



Academy District 20

2018-2019 ELPA Excellence Award Report

English Language Development Program Description

The ESL program in Academy District 20 is implemented in a variety of ways. Elementary students work with the ESL teacher in small groups to promote English language development in the areas of listening, speaking, reading, and writing using a pull-out model. Additionally, instruction is provided in basic vocabulary building and English language usage including grammar, reading skills, decoding, comprehension, and writing skills. At the kindergarten level, ESL students can attend for a full day for free. The students attend the half-day kindergarten with peers and the other half of the day is spent in the ESL kindergarten class. This class is taught by an ESL certified teacher and there are no more than 10 students in the class. This extended time allows the teacher to provide additional instruction and support in English language development. The ESL teacher regularly consults with classroom teachers to help support students in all content areas. The middle school ESL magnet program provides instruction for sixth, seventh, and eighth grade students. The ESL teacher provides direct instruction to students in English language development and English Language Arts for newcomer and early intermediate students and provides English language development to intermediate and advanced ESL students. The ESL teacher also supports ESL student's work in other academic areas. The ESL teacher regularly consults with classroom teachers to help students with their courses. The high school ESL magnet program provides classes which offer full academic credit in English at the beginning and early intermediate English proficiency levels. Intermediate and advanced ESL students have an ESL class along with grade-level English Language Arts instruction. Students are provided with direct help in their other academic classes when necessary. The ESL teacher regularly consults with counselors to plan education options after graduation. In the mainstream schools, an ESL certified teacher is not on staff; however, an ESL teacher collaborates with the classroom teacher in differentiating instruction to facilitate content and language development for our ESL students.

All identified NEP (Non-English Proficient) and LEP (Limited English Proficient) ESL students, including those who attend the mainstream ESL program, have an English Language Plan (ELP) developed at their school site. The ESL teachers meet with classroom/content teachers to review data and work to create goals to include in each student's ELP. The students' parents/guardians are given the opportunity to provide input, review data, and discuss progress at Parent/Teacher conferences and the ESL teacher reviews the ELP with the parents/guardians. Additionally, parents are encouraged to contact the ESL teacher or classroom/content area teachers when needed. Progress towards ESL goals is assessed and monitored by classroom and district benchmark assessments such as STAR, DIBELS, iReady, and MODEL. Each quarter, the ESL teacher and classroom/content teacher meet to monitor and/or revise the ELP to indicate the progress made by students. The quarterly meeting is used to develop support and new instructional strategies to continue to support students. ESL teachers intensify instruction as needed. This information is indicated on the student's ELP to bolster learning opportunities when a student is not making adequate progress. Small group support and specialized reading and math programs such as iReady are used. At the end of the year, parents are provided an updated copy of the ELP which includes information regarding the following year's programming for their student.

Instructional Practices

With the creation of an English Language Plan (ELP) for each student, ESL and classroom teachers are able to monitor the progress of each student and make instructional adjustments as needed. While these conversations can happen throughout the year, quarterly meetings are established to have a more formalized conversation

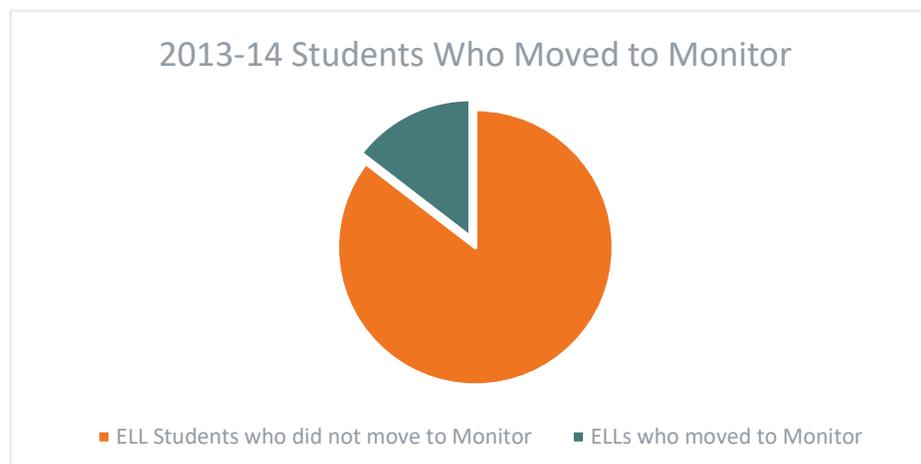
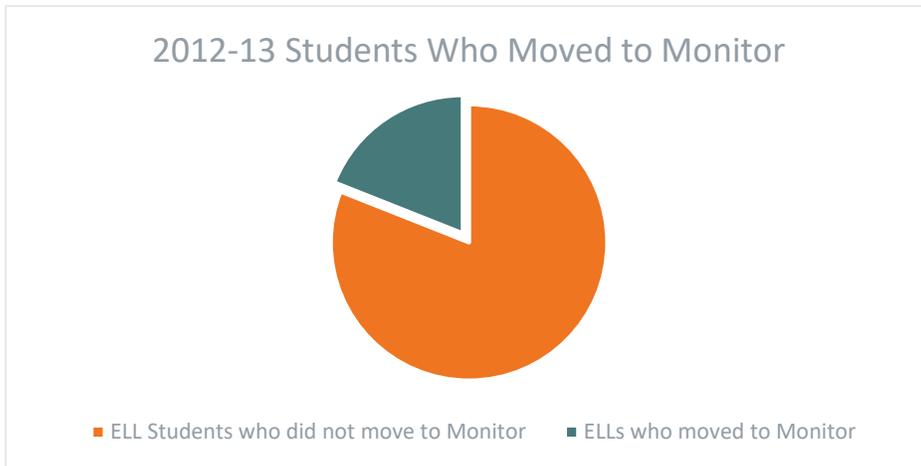


around student performance. If concerns regarding performance arise, classroom teachers reach out to ESL teachers to discuss progress and collaborate to determine effective instructional adjustments, both in the ESL class and the regular class. Additionally, work has been completed around the identification and support of dually identified students. Work continues so that students are adequately identified and then provided support that incorporates language needs. Strategies for instruction can include sheltered practices and the incorporation of the CELP standards.

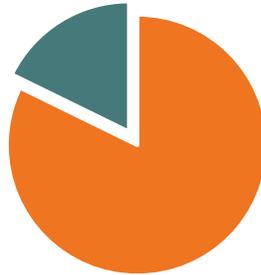
Professional Learning Opportunities

ESL teachers incorporate and recommend to classroom teachers research-based strategies from professional books and materials. The ESL team participates in book studies throughout the school year designed specifically to meet this need. The ESL teachers have been provided training regarding Colorado English Language Proficiency (CELP) standards. Observations of ESL teachers include opportunities to see these practices put into place. The ESL teachers have the opportunity to collaborate with classroom/content area teachers and provide information regarding the incorporation of the CELP standards and instructional supports into their teaching. The ESL team has provided several workshops for the District-Wide Professional Development Summer Institute. Additionally, individual schools are provided “as needed training” to meet the needs of the staff.

Data Analysis



2014-15 Students Who Moved to Monitor



- NEP and LEP students who did not move to monitor
- ELL Students who moved to Monitor

2015-16 Students Who Moved to Monitor

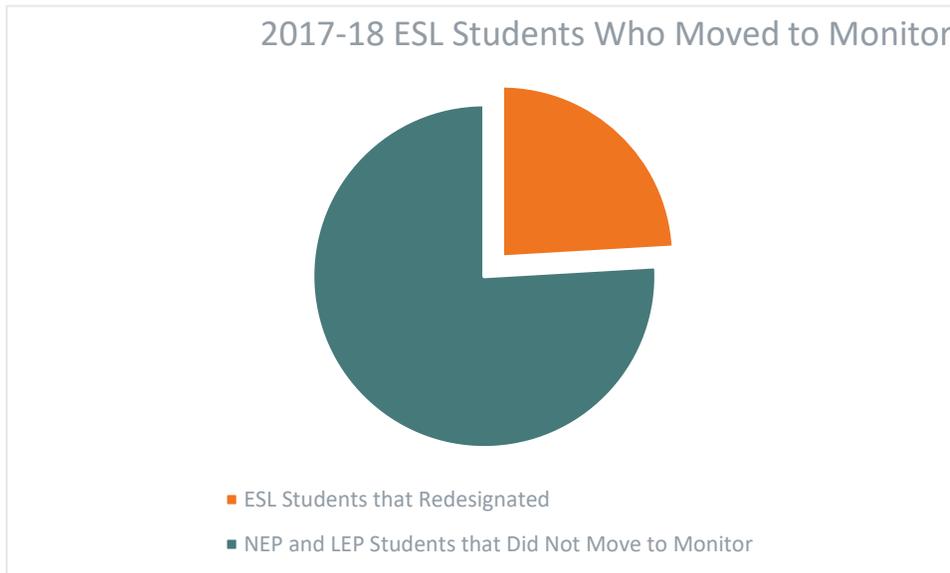


- NEP and LEP students who did not move to monitor
- ELL Students who moved to Monitor

2016-17 Students Who Moved to Monitor



- NEP and LEP Students who did not move to Monitor
- ELL Students who moved to Monitor



Note: While redesignation has not been completed for the 2018-19 school year, data from the January 2019 ACCESS 2.0 indicate that 40% of NEP and LEP students met the 4.0 criteria in both literacy and overall. A body of evidence will be collected to confirm redesignation in accordance with CDEs requirements.

School and Grade Level Analysis

Each school evaluates their ACCESS data to determine school level program needs. Due to the limited number of ELLs in each school, the data is not provided here due to maintaining their privacy. The ESL teachers use the school level data to determine educational trends that need to be addressed. Individual schools tailor program needs based on school level data as needed beyond the basic ESL programming components.

Individual Student Data Analysis

Individual student data analysis is reviewed using a body of evidence to determine individual educational needs. Progress toward individual student goals is evaluated and monitored by ACCESS, and district assessments such as STAR, DIBELS, iReady, and MODEL. By reviewing this body of evidence, specific educational program needs are determined to ensure each student is making adequate growth. English Language Plans are revised based on this data analysis.

Parent Survey

Another aspect of program evaluation is provided by parent surveys. Parents are given the opportunity to evaluate our program during the End of the Year PAC meeting. Parents rate the program as well as provide input regarding suggestions for our program. As part of our program evaluation, parent comments are used to plan for the following school year. The surveys focus on the needs of our students and parents, and we adjust our program based on this data. All results are given to the principals and teachers of each school; therefore, individual schools can adjust programming needs based on individual school results as well.



Community Supports and Family Partnerships

The importance of involving our parents in their child’s education is imperative. District 20 provides family literacy information to ESL children and their families via PAC (Parent Action Committee) meetings, Quarterly Parent Nights, Family Literacy Nights (at Title I schools), and parent conferences with ESL staff. There are fourteen PAC meetings scheduled per school year. The first and final PAC meetings are held at the district level. The first PAC meeting provides time for the families to form connections with other ESL families in the district, gain information about the program, meet their student’s ESL teacher, and ask questions. To conclude the school year, we hold an End of the Year Celebration PAC evening for all the ESL families. All other PAC meetings are held at individual school sites throughout the year. Additionally, we offer parent quarterly informational nights throughout the school year. The information provided to parents is based on the data from parent surveys to ensure we are providing relevant information to meet the needs of parents. Past topics have included: Homework Helper Resources, New Colorado Assessments, Dually Identified Learners, Language development home activities, and Reading Program support. Additionally, we offer free Adult ESL evening classes to parents, guardians, and/or family members wishing to improve their own English-language skills. Translation and interpretation are available to those parents who need information in a language other than English. These services are provided either in person, in writing, or on the phone.

Fiscal Resources

Funds utilized in support of the ESL program include ELPA Excellence award funds, ELPA Professional Development and Student Support Services funds, and ELPA program funds. These funds support professional development opportunities for ESL teachers and classroom teachers. Needs of teachers related to training are evaluated via surveys, feedback from staff, and observations to determine areas to focus on. Additionally, funds from the ELPA Excellence Award are used to directly benefit ESL students. These projects include the incorporation of iPads into instruction, visiting area attractions, providing opportunities to explore a variety of topics through content area reading, providing summer kits, and ensuring teachers have needed instructional materials. The effectiveness of the use of funds can be seen in the performance results of students (see charts above).

Post-Secondary Practices

As our post-secondary options become more robust, ESL teachers at the secondary level work to ensure that ESL students have access to these programs. To this end, training has been provided by the College and Career Services office to secondary ESL teachers regarding these program options. Staff from the College and Career Services office have also attended ESL parent meetings to provide detailed information on these programs. As a result, we have seen an increase in the number of ESL students who are accessing these programs.

Other Practices or Any Other Effective Program Elements

While most areas were covered above, we wanted to share that the ESL office collaborates with the Human Resources Department and school administrators to ensure that ESL teachers are eligible for the CLDE endorsement.