teachers' plans if an English Learner is in the teachers' class or course</li> <li>WIDA's Can Do Descriptors included alongside WCOs</li> <li>Documented efforts to collaborate and support students in language and content development.</li> <li>Differentiated support for English Learners according to English Proficiency</li> <li>Backward Planned units that include support for the acquisition of English</li> <li>Language and Content Objective and/or WIDA Model Performance Indicator</li> <li>Naturally integrates the identified 4Cs, 21st Century Skills into instruction</li> </ul>	<p><i>Possible Look-fors in Formal Observations and Walkthroughs</i></p> <ul style="list-style-type: none"> <li>Documented efforts to collaborate, co-plan, and/or co-teach, and maintain ELLPs/READ Plans..</li> <li>Creates and implements stage 2 of backward plans independently and/or collaboratively - in a format that supports collaboration among teachers and/or students</li> <li>Has impact on other teachers' plans if an English Learner is in the teachers' class or course</li> <li>WIDA's Can Do Descriptors are considered in a balanced assessment system, and are aligned with the GVC</li> <li>Documented efforts to collaborate and support students in language and content development in a balanced assessment framework.</li> <li>Differentiated support for English Learners according to English Proficiency</li> <li>Stage 2 planning and implementation that include support for the acquisition of English</li> <li>Language and Content Objective and/or WIDA Model Performance Indicator is evident in a balanced assessment system</li> <li>Maintains high expectations for content and scaffolds academic language</li> </ul>	<p><i>Possible Look-fors in Formal Observations and Walkthroughs</i></p> <ul style="list-style-type: none"> <li>Documented efforts to collaborate, co-plan, and/or co-teach and maintain ELLPs/READ Plans..</li> <li>Creates and implements stage 3 of backward plans independently and/or collaboratively - in a format that supports collaboration among teachers and/or students, and includes support for ELD and content</li> <li>Has impact on other teachers' plans if an English Learner is in the teachers' class or course</li> <li>provides vocabulary, content development, and opportunities for meaningful interaction</li> <li>provides frontloading or review of information</li> <li>provides high level thinking opportunities</li> <li>uses visuals, graphic organizers, videos, images, or other supports providing opportunities for scaffolded success</li> <li>facilitates student use of translating devices as appropriate (considering English proficiency level, age, developmental needs)</li> <li>possible content support in the native language</li> <li>evidence of cultures and languages represented by the students and their families</li> <li>WIDA's Can Do Descriptors</li> </ul>

	<ul style="list-style-type: none"> <li>Provides or advises assessment modification or accommodations, including visual or other supports</li> <li>Naturally integrates the identified 4Cs, 21st Century Skills into assessment</li> <li>Implements and/or supports quality formative, interim, and summative assessments</li> <li>Provides/supports meaningful feedback</li> <li>Evidence of collaboration with students: goal setting, instruction</li> </ul>	<ul style="list-style-type: none"> <li>Documented efforts to collaborate and support students in language and content development.</li> <li>Differentiated support for ELs according to English Proficiency</li> <li>Language and Content Objective and/or WIDA Model Performance Indicator</li> <li>Naturally integrates the identified 4Cs, 21st Century Skills into instruction</li> <li>Maintains high expectations and provides or advises instructional modification or accommodations, including visual or other supports</li> <li>Evidence of collaboration with students: goal setting, instruction</li> </ul>
1.1 ESL Teacher purposefully plans (and/or collaborates to purposefully plan) for the integration of World Class Outcomes and ELD Standards in stage 1 of backward planning.	2.1 ESL Teacher develops/identifies (and/or modifies) assessments that require students to demonstrate mastery of World Class Outcomes and ELD Standards as identified in stage 1 of backward planning.	3.1 ESL Teacher facilitates student mastery of the World Class Outcomes (Global, Transferrable, Sustainable, Authentic and Higher Level Blooms) and progress toward mastery of ELD Standards as identified in stage 1 and assessed in stage 2 of backward planning.
1.2 ESL Teacher purposefully plans (and/or collaborates to purposefully plan) for the integration of content in stage 1 of backward planning.	2.2 ESL Teacher develops/identifies (and/or modifies) assessments that require students to demonstrate mastery of content as identified in stage 1 of backward planning.	3.2 ESL Teacher facilitates student mastery of content as identified in stage 1 and assessed in stage 2 of backward planning.
1.3 ESL Teacher purposefully plans (and/or collaborates to purposefully plan) for the integration of the 4Cs in stage 1 of backward planning.	2.3 ESL Teacher develops/identifies (and/or modifies) assessments that allow students to demonstrate the 4Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 of backward planning.	3.3 ESL Teacher facilitates opportunities for students to develop, demonstrate expertise, and use the 4Cs (Creativity, Collaboration, Communication, and Critical Thinking) as identified in stage 1 and assessed in stage 2 of backward planning.
1.4 ESL Teacher purposefully plans (and/or collaborates to purposefully plan) for the integration of 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility) in stage 1 of backward planning, where appropriate.	2.4 ESL Teacher develops/identifies (and/or modifies) assessments that require students to demonstrate 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.	3.4 ESL Teacher facilitates opportunities for students to develop and demonstrate expertise in the 21st century skills (financial literacy, global awareness, problem solving, resiliency, systems thinking, health and wellness, and civic responsibility), where appropriate.
1.5 ESL Teacher evaluates balanced assessment data to purposefully plan (and/or collaborates to purposefully plan) for differentiation in stage 1 of backwards planning.	2.5 ESL Teacher uses (and/or supports teachers in the use of) quality formative assessments to assess the GVC and ELD Standards.	3.5 ESL Teacher uses and/or supports teachers' use of balanced assessment data to implement, deliver and refine learning opportunities.
	2.6 ESL Teacher uses (and/or supports teachers in the use of) quality interim assessments to assess the GVC and ELD Standards.	3.6 ESL Teacher facilitates differentiated learning opportunities for students to master the GVC and ELD Standards as identified in stage 1 and assessed in stage 2 of backward planning.
	2.7 ESL Teacher uses (and/or supports teachers in the use of) quality summative assessments to assess the GVC and ELD Standards.	3.7 ESL Teacher facilitates learning opportunities that empower students to use higher order thinking skills (analyze, evaluate, and create/invent) to learn the GVC and ELD Standards as identified in stage 1 and assessed in stage 2 to create sustainable learning.
	2.8 ESL Teacher provides (and/or supports teachers to provide) each student with specific, timely, and personalized feedback.	3.8 ESL Teacher facilitates learning opportunities that engage all students in sustainable learning opportunities through voice and choice, for students to master the GVC and ELD Standards identified in stage 1 and assessed in stage 2 of backward planning.
		3.9 ESL Teacher facilitates learning opportunities for all students to use World Class Tools to master the GVC and progress toward mastery of ELD Standards.

Standard 4 – Culture & Climate: ESL Teacher models and collaborates with students to create a respectful and restorative culture and climate.	Standard 5 –Professionalism: ESL Teacher demonstrates professional growth and development, leadership, and professionalism. *
<p><i>Possible look-fors in Formal Observations and Walkthroughs</i>  <i>In any classroom setting ESL Teachers may/will support:</i></p> <ul style="list-style-type: none"> <li>□ <i>Model and establish a safe and respectful environment for all students.</i></li> <li>□ <i>Facilitate opportunities for students to construct, understand, and practice a restorative classroom environment.</i></li> <li>□ <i>Establish an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.</i></li> <li>□ <i>Model and establish positive relationships with all students.</i></li> <li>□ <i>Facilitate opportunities for students to construct, understand, and practice a restorative classroom environment.</i></li> <li>□ <i>Establish an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.</i></li> <li>□ <i>Model and establish positive relationships with all students.</i></li> <li>□ <i>Facilitate opportunities for students to construct, understand, and practice a restorative classroom environment.</i></li> </ul>	<p><i>Possible look-fors in Formal Observations and Walkthroughs</i></p> <ul style="list-style-type: none"> <li>□ <i>Model and establish a safe and respectful environment for all students.</i></li> <li>□ <i>Facilitate opportunities for students to construct, understand, and practice a restorative classroom environment.</i></li> <li>□ <i>Establish an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.</i></li> <li>□ <i>Model and establish positive relationships with all students.</i></li> <li>□ <i>Facilitate opportunities for students to construct, understand, and practice a restorative classroom environment.</i></li> <li>□ <i>Establish an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view.</i></li> <li>□ <i>Model and establish positive relationships with all students.</i></li> <li>□ <i>Facilitate opportunities for students to construct, understand, and practice a restorative classroom environment.</i></li> </ul>
4.1 ESL Teacher models and collaborates with students to create an environment that is safe.	5.1 ESL Teacher works collaboratively with colleagues for the benefit of students. -
4.2 ESL Teacher facilitates opportunities for students to construct, understand, and practice a restorative classroom environment. -	5.2 ESL Teacher creates a professional growth plan that is aligned to growth areas identified through Balanced Assessment System, teacher evaluation, World Class Education Targets, and/or Professional Pathway goals. -
4.3 ESL Teacher establishes an environment that honors student differences and facilitates opportunities for students to explore and respect different points of view. -	5.3 ESL Teacher demonstrates application of professional learning to practice. -
4.4 ESL Teacher models and establishes positive relationships with all students.	5.4 ESL Teacher differentiates communication with families based on the individual needs of the student. -
	5.5 ESL Teacher demonstrates professional and ethical conduct including following all laws, district policies and school procedures. -

# Appendix O: A Day in the Life of English Learners

Douglas County School District does not employ a one-size-fits-all ELD “Program” due to the diverse and varying needs of our English Learners including:

- varied socio-economic settings,
- multiple socio-cultural contexts,
- emotional considerations for students and families, and
- 97 languages represented in DCSD’s student population.

The following vignettes portray real-life examples of ELD programming *occurring throughout the school day* for English Learners designated as NEPs and LEPs attending various school sites. They include instructional planning for and implementation of English Language Development and content support.

## Elementary

### **A Day in the Life of 1<sup>st</sup> Grade NEPS By Whitney Longmire “ESL Teacher” Wildcat Mountain Elementary**

Below is a brief description of a day in the life of five 1<sup>st</sup> grade NEPs at Wildcat Mountain Elementary. I have included a description of their day in the classroom as well as their time with me:

9:45-11:00 - Math in the Classroom- 4 rotations are run during this time. A brief description is given below of the different rotations:

Station 1 - Small group support with the classroom teacher. During this time, students receive small group instruction on specific math skills.

Station 2 - Independent math station. Students work on math activities that correlate to what is being taught in Math Expressions. \*\*At this center ELL students are given the opportunity to use manipulatives to help with math concepts and the language of math.

Station 3 - iPad math. Students practice math skills on the iPad.

Station 4 - Math extension. Examples may be games.

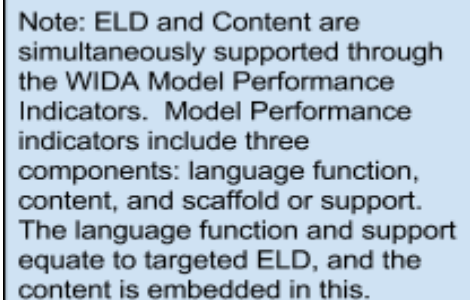
\*\*\*Every Wednesday a .2 ELL teacher supports math with a small group of NEPs. Support is provided either in the classroom or in the ESL room. The focus is to provide support for the math content experienced in the classroom (Expressions) *as well as* direct English Language Development pertaining to mathematics. The ELL teacher’s support varies depending on their

needs. For example, vocabulary may be reinforced and math manipulatives may be used. The ELL teacher also has access to “Kathy Richardson,” which is a math intervention program. The assessments and activities provide additional data and support if the students are struggling with the mainstream math program.

11:40-1:45- Reading and writing in the Classroom- 4 rotations are ran for both reading and writing during this time. A brief description is given below of the different rotations:

In this section “Wonders” will be referred to. “Wonders” is a Houghton Mifflin reading program that our school adopted this year. “Wonders” encompasses the 5 components of literacy and is differentiated. The differentiated readers and daily activities are divided as follows: Beyond Level (1 year above grade level), On Level (at grade level) Approaching Level (1 year below), ELL Level (provides vocabulary, language support).

Overview of how I incorporate Wonders: ELD is not taught in isolation at Wildcat Mountain. The students can receive ELD through content areas in a natural, targeted way. Using “Wonders” allows me to access grade level content (entire program is aligned with Common Core) with scaffolded support using the WIDA Model Performance Indicators. Jana Echevarria (SIOP) is one of the co-authors of “Wonders”. I focus on the same weekly lesson as the teacher and follow the ELL lessons. ELL students get a double dip of the same vocabulary, phonics skills and comprehension from the teacher and myself. I am then able to create listening, speaking, reading and writing activities and Model Performance Indicators based on the Can Do Descriptors/Language Acquisition levels of the students.



Note: ELD and Content are simultaneously supported through the WIDA Model Performance Indicators. Model Performance indicators include three components: language function, content, and scaffold or support. The language function and support equate to targeted ELD, and the content is embedded in this.

### **Reading Stations**

Station 1 - Small group guided reading with teacher. Classroom teacher follows “Wonders” reading guidelines. This includes a 5 day lesson encompassing the 5 components of literacy along with building background.

Station 2 - Differentiated Station- Students work on differentiated activities that relate to the reading done previously with teacher at her station.

Station 3 - iPads-reading apps/work assigned online from “Wonders.”

Station 4 - “Wonders” station- students work on independent “Wonders” activities with skills taught from the week.



\*Monday-Thursday I work with NEP students for 1 hour. This support takes place in the classroom. I also pull about 4 groups/day for 45 minutes to 1 hour. Currently, the focus of the small groups are: rhyming, syllables, and two differentiated reading groups using ELL readers from Wonders. Once a week I progress monitor students on a particular skill and share the data with the classroom teacher. We then determine if we need to move on to a new skill or need to continue with our current goal/focus/need to update ELLP.

Notice the balance between collaboration/co-teaching and targeted ELD.

### **Writing Stations**

Station 1- Small group guided writing using “Every Child a Writer” writing program.

Station 2- Independent writing using “Every Child a Writer” model. Differentiated based on students writing using a rubric to determine placement.

Station 3- iPad writing

Station 4- Word work. Differentiated words given based on assessments.

Science/Social Studies-Whole group lesson with follow up activities. Much of science and social studies is taught through “Wonders” as well.

# ESL Programming for LEPs in First Grade at Prairie Crossing Elementary School

## INTRODUCTION TO A LIMITED ENGLISH PROFICIENT (LEP) STUDENT



Isai is a Limited English Proficient (LEP) student in the first grade at Prairie Crossing Elementary School. Although Spanish is the primary language spoken in his home, he was born in the United States and has a good foundation in the English language. Most of his ESL support occurs in his classroom. His classroom teacher, Mrs. Duval, uses instructional strategies that make content comprehensible not only for her English Language Learners, but for all of her first grade students. The English as a Second Language (ESL) specialist, Mr. Martin, works closely with Mrs. Duval to identify areas where English Language Learners (ELLs) may need extra support, and is in the

classroom at various times throughout the day to work on language objectives and to provide 1-1 instruction.

## MORNING ROUTINES AND PERSONALIZED 1-1 INSTRUCTION

Every morning the students in Mrs. Duval's classroom come in and do some warm-up activities in math and literacy. Predictable classroom routines make it easy for ELLs like Isai to know what is expected of them each morning. Mr. Martin checks in with Isai and other ELLs during this morning work to make sure that they know what to do. Isai is strong in math, so he usually finishes this part of his morning work quickly and independently. However, sometimes the literacy work is more challenging for him. Mr. Martin stops by Isai's table as he circulates around the room to see if he needs extra support. Some

Notice: Specific, targeted ELD in an embedded environment.

things that are tricky for Isai right now are subject-verb agreement and pronoun usage. Mr. Martin provides Isai with specific, personalized feedback, and gives quick, targeted mini-lessons as needed.

## INSTRUCTIONAL AND ASSESSMENT ACCOMMODATIONS

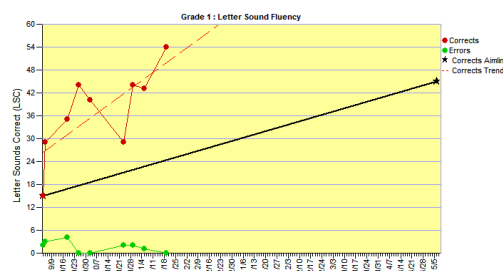
Although math is a strength for Isai, he benefits from some individualized attention during math time. Mr. Martin is available to read instructions and to make sure that Isai is on the right track. Mr. Martin also takes a small group of students to do chapter math assessments, providing the accommodations of teacher-read directions and additional time.

Notice: Tier 2 intervention.

## PROGRESS MONITORING and Instruction

In school-wide benchmarking, Isai was low in the area of letter sound fluency.

Mr. Martin does weekly progress monitoring along with direct instruction to collect data on Isai's improvement in this area. Isai has improved so much that soon he may no longer need this intervention! Mr. Martin also works with Isai on learning sight words. Mr. Martin helps Isai to keep track of his own progress, and Isai enjoys seeing his scores rising from week to week. Isai makes note cards with words that he is currently working on so that he can study throughout the day or at home.



## COLLABORATION AND PLANNING



Every Friday morning before school begins, Mr. Martin meets with Mrs. Duval and Mrs. McQueen from the 1st grade team to discuss ESL services. This is an important collaboration time, in which celebrations and concerns are shared, and instruction is planned for the following week. In addition to this weekly meeting, Mr. Martin also joins the 1st grade team on their planning days. Grade-level teams have several plan days throughout the year, in which they can work together to create units of study. This year, Mr.

Martin has joined with the 1st grade team on these planning days to infuse ESL standards and instructional strategies into the 1st grade team's content area plans. Referring to the [WIDA Can-Do Descriptors](#) helps to ensure that expectations and instruction are challenging, yet also realistic. This behind-the-scenes collaboration benefits ELLs, like Isai.

**WIDA** CAN DO Descriptors: Grade Level Cluster 1-2  
For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can produce or produce the language needed to:

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>READING</b>	<ol style="list-style-type: none"> <li>Identify words, signs and conventional print.</li> <li>Connect print to words.</li> <li>Match real life pictures to words.</li> <li>Understand simple words.</li> </ol>	<ol style="list-style-type: none"> <li>Search for picture associated with words.</li> <li>Identify and recognize simple labeled objects.</li> <li>Match words to pictures.</li> <li>Recognize simple words.</li> </ol>	<ol style="list-style-type: none"> <li>Make one or two connections with planning.</li> <li>Select words to match a series of pictures.</li> <li>Sort illustrated content words into categories.</li> <li>Match pictures and sentences to pictures.</li> </ol>	<ol style="list-style-type: none"> <li>Put words in order to form sentences.</li> <li>Identify main elements of illustrated scenes (e.g., setting, characters).</li> <li>Follow simple directions.</li> <li>Drawings between general and specific language (e.g., "Bobby" into "boy").</li> </ol>	<ol style="list-style-type: none"> <li>Begin using features of non-fiction text (e.g., content labels).</li> <li>Use learning strategies (e.g., context clues).</li> <li>Identify main ideas.</li> <li>Match specific language to illustrations (e.g., "in his" as "a boy's").</li> </ol>
<b>WRITING</b>	<ol style="list-style-type: none"> <li>Copy letters (alphabet).</li> <li>Use first language (L1) words in a simplified context and help from teacher or adult.</li> <li>Communicate through drawings.</li> <li>Label familiar objects in pictures.</li> </ol>	<ol style="list-style-type: none"> <li>Match information with graphic organizers.</li> <li>Connect one or several pictures from book or wall.</li> <li>Complete simple sentences (e.g., "I see...").</li> <li>Describe specific pictures or scenes from illustrated materials and stories.</li> </ol>	<ol style="list-style-type: none"> <li>Begin to prepare strategies (e.g., use a graphic organizer).</li> <li>Form simple sentences using word picture labels.</li> <li>Participate in interactive shared writing.</li> <li>Use context-based information using labels or graphics.</li> </ol>	<ol style="list-style-type: none"> <li>Include original sentences.</li> <li>Create sentences for real world contexts (e.g., "see...").</li> <li>Complete journal entries about personal experiences.</li> <li>Use classroom resources (e.g., picture dictionaries) to complete sentences.</li> </ol>	<ol style="list-style-type: none"> <li>Create a related series of sentences in response to prompts.</li> <li>Produce content-related sentences.</li> <li>Compare notes.</li> <li>Display processes or procedures using contextual sentences.</li> </ol>

## ***A Day in the Life of an English Language Learner Heritage Elementary***

The example below offers you a glimpse into the life of an ELL learner at Heritage Elementary. We strive to create a collaborative environment with our classroom teachers and ELL specialist where students see a partnership working together to meet their learning needs. This example demonstrates how we continually evaluate student data to identify specific needs to create appropriate interventions, whole group or small group lessons, and scaffolding that supports and engages the learner. This ongoing, collaborative, and flexible support model creates a dynamic relationship between the teachers and the ELL specialist and provides direct, targeted support for our English Language Learners.

**Classroom:** 6<sup>th</sup> Grade

**Content Area:** Writing (Based on the data from TCAP, ACCESS (ELL state assessment), and classroom writing samples writing has been identified as a direct need and area of universal support and intervention for the small group of ELL learners in this sixth grade classroom. This activity helps support multiple pathways (sensory, graphic, and interactive) for processing and producing language. ELL support includes teachers modeling, small group support, peer-to-peer support, frequent feedback, and visual representation of information.

**Timeframe:** 7 class sessions

### **Pre-Assessment/Needs Assessment:**

After analyzing the monthly writing assessment sample and having collaborative conversations with the classroom teacher, Ms. Wheeler, we identified a need to create an activity that would assist students in using dynamic word choice while developing and strengthening written ideas and organization. Specific standards addressed include:

Notice: While embedded in content, ELD is targeted specifically according to student need reflected in school data.

**WIDA ELP Standard 2**

**ELLs communicate information, ideas and concepts necessary for academic success in content area of Language Arts.**

**Writing:** engage in written communication in a variety of forms for a variety of purposes and audiences.

### **Writing Standards**

#### ***Text Type and Purposes***

**3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

#### ***Production and Distribution of Writing***

**4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

**5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.**

## Language Standards

### *Conventions of Standard English*

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### NETS for Students:

#### *1. Creativity and Innovation*

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

#### *4. Critical Thinking, Problem Solving, and Decision Making*

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

### Lesson Implementation:

Over the seven days Ms. Wheeler and Mrs. Montoya worked together to co-teach the writing lesson. Whole group lessons consisted of each teacher taking the lead to discuss the tasks, expectations, etc. Both teachers then worked with small writing groups to provide additional scaffolding and support as needed. (At this time, Mrs. Montoya focused specifically on the groups that had ELL students to provide specific linguistic support and monitor their needs.)

Day 1: ELL support teacher and classroom teacher lead a whole class discussion focusing the question/concept: “Have you ever wanted to change the ending or the path of a book you were reading or a movie you had seen?” ELL support teacher introduces the concept of “Choose Your Own Adventure” (CYOA) books and shares examples of digital CYOA stories and various books. ELL support teacher does a read aloud of the digital CYOA story she wrote and allows the class to “choose” the pathways to create multiple adventures and story endings. Allowing them to explore a few “Choose Your Own Adventure” books and online hypermedia stories gives students a better understanding of how these stories are structured. By now they are familiar with the elements of a story: setting, character development, plot structure, conflict, and point of view, and this lesson/activity will provide an opportunity for them to apply what they know. This activity will be completed in small groups that are heterogeneously designed to create groups that have members that can serve as role models and support struggling writers, our students with special education needs, and our English Language Learners.



Once upon a time there was a cave in the forest...

*You decided to walk in!*

*Being afraid of the dark, you ran away!*

Day 2: ELL support teacher and classroom teacher demonstrates the pre-writing graphic organizer they will use to create their own CYOA story. Classroom teacher identifies specific rules and guidelines, setting clear expectations of all:

1. Point of View

a. The story has to be written in 2<sup>nd</sup> person point of view.

i. The main character is referred to as “you” by the narrator

ii. In dialogue, the other characters refer to the main character by name

2. Present tense

a. The story has to be written in present tense

Notice: Specific, targeted ELD within the Language of Writing.

ELL teacher will specifically focus on the importance of present tense usage within the story with the small groups that have ELLs. She will monitor and support them within the small group guided writing sessions.

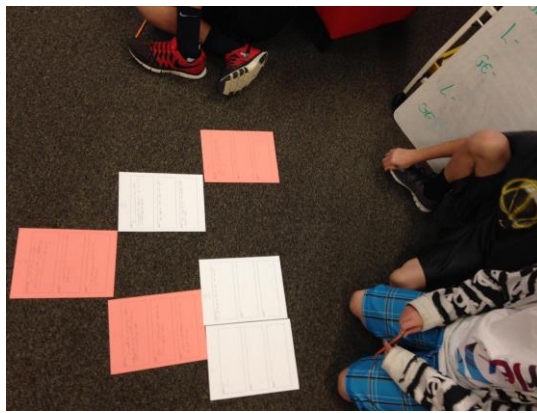
Day 3-4: Both ELL support teacher and classroom teacher monitor and provide small group guided reading support while students create their story skeleton. Students work with the topic of their choice, brainstorming ideas for writing an interactive story. Students use a thought web/graphic organizer to express a variety of ideas for their story, starting with a central theme to drive the adventure and developing several alternate endings. The interactive story they are writing could have two tiers of choices with four possible endings, or three tiers of choices with eight possible endings.

My Story Lead:	Option _____:
Choice 1:	Choice 1:
Choice 2:	Choice 2:

Days 4-5: Classroom teacher continues to work with small groups as they transform their graphic organizers into written text. She offers mini-lessons on developing dynamic settings to “show” the reader, rather than just “tell” the reader. She also includes a mini-lesson on word choice. Students continue to edit and revise CYOA stories. (ELL teacher is not available 5 days a week, so this example demonstrates how the classroom teacher continues with the lesson!)

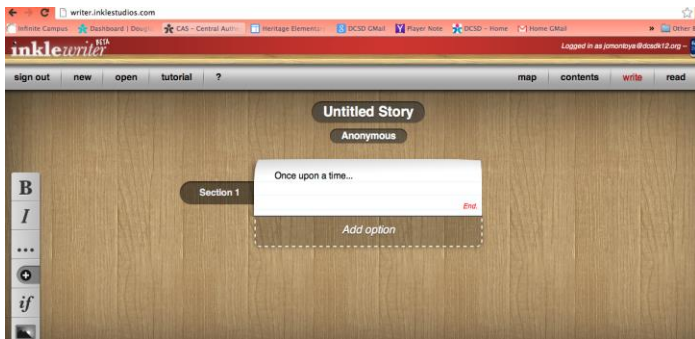
Notice: ELD and Content support occur throughout the school day - even when ESL Teacher is unavailable.





Days 6-7: ELL support teacher and classroom teacher demonstrate how to input the story into a digital format using a 21<sup>st</sup> century tool called “Inklewriter” [www.inklestudios.com](http://www.inklestudios.com) Teachers work with small groups to support students with technology tool. (In this particular classroom, every student has a Chromebook in which they use to create their online story.) ELL teacher specifically focuses on supporting ELL learners to focus on their storyline, verb tense agreement, and grammar.

Notice: Specific, targeted ELD in an embedded environment.



Day 8: Students will have completed their virtual Choose Your Own Adventure story and will now be ready to share with authentic audiences including their peers, the other 6<sup>th</sup> grade classroom, and their family.



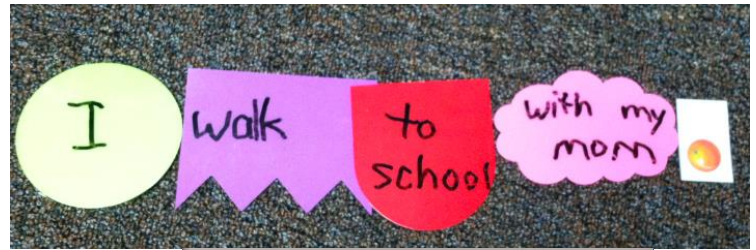
## A Day in the Life of a NEP ESL First Grader Acres Green Elementary School

As the group of eight NEP (Non-English Proficient) first graders head down the hallway to the ESL classroom, their hands are full. They carry their ESL book bags that contain “just right books” according to their DRA reading level. The book bags also contain native language books that they read at home with their parents. They are waving the parent-teacher conference reminders, with parent signatures, in their hands. And the line leader of the group has a content-area vocabulary list of terms (compiled by their classroom teacher) to discuss for the week.

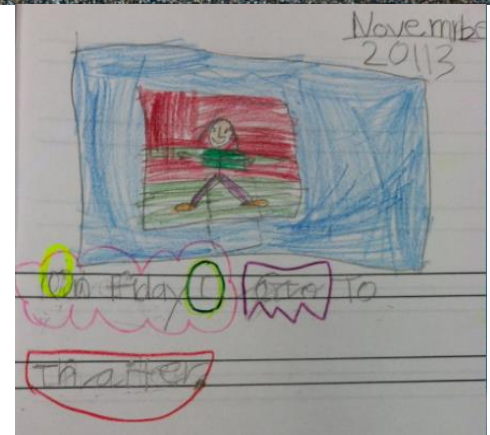
Notice: Targeted ELD time connected to learning in the classroom.



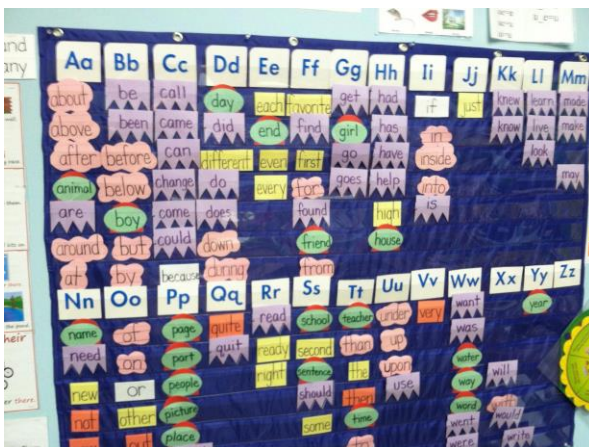
Three days a week, the group works on grade-level expectations for reading and writing within their 40 minutes of ESL support.



The school recently adopted a new writing program, so the students work again in the ESL classroom with the colored paper shapes for teaching the parts of speech and sentence writing. By using the same hands-on colored shapes in both their classroom and the ESL room, the ESL students have the opportunity to show what they have learned and what is still



confusing to them.





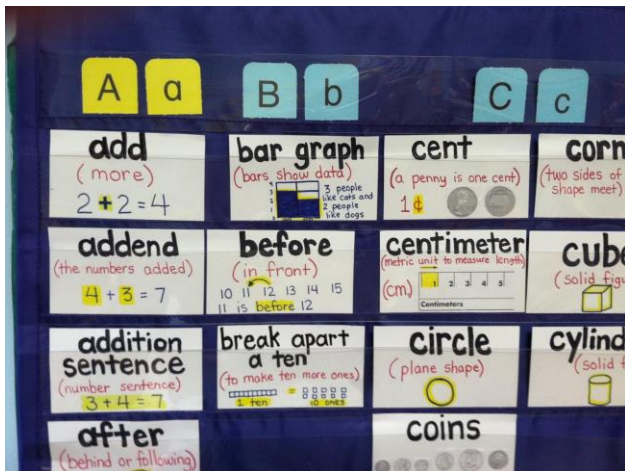
For guided reading, the group continues reading nonfiction (science and social studies grade-level themes according to the regular classroom teacher’s plans) and fiction books (alphabet/phonics books based on their ELLP goals and needs). Sometimes the books are read aloud to the group. Sometimes pairs of students listen to a book on DVD and share orally to the group what they learned. Other times the students each have a book that is read aloud through echo reading (teacher first, group second) so everyone has the opportunity to read aloud without worrying about unknown words or incorrect pronunciation.

The other two days are full of grade-level math

Notice: ELD and content support happen throughout the school day.

curriculum instruction. Both the ESL students’ first grade classroom and the ESL classroom have

the same math word wall. By having the words posted in both places, with a picture definition, the students are able to look up to familiarize themselves with what a word means. The new math program at the school is full of vocabulary. Students have learned that math is not just about numbers. In the



ESL classroom, key vocabulary is introduced, studied, and used to determine if adding or subtracting needs to occur within story problems.

After ESL group time, the students head back to their first grade classroom for more reading and writing instruction within their literacy workshop. They again have guided reading groups with their classroom teacher. While not working with their teacher, they are busy with their ILAs (Independent Literacy Activities). The ESL students are expected to try to do the same literacy activities as their classmates. Each activity is modeled by the teacher and samples are posted at each center.

Notice: A balance between direct ELD and content support occur through collaboration, co-teaching, and pull out programming.

If the ILA assignment is still too hard to complete independently for an ESL student, they are allowed to complete an ESL ILA activity provided for them in a special file.

After lunch, it is math time. The ESL teacher and their first grade teacher co-teach together. As the teacher is directly instructing the whole class, with the math topic of the day, the ESL students sit around the ESL teacher as differentiation and further explaining is done with white boards, rephrasing, and manipulatives (first picture). As the other students head to their seats for independent practice, the ESL students stay on the floor and work directly with each other and their ESL teacher to solve each problem (second picture).

Two days a week, their math instruction is shortened as the students go to the Science lab or the library. The ESL teacher heads to both of these specials as well to help the ESL/NEP

students. This allows for modeling for these non-classroom teachers to learn how to adjust their speech and instruction when working with ELLs.

It is the end of the day and the students complete their homework log by writing what needs



to be done that night. The first grade teacher has learned to make copies of what needs The ESL planner each these students

to be written each night in the planner. students glue the assignments in their afternoon. Homework is modified for by having them do only half the worksheet, completing the assignment in their native language (with the help of their parents), or having their 6th grade buddy help them finish it the following morning.

As the group of eight NEP (Non-English Proficient) first graders head down the hallway and out the front door, they are full of new learning that they experienced through differentiation, collaboration, and critical thinking.

# A Day in the Life of a Limited English Proficient 3rd Grade Student

## South Ridge Elementary

### Cindy Kreek

Student schedule:

In class for math 9-11 a.m.

In class for Writer's workshop 11-12 a.m.

(ESL Teacher co-teaches Writer's Workshop)

Lunch and recess 12-12:45 p.m.

Specials: 12:45-1:35 p.m.

In class ESL targeted support 20 minutes: 2 days a week between 1:35 and 3:00 p.m.

Reading Block and IB focus 1:35-3:30 p.m.

During Reading Block: 20 minutes online reading support: Lexia or RAZ kids

2:45-3:10 p.m.

Every 3 weeks during the 40 minute SPANISH class Spanish Speaking ESL students use iPads for online reading support: RAZKIDS or LEXIA

What ESL Support Looks like for LEPs:

In general: LEP ELLs are supported through in-class support. This can also be in a small group setting but content is determined in collaboration with the classroom teacher to meet the GVCs and students' language development needs, content is often related to the IB planner being taught in class for that time of the year. Language Development is integrated with content using WIDA standards and MPIs.

For example: Students work with ESL teacher to research and create a podcast about a Life Cycle of an animal. Students' language development is based on their level and supported in the context of the animal information. A Level 3-3rd grader would be supported in using descriptive language and writing complex, complete sentences while writing the presentation about their animal.

Notice: A balance between direct ELD and content support occur through collaboration, co-teaching, and pull out programming.

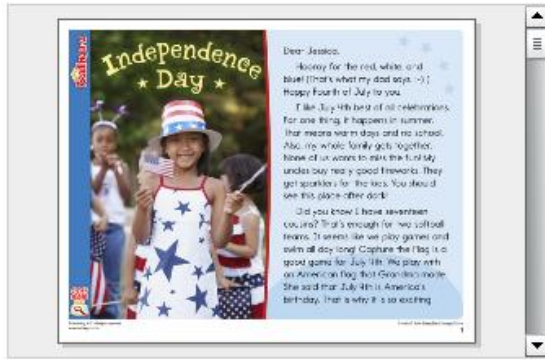
Students also work on this research when in class without the ESL teacher but ESL teacher consults with students to support their success.

Notice: ELD and content support happen throughout the school day.

Another typical type of support is when the ESL teacher conducts guided reading lesson on topic related text at students' reading levels like when students are studying cultures and traditions of the world the ESL teacher pulls students to do small group reading, pre-teach vocabulary about different cultural traditions using text at student's reading level. Materials are often drawn from Reading A-Z.

IB Planner co-created with classroom staff on Cultures: [Planner](#)

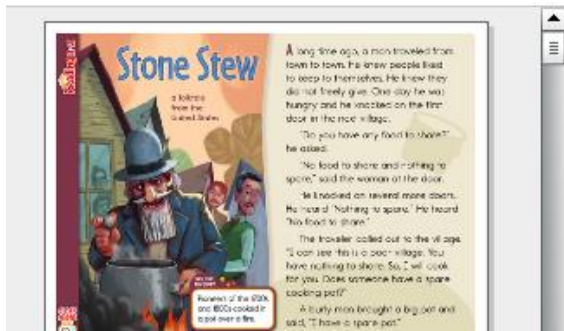




## WHAT MAKES A CELEBRATION GREAT?

Close Reading Pack, Grade 2, Informational Text

In this Close Reading Pack, students read nonfiction passages that describe various celebrations around the world. Students must read closely to understand the passage and to locate evidence to support their answer to the Key Question.



## WHY DO DIFFERENT CULTURES TELL SIMILAR STORIES?

Close Reading Pack, Grade 2, Literary Text

In this Close Reading Pack, students read similar folktales from around the world. Students must read closely to understand the text and to locate evidence to support their answer to the Key Question.

Other support includes providing access to RAZ kids for support in reading at students' individual reading level.

Co-Planning: [IB PLANNER](#) backward plan for Life Cycles unit

**Core Materials**

<p><b>Nonfiction Book Guide</b>  <a href="#">Life Cycles Nonfiction Book</a>  <a href="#">Teacher's Guide</a></p> <p><b>Process Activities</b>  <a href="#">Mealworm Life Cycles</a>  <a href="#">Life Cycles of Edible Plants</a>  <a href="#">Human Life Cycle Sequence</a></p>	<p><b>Vocabulary Cards</b>  <a href="#">Life Cycles Vocabulary Cards</a></p>	<p><b>Unit Quiz</b>  <a href="#">Life Cycles Unit Quiz</a></p>
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LOW	MID	HIGH
<p><b>Nonfiction Books</b>  <a href="#">Life Cycles - low</a>  <a href="#">Double-sided version</a></p>	<p><b>Nonfiction Books</b>  <a href="#">Life Cycles - mid</a>  <a href="#">Double-sided version</a></p>	<p><b>Nonfiction Books</b>  <a href="#">Life Cycles - high</a>  <a href="#">Double-sided version</a></p>

**Supporting Materials**

Quick Reads

LOW	MID	HIGH
<p><b>Quick Reads</b>  <a href="#">Green Sea Turtles - low</a>  <a href="#">Salmon - low</a>  <a href="#">Honeybees - low</a>  <a href="#">Maple Seeds - low</a>  <a href="#">Mendel's Pea Plants - low</a>  <a href="#">Extreme Life Cycles - low</a></p>	<p><b>Quick Reads</b>  <a href="#">Green Sea Turtles - mid</a>  <a href="#">Salmon - mid</a>  <a href="#">Honeybees - mid</a>  <a href="#">Maple Seeds - mid</a>  <a href="#">Mendel's Pea Plants - mid</a>  <a href="#">Extreme Life Cycles - mid</a></p>	<p><b>Quick Reads</b>  <a href="#">Green Sea Turtles - high</a>  <a href="#">Salmon - high</a>  <a href="#">Honeybees - high</a>  <a href="#">Maple Seeds - high</a>  <a href="#">Mendel's Pea Plants - high</a>  <a href="#">Extreme Life Cycles - high</a></p>

Resources provided for Classroom Teacher: [Graphic Organizer for Life Cycle Project](#), co-created with students based on project rubric:

Work Sample of LIFE CYCLE Podcast made by LEP third graders (and an NEP): [PENGUINS](#)

## A Day in the Life of ESL at North Ridge Elementary School

### Student: JJ

### English Language Acquisition Level:

2nd grade NEP, at risk learner based on MAPS, DRA, and low ACCESS score from first grade

### Schedule:

Taught by ESL teacher : follows 2nd grade daily schedule, receives 30 min morning math intervention (after class math lesson) Then, has 25 minutes of extra literacy daily for vocabulary and fluency development, this is in addition to classroom instruction

### Collaboration and Co-Teaching Models:

Notice: ELD and content support occur throughout the school day.

The building is built around specific instruction, interventions, and strategies. We meet weekly to discuss upcoming projects or concerns. In addition to daily interventions, he meets before school with the Reading Together program twice a week.

### Targeted Interventions:

Build fluency with sight word vocabulary, build numeracy with skip counting, conceptual understand of place value and expanded form, strong emphasis on organizing numbers to 100. In addition, language development is focused on the explanation of our ideas (greater then, less the, more less, sum, equal). Classroom teacher has students on the computer playing math games directly in support of their individual map score- 3 times per week, 30 minutes

### What ESL Class looks like:

Interactive, use of technology, videos, short constructed response, repetition of ideas

### Data Collection:

Data is collected regarding words per minute (fluency), number of sight words easily identified, pre and post test in each math unit, weekly ECAW collections on complete sentences written. In addition, the classroom teacher gives weekly spelling test and weekly reading test. Other forms of collection include accelerated reader. Formative assessments include DRA (2/3 times per year) and MAPS

### Grouping:

Student is grouped with all levels of ESL learners for literacy. His math grouping is a population of at risk second graders in the building who had a low MAPS score, taught by ESL teacher.

### Total Time per week in Interventions: 7.5 hours

**Student: Sanjanya**

**English Language Acquisition Level:**

4th grade student, high LEP

**Schedule:**

Daily reading/writing intervention for 40 minutes

Notice: ELD and content support occur throughout the school day.

**Collaboration and Co-Teaching Models:**

Parallel teaching model using same vocabulary and learning targets from the classroom, McGraw hill grade level ELL curriculum, writing of ELLP, updated at midyear meeting, ESL teacher and classroom teacher attend conference and meetings

with parents

**Targeted Interventions:**

Understanding short constructed response, using step up framework to teach basic paragraph structure, no fluency issue in reading, students has lots of background knowledge for learning

**What ESL Class looks like:**

Brain Pops, modeled thinking, vocabulary development, direct instruction on paragraphs and written responses, google docs,

**Data Collected:**

ECAW, short constructed response and summary writing (weekly)

**Grouping:**

Student is grouped with all levels of ESL learners for literacy.

**Total Time per week in Interventions:** 160 minutes per week of intervention activities

# Secondary

## Douglas County High School

At Douglas County High School, NEP students receive intensive support through the ESL Program as well as in the mainstream classroom. The support begins at registration. When an NEP student enters Douglas County High School from a Douglas County middle school, the high school ESL teacher conferences with the middle school ESL teacher to create an individualized language plan. When an NEP student enters Douglas County High School from outside Douglas County School District, the ESL teacher meets with the student, family, and counselors to devise a plan of support and courses best suited for that student. We look at the

Notice: ELD and content support occur throughout the school day and school year.

whole picture. We analyze the student's transcripts to see what the student needs to graduate from DCSD and what will be most beneficial for that learner. Most often, this plan will include hand-picking teachers who have proven success with English learners. The student's English language proficiency is tested using the WIDA ACCESS test within 2 weeks of enrollment. If any changes to placement need to be made, it is done so at this point.

The following ESL courses are offered at Douglas County High School:

- ESL English Elective (beginning English for NEP students)
- ESL English Credit (follows the English 9/10 curriculum)
- ESL U.S. History
- ESL Ancient Civilizations
- ESL U.S. Government
- ESL Resource (ESL teacher tutors, checks grades, connects students and their teachers, advocates for students and teaches ESL students how to advocate for themselves)

Note: Sheltered core courses teach both content and ELD using WIDA Model Performance Indicators and Can Do Descriptors.

Depending on the level of English proficiency and the graduation requirements already fulfilled, an NEP student would have a number of ESL classes. For example, a freshman who is new to the country and is a true NEP, would be placed in all ESL classes available to meet the intensive needs of that student. This student would take elective courses, math, and science courses with intensive support from the

ESL teacher. The ESL teacher collaborates with these teachers regularly to meet the language needs of the student. If we get a junior student who is an NEP but has been in the country for a year and has attended a non- DCSD school, we would take into consideration the graduation credits needed along with the needs of the student.

In all cases, an English Language Learner Plan is created and distributed to teachers working with our English learners. This individualized plan is the starting point for conversations about our English learners and their needs. It gives detailed information about test scores, goals, and accommodations. It is the starting point for the ESL teacher to begin conversations and with elective and content teachers.

The success of our NEP students is really a product of the intense collaboration among the ESL teacher, content teachers, counselors, the

Notice: ELD and content support occur throughout the school day, and family involvement is key.



student, and the student's family.

## Rocky Heights Middle School and Ranch View Middle School

### LEPs

#### RVMS

Notice: Targeted ELD time and content support occur throughout the school day.

Wednesdays, Thursdays, alternating Tuesdays, equating to roughly 1.5 - 2.0 hours per week of ELD time  
Co-teach 2 different Dimensions in Literacy classes with higher LEPs with literacy needs. I use WIDA Models based on Model Performance Indicators, as an example for all ELs.

DiL lessons: on days I'm not there, ELs use Reading Plus and work on writing lessons. The ELLs get another 1.5-2.0 hours per week of literacy interventions in addition to the ELD time.

#### RHMS

RHMS discontinued offering DiL classes this year. That decision has made serving the LEPs with literacy only needs more difficult.

On Mondays and Fridays only, equates to roughly 1.5 hours per week of ELD time (ex: WIDA Models) I see...

7th grade Rtl time period 5

8th grade Rtl time period 6

No Rtl time in 6th grade schedule; its really hard to find time for them! I pull them on Tuesdays from elective classes for ELD time (WIDA Models) 45 minutes per week.

### NEPs

#### RVMS

Wednesdays, Thursdays and alternating Tuesdays so 4.5-6.0 hrs per week of ESL time

Co-teach Dimensions in Literacy (I use WIDA Models)

Parallel teaching LA I will read lower lexile level novels with them, but I stick to same Enduring Understandings (EUs), Essential Questions (EQs), and themes. I infuse mini lessons on word families, parts of speech, verb tenses, vocabulary.

Parallel teaching Social Studies. I use Explore America lower level reading with pictures and captions, but I stick to same EUs, EQs, and themes as the regular Social Studies class.

Notice: ELD and content support occur throughout the school day. NEP support level is intensive.

#### RHMS

Mondays, Fridays and alt. Tuesdays only: equates to roughly 1.5 - 2.0 hrs per week of ELD time.

I have three different periods of NEP LA classes due to the fact that the NEPs are spread over 3 grades and three different LA periods.

Parallel teaching LA I will read lower lexile level novels with them, but I stick to same EUs, EQs, and themes as their regular LA teacher. I infuse mini lessons on word families, parts of speech, verb tenses, vocabulary.

# Essential Programing for NEP Students at Cimarron Middle School

## *School-Wide Strategies for NEP Students at Cimarron Middle School*

**Offer support for various needs.** When an NEP student enrolls, the Registrar, ESL Specialist and grade level Counselors work together to develop a schedule that will best meet the needs of the student. We meet with the family to provide additional information, resources or support for health and dental care, school supplies, transportation, etc.

**Get to know the individual students.** Our students who are new to the country come to us for a variety of reasons. In their first months at Cimarron, we work to establish relationships that build trust and value the students' unique backgrounds. For this reason, we begin with a schedule that allows time for adjusting to our school routines, culture and courses by providing *Academic Support Time* each day.

Notice: Targeted ELD Time at an intensive level during the school day.

This is a time for NEP students to have time to work on basic school needs such as; asking to use the bathroom, get a drink, learning the layout of the school, learning about their schedules, meeting various school staff (nurse, principal, librarian, counselors, etc.) learning how to get lunch, ride the bus etc.

### **Be aware of social/emotional needs.**

While NEP students are often eager to learn about a new school culture and develop language skills, they are also often dealing with emotional struggles such as loneliness, frustration, feelings of homesickness, fatigue, and confusion. Our school counselors and school psychologist are available to provide support to the ESL Specialist in appropriate resources for these needs.

Notice: the whole student is considered.

### **Utilize Student Ambassadors to help with schedules, and work as a support system.**

At Cimarron Middle School, our counseling department provides Student Ambassadors to support new students. When we have a new student who is not a speaker of English, we strive to match them with an Ambassador who speaks their native language when possible. This student meets the new student daily for a week and guides him or her to classes throughout the day. They are a source of comfort and security for the new students as they strive to learn their daily routines.

### **Integrate the students' cultural and country information into your weekly classroom routines.**

Although they are in a new country, NEP students often want to continue to hear and share information about their home countries. At Cimarron we work to do this through a variety of meaningful ways. These include use of technology for news articles, videos, and images from the students' home country. Time is also provided for writing about their home countries, or time for corresponding through letter writing to friends from their home country. We also work to provide students with a variety of fiction and nonfiction books that are set in or provide information for the students' home countries.

### **Provide many opportunities for visual and hands on supports.**

When a student has no background in the English Language, it is imperative that we provide pictures and images to convey our thoughts and vocabulary. Visual supports are used by the ESL specialist to introduce everyday language and aid content area teachers in providing basic vocabulary instruction in their specific content area. Students are provided with new vocabulary on a daily basis and time is set aside throughout each day for practice with these words through reading, writing, speaking and listening.

Note: ELD and Academic language are supported throughout the school day.

## **Example of Scheduling For NEP Students at Cimarron**

Students begin school at Cimarron Middle School with a wide range of support available. As the students gain confidence and proficiency in English, they continue to transition to courses in the general education setting.

The following courses are offered to our Newcomers:

Note: ELD and Academic language are supported throughout the school day.

**Academic Support Time** allows students to have additional time to adjust to the school routines, learn their schedules, build basic vocabulary and become familiar with the new culture. After their first quarter, students transition into a second elective class or a supported core class during this time.

**Beginning ESL Elective** allows students time to learn English. This course begins with basic vocabulary and builds throughout the year to include academic vocabulary for each of the core classes.

**ESL Math** is designed to work on specific vocabulary for the area of math. This includes number words, math symbols, basic computation skills and procedures used in the US. ESL Math also used to gather assessment data pertaining to the students' prior experience and knowledge in the area of Mathematics so that he/she can be placed into the appropriate math course for his/her needs.

**Co-taught Classes** are another way that we meet the needs of our Newcomers. These classes have a general education teacher paired with the ESL teacher to ensure that the students' needs are being met through modified and accommodated lessons and assignments that build basic English skills while addressing grade level content.

**Modified Classes** ensure that students are exposed to grade level content in the areas of Social Studies and Science. These courses are modified by the general education teacher and the ESL teacher, and the requirements are increased as the students' English proficiency increases.

#### **EXAMPLE SCHEDULE for NEWCOMER**

##### **Quarter 1 Schedule:**

Advisement

Modified Science

Co-taught Language Arts

Spanish/French/Chinese (if student's first language) OR Art or Music (choir, orchestra, band)

***Academic Support Time***

***Beginning ESL Elective***

***Beginning ESL Math***

##### **Quarter 2 Schedule**

Advisement

Modified Science

Co-taught Language Arts

Spanish/French/Chinese (if student's first language) OR Art or Music (choir, orchestra, band)

*Modified Social Studies*

***Beginning ESL Elective***

***Beginning ESL Math***

##### **Quarter 3 Schedule**

Advisement

Modified Science

Co-Taught Language Arts

Spanish/French/Chinese (if student's first language) OR Art or Music (choir, orchestra, band)  
Modified Social Studies  
**Beginning ESL Elective**  
**Co-taught Math**

### Quarter 4 Schedule

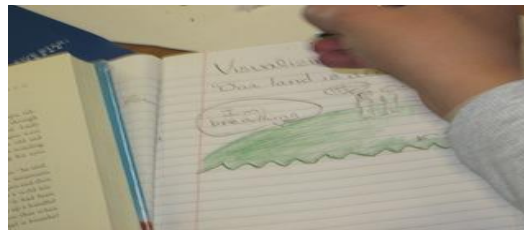
Advisement  
Modified Science  
Co-Taught Language Arts  
Spanish/French/Chinese (if student's first language) OR Art or Music (choir, orchestra, band)  
Modified Social Studies  
**Beginning ESL Elective**  
**Co-taught Math**

### Instructional Strategies for Newcomers

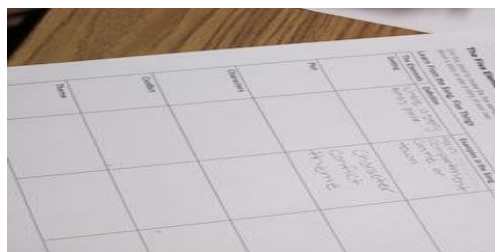
**Strategies involving pictures:**



**Vocabulary Journals:**



**Reading Response Logs:**



**Graphic Organizers:**



**Technology/Collaborative Groups:**

**Picture Word Inductive Model**

This strategy begins with the teacher and students viewing a photograph (typically about a content area subject, or common vocabulary) and labeling it with up to 20 words. Next the teacher creates sentences about each word. Throughout the week, students work with the words and sentences through a variety of strategies. These may include cloze exercises, cutting sentences apart, arranging sentences or words into categories, etc. PWIM allows students to use prior knowledge and build related language and vocabulary.

***Picture Dictation***

In this strategy, a teacher views a photograph and describes it using learned vocabulary such as color words, common nouns and any vocabulary that the student has learned. The student draws the picture based on the teacher's description. Finally the teacher reveals the picture and the teacher and students compare the drawings with the photograph. Any new or unfamiliar vocabulary is pointed out, and the experience is used for discussion.

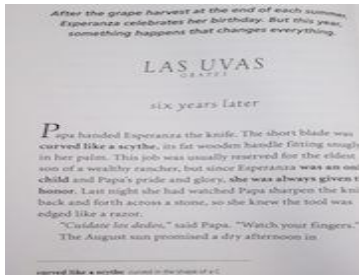
***Photo Questioning***

Share a photo with the class and use question words to generate responses about the question. Begin with simple questions that will elicit basic vocabulary about colors, size shapes, and move into higher order thinking questions as students' vocabulary increases. This is also a great way to introduce new vocabulary.

**Modified Text/Narrow Texts:**

Many publishers offer modified text for English Learners. These have brief summaries, bold text for important passages, as well as word definitions on the page. Another alternative is to use a "narrow text". This is a shorter text about the same topic or containing the same general content as that the general ed. students are reading. Students can gather basic vocabulary

and concepts while reading a less demanding text that is within his/her reading level.



## Teacher Resources used at Cimarron Middle School

### Books:



### Websites:

***Translator:- Make sure you adjust your keyboard on your computer settings for the alphabet for the language you will be speaking.***

<http://paralink.com/>

### Vocabulary Resources:

[www.flocabulary.com](http://www.flocabulary.com)

Use this site to access vocabulary songs, teaching resources etc.

<http://www.flashcardexchange.com/>

Here you can create your own flashcards for studying.

<http://www.vocabularya-z.com/vocabweb/frontpage.do>

Use this website to create materials for students with individualized vocabulary lists.

<http://worksheets.theteacherscorner.net/make-your-own/crossword/>

Create your own crossword puzzles to reinforce vocabulary.

<http://www.enchantedlearning.com/Dictionary.html>

This website includes picture dictionaries for a variety of languages.

<http://www.sadlier-oxford.com/phonics/student.cfm#gradeK>

Students can use this website to practice their knowledge of vocabulary, spelling and phonics.

<http://www.reachtheworld.org/geogames/Play-GeoGames.html>

This is a great tool for reinforcing geography skills and content area vocabulary.

Resources for images:

[http://piclits.com/compose\\_dragdrop.aspx](http://piclits.com/compose_dragdrop.aspx)

This link is great for writing stories based on photographs.

<http://5card.cogdogblog.com/play.php?suit=5card>

5 card Flickr Stories

Pronunciation Quizzes and Practice

<http://www.manythings.org/pp/>

Articles about teaching English Language Learners:

<http://busyteacher.org/12935-conversational-routines-your-students-need-to-know.html>

Student Accounts:

[www.raz-kids.com](http://www.raz-kids.com) (Reading)

Games and Resources for Any Subject:

<http://www.busyteacherscafe.com/printables.html>

<http://www.eslcafe.com/idea/index.cgi?Games>

<http://www.eslflow.com/>

<http://www.songsforteaching.com/esleflesol.htm>

<http://www.roadtogrammar.com/>

Can Do Descriptors/Content Standards

[http://wida.us/standards/CAN\\_DOs/](http://wida.us/standards/CAN_DOs/)



## **A Day in the Life of a High School NEP Highlands Ranch High School**

**I teach six ESL classes at Highlands Ranch High School: two sections of ESL English; ESL US History; ESL World History; and two sections of ESL Elective, which is a resource and skill-building class. All of my classes are mixed grade level.**

**Note: Targeted ELD and Academic content are supported throughout the school day.**

**My high NEP student is with me for three classes (English, history, and resource). She is in regular classes for five classes. I keep in close contact with her core teachers, modifying tests with simpler English, helping her study in my resource class, and monitoring her progress.**

**I have a brand new NEP with almost no English who is with me most of the day, except for having one free period, a high level Spanish class, and dance and fitness class. I have placed her beside a Spanish-speaking classmate in each class, and she uses a translation tool on her smart-phone. In resource class, we work with Side By Side Level 1 and the Spanish-English Oxford Picture Dictionary. She creates flashcards with survival English sentences and phrases on them, and I often pair her with other students to practice her English. She is reading the class novel, To Kill a Mockingbird, in Spanish on a computer in the classroom. She listens and tries to follow along in class, taking notes and doing group work, watching videos along with the class, and reading aloud from the textbook when called on. The other students have “adopted” her and make sure she can find her way around the school, buy lunch, etc. I use my limited Spanish in class occasionally during discussions to cue her in on the topic at hand so she feels included.**

**When she transitions to more core classes next semester, I will provide Can Do Descriptors to her teachers and assist in modifying assignments and tests.**



## **“A Day in the Life”**

### **Cresthill Middle School: ESL, Kristin McKinney**

**Period 2: ESL Language Arts: NEP 7th and 8th grade students; 2 students at level 1 in all areas of Reading, Writing, Listening and Speaking**

**Period 3: ESL Language Arts: NEP 7th and 8th grade students; 3 students at levels 1 and 2 in all areas of Reading, Writing, Listening, and Speaking.**

**Period 4: ESL 7: LEP 7th grade students; 8 students at levels of 3 to 5 in the areas of Reading, Writing, Listening, and Speaking.**

**Period 6: ESL 8: LEP 8th grade students; 10 students at levels of 3 to 5 in the areas of Reading, Writing, Listening and Speaking.**

**Period 7: ESL 7: LEP 7th grade students; 8 students at levels of 3 to 5 in the areas of Reading, Writing, Listening and Speaking.**

**A day in the life of an ESL teacher at Cresthill will find me dividing my time collaborating with teachers during my plan, pushing-in to 7th and 8th grade language arts, and teaching ESL language arts using various strategies and interventions.**

**Additionally, I collaborate with classroom teachers by giving them highlighted WIDA Can-Do Descriptors Rubrics based on each of the ESL students WIDA levels in the areas of Reading, Writing, Listening as well as speaking to all of my ESL students' content area teachers. Included with this rubrics, I add an ESL student lesson plan profile which states information about each one of my students. The teachers find these beneficial as they have a quick and easy snap shot of each of their ESL students, and how they can apply interventions in their classrooms.**

Notice: Collaborative conversations builds capacity and allows ELD to occur throughout the day.

**Additionally, while teaching at Cresthill, I find myself frontloading higher level academic vocabulary for various content area classes. These content areas include science, health, and social studies. We review the words and definitions on the projector and practice these words using different examples, games and scenarios. The students collaborate by telling their partners the definitions or answers and then share them to the class. Also, the students play timed vocabulary games in teams where they collaborate in order to match the definition and word.**

**Also, they learn root words and prefixes during LEP ESL instruction. For example, as a summative assessment of each set of vocabulary word lists, they complete a Frayer model vocabulary packet which includes the definition, picture, antonym and synonym. They work on these in groups, but each of them fill out their own work. Additionally, the 7th grade LEPs are reading Because of Winn Dixie out loud, learning new vocabulary words, and answering essential questions about the sections that they have read. Assessments have also been given in order to gauge the students' level of understanding regarding their reading. At times, I give them a choice to create a poster, comic life or act out their answers. Also, they answer entrance and exit tickets in regards to reading strategies about the sections they read. For example, they**

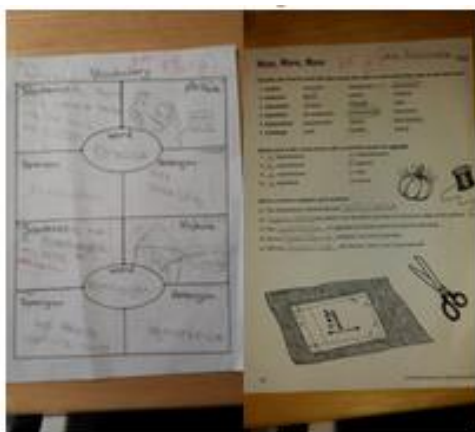
write down predictions, questions, inferences, and compare and contrast the characters. Also, I have had students write a sentence of what they can remember reading on a sentence strip. Then, as a group of 3 or 4, they put the sentence strips in sequence and read them back to the classroom.

Nearly every day, they answer a writing prompt and we peer edit for conventions, transitions, organization and spelling. Additionally, we read from the “Action” and “Scope” magazines while identifying the main idea and summarize using details and transitions. Also, the students are reading on the Reading Plus program. For assessments, I test the students on their vocabulary knowledge using matching, cloze passages, and analogies as well as have them answer expository and persuasive prompts.

Earlier in the quarter, I pushed into one of the language arts classes and helped co-teach by using interventions to help make the same mainstreamed material comprehensible for the ESL students in the class. They used several reading strategies and shared their ideas on Google documents and shared their findings verbally to the class.

In summation, the modifications and interventions previously listed are a partial list of what I use on a regular basis in my ESL classes at Cresthill Middle School.

### Student Work Samples



## **Appendix P: Personalized Learning Guidance Documents**

Click on [THIS LINK](#) to view the DCSD Guidance to Schools Documents.

Guidance Documents include:

- Programming Models and Decisions
- ACCESS Testing
- Special Education and ELD
- IEP Meeting Participants and Team Member Excusal
- Interpretation and Translation
- Redesignation ELs With an IEP

## Appendix Q: Supporting Research and Resources

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