



Dedicated to Excellence—

Cherry Creek Schools

English Language Acquisition Plan

June 2013

Department of Excellence and Equity

5416 South Riviera Way

Centennial, CO

80015



Process

In December of 2008, a district Title III English Language Acquisition (ELA) Plan Committee was convened to begin the process of creating a district ELA plan with the following goals:

- Give stakeholders clear and concise guidance about serving English language learners (ELLs).
- Consolidate previous district efforts related to English language learners into one document.
- Align with other district departments and initiatives to enhance the educational experience of English language learners.
- Be in compliance with federal and state laws.

The group, comprised of representatives from district administration, school administration, district support staff, general education teachers, parents, community and business members and ELA specialists, divided into 8 smaller groups, each focusing on a section of the ELA plan. The task for the small groups was to evaluate the research, legislation, Colorado Federal Integrated Review System (C-FIRS) findings, district values and goals, data and demographics, and current practices, and to solicit feedback from district stakeholders through online surveys and focus groups. In addition, they considered and provided their own unique perspectives and experiences as they relate to the work of the committee.

The final product is a clear, concise and user-friendly document *designed for general audiences* to include teachers, parents and administrators. Therefore, the plan itself does not include specific details about assessment, identification, programming and compliance requirements with regards to the role of the ELA specialist in schools. Those specific details are found in an ELA specialists' guidebook which is explicitly designed to assist ELA specialists.

Throughout the 2009 semester, representatives from each of the 8 groups created their individual sections and brought information back to a smaller advisory group, (The District Title III Advisory Committee) to be reviewed and finalized. The work took place during four formal large group meetings as well as small group committee work. The initial version was completed on June 10, 2009.

This plan is evaluated regularly to ensure alignment with district initiatives, state, and federal laws and is revised as necessary. (June 2013 is the most recent version.)



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Purpose

Our district mission is

“To inspire every student to think, to learn, to achieve, to care.”

Excellence means equity for all

The purpose of the Cherry Creek School District Comprehensive Plan for English language learners (ELLs) is to inspire every ELL, family, community member and all educational personnel to think, to learn, to achieve, and to care.

<i>To Inspire</i>	Few organizations have a more compelling mission than the Cherry Creek School District. We ask our staff “to inspire” every child, every day. Our job is to instill a hunger for learning in our students so they are prepared to meet the challenges of a complex and changing world.
<i>Every Student</i>	<ul style="list-style-type: none"> ▪ Excellence and Equity is a key focus of our work in Cherry Creek. We are dedicated to increasing the achievement of all students and eliminating the predictability of scores by student characteristics. ▪ It is important to attract quality personnel who reflect the diversity of our community, are knowledgeable, and care deeply about young people.
<i>To Think</i>	<ul style="list-style-type: none"> ▪ Students learn curriculum that is aligned with state standards and ACT benchmarks ▪ Every student has access to and training in the use of technology as an effective tool for learning and problem solving ▪ Students improve thinking skills through district wide implementation of Thinking Maps™ ▪ Elementary students learn science through FOSS Science™ program
<i>To Learn</i>	<ul style="list-style-type: none"> ▪ In our district, our goal is that all teachers have the knowledge and skills to teach the current and future student population. ▪ Cherry Creek School District values engaging students, parents and community members as partners in the educational process.
<i>To Achieve</i>	<ul style="list-style-type: none"> ▪ Our students are an increasingly diverse group of young people who consistently score above the state and national averages on TCAP, ACT and SAT tests. They possess unlimited potential and bring us a bright hope for the future. ▪ In Cherry Creek, we believe every student should have the knowledge and skills necessary to succeed in higher education, regardless of the path they plan to follow after high school. In today’s world, we know that students need similar knowledge and skills whether they plan to go to college, into military service, or directly into the workforce. ▪ Our schools have earned prestigious honors, including Blue Ribbon and John Irwin School of Excellence designations. As of 2011-2012 , 95% of our schools were assigned to Performance Plans, and 5% were assigned to Improvement Plans. We had no schools assigned to Priority Improvement or Turnaround Plans.
<i>To Care</i>	<ul style="list-style-type: none"> ▪ One of the District’s goals is to increase the percentage of high school seniors who indicate they are prepared for participation in a democratic society and intend to engage in various civic activities. For instance, it is important that they are knowledgeable about government operation, voting, volunteering and other forms of community service. ▪ In Cherry Creek Schools we have adopted the 40 Developmental Assets, which are positive attributes that help children and adolescents become better, stronger people, capable of making good choices and successfully handling the challenges they face in their daily lives. ▪ Cherry Creek School District is committed to increasing the percentage of students who indicate that their school environment is characterized by civility and that they have displayed character traits such as honesty, respect for others, and appreciation for different cultures and racial groups.



Responsibility

*"We are wise not by the recollection of our past,
but by the responsibility for our future."*

~George Bernard Shaw

In this endeavor we hold a set of values committed to:

- Placing the needs and welfare of students above all else
- Providing safe and caring environments for learning
- Holding high expectations for the growth and achievement of each student
- Developing meaningful relationships with students and families
- Respecting and understanding the diversity of the students and families we serve
- Engaging students, parents, and community members as partners in the educational process
- Utilizing organizational strategies that promote involvement and empowerment
- Attracting quality personnel who reflect the diversity of our community, are knowledgeable, and care deeply about young people
- Demonstrating a strong service orientation to students and parents
- Encouraging creativity and innovation to attain the vision
- Improving the organization continuously
- Fostering a desire for lifelong learning, achievement, and service to others

District Personnel

All district personnel are responsible for implementing this plan with fidelity. All levels of the organization will hold the responsibility of carrying out and acquiring new behaviors and beliefs specific to the actions outlined in this plan. It is essential that every school and the school district in large accept the success of the English language learner (ELL) population as a district-wide responsibility.

District Leadership

District leadership and administrative personnel will continue to guide and support the overall organization in its attainment of the goals, vision and mission outlined in the Excellence in Action Strategic Plan which is based on federal, state and school board expectations.

School Leadership

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

Teachers and School Staff

In order to maximize the success of ELLs, every teacher must be skilled in scaffolding instructional experiences and differentiating assessment tasks so that all students can participate meaningfully, as outlined in a sheltered instructional model and actions described in this plan. English language acquisition (ELA) specialists will be an on-site resource to content-area teachers sharing a wide repertoire of effective strategies.



Responsibility

Parent Partnerships

Parent partnerships will be garnered through effective practices as outlined in the [Parental Involvement](#) section of this plan. Parents and families will support students through meaningful opportunities for engagement and participation.

Data Analysis

The data from the English language learner (ELL) subgroup will be analyzed as part of the building school improvement plan equity goal. The Office of Assessment and Evaluation will provide meaningful disaggregated data from Colorado standards-based assessments in a timely manner for schools to review. District leadership from the English Language Acquisition department will provide support to building leadership in the analysis of these results. Longitudinal language acquisition results, both formative and summative, will be monitored collaboratively by teachers and building leaders.

Professional Development

Ongoing job embedded professional development, professional learning community collaboration, peer coaching through ELA Program Coordinators, and collaboration with principals, will provide the means of assuring implementation of this plan.





Legal Requirements

"Education is a human right with immense power to transform."

-Kofi Annan, Co-recipient of the 2001 Nobel Peace Prize

Title III

Title III of the No Child Left Behind (NCLB) Act provides funding to support English language learners (ELLs) in attaining English language proficiency and content knowledge.

It requires that all ELLs receive quality instruction for learning both English and grade-level academic content. NCLB allows local flexibility for choosing programs of instruction, while demanding greater accountability for ELLs' 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 states academic content standards. Schools must make sure that ELLs are part of their state's accountability system and that their academic progress is monitored over time.

Here are some of the NCLB requirements concerning ELLs:

Testing

- All ELLs' English language proficiency will be tested annually using ACCESS (Assessing Comprehension and Communication in English State-to-State) as required by the state of Colorado.
- All ELLs take state academic achievement tests in language arts and math, ELLs who have been in the United States for less than one-year do not have to take the language arts test for that first year.
- ELLs 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.

Parental Notification

- The Cherry Creek School District provides parent notification as to why their child is in need of placement in a specialized language instruction program.
- The Cherry Creek School District also implements parental outreach to encourage parents to become informed and active participants in their child's participation in a language instruction educational program. See [Parental Involvement](#) section for more information.



Legal Requirements

Accountability

The Cherry Creek School District receives Title III funds; therefore, we are responsible for meeting Annual Measurable Achievement Objectives (AMAOs). The objectives are used to measure the effectiveness of language instruction programs. There are three specific AMAO targets:

- Percent of students making annual progress in learning English
- Percent of students attaining English proficiency
- Meeting Median Adequate Growth Percentiles (MAGP) requirements for the ELL subgroup

Programming

The Cherry Creek School District:

- Certifies that all teachers in a language instruction educational program for limited English proficient (LEP) students are fluent in English, including written and oral communication skills
- Ensures that the programs will promote speaking, reading, writing and the comprehension of English language as well as enable children to meet state academic content standards
- Based our plan on scientifically-based research for teaching limited English proficient children
- Consulted 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 (ELL) plan
- Is not in violation of any State laws, including state constitutional law, regarding the education of limited English proficient children, consistent with Section 3116(d)(5)





Legal Requirements

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.



Legal Requirements

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 th Memorandum
1974	Lau v. Nichols U.S. Supreme Court decision
1974	Equal Education Opportunities Act
1978	Education Amendments
1981	Casteneda v. Pickard 5 th Circuit Decision
1985	OCR: Title VI Language Minority Compliance Procedures
1991	OCR Policy Update

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 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 have special educational needs. In the interest of equal educational opportunity, bilingual programs should be federally funded.

1970 May 25th 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



Legal Requirements

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 5th 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 Casteneda 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



Legal Requirements

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 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.

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





Demographics - 2013

"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color."

-Maya Angelou

Total Student Population: 53,529

Total English language learner (ELL): 5,534 10.33% of total population

	ELL	% of ELL Population	Non ELL	% Non-ELL
Free & Reduced Lunch	3,345	60.44%	10,039	20.92%
Gifted Talented	107	1.93%	3,979	8.29%
Migrant	8	.145%	0	0%
Special Education	521	9.41%	4,886	10.18%
Non-English Proficient (NEP)	640	11.56%		
Limited English Proficient (LEP)	3,361	60.73%		
Fluent English Proficient (FEP)	1,533	27.70%		

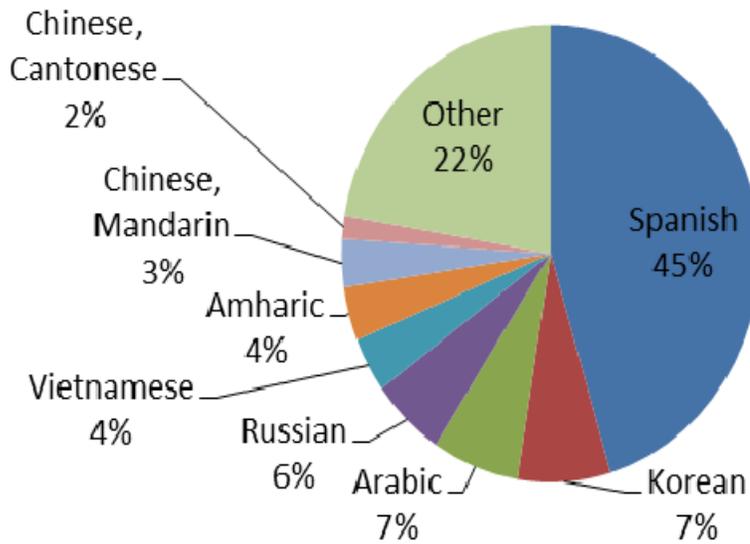
Languages Represented in Cherry Creek School District

English	46,280	86.46%
Spanish	3,290	6.15%
Korean	519	0.97%
Arabic	487	0.91%
Russian	414	0.77%
Vietnamese	280	0.52%
Amharic	275	0.51%
Chinese, Mandarin	245	0.46%
Chinese, Cantonese	119	0.22%
Other	1,620	3.03%

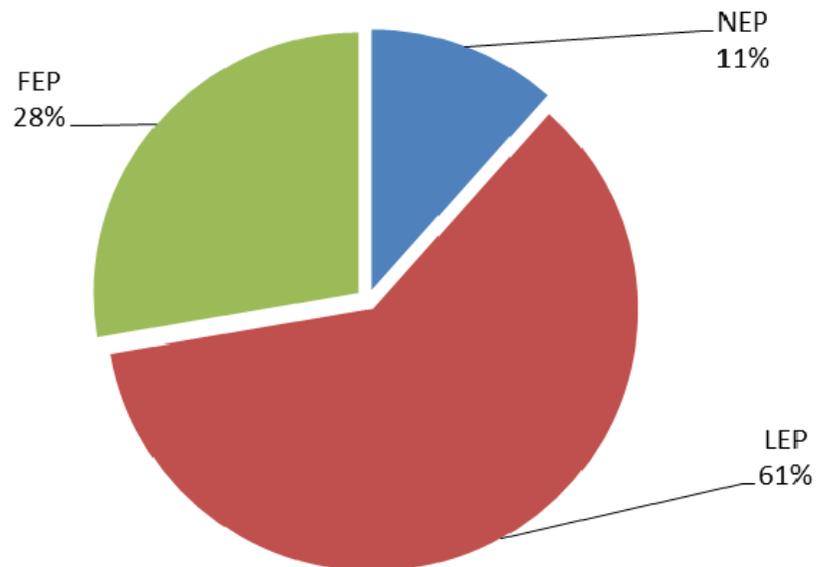


Demographics - 2013

Percentage of ELL Population, by Language



ELL Population by Proficiency





Identifying English Language Learners

*"We are not what we are, nor do we treat or esteem each other for such,
but for what we are capable of being."*

-Henry David Thoreau

Initial Identification

Every student who speaks, understands, reads, and/or writes a language other than English will be evaluated for English proficiency in each of the four linguistic domains; speaking, listening, reading, and writing upon enrollment in the Cherry Creek School District.



Later Identification

If a current student in Cherry Creek Schools is not receiving English language acquisition (ELA) support and demonstrates a need for such support due to suspected limited proficiency in one or more of the four linguistic domains, he or she may be assessed to determine whether ELA support is appropriate and would be beneficial. The request for an English language proficiency evaluation may be requested by a parent, general educator, or another school staff member who knows and works with the student. After a request has been submitted to the ELA specialist, the student will be evaluated with an assessment designed to measure English language proficiency.



Identifying English Language Learners

Flow Chart

Who: Parent or guardian
What: Enrolls a new student in the district and completes a Census of English Language Learners, a form that is also frequently referred to as a Home Language Survey ([Appendix A](#))
Where: District Admissions Office
When: Prior to the student's first day of attendance at a school in the Cherry Creek School District

Who: All students with **Lau** Categories A-D marked on their Census of English Language Learners
What: Are screened for English proficiency
Where: School of attendance
When: Within 2 weeks of enrollment *OR* Within 30 days of enrollment if enrolled prior to October 1st

And

Who: English language acquisition (**ELA**) specialists & general educators
What: Collaborate to build a body of evidence for placement for the student
Where: School of attendance
When: Within 2 weeks of enrollment *OR* Within 30 days of enrollment if enrolled prior to October 1st

Who: Parents or guardians of the student who was evaluated
What: Receive a letter in their preferred language indicating both their child's proficiency level in English and the recommended programming options available to support their child
Where: At home, at the child's school of attendance, or during a conference
When: Once the most appropriate placement for the student has been determined

Who: Parents or guardians of the newly identified ELL
What: Sign a Refusal of ELA Support Form*
Where: In a meeting with the ELA specialist, a general educator, and an administrator
When: Annually after the student's progress has been monitored and ELA recommended

Or

Who: The newly identified English language learner (**ELL**)
What: Receives ELA support
Where: School of attendance
When: During regularly scheduled school hours

* CCSD maintains responsibility for providing English language development and accessible content to these ELLs.



Assessing English Language Learners

“Excellence is the gradual result of always striving to do better.”

~Pat Riley

Determination of appropriate support for an English language learner (ELL) will be 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 ELL.

ELL data will be analyzed as part of the building’s school improvement goals and expectations. Classroom teachers, English language acquisition (ELA) specialists, content area teachers and instructional coaches will collaboratively review formal and informal data sources to craft and implement effective instruction for all students within their building.

Assessment

The [assessment matrix](#) on page 16 represents the broad range of assessments that can assist in diagnosing the instructional needs of ELLs, monitoring their progress over time, and assessing their annual linguistic and academic growth. This comprehensive view aids in linking instruction to the specific assessment results of ELLs and helps in assessing the district’s progress towards meeting the Annual Measurable Achievement Objectives (AMAOs).

Classroom teachers, ELA specialists and building administrators will use data from the Colorado state standards-based assessments and ongoing English Language Development (ELD) checklist results when working with students and looking at growth. The district will provide training and support for using the data. Questions to consider include: Does the student meet growth targets, as defined by the state AMAO targets? Is the student moving toward proficiency (gaining at least one level per academic year)?

Progress Monitoring

Cherry Creek School District annually uses a body of evidence (BOE) to evaluate students to determine English language proficiency in listening, speaking, reading, writing, and overall comprehension.

The BOE chart ([Appendix B](#)) describes the required and optional components of the BOE for monitoring the progress of ELLs. These measures should be used with students throughout their ELA educational experience.



Assessing English Language Learners

The body of evidence (BOE) is documented in the district database and includes information from multiple sources such as:

- Annual ACCESS Proficiency Test (required for all limited English proficient students)
- Annual standardized 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

English Language Development (ELD) Standards Based Checklist

The district utilizes an ELD Standards Based Checklist which provides a method for monitoring an English language learner's (ELL's) progress toward proficiency in the English language domains of: speaking, listening, reading and writing. This monitoring tool is helpful to both the general educator and the English language acquisition (ELA) specialist as they co-plan and design the best instructional approach for the ELL.





Assessing English Language Learners

Assessment Matrix - Speaking, Listening, Reading, Writing

Test	Purpose	Type	When Administered	English Language Development – what is assessed?
ACCESS for Proficiency	Listening, Speaking, Reading, Writing,	Summative	January	Listening, Speaking, Reading, Writing
English Language Development (ELD) Checklist	Determining growth	Checklist	Fall: November/December and Spring: April/May	Speaking, Listening, Reading, Writing
Diagnostic Reading Assessment (DRA) 2	English Reading Skills Grades K-5	Screening and progress monitoring	Three times a year	Reading
Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)	Reading	Benchmark	Dependent upon grade	Reading
Naglieri Non-verbal Ability Test (NNAT)	Non-verbal ability Grade 3	Diagnostic	Fall	
Transitional Colorado Assessment Program (TCAP)	Reading, Writing, Math (3-10) Science (5, 8, 10)	Summative	Spring	Reading, Writing
WIDA-ACCESS Placement Test (W-APT)	Instructional Placement (K-12)	Formative	Within 30 days of enrolling in district or 2 weeks after October 1, for students with a home or primary language other than English	Speaking, Listening, Reading, Writing



Reclassifying English Language Learners

“Success is a journey, not a destination”

~Ben Sweetland

Cherry Creek School District has established objective exit criteria to ensure that English language learners (ELLs) are meeting the same high standards as their non-ELL peers before being reclassified or exited from their English language acquisition (ELA) program. A collaborative decision making process is used to determine if a student has met these criteria and is ready to be reclassified to a monitored status and no longer receive direct ELA support.

Process:

- Progress monitoring reveals that an ELL consistently demonstrates:
 - English language proficiency in each of the four domains: speaking, listening, reading, & writing
 - Academic proficiency in Language Arts, Science, Social Studies, & Math
- In collaboration with content area teachers, parents/ guardians, and the student, the ELA specialist
 - Compiles data from valid and reliable assessments 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 (BOE) in the district database
 - Monitors the student’s progress for a period of two years to determine his or her success in the general education program
 - Formally 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.

Reclassification and Exit for English Language Learners with Exceptionalities

The decision to reclassify a student who receives Special Education and ELA 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 ELL and his/her performance. If a student’s disability interferes with his/her ability to meet ELA reclassification/exit criteria, the team will convene and document student data in a body of evidence (BOE) in order to develop appropriate programming supports based on the needs of the individual student. This BOE may include: the student’s IEP, Response to Intervention (RtI) documentation and/or ACCESS results.



Program Model

English Language Acquisition Vision

To provide linguistically diverse learners with equitable access to cohesive learning opportunities that accelerate their social and academic English, provide access to grade level content and increase their overall achievement through collaboration and co-teaching

Our program model at each elementary, middle, and high school is based on the above vision statement. Therefore, at each level English language learners:

- 1) Receive developmental language support in social & instructional English and in the language of math, science, social studies, and language arts
- 2) Have access to grade-level content as determined by state standards

Elementary School

English language learners receive instruction in the core content areas (math, science, social studies, and language arts). English language learners are supported in their English language development through co-teaching and collaboration. In a co-taught class, there is a general educator and a specialist trained in English language development

Middle School

English language learners receive instruction in the core classes (math, science, social studies, and language arts). English language learners are supported in their English language development through support classes for beginners, co-teaching, and collaboration. In a co-taught class, there is a general educator and a specialist trained in English language development

High School

English language learners receive instruction in the core classes (math, science, social studies, and language arts). English language learners are supported in their English language development through support classes for beginners, co-teaching, and collaboration. In a co-taught class, there is a general educator and a specialist trained in English language development



Instructional Practices and Strategies

"When students don't learn the way you teach them, teach them the way they learn."

- *Mary Ann Christison*

World-Class Instruction

- To carry out the district mission we must ensure that all teachers have the knowledge and skills to teach the current and future student population, who will be living and working in a global economy. That calls for world-class instruction focused on preparing students for the 21st century and beyond. As a district, we are committed to giving all teachers the tools they need to work effectively with every student so that each child can reach his/her potential.
- This Framework for World Class Instruction provides the foundation for instructional excellence. It outlines the most essential components of teaching and learning while giving teachers the flexibility to use their professional judgment to meet the needs of individual students.
- The Cherry Creek Instructional Framework is a cycle with four key components: **plan, teach, monitor, and adjust**. While these components overlap to a degree, the framework outlines the key ideas within each one separately and links them to specific aspects of the Cherry Creek Teacher Observation Record.

Purpose of the Framework

The Cherry Creek School District's Instructional Framework is grounded in the principles of classroom practice, climate, and organization that research has demonstrated are the most effective methods in increasing student achievement.

- According to The Mid-continent Research for Education and Learning (McREL), a nonprofit education and research organization based in Denver, Colorado, one hallmark of successful school districts is the use of a broad but common framework for classroom instructional design and planning that provides a common instructional language or vocabulary, and leads to the consistent use of research-based instructional strategies in each school.
- Other researchers agree — successful schools and school districts promote instructional coherence or an instructional framework that specifies and aligns the content, tools, methods of teaching and assessment (*Newman, Smith, Allensworth, and Bryk, 2001*).
- Researchers at McREL and other institutions have identified a number of specific instructional practices that lead to higher student achievement (e.g., *Classroom Instruction that Works*). This framework incorporates those practices and links them to the Cherry Creek Teacher Observation Record.
- Using a common instructional framework is consistent with the findings of an in-depth self assessment conducted by the Cherry Creek School District during the 2006–07 school year. That process calls for the district to develop a more coherent and intentional approach to instruction and curriculum.

Effective instruction for ELLs includes all of the above plus:

- Instruction based on the *Sheltered Instruction Observation Protocol*, by Echevarria, Vogt, & Short
- Instruction based on *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning* by Villa, Thousand, Nevin
- Guidebook on Designing, Delivering, and Evaluating Services for English Language Learners, available at [Colorado ELL Guidebook](#)



Instructional Practices and Strategies

Strategies that have been shown to be Effective for Instructing English Language Learners

Strategy	Description
Cooperative learning (Barkley, et al, 2001; Correa & Tulbert, 1991; Ghaith, 2003; Kagan, 2000)	Having students work together to achieve a goal. Students are responsible for their own learning as well as the learning of others. Provides an opportunity for interacting in a supportive setting.
Sheltered instruction (Chamot & O'Malley, 1987; Echevarria, Vogt & Short, 2008; Lewis-Moreno, 2007)	Merging content instruction with English language instruction. Content and language objectives are utilized. Scaffolding is used to make content comprehensible.
Interaction (Carrier, 2006; Twyman, Ketterlin-Geller, McCoy, & Tindal, 2003; Yoon, 2007)	Having students share verbally what they have learned within pairs or groups. Allows time for students to practice language and demonstrate knowledge while also decreasing anxiety.
Building background (Goldenberg, 2008; Hickman, Pollard-Durodola, & Vaughn, 2004; Twyman et al., 2006)	Asking students what they may already know about a topic. If no prior knowledge, the teacher uploads information for the students. This ties into their cultural experiences.
Explicit instruction (August, Carlo, Dressler, & Snow, 2005; Carlo, et al., 2004; Kucer & Silva, 1999; McCollin & O'Shea, 2005)	Providing clear instruction and using multiple repetitions about English conventions, grammar, word usage and vocabulary. This facilitates student control over oral and written aspects of the language.



Curriculum

ELA is not and does not adopt a separate curriculum. It is a process that students ELA specialists co-teach in the regular classroom to help make the content comprehensible and support the teachers in ensuring that the students' language development occurs concurrently while learning the content.





Interventions and Support

A teacher is one who makes himself progressively unnecessary.

~Thomas Carruthers

First and foremost, English language learners (ELLs) in Cherry Creek Schools will be afforded access to any and all intervention services available to their peers who are native English speakers, including Title I, Special Education or Gifted and Talented (GT) 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 acquisition (ELA) support may not preclude a student from receiving needed interventions in reading, math, or written language.

Regardless of the intervention program or model implemented, we support the inclusion of the following promising and proven practices in closing the achievement gap between ELLs and native English speakers:

- Universal screening
- [Sheltered Instruction](#) (including building a link between new vocabulary and one's background knowledge).
- Frequent progress monitoring and sustained accountability of student growth
- Culturally and linguistically responsive research-based instructional methods, including, but not limited to these mentioned in this guide.
- Collaboration among general educators, ELA specialists, other program specialists and parents

The Response to Intervention Framework

RtI for all students in Cherry Creek Schools is aligned to the district's Plan-Teach-Monitor-Adjust: World Class Teaching Learning Cycle. **This process requires educators to plan and teach effectively, assess and monitor frequently, and to intervene and evaluate relentlessly.** Educators will focus their time on student learning, student assessment, and student interventions.

- Within each school, an infrastructure shall exist that enables all children to have timely and equitable access to supplemental interventions. This may be delivered through the assignment of standard school-based interventions or through an individual problem solving team process
- The Problem Solving or Intervention Planning Team should consider the student's language(s) and cultural background when meeting to determine appropriate interventions, with support from the family
- In order to close the achievement gap, interventions chosen for ELLs are outcome-based, rigorous, and supplement grade level curricula regardless of the student's native language development, literacy attainment, and overall academic abilities



Interventions and Support

- These interventions provide direct alignment to and additional time for instruction in the vocabulary, skills, and conceptual knowledge essential to access grade level curricula and to meet rigorous state standards and provide equitable opportunities to learn. In some cases, when the student does not adequately respond to an intervention, it may be appropriate to supplant rather than supplement core instruction



Special Education:

- English language learners (ELLs) are entitled to special education services, when appropriate, as identified by a body of evidence which may include Response to Intervention (RtI) data.
- Parents will be informed of their rights, the child's rights, the staffing process, and safeguards in the placement process when determining eligibility for Special Education services.
- When the student is referred to Special Education, the parents 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 ELL in question.
- Students will continue to receive ELA support while receiving Special Education services.

Retention:

English language learners shall not be retained in grade solely on the basis of their level of English proficiency. The U.S. Department of Education's Office for Civil Rights, considers such retention to be discriminatory because these students would be retained for not having adequate prior exposure to English. Cherry Creek Schools has guidelines in place for recommendations for retention.



Professional Development

Who dares to teach must never cease to learn. ~John Cotton

Focus Area	Professional Development Goals	Ongoing Professional Development	Additional Professional Development Opportunities
Identification/ Placement Reclassification Retention	<p>Teachers of English language learners (ELLs) (including content, mainstream, and ELA specialists) will:</p> <ul style="list-style-type: none"> • Know the identification and placement processes for ELLs • Understand the difference between native English speakers' language needs and ELLs' language needs • Know the characteristics of ELLs with exceptional needs • Understand their role and responsibility with regards to students who are identified as fluent English proficient (FEP) (Students who are identified as Monitor 1, Monitor 2, and Exited) 	<ul style="list-style-type: none"> • All English language acquisition (ELA) specialists trained on administration of Colorado standard-based assessments for English Language Learners • Gifted and Talented (GT) teachers are trained on the characteristics of gifted ELLs and on data analysis to identify gifted English language learners • All ELA specialists are trained on policy and procedures for identifying, placing, and reclassifying ELLs 	<ul style="list-style-type: none"> • Teachers of ELLs (including content, mainstream, and special education) have access to training that includes identification, placement, and reclassification requirements • Communicate and provide opportunities for parents to discuss policies and procedures regarding ELA placement and reclassification
Assessment and Evaluation	<p>Cherry Creek School District (CCSD) will:</p> <ul style="list-style-type: none"> • Ensure consistency regarding assessment practices for English language learners • Develop common assessments for monitoring listening, speaking, reading, and writing • Offer differentiated professional development based on building needs 	<ul style="list-style-type: none"> • ELA specialists receive support in analyzing student and programming standardized assessment data as well as data on effective co-teaching from the co-teaching rubric • District professional learning opportunities are offered by the Office of Assessment and Evaluation around 	<ul style="list-style-type: none"> • All ELA specialists receive ongoing professional development and coaching around essential instructional components for ELLs • Data dialogue and analysis



Professional Development

Focus Area	Professional Development Goals	Ongoing Professional Development	Additional Professional Development Opportunities
		data analysis	
Curriculum and Instruction	<p>Teachers of English language learners (ELLs) (including content, mainstream, and English language acquisition (ELA) specialists) will:</p> <ul style="list-style-type: none"> • Understand the instructional approaches, practices, and strategies that meet the unique needs of ELLs • Understand how to use technology to enhance instruction for ELLs • Understand language acquisition theory and how language acquisition affects learning • Have a basic understanding of common ELA terminology 	<p>We provide a variety of professional development opportunities to support student achievement through:</p> <ul style="list-style-type: none"> • Co-Teaching: Beyond the Basics – 15 hour class offered multiple times a year • Thinking Maps: Path to Proficiency Trainer of Trainers • Co-teaching lesson studies at the school-level • Presentations at staff and/or department meetings • Annual one-day training for administrators, teachers and ELA specialists on standards, instruction, and co-teaching • 3-hour classes after school on topics specific to ELLs • Instructional coaching 	<ul style="list-style-type: none"> • Thinking Maps Path to Proficiency training at school level • Implementing the Colorado Academic Standards and Colorado English Language Proficiency standards • Training ELA specialists and special education teachers in reclassifying Limited English Proficient (LEP) students with an IEP • Series of 3-hour classes on teaching to ELLs, offered online • Culturally and Linguistically Diverse Endorsement in collaboration with Adams State College, beginning fall of 2012 and completing spring of 2014
Parental Involvement	<p>Teachers of English language learners (including content, mainstream, and ELA specialists) will:</p> <ul style="list-style-type: none"> • Understand how to work collaboratively with parents of ELLs • Understand the importance of native language maintenance within the home • Collaborate with parents (in a culturally 	<ul style="list-style-type: none"> • Various building specific parental involvement opportunities • District professional development opportunities focused on equity and culturally relevant instruction • Administrator training focused on equity and culturally relevant instruction 	<ul style="list-style-type: none"> • Continued professional development through district trainings for all personnel • Expanding the Family Literacy Center program to other areas in the district • Enhance current training of all district personnel (including office managers, security, admissions personnel, etc) on equity and cultural



Professional Development

Focus Area	Professional Development Goals	Ongoing Professional Development	Additional Professional Development Opportunities
	<p>responsive manner) to discuss how they can support their child(ren)'s learning at home</p> <p>Parents of English language learners (ELLs) will:</p> <ul style="list-style-type: none">• Understand the English language acquisition (ELA) educational programming options for their child(ren)• Understand the identifying, placing, and reclassifying process• Be aware of their rights and responsibilities as parents in supporting their child(ren)'s education		<p>norms, values, and issues</p> <ul style="list-style-type: none">• Movement of equity issues from knowledge phase to action phase• Common understanding of equity issues at all levels within the district





Parental Involvement

"I do not think the measure of a civilization is how tall its buildings of concrete are, but rather how well its people have learned to relate to their environment and fellow man."

-Sun Bear of the Chippewa Tribe

The goal of the Cherry Creek School District is for parents to feel connected to their child's school and to foster positive relationships with students and families from various cultural backgrounds. Parent involvement at the school and district level is promoted by providing parents with vital information through an effective communication process that is meaningful and consistent.

School representatives respond to the concerns of parents by providing a number of ways to encourage parental involvement at school. Here are examples of ways parents are involved in schools:

- Partnership for Academically Successful Students (PASS)
- Parent Teacher Community Organization (PTCO)
- School Accountability Committee
- Back to School Night
- Parent Conferences
- Parent Leadership Group

Goals for Promoting a Climate of Respect and Rapport

1. Creating and designing training opportunities in order for parents to have an understanding of the following (For more information, see the [Professional Development](#) section):
 - School Systems
 - Special Education
 - Response to Intervention ([Rti](#))
 - English language acquisition ([ELA](#))
 - Attendance/Discipline Policy
 - Grading Policy
 - Power school
 - Class work/homework policies
 - Student and Parent Expectations
 - Interpreting Colorado standards-based assessments / Measures of Academic Progress ([MAP](#)) / [ACCESS](#) scores
2. Continue with school based Family Literacy Programs.
3. Train all staff in how to establish and sustain a caring community.
4. Inform parents through written translation and oral interpretation.
5. Create and design opportunities for staff to engage parents in the learning process of their child.
6. Whenever possible, recruit and hire staff that is representative of the cultural and language backgrounds of the district population.



Parental Involvement Chart

What	Resource
<p>Parenting – Ways to assist parents with a variety of tools to engage the parents in their student’s education which would be consistent with the school protocols.</p>	<p>Parenting classes provided by school mental health staff.</p> <p>Parent Academy</p> <p>Parent Teacher Community Organization (PTCO) Meetings</p> <p>Parent Conferences</p> <p>Partnership for Academically Successful Students (PASS) Meetings</p>
<p>Communication – Ways to inform parents of school events and protocols as well as ways for parents to communicate to the school.</p>	<p>Connect –Ed district communication system</p> <p>School Pamphlets</p> <p>Letters home/translation (School specific documents not translated at district level)</p> <p>Personal contact/ Interpreters</p>