



CLEAR CREEK
SCHOOL DISTRICT RE-1

Best Educators. Empowered Learners. Visionary District.

Culturally and Linguistically Diverse Education

English Language Development Plan

Table of Contents

Topic	Page(s)
Mission	1
Program Description 1. Curriculum 2. Instructional Program Design 3. Interventions and Support	2-3
Identification Procedures	4-5
Annual English Language Proficiency Assessment	5-6
Family Engagement 1. Translation 2. Parent/Guardian Notification and Engagement	6
Redesignation and Exit Criteria	7-8
Professional Development	8
Program Evaluation	8
Seal of Biliteracy	8-9
Glossary of Acronyms	9
Sources	9

Mission

The mission of the English Language Development program at the Clear Creek School District is to create a welcoming culture that empowers and uplifts multilingual learners and their families in the pursuit of academic excellence and personal growth.

The Clear Creek School District collaborated with community members to develop the Clear Creek Learner Profile. CCSD strives to cultivate these 21st-century skills and qualities in students, as seen in the Learner Profile: Communication, Character, Leadership, Collaboration, Critical Thinking, and Adaptability.



The English Language Development program values and embraces the skills and qualities evinced in the Clear Creek Learner Profile. The program seeks to incorporate these attributes and highlight their applicability for students.

Program Description

1. Curriculum

The English Language Development (ELD) program provides Multilingual Learners (MLs) with access to the acquisition of the English language as well as the academic content of core classes.

The ELD program works with two curriculums titled *Reach Higher* and *Lift* which are created by National Geographic-Cengage Learning. These programs include textbooks, workbooks, and digital platforms for learning and practice. The curriculum teaches the domains of writing, reading, grammar, vocabulary, speaking, pronunciation, and listening.

Here is a link to a curricular overview:

<https://ngl.cengage.com/programs/english-language-learning>

The curriculum of the ELD program closely aligns with the Colorado English Language Proficiency (CELP) Standards. The curriculum also aligns with the WIDA Can-do Descriptors which are benchmarks that describe what MLs can do with the English language across different content areas.

Here is the link to the CELP Standards:

https://www.cde.state.co.us/cde_english/celpstandards

Here is the link to the WIDA Can-do Descriptors:

<https://wida.wisc.edu/teach/can-do/descriptors>

2. Instructional program design

To acquire the English language, MLs receive instructional support from a licensed teacher with a CLDE (Culturally and Linguistically Diverse Education) endorsement.

MLs may take dedicated ELD classes which are built into their schedules, they may receive classroom push-in support, or they may have pull-out ELD classes and/or targeted support.

3. Interventions and Support

For MLs experiencing more significant academic challenges, the ML may be referred to the MTSS team for further support. The MTSS team includes the MTSS Coordinator, ML Coordinator/Teacher, Principal, Director of Teaching and Learning, and classroom teachers.

Identification Procedures

- Parents/Guardians complete the district Emergency Card upon enrollment of their child. The Emergency Card includes three questions which ask about the presence of any languages other than English
 - These questions are determined by the U.S. Department of Education
 - What is the primary language used in the home, regardless of language spoken by the student?
 - What is the language most often spoken by the student?
 - What is the language that the student first acquired?
- ML Coordinator works with the family to complete a Home Language Survey
 - The results of the Home Language Survey help to determine whether a WIDA Screener should be administered
- WIDA Screener may be administered
- ML Coordinator conducts an informal, conversational interview with the ML
- Body of Evidence is collected, when possible
- If it is determined that a student will qualify for ELD services, a parent/guardian welcome letter will be mailed home within 30 days
 - Parents/Guardians have the right to refuse ELD services for their child

The identification process applies for all new students whose parents/guardians indicated the presence of a language other than English on the Emergency Card, including new foreign exchange students.

If a student is identified as a Multilingual Learner, the student will be given a designation as NEP (Non-English Proficient) or LEP (Limited English Proficient), according to the WIDA Screener score results and the body of evidence.

Here are the designations for multilingual learners, as defined by the U.S. Department of Education:

NEP - Non English Proficient

LEP - Limited English Proficient

FEP M1 - Fluent English Proficient - Monitor Year 1

FEP M2 - Fluent English Proficient - Monitor Year 2

FELL - Former English Language Learner

PHLOTE - Primary Home Language Other Than English

Per the Colorado Department of Education, Office of Cultural and Linguistically Diverse Education, here are the WIDA Screener cut scores for a designation at NEP or LEP:

1 st Grade: Second Semester	Grades 2-12
<ul style="list-style-type: none">• NEP: 1.0–2.4 (Overall)• LEP: 2.5–3.9 (Overall)• Non-ML: 4.0 Overall AND 4.0 Literacy	<ul style="list-style-type: none">• NEP: 1.0–2.4 (Overall)• LEP: 2.5–3.9 (Overall)• Non-ML: 4.0 Overall AND 4.0 Literacy

A body of evidence may be examined in correlation with these cut scores on an as-needed or as-available basis.

The goal of the ELD program is to move MLs along the continuum from NEP to FELL:
NEP → LEP → FEP M1 → FEP M2 → FELL

Annual English Language Proficiency Assessment

The name of the assessment is *ACCESS for ELLs (English Language Learners)*. This is an annual assessment which intends to measure English language proficiency. *ACCESS for ELLs* is a summative standardized assessment that aligns to the WIDA Standards, and thus aligns to the Colorado English Language Proficiency (CELP) Standards. It is developed by the WIDA Consortium, which is housed within the Wisconsin Center for Education Research at the University of Wisconsin- Madison. The annual assessment takes place every January and early February. The assessment measures four domains: Reading, Listening, Speaking, Writing.

The ML Coordinator undergoes training provided by WIDA prior to administering the *ACCESS for ELLs* assessment. Upon completion of the training, a certificate is generated, which is then shared with the District Assessment Coordinator (DAC). The ML Coordinator administers all *ACCESS for ELLs* assessments.

ACCESS for ELLs scores are used for the following purposes:

- Student level language proficiency designation and instructional program decisions
- School and district program and instruction feedback
- State accountability targets

The score report for each ML will be mailed home in May.

If a student was identified as ML and qualified for ELD services, yet the parents/guardians refused ELD services for their child, the ML will still continue to take the *ACCESS for ELLs* assessment annually.

Family Engagement

1. Translation

Clear Creek School District strives to create an inclusive, welcoming environment. As such, translators are available to help families with communication and anything related to a child's academic achievement. Spanish-English translators are available in-person, while translators for other languages are available online.

2. Parent/Guardian Notification and Involvement

If it is determined that a student will qualify for ELD services, a parent/guardian welcome letter will be mailed home within 30 days. This welcome letter details many aspects of the ELD program, including the child's level of English proficiency, how the program in which their child will be participating will meet the educational strengths and needs of the child, the specific exit requirements for the ELD program, and more.

Parents/Guardians have the right to refuse ELD services for their child although they do not have the right to opt out of the annual *ACCESS for ELLs* assessment.

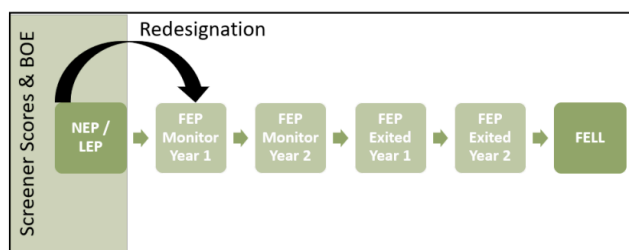
The ELD program strongly encourages parents/guardians to be actively involved in their child's education. The ELD program seeks to fulfill these goals in partnership with parents/guardians:

- Communication between home and school is regular, two-way and meaningful.
- Parents/Guardians know that they play an integral role in assisting student learning.
- Parents feel welcomed in the school, and their support and assistance are valued.
- Community resources are shared which will strengthen schools, families, and student learning.

Redesignation and Exit Criteria

Redesignation is a term used to describe when the student's English language proficiency level has changed from Limited English Proficient (LEP) to Fluent English Proficient (FEP). This process is initiated by the annual *ACCESS for ELLs* assessment data. Once a student has been redesignated as *Fluent English Proficient (FEP)* they will then be monitored for two consecutive years. (*FEP Monitor Year 1* and *FEP Monitor Year 2*, respectively). After that, the ML will have exited status (*FEP Exited Year 1* and *FEP Exited Year 2*, respectively) for two consecutive years. MLs who have completed two years of monitor and two years of exit status will be reported as a *Former English Language Learner (FELL)*. If the ML is facing academic challenges related to language acquisition during the two years of monitoring or during the two years of exited status, the ML can once again follow the Identification process and be re-enrolled in ELD classes.

Per the CDE Office of Culturally and Linguistically Diverse Education, here is a graphic that shows the progression from identification to redesignation:



Here are the redesignation procedures for MLs:

1. ML receives ELD services and is enrolled in ELD classes.
2. ML takes the annual *ACCESS for ELLs* assessment of English Language Proficiency.
3. ML receives these scores or higher on the *ACCESS for ELLs* assessment:
 - a. Literacy score of 4.0 or higher
 - b. Overall score of 4.0 or higher
 - i. The achievement of these scores initiates the conversation about redesignation as FEP M1
4. The ML Coordinator collects a Body of Evidence from the MLs core content teachers, especially in the areas of reading and writing. The Body of Evidence can also include other standardized test results such as CMAS. The Body of Evidence shows that the ML can transition to classrooms with minimal and

appropriate ELD support, can successfully access grade-level content, and can perform on par academically with their peers.

5. The Body of Evidence and *ACCESS for ELLs* score report for the ML will be kept in their cumulative file with the district.
6. The ML will be redesignated at *Fluent English Proficient Monitor Year 1 (FEP M1)*. The ML Coordinator will monitor the ML for two consecutive years to ensure that the ML is continuing to progress academically and meet grade-level standards.

Professional Development

The ELD program provides professional development (PD) for the ELD teacher, content teachers, and administrators.

At the start of each academic year, the ML Coordinator offers a PD session for all teachers and administrators district-wide.

Periodically during the academic year, the ML Coordinator offers PD sessions for elementary teachers, secondary teachers, and paraprofessionals. The topics of the PD sessions are related to various aspects of helping MLs to be successful, how to work with MLs in the classroom, and how to engage with ML families.

Program Evaluation

Each spring, the ML Coordinator conducts an ELD Program Evaluation. The purposes for the evaluation include:

- Ascertaining if student needs are being met
- Evaluating staff knowledge and abilities in working with MLs
- Assessing whether or not current programming practices are working
- Assessing if federal, state, and local funds were well spent

The ML Coordinator meets with teachers and administrators to discuss program effectiveness. The ML Coordinator also surveys MLs to include their voice and preferences.

Seal of Biliteracy

The Clear Creek School District participates in the *Seal of Biliteracy for High School Diplomas*. The Seal of Biliteracy is a credential given by the district to recognize

students who have studied and attained proficiency in two or more languages by high school graduation. A seal of biliteracy encourages students to pursue biliteracy skills that are attractive to future employers and college admissions offices.

The Seal of Biliteracy is available for seniors graduating in 2025 and onwards.

Here is more information about the Seal of Biliteracy in Colorado:

<https://sealofbiliteracy.org/state/co>

https://www.cde.state.co.us/cde_english/high-school-diploma-endorsement-for-biliteracy

Glossary of Acronyms

CCSD	Clear Creek School District
CDE	Colorado Department of Education
CELP	Colorado English Language Proficiency Standards
CLDE	Office of Culturally and Linguistically Diverse Education
DAC	District Assessment Coordinator
ELD	English Language Development
ELLs	English Language Learners
ML	Multilingual Learner
ML Coordinator	Multilingual Learner Coordinator
WIDA	World-class Instructional Design and Assessment, Wisconsin Center for Education Research, University of Wisconsin-Madison

Sources

Colorado Department of Education - Office of Culturally and Linguistically Diverse Education

https://www.cde.state.co.us/cde_english

U.S. Department of Education - Office of English Language Acquisition

<https://www2.ed.gov/about/offices/list/oela/index.html>