



# Cheyenne Mountain School District

## 2018-2019 ELPA Excellence Award Report

The Cheyenne Mountain School District is located in the southwest corner of Colorado Springs, Colorado. The District has a total enrollment of approximately 5,100 students in preschool through twelfth grade. There are a total of five elementary schools offering grades K-6, and one preschool. The District has one junior high school for grades 7-8, a high school for grades 9-12, and a charter school serving grades K-12. The District serves over 100 English Language Learners with over 20 different languages represented.

### **English Language Development Program**

In Cheyenne Mountain School District 12, two programs implemented are English Language Development (ELD) classes at the secondary levels and Pull-Out ELD at the elementary level.

- Model chosen based on a small percentage of ELs in the district (3%)
- Secondary ELs
  - Students enrolled in leveled ELD courses where they receive direct instruction based on their language needs
  - Supported study hall
  - Students have access to ELD teachers during lunch period
  - ELD teacher provides accommodations and modifications
  - Use National Geographic Inside and Edge
- Elementary ELs
  - ELD teacher provides pull-out services during intervention blocks
    - Instruction is given to students outside their English-only classrooms and grouping of students by age and grade is flexible.
  - ELD teacher pushes in to provide additional support
  - Use National Geographic Reach

### **Instructional Practices**

Language development and access to core content are ensured via the EL plans and coordination with content teachers.

- EL plans developed to meet the needs of individual students by providing services specifically designed for each learner
- ELD teachers communicate with all teachers of EL students to help support instruction for students' individual needs.
- Can Do Descriptors are shared with teachers to assist in differentiating instruction and assessments
- Use Reach, Inside & Edge resources that are aligned to CAS and CELF standards -- develop language and build content vocabulary
- Supplemental programs such as Imagine Learning, Flocabulary, Amplify Boost, and Lexia are used in addition.
- Collect data using DIBELS, Scantron, ACCESS, and curriculum-based measures to monitor student progress.

### **Professional Learning Opportunities**

Using information from district self-assessment tool for ELD, the District 12 ELD Department determined that professional development, particularly for general educators, was an area of need. Therefore, it has provided multiple opportunities for ELD teachers and general educators alike to learn strategies to improve instruction for ELs. ELD teachers engage in

- Attending regional Pikes Peak ELD Meetings
- Discussing case studies and strategies at monthly ELD meetings

Using previous ELPA grants and/or general funds, the district has

- Arranged for Seidlitz Education to present a one-day workshop, 7 Steps to a Language-Rich Interactive Classroom to over 70 district educators.
- Sent classroom teachers (with an emphasis on secondary educators) to attend Kagan training for ELs as well as the Courage to Risk Educational Conference.
- Sent ELD teachers to the COTESOL Conference and CLDE Academy to further our professional growth

### **Data Analysis**

The district ELD team uses the District Self-Assessment Tool and EL Walkthrough and Program Review Tool from the EL Guidebook annually to evaluate the program. ACCESS data is analyzed for programming and instructional purposes.

- ACCESS scores are mainly used for placement (NEP, LEP, monitor, etc.)

- ACCESS scores are part of a body of evidence for ELs. While ACCESS scores do offer specific language scores and proficiency levels, the ELD department looks at classroom performance, standardized testing, and teacher observations to help determine programming to best meet the language growth and needs of our students.
- We also look at student gains in the data we collect. DIBELS, Scantron, ACCESS, ELD curriculum pre and post tests to help us determine if the program is successful and how to keep the program moving forward.

### **Community Supports and Family Partnerships**

Cheyenne Mountain School District parents are encouraged to be involved in the education of their children by supporting their children in:

- Learning English
- Achieving at high levels in core academic subjects (Literacy, Math, Science and Social Studies)
- Meeting the same state standards (skills in Literacy, Math, Social Studies and Science) as all children are expected to meet

### **Parent Involvement and Participation**

Cheyenne Mountain School District recognizes that parental involvement becomes meaningful by meeting the following areas:

- Communication between home and school is regular and two-way.
- Parents play an important role in helping with student learning (helping with homework and encouraging student involvement in activities afterschool).
- Parents are welcome to visit and are encouraged to participate in school activities such as volunteering in their child's classroom, helping/attending school events and participating in PTO.
- Community resources are used to strengthen schools, families, and student learning (Pikes Peak Library District, Children's Literacy Center, Centro de la Familia, Lutheran Family Services).

ELD teachers, content teachers, counselors, and other staff identify the specific needs of EL families as they arise, then help these families access the necessary resources.

Communication in Cheyenne Mountain School District is regular and frequent through:

- Emails, the school website, student planners and weekly folders
- Emails and the district website may be translated into many of the languages spoken by the EL families in the district.
- Interpreters are provided to families who are not comfortable communicating in English

for school events like Back to School Nights, parent/ teacher conferences, IEP, 504 and other meetings. Also, important documents are translated for families who need it.

### **Post-Secondary Practices**

English language learners at the secondary level

- Create an Individual Career and Academic Plan (ICAP) portfolio to identify their interests and achievement matching them with opportunities for post-secondary educations and/or work goals.
- Use Naviance's Family Connection, a web-based college planning service, as a platform in which students, families, and teachers can research post-secondary options
- In collaboration with the counseling office, the EL educator informs and assists English learners with post-secondary opportunities.
- Another post-secondary practice that supports the success of the ELD program is a team of highly effective counselors, administrators and a college counselor that promote, inform, and support post-secondary education and work opportunities for English language learners

### **Fiscal Resources**

Through ELPA Excellence Funds and the district allocation for the ELD Department, the ELD Department has utilized many resources to beneficially impact our EL students. Funds have been used to

- send the whole ELD team to the CoTESOL conference annually
- send two from the team to attend the CLDE Academy
- offer training from Seidlitz Education to district educators
- send the team and district educators to the Courage to Risk conference
- offer Kagan training to content area teachers from secondary schools with an emphasis on ELD support
- continue subscriptions to the National Geographic Reach, In the USA, Inside and Edge resources that provide standards-based aligned content and engaging online tools
- provide each ELD teacher Chromebooks and iPads to use with their students
- purchase Easy English News monthly newspaper that provides current news to the students and parents
- maintain district-wide FTE and low teacher/student ratio