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We especially acknowledge the leadership of our Superintendent, Dr. Deirdre Pilch, Assistant Superintendent of Academic Achievement, Dr. Stacie Datteri, and the Director of English Language Development, Brian Lemos.

We thank all who dedicated their time and efforts to observe students’ learning opportunities in schools throughout the District and synthesize their insights into strategic improvement areas that informed the development of the *Master Plan for ELL Success*. In particular, we thank the following individuals for participating on the Greeley-Evans *Master Plan for ELL Success* Leadership Team, and especially those on the Core Planning Team:

- **Amanda Kreiger, Secondary Language Arts and AVID Coordinator**
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- **Cassandra Guy, CLD Teacher at Madison Elementary School**
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- **Jesse Tijerina, Director of Cultural Excellence and Family Engagement**
- **Jessica Thomas, CTE Teacher at Greeley Central High School**
- **Jinny Jensen, Elementary Curriculum Coordinator**
- **Karen Wainscott, Welcome Center Facilitator and Summit Specialist**
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- **Mary Hoff, Newcomer and CLD Teacher at Centennial Elementary School**
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Dr. Rhonda Haniford, *Assistant Superintendent of Secondary Education*
Robert Williams, *Secondary Math, Science, and Social Studies Coordinator*
Robin Murray, *Direct Instruction Coach*
Dr. Stacie Datteri, *Assistant Superintendent of Academic Achievement*
Susan Mayer, *UNC Hispanic Studies Adjunct Faculty Member*
Dr. Suzette Luster, *Assistant Principal at Greeley West High School*
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**WestEd Partners**

WestEd — a national nonpartisan, nonprofit research, development, and service agency — works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has 17 offices nationwide, from Washington and Boston to Arizona and California, with its headquarters in San Francisco.

We thank our WestEd partners for their support in facilitating the process and developing our *Master Plan for ELL Success*. This includes Maria Santos (project director), Robert Linquanti (senior policy advisor); Marsha Cody, and Melanie Packham (specialists).

**School Site Visits**

We thank the following Greeley-Evans School District (D6) school communities for opening their doors to help us understand what ELLs were experiencing in classrooms and schools as well as to gather input and feedback for the *Master Plan for EL Success*:

Centennial Elementary School, Dos Rio Elementary School, Jackson Elementary School, Shawsheen Elementary School, Bella Romero K-8 Academy, Heath Middle School, Prairie Heights Middle School, Northridge High School, and Greeley West High School.
Introduction

Greeley-Evans School District 6 (D6) is Colorado’s thirteenth largest school district with a growing English Learner population. Well over 32 percent of the 23,157 students come from homes where a language other than English is spoken. Nearly 23 percent of the students are considered English Language Learners (ELLs) — language-minority students whose developing English proficiency affects their ability to fully participate and succeed in school. These students come with rich and varied experiences, enormous strengths, and immense potential, and Greeley-Evans School District 6 is committed to helping them realize their success in school and beyond.

In light of Colorado’s new college- and career-ready academic content standards, and corresponding English Language Proficiency (ELP) standards for ELLs, D6 has undertaken a comprehensive, transparent, and inclusive effort over the past eight months to strengthen its capacity system-wide to better serve this traditionally underserved population. With the full support of the Greeley-Evans School District 6 Superintendent, D6 educators, parents, students, and community stakeholders are engaged in developing the Greeley-Evans School District 6 Master Plan for English Learner Success.

This Master Plan for ELL Success lays out a comprehensive vision for ELL success that embodies the aspirations of the District’s parents, students, educators, and community members. It articulates the evidence-based principles of effective English Language Learner (ELL) instruction, describes the approach to ensuring ELLs’ language development, and clearly lays out the enhanced Instructional Models to be implemented districtwide.

Of critical importance, this Master Plan for ELL Success responds directly and fully to findings from a systematic review of D6’s current educational policies and practices. This review included careful examination of ELLs’ linguistic and academic learning opportunities across classrooms in nine of the schools; analysis of quantitative data on ELLs’ linguistic and academic performance; as well as parent focus groups’ findings, and feedback from District administrators. Public input and feedback were gathered on the draft Master Plan for ELL Success findings and proposed actions via several educator engagements at key points in the development process.

With the guidance of a 25-member leadership team representing key constituencies of the District and community — and facilitation by a team of nationally recognized ELL researchers, technical assistance providers, and teacher and leader professional developers — the resulting Master Plan for ELL Success is constructed on a solid, evidence-based Theory of Action that logically lays out a multi-year course of action. In it, Greeley-Evans School District 6 describes Strategic Goals aligned to D6 Goals, High-Leverage Strategies, and action steps in a detailed Implementation Plan spanning the next three years. Substantial resources are being dedicated to ensure that D6 implements this Master Plan for ELL Success with fidelity, and that the District holds each other accountable for ensuring follow-through on commitments to one another and to the District’s ELLs, parents, and community.

The very process of producing this Master Plan for ELL Success has illuminated D6’s strengths and challenges, deepened understanding of what ELLs need to progress linguistically and academically, and strengthened the District’s capacity and commitment to improving services
and outcomes for these students. District 6 looks forward to carrying out this Master Plan for ELL Success together with the community.

**Strategic Plan: Innovation2020**

The Master Plan for ELL Success supports D6’s Mission, Vision, Values and Beliefs, and Goals for all student learning and success in the District.

**Figure 1: Master Plan for ELL Success Supports the District Mission, Vision, Values and Beliefs and Goals.**

<table>
<thead>
<tr>
<th>Innovation2020 Mission</th>
<th>Engage, Empower, Inspire</th>
</tr>
</thead>
<tbody>
<tr>
<td>District 6 provides every student with a personalized, well-rounded and excellent education in a safe, caring environment.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Innovation2020 Vision</th>
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<tbody>
<tr>
<td>District 6 educates today’s students in partnership with families and communities to succeed in tomorrow’s world.</td>
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<table>
<thead>
<tr>
<th>Innovation2020 Values and Beliefs</th>
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</thead>
<tbody>
<tr>
<td>• Our students come first.</td>
</tr>
<tr>
<td>• We know every child can achieve.</td>
</tr>
<tr>
<td>• We commit to excellence, innovation and continuous improvement.</td>
</tr>
<tr>
<td>• We ensure safe and healthy schools.</td>
</tr>
<tr>
<td>• We view diversity as an asset.</td>
</tr>
<tr>
<td>• We provide opportunity and choice.</td>
</tr>
<tr>
<td>• We partner with families and communities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Innovation2020 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <strong>STUDENT LEARNING AND ACHIEVEMENT:</strong> Students will engage in a challenging, personalized, well-rounded education preparing every student to be college- and career-ready with the skills needed to be successful in the community and world.</td>
</tr>
<tr>
<td>• <strong>STRENGTHENING PARTNERSHIP:</strong> District 6 will increase engagement and interest in learning through community and school partnerships with our students, parents, and community to enhance student success.</td>
</tr>
<tr>
<td>• <strong>CLIMATE AND CULTURE:</strong> We will cultivate a safe and supportive learning environment for all, embracing our diversity, honoring and engaging all stakeholders, and promoting safety.</td>
</tr>
<tr>
<td>• <strong>ORGANIZATIONAL AND OPERATIONAL EFFECTIVENESS:</strong> We will be innovative and accountable to the community, through measurable outcomes and continuous improvement.</td>
</tr>
</tbody>
</table>
Summary of Findings That Informed the Master Plan for ELL Success Development

The Master Plan for ELL Success responds to findings from a careful review of D6’s current policies and practices. This effort included examination of ELLs’ linguistic and academic learning opportunities across classrooms in nine District 6 schools, analysis of ELLs’ linguistic and academic performance, parent focus groups, and feedback from District administrators. The District also gathered public input and received feedback on draft Master Plan for ELL Success findings and proposed actions via several educator engagements at key points in the development process. (See Appendix A for detailed information on data collection, data analysis, and findings.)

Key findings on strengths and issues for action, indicated by theme, include the following (see Appendix A):

- **Aspirations**: D6 leaders, administrators, teachers, parents, and students hold high aspirations for ELLs’ success in school, careers, and civic life.
- **Culture and climate**: D6 schools overall exhibit a safe learning environment for ELLs, yet segregation of ELLs in some schools limits their opportunities to participate in standards aligned core academic and enrichment opportunities.
- **Professional learning and support**: Inconsistent opportunities currently exist for teachers and administrators to improve their knowledge and practice to serve ELLs; limited capacity exists district-wide in English Language Development (ELD), rigorously scaffolded content area instruction, and integration of content, analytical practices and language aligned to the new standards.
- **Opportunities to learn**: ELLs experience limited opportunities to engage in content and language learning that is grade-appropriate, academically rigorous, and aligned to Colorado Academic Standards, Colorado ELP Standards, and the Six Principles of Effective ELL Instruction.
- **Teaching and learning**: Current ELL teaching and learning practices are out of alignment with Colorado Academic Standards, Colorado ELP Standards, and the Six Principles of Effective ELL Instruction.
- **Asset orientation**: District educational policies and practices do not strategically leverage and build on ELLs’ assets of home language(s), culture, and prior knowledge.
- **Developing autonomy**: Strategies for developing ELL autonomy are not oriented to subject specific analytical practices and language learning, or guided by evidence of learning from formative assessment practices.
D6 Vision for English Learners

To forge a plan that ensures success for English Language Learners (ELLs) in Greeley-Evans School District 6, the Master Plan for ELL Success Leadership Team developed the following Vision for ELLs that captures the expressed aspirations of ELLs, families, educators, and community members.

Greeley-Evans School District 6 will empower its students who are learning English as a second language to access their unique cultural and linguistic assets in challenging, supportive learning environments, so they meet and exceed readiness goals for college, career, and civic life, thus graduating and becoming successful members of the global community.

The D6 vision articulates ambitious goals for ELLs. In it, the District envisions a future where all students entering D6 as ELLs graduate as college and career ready, productive, and global-minded citizens. This vision has been used to guide the development of the Master Plan for ELL Success and will ground and guide the efforts in continuous improvement as D6 implements this plan over the next several years. The vision for ELLs anchored the Master Plan for ELL Success development process. The Colorado Academic Standards, the Colorado English Language Proficiency Standards, and the Stanford University Six Principles of Effective ELL Instruction informed the development of the other three components for change: Greeley-Evans School District 6’s Language Development Approach, Core Educator Capacities, and new Instructional Program Models. Next, the District developed the Theory of Action and Implementation Plan and then outlined Milestones - outcomes D6 can expect as it implements new policies, programs and practices.

**Figure 2: Master Plan for ELL Success Development Structure**

- Vision for ELLs
- Language Development Approach
- Core Educator Capacities
- Instructional Program Models

- Theory of Action
  - If…
  - Then…

- Strategic Goals
  - High-Leverage Strategies

- Implementation Plan
- Milestones-Outcomes
  - Implementation Targets
  - Indicators
Overview of Master Plan for ELL Success Structure

The Master Plan for ELL Success provides a roadmap for implementation that includes a robust Theory of Action; a set of Key Components; and an Oversight Structure that must be implemented to improve learning outcomes for English Language Learners (ELLs). The Theory of Action defines how the District will prioritize and carry out the changes needed to improve educational quality for ELLs. The Key Components identify the critical elements that must be in place throughout the District and address core responsibilities of District educators and leaders to improve quality instruction, language development, academic achievement, and graduation rates for ELLs.

The Oversight Structure defines the committee, processes, and targets that will be used to evaluate the effectiveness of improvement efforts, adjust implementation as needed, and build learning throughout the system. The implementation of these three components of the Master Plan for ELL Success will directly strengthen the District’s capacity to help ELLs meet ambitious goals and support parents’ and students’ aspirations.

Figure 3: Master Plan for ELL Success Structure
Roadmap

To move toward the District’s vision for ELLs, D6 has established a roadmap that lays out the course of action to achieve the systemic shifts needed to realize the desired results.

**Figure 4: Master Plan for ELL Success Roadmap**

**Theory of Action**

Greeley-Evans School District 6 is committed to improving outcomes for all students who are learning English as a second language and attaining the vision for English Language Learners (ELLs). For all ELLs to graduate college and career ready, the quality of instruction for ELLs must improve, and educators must be supported to strengthen teaching and learning. In addition, all learning environments must not only be welcoming and safe, but also value the assets ELLs bring to school and engage their families. Academic programs must be enhanced to meet the needs of ELLs and promote language development. Evidence of learning must be continuously gathered and acted on to ensure ELLs achieve academic and language learning goals. All this can happen with policies and resources that intentionally support necessary changes across the District.

Based on research, and vetted by educators and community members in the District, the **Theory of Action** lays out an explicitly stated, causal chain of expectations and outcomes to guide how D6 will improve educational outcomes for ELLs. It is grounded in pursuing four **Strategic Goals** derived from multiple sources of evidence gathered and deliberated on by the **Master Plan for ELL Success** Leadership Team. These four Strategic Goals are interrelated and mutually
reinforcing while aligned to D6’s Goals. District 6 believes that accomplishing these goals will contribute to the success and achievement of all ELLs. Specific strategies are necessary to accomplish these objectives. **High-Leverage Strategies** provide for specific steps that focus District efforts to quickly and efficiently achieve lasting improvements. D6 has identified **High-Leverage Strategies** for each **Strategic Goal** so that the plan for strengthening teaching and learning for ELLs is clear, coherent, and powerful. The table below describes how the **Theory of Action** carries out the four **Strategic Goals** through **High-Leverage Strategies** to meet key goals that help to realize the Vision for ELLs.

<table>
<thead>
<tr>
<th>If we...</th>
<th>Goal: Increase Student Learning and Achievement</th>
</tr>
</thead>
</table>
| by...    | - Adopting the Greeley-Evans School District 6’s Vision for ELLs and enacting the 6 Principles for Effective ELL Instruction in all classrooms to offer high-quality grade-level teaching and learning  
- Building a comprehensive and sustained professional learning system for cohorts of teachers and leaders  
- Embedding D6’s Language Development Approach into current grade-level curriculum  
- Supporting all teachers of ELLs with planning time, curriculum, and resources; |
| and if we... | Goal: Strengthen Partnerships |
| by...    | - Building school-family partnerships where families are able to be actively involved in identifying their needs/ideas to strengthen parents’ capacities to support their students’ academic success, advocate for improvement in schools, and become aware of community resources  
- Building school/district-community partnerships that extend and support the goals identified through school-family partnership exchanges  
- Creating and maintaining a bank of community resources poised to support ELLs and their families; |
| and if we... | Goal: Build Supportive Climate and Culture |
| by...    | - Creating a cohesive and comprehensive parent engagement system that links centralized welcome center resources to school site welcome centers  
- Developing strategic supports to meet the social and emotional needs of ELLs  
- Identifying and securing home language resources aligned to grade-level standards to support teaching and learning; |
| and if we... | Goal: Increase Organizational and Operational Effectiveness |
| by...    | - Embedding academic discourse in all content areas.  
- Creating a certificate program for educators (teachers and leaders) that strengthens their capacity to effectively support ELLs through the study of topics such as: academic and ELP standards, academic discourse, scaffolding strategies, and native language development  
- Developing an aggressive and comprehensive strategy to hire, onboard, and retain teachers and support staff to offer diverse instructional programs for ELLs  
- Examining current practices such as pull-out models, oral language block, and the CLD position, and exploring ways to transition to more coherent services |
for ELLs, such as academic standards-based integrated content and language models, newcomer academies, strategic academic literacies instructional models, and co-teaching models for ELLs
- Creating a system to roll out coherent processes and supports to use multiple data sources to inform practices such as EL identification, progress monitoring, and reclassification;

**Then…**
- We will have all ELLs engaged in rigorous learning at grade level and beyond.
- We will have safe, welcoming, and empowering schools that respect ELLs and their cultures and linguistic assets
- We will reduce the percentage of long-term ELLs
- We will increase graduation rates
- We will graduate more ELLs who are college- and career-ready

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**Figure 5: Strategic Goals**

The detailed Implementation Plan specifies the action steps, timeframe, milestones, and personnel that the Greeley-Evans School District 6’s *Master Plan for ELL Success* Leadership Team proposes.
Key Components

The Key Components identify areas that must be in place throughout the District and address core responsibilities of District educators and leaders to improve quality instruction, language development, academic achievement, and graduation rates for English Language Learners (ELLs). Greeley-Evans School District 6’s key components are: 1) D6’s Language Development Approach, 2) Core Educator Capacities, and 3) new Instructional Program Models.

Language Development Approach
- Describes our District’s approach to high-quality ELL instruction
- Aligns to Colorado Academic Standards and Colorado English Language Proficiency Standards

Core Educator Capacities
- Describe skills that educators and leaders must have or develop to be effective supporters of ELLs
- Aligned to Colorado Academic Standards and Colorado English Language Proficiency Standards

Instructional Program Models
- Identifies a core instructional model: Academic Standards Based Integrated Content and Language Model
- Describes two additional instructional models that support learning for diverse ELLs
- Aid in the implementation of Colorado Academic Standards and Colorado English Language Proficiency Standards
1. Language Development Approach

The goal of D6’s Language Development Approach is to provide students who learn English as a second language with challenging, personalized, high-quality, rigorous, grade-level standards-based instruction that engages, empowers, and inspires learning every day. Such grade-level standards-based instruction is coherent K-12 and anchored in D6’s Vision for ELLs and the Six Principles for ELL Instruction. The instruction is aligned to the teaching and learning expectations reflected in the Colorado Academic Standards and the World-class Instructional Design and Assessment (WIDA) framework. In particular, this approach calls for students to have ample opportunities to develop core content area knowledge, analytical practices, and discipline-specific academic uses of language simultaneously. The approach demands that rigorous, grade-level instructional expectations are supported with research-informed strategies, such as deliberate and appropriate scaffolds, growth mindset, and formative assessment practices. Instruction builds on students’ cultural and linguistic assets and connects their prior knowledge to new learning. The approach develops students’ autonomy by affording students multiple and varied opportunities to engage in academic discourse regularly and comprehend and use language for a variety of academic purposes.

Three Domains for ELL Instruction

The following three domains each include two principles of ELL instruction as developed by researchers, practitioners, and other stakeholders through Stanford University’s Understanding Language Initiative. These six principles are clustered in three domains as indicated below.

Opportunities to Learn

- Instruction provides ELLs with opportunities to engage in discipline-specific practices to build conceptual understanding, analytical practices, and language competence simultaneously.
- Standards-aligned instruction for ELLs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.

Asset Orientation

- Instruction leverages ELLs’ home language(s), cultural assets, and prior knowledge.
- Instruction moves ELLs forward by taking into account their English proficiency level(s) and prior schooling experiences.

Developing Autonomy

- Instruction fosters ELLs’ autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
- Formative assessment practices are employed to gather evidence and guide (both teacher and students) productive next steps to support learning conceptual understandings, analytical practices, and language development simultaneously.
Instruction is aligned to the teaching and learning expectations reflected in the Colorado Academic Standards and the Colorado English Language Proficiency Standards. ELLs must develop conceptual knowledge in a subject area, engage in subject-specific analytical practices, and gain proficiency-related language uses simultaneously. This means that instruction in English Language Development is not separate from content learning. In fact, Colorado’s English Language Proficiency Standards explicitly focus on using language in school to engage in academic discourse and communicate the information, ideas, and concepts necessary for academic success in subject-area learning, as reflected in the table below.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Abbreviation</th>
</tr>
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<tbody>
<tr>
<td>English Language Development Standard 1</td>
<td>English language learners communicate for Social and Instructional purposes within the school setting</td>
</tr>
<tr>
<td>English Language Development Standard 2</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</td>
</tr>
<tr>
<td>English Language Development Standard 3</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</td>
</tr>
<tr>
<td>English Language Development Standard 4</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</td>
</tr>
<tr>
<td>English Language Development Standard 5</td>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</td>
</tr>
</tbody>
</table>

*Source: WIDA English Language Development (ELD) Standards (2012 edition)*

Certain instructional practices need to be in place to support the Language Development Approach described above. Four of these key practices are summarized below.

1. **All teachers are responsible for teaching English Language Learners.**

Language and content learning cannot be separated. Each content area or discipline has specific ways of using language to reason or develop arguments, to explain ideas and cite evidence, to comprehend and produce texts that communicate conceptual understandings, and to engage in analytic practices. Students who are learning English as a second language need to be apprenticed into these practices through active engagement in authentic learning opportunities in all content areas.
2. Engaging in academic discourse requires use of language in sustained, content-specific ways.

English Language Learners need multiple opportunities to participate in interactions with teachers and peers that require sustained uses of language in discipline-specific ways to communicate understanding, negotiate meaning, and collaborate in the development and presentation of meaningful products.

3. Learning content and language requires active engagement in well-scaffolded learning opportunities that are generative and engage students in a focused monitoring of their own learning.

Lessons include support for students who are learning English as a second language to engage in rigorous content learning that is beyond what students can accomplish on their own. Students are provided with language models for engaging in sustained content-based interactions and co-construction of knowledge. Activities are purposefully selected and sequenced so that ELLs can participate fully in grade-level learning. Lesson activities develop knowledge and practices that can be applied in novel applications and move students toward autonomy through metacognitive development.

4. Empowering students to draw on prior knowledge as well as cultural and linguistic assets requires invitations to use human and material resources to engage in disciplinary area learning.

Lessons include support for English Language Learners to use a wealth of resources in rigorous content learning that connects new learning to prior knowledge. Lessons are designed to invite academic discourse, cultural connections, and home language use through collaborations. Classroom environment and lessons provide students grade-level complex texts and resources in English and home languages, and time to process and engage in productive struggle while learning in disciplinary areas.

*Culturally and Linguistically Responsive Teaching*

To create truly equitable classrooms, schools, and districts that support all students’ achievement of district goals, educators should continuously strive for social justice, access, and equity. This requires educators to adopt a stance of inquiry toward their practice and to engage in ongoing, collaborative discussions with their colleagues about challenging issues, including race, culture, language, and equity. The National Center for Culturally Responsive Educational Systems (NCCRES) highlights the importance of creating a shared responsibility for cultural responsiveness:

*Culturally responsive educational systems are grounded in the belief that we live in a society where specific groups of people are afforded privileges that are not accessible to other groups. By privileging some over others, a class structure is created in which the advantaged have more access to high quality education and later, more job opportunities in high status careers. This leads to socio-economic...*
stratification and the development of majority/minority polarity. We can turn the tide on this institutionalized situation by building systems that are responsive to cultural difference and seek to include rather than exclude difference...

Moreover, culturally responsive educational systems create spaces for teacher reflection, inquiry, and mutual support around issues of cultural differences.

(NCCREST, 2008, p. 15)

Culturally and linguistically responsive teaching and equity-focused approaches emphasize validating and valuing students’ cultural and linguistic heritage—and all other aspects of students’ identities—while also ensuring their full development of academic English and their ability to engage meaningfully in a range of academic contexts across the disciplines, as emphasized in the LAUSD English Learner (ELL) Master Plan:

Culturally and linguistically responsive teaching can be defined as using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them. It teaches to and through the strengths of these students. It is culturally validating and affirming. Along with improving academic achievement, these approaches to teaching are committed to helping students of color maintain identity and connections with their ethnic groups and communities. It helps develop a sense of personal efficacy, building positive relationships and shared responsibility while they acquire an ethic of success that is compatible with cultural pride. Infusing the history and culture of the students into the curriculum is important for students to maintain personal perceptions of competence and positive school socialization. (Los Angeles Unified School District, 2012, p. 87)

(Drawn from the California ELA/ELD Framework, 2015, Chapter 9, pp. 916-917)

Integrated English Language Development

The term integrated English Language Development (ELD) refers to ELD that occurs throughout the day and across the disciplines. All teachers with ELLs in their classrooms should use the ELP Standards in addition to their focal academic content standards to support their ELLs’ linguistic and academic progress. ELLs should engage in activities where they listen to, read, analyze, interpret, discuss, and create a variety of literary and informational text types. Through these experiences, they develop an understanding of how language is a complex, dynamic, and social resource for making meaning, and they develop language awareness, including an appreciation for their primary language as a valuable resource in its own right, and for learning English. They demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia, and they develop proficiency in shifting language use based on task, purpose, audience, and text type. (From the California ELA/ELD Curriculum Framework, 2015)

Scenarios that illustrate practices aligned to a Language Development Approach where teachers simultaneously develop content, disciplinary analytical practices and language in subject area instruction are provided in Appendix B. The examples are from the California’s ELA/ELD Curriculum Framework. Three of the examples focus on Integrated ELD and one example delves into more explicit and intentional linguistic focus beyond integrated ELD. In California, the ELL
support that more explicitly foregrounds language forms, structures, and functions is called Designated ELD. The first three scenarios—one for elementary (grade three), two from secondary (grade eight and six) provide examples of what integrated ELD might look like when implemented in a classroom. The fourth scenario illustrates designated ELD in a mathematics classroom.

**Teaching and Learning Cycle**

To support the implementation of the Greeley-Evans School District 6 Language Development Approach educators will implement purposeful, high-yield pedagogical practices and an instructional planning and delivery framework geared towards deepening the rigor and quality of teaching and learning for ELLs in all classrooms. The “Teaching and Learning Cycle” is a coherent pedagogical approach for scaffolding deeper thinking, extended discussions, interactive reading, and language development including high quality writing. The “Teaching and Learning Cycle” supports students to write a particular genre, or text type, through a series of scaffolding approaches, including extended discussion about content and the language about text type. To support the effective implementation of the cycle, educators will learn, implement, and reflect on high-yield pedagogical strategies aligned to purposeful scaffolding within the stages of the “Teaching and Learning Cycle”. See Appendix C for a description of the “Teaching and Learning Cycle”.

**2. Core Educator Capacities**

Core Educator Capacities constitute the essential skills for rigorous grade level standards-based instruction that all educators need to be effective teachers of ELLs. The majority of D6’s students who are learning English as a second language are placed in classrooms with teachers who have limited preparation related to English Language Development and appropriately scaffolding core content instruction for ELLs aligned to the new standards. To address this challenge, all educators will be expected to meet the Core Educator Capacities defined in the Greeley-Evans School District 6 Academic Language and Content Achievement Certificate. The D6 Academic Language and Content Achievement Certificate capacities are aligned to the Colorado Academic Standards and the Colorado English Language Proficiency (ELP) Standards, and the Six Principles of Effective ELL Instruction.

Core Educator Capacities for rigorous grade level standards-based instruction that all teachers need to develop and apply in their classrooms with ELLs, include the following:

**Instruction**

1. Teachers design and foster multiple learning opportunities centered on students’ interests, aspirations, and achievements that build partnerships with parents.
2. Teachers model and foster cross-cultural understanding and communication among students by utilizing ELLs’ experiences, perspectives, needs, skills, home language(s),
cultural assets, prior knowledge and English proficiency to accelerate disciplinary content and language learning.

3. Teachers provide opportunities for students to engage in linguistically complex and content rich tasks, including negotiating meaning-making through disciplinary discourse within flexible and fluid grouping structures, both homogeneous and heterogeneous, to work with ELLs based on English language proficiency and native language to advantage their prior knowledge for comprehension and to access their prior understanding and skills.

4. Teachers apprentice ELLs into the academic practices of each disciplinary area through scaffolding that is deliberately constructed, temporary and intentional in developing students’ potential and autonomy through rigorous content and productive struggle.

**Curriculum**

5. Using the curricular materials, instruction is designed to engage students in productive struggle in central ideas in the discipline as students build content knowledge and develop rich, discipline-specific language and discourse.

6. Culturally Linguistically Diverse classrooms are cognitively challenging and aligned to grade-level Colorado Academic Standards for Mathematics and ELA as well as Science and Social Studies, and ELP Standards.

7. The design of instructional tasks includes scaffolds for ELs that do not diminish their engagement with complex concepts and texts as well as texts at current reading level and beyond.

8. Teachers choose culturally responsive materials and texts (books, advertisements, articles, audio tapes, video, oral texts) that develop deep conceptual foundations, reflective practice, and the academic language form and structures authors and speakers use to accomplish specific purposes and effects.

**Assessment**

9. Students engage in oral and written discourse, in which they argue from evidence, present explanations, describe their reasoning, make conjectures, justify conclusions and validate findings.

10. Teachers provide students with timely and useful feedback and encourage students to reflect on their own learning and thinking.

11. Teachers adapt assessment practices linguistically so that ELLs can show their conceptual understanding.

**Professional Learning**

12. Teachers develop a deep knowledge of the disciplinary vocabulary, language purposes, and discourse that ELLs need and structure multiple opportunities in the classroom for students to actively use language.

13. Teachers communicate with families to gather a social history in order to gain a better understanding of student needs (academic and social-emotional).
14. Teachers meet regularly with colleagues to reflect and co-plan instruction that accelerates competencies, content and English language proficiency to better understand student entry points.

These Core Educator Capacities are needed to implement the District’s new Foundational Instructional Model — the Academic Standards-Based Integrated Content and Language Model (described in the Instructional Models section). Additional competencies (specified below) will be needed for those teachers who choose to teach in each of two additional models designed to address key ELL subpopulations with enhanced features to the base Instructional Model. These models include the Newcomer Academy for recently arrived ELLs; and the Strategic Academic Language & Literacy Program for those upper elementary and secondary students classified as ELL for more than five years in our District.

In addition to the Academic Standards-Based Integrated Content and Language Foundational Instructional Model Core Educator Capacities listed above, additional Core Educator Capacities required for teachers in the Newcomer Academy include the following:

1. Demonstrate deep cross-cultural understanding and multicultural experiences that allow for taking multiple perspectives, serving as role models to newcomer students, and communicating frequently with families.
2. Have familiarity with or proficiency in a language other than English, preferably a language of the newcomer population being served.
3. Develop with fellow teachers lesson and unit plans tailored to newcomer students’ needs and experiences.
4. Regularly assess student capacities (linguistic and academic) in detail and adjust instruction, course selection, and support structures in response to evidence of learning.
5. Be able to guide ELs and their families to wraparound services related to health, housing, food security, employment, legal, and community resources so that students and their families successfully transition into new communities.
6. Review student educational and family histories, analyze transcripts, identify critical educational gaps, target development of students’ foundational skills as needed, and accelerate students’ linguistic and academic progress.
7. Leverage community partners that can help build students’ literacy in those languages not represented within the school’s instructional staff.

In addition to the Academic Standards-Based Integrated Content and Language Foundational Instructional Model Core Educator Capacities listed above, three additional Core Capacities are required for teachers in the Strategic Academic Language & Literacy Program include the following:

1. Demonstrate strong capacity and experience in developing secondary language and literacy skills of students who have not developed these forms of discourse and literacy in English or their primary language. Secondary reading specialists are skilled in the development of foundational as well as disciplinary discourse and reading skills development. This includes the ability to support students to engage in close reading of complex texts and dynamic, sustained academic discussions.
2. Demonstrate strong communication, coaching, and mentoring skills with students that have become disengaged, feel “invisible,” and require sustained motivation and encouragement. This includes patience and perseverance when working to elicit engagement and production of disengaged students. It also includes the ability to make connections to students’ home cultures and languages, life experiences, and aspirations for the future.

3. Demonstrate strong motivation and urgency to engage students in highly-challenging work, with purposefully scaffolded, temporary supports that serve to develop their metacognition, literacies, learning skills, and autonomy as learners.

The Academic Standards-Based Integrated Content and Language Foundational Instructional Model Core Educator Capacities will be the central focus of a comprehensive district-wide, site-based Professional Learning Plan targeting improved teaching and learning for ELs for Academic Standards-Based Integrated Content and Language, the new Foundational Instructional Model. Professional Learning Sessions will be implemented over several years and will lead to the D6 Academic Language and Content Achievement Certificate. These Core Educator Capacities, as specified, are required to implement the Academic Standards-Based Integrated Content and Language Foundational Instructional Model, and each of the two additional Instructional Models that this Master Plan for ELL Success will help implement district-wide. These models are discussed in the next section.

Implementation of the Master Plan for ELL Success is a shared responsibility among and between district and school leaders and administrators in addition to all teachers of ELLs. Core Educator Capacities for rigorous grade level standards-based instruction that all leaders need to develop and apply in their leadership practices with ELs, include the following:

**District Leader Competencies/Capacities**

**Vision for ELLs: Responsive and Rigorous Instruction and Curriculum**

- The District creates and holds an instructional vision for ELs that affords standards-aligned, grade-level instruction for college and career readiness.
- The District prioritizes socio-emotional supports for ELLs along with an emphasis on rigorous academic instruction.

**Resource & Funding**

- The District intentionally sets aside funds in support of making this vision a reality.
- The District adopts and purchases a variety of high quality, age- and grade-appropriate materials that support rigorous instruction in all content areas in English and the students’ native languages.

**Professional Learning**

- Districts design professional learning series that bring CLD, content area teachers and principals together for learning and inquiry experiences that build their capacity to educate ELLs to grade level standards.
• District funds, protects and schedules time for CLD teachers and content area teachers to collaborate on lesson design, co-teach, evaluate and refine units of instruction.

**District Environment Supportive of Quality Instruction**

• District evaluation tools, protocols and processes for all teachers and administrators integrate content and academic language and literacies.

**Data Used to Diagnose and Inform**

• The District invests, creates and provides robust data collection and reporting systems around student language, literacy and content area achievement.
• The District implements a consistent system with a tool to observe evidence of rigorous content and discipline-specific discourse in practice and then acknowledges administrators and teachers who have expertise and showcases their knowledge for others to learn from within the district.

**School Leader & Administrator Competencies/Capacities**

**School Climate and Culture**

• School leaders create a welcoming culture and identify specific strategies with opportunities for families and schools to collaborate and create real, authentic opportunities for relationships within school communities.
• School leaders support the District vision and identify cultural gaps in order to move toward cultural proficiency within a growth mindset.
• School leaders hire teachers and staff that understand the school culture and are willing to take risks for all students.
• School leaders support intake student/family interviews and a process for collecting family profile information and communicating with teachers. Interview topics may include: education levels, parent education, literacy level in home language, home visits, economic status, home language, refugee status, and migrant status.

**Professional Learning**

• School leaders ensure that teachers of ELLs receive professional development on discipline-specific language and literacies development and have time to assess content knowledge and practices.
• School leaders provide professional development on ways to differentiate instruction for subgroups of ELLs (newcomers, students with interrupted formal education or SIFE, Long-term ELLs, ELs with disabilities requiring IEPs, etc.).
• School leaders provide all teachers of ELLs the time to develop their expertise in meeting the needs of ELLs.
School Environment Supportive of Quality Instruction

- School leaders provide time for CLD teachers and content area teachers to collaborate on understanding the cognitive demands and discipline-specific language challenges of curriculum, instruction, and assessment.
- School leaders design and provide structures and time for common planning so that all teachers share the responsibility of educating students in content knowledge and skills.
- School leaders create and structure professional development, inquiry team work, and common planning time which use the available data around student language, literacy and content area achievement to drive curriculum and lesson development.
- School leaders create opportunities that strengthen the capacity of parents of ELLs to support learning, language and literacy in the disciplines.

Professional Learning Structure

The Greeley-Evans School District’s Professional Learning Structure supports implementation of the Master Plan for ELL Success. Accordingly, the Professional Learning aligns with the plan and reinforces teachers’ application of the Colorado Academic Standards and the Colorado ELP Standards. What teachers gain from engaging in this sustained, onsite professional learning will assist them in planning for and enacting research-based practices that develop ELLs’ capacities to fully participate in rigorous learning opportunities across content areas in all D6 schools.

Professional learning must enable teachers to develop both the dispositions and capacities to serve all ELLs effectively. Professional learning sessions need to be designed intentionally, highlighting and leveraging interrelationships among content area understandings, analytical practices, and the language needed for engagement with each content area’s conceptual and practice demands. Professional learning designs must recognize educators’ diversity and start from a recognition that teacher inquiry provides a powerful framework for teacher learning. Teachers need to develop a deep understanding of subject matter content knowledge and subject matter pedagogy that incorporates an understanding of the language practices needed to engage in the discipline(s). Teachers also need to develop a profound understanding of second language development and strategies for teaching ELLs, preferably with applications within the specific subject matter area(s) they are called upon to teach. In addition to linguistic knowledge that sensitizes them to the nature of language and its uses, teachers need to learn about approaches to language learning that can build bridges between students’ native language knowledge and their evolving acquisition of a new language in an academic context.

Teachers also need time to examine closely the Colorado Academic Standards and Colorado ELP Standards, including the kinds of learning tasks students will be expected to undertake in progressing through the standards and demonstrating their knowledge and capacities. They also need to learn how to calibrate the content and language demands of these tasks, as they learn to build curriculum, lessons, and assignments, and how to create temporary scaffolds that enable students to actively engage in and productively carry out learning tasks. Just as students learn by doing, teachers also learn about practice through practice. Thus, professional learning sessions will call on teachers to implement structured assignments that allow the application of theory to practice. Assignments will engage teachers in assessing students, designing lessons, trying out strategies, evaluating outcomes, and continuously reflecting on what they are learning.
Therefore, professional learning will be organized and staged to leverage D6 resources and build system-wide capacity to continuously improve teaching and learning for ELLs throughout the system. The Professional Learning Structure calls for educators to engage in a learning journey that includes building, implementing, and refining new knowledge and strategies through a combination of ongoing structured institutes and/or courses for a total of 90 hours Institutes and is observed in practice by the school principal or designee towards the D6 Academic Language and Content Achievement Certificate and onsite professional learning sessions delivered by Building Leadership Teams, 10 hours throughout the year.

**Building the Core Educator Capacities: Professional Learning Institutes**

All educators currently employed in D6 will have completed, by 2025, a minimum of 90 out-of-contract hours/30 contact units of professional learning via institutes and/or courses focused on the ELL core teaching capacities and is observed in practice by the school principal or designee, and thereby gain a D6 Academic Language and Content Achievement Certificate. Teachers will engage in a carefully designed and intensive four-year learning journey, which will include annual institutes and/or courses offered by D6 in addition to continuous onsite support. After the first six years, the teachers will continue to participate in onsite professional learning communities (PLCs) to improve practice and ELL student outcomes.

The institutes and/or courses focused on Core Educator Capacities will introduce and continuously deepen foundational, research-informed practices for quality ELL teaching and learning. Additionally, they will delve deeply into the Six Principles of Effective ELL Instruction, and will be offered in the summer and during the school year on pupil-free days. The institutes’ professional learning content develops the conceptual knowledge and pedagogical practices of teachers of ELLs needed to successfully develop the Core Educator Capacities.

The 90 out-of-contract hours/30 contact units of carefully designed and implemented professional learning of ELL core teaching capacities combined with observed practice should contribute to a Culturally and Linguistically Diverse (CLD) endorsement. The District will therefore collaborate with institutions of higher education to design pathways to the Culturally and Linguistically Diverse (CLD) endorsement that integrate the Core Educator Capacities.

**Building the Core Educator Capacities: Onsite Professional Learning Sessions**

All educators will have completed, by June 2019, initial professional learning sessions (minimum of 17 hours) focused on building understanding of the core components of the Master Plan for ELL Success and their associated responsibilities in implementing it. These targeted professional learning sessions will be used to continuously improve practice throughout the year. Staff at each school will start the learning journey by dedicating professional development hours to building foundational knowledge of the Master Plan for ELL Success. They will engage in understanding D6’s Key Components (Language Development Approach, Core Educator Capacities, Instructional Models) and the overall strategies for improvement described in the Theory of Action, as well as those strategies specified in the Implementation Plan that are central to their responsibilities. All D6 educators will assess where they and their school are in relation to the Key Components. They will then develop a school-specific professional learning and implementation plan by 2018 with sessions that aligns to their roles and responsibilities. In addition to developing individual Professional Learning Plans, they will collaborate to construct
the school’s implementation plan that will be incorporated into the school site plan. Plans will be reviewed by their supervisors for alignment to D6 and school goals.

Each school will utilize the Building Leadership Team (BLT) model to design the on-site professional learning sessions in alignment to improvement goals. Members of the BLT from each school will attend the Summer Leadership Institute 2017, which will focus on accelerating pedagogical systems and student learning improvements. The District will initiate this support immediately with targeted schools that choose to be in year 1 implementation. The BLT will then work in consultation with District Leadership, including the Director of English Language Development, to ensure proper support and alignment of the building goals with the Master Plan for ELL Success. Each year the BLT will align improvement goals to systemic targets either as year 1 implementation or year 2 implementation depending on where they are in their improvement journey.

All teachers will receive structured support from site-based BLTs to implement new practices and reflect on their impact on ELLs’ engagement and outcomes. Site-based support will be differentiated according to specific improvement targets and teacher needs. It will include coaching, modeling, and/or planning lesson design and delivery with attention to shifts in teacher practice and student engagement in academic discussions and writing tasks as well as outcomes. In addition, teachers will be provided time to study and practice with varied texts, tasks, and assessment strategies, and to examine student work at different levels of English language proficiency in collaboration with content, English Language Development, and disciplinary literacy experts. Teachers will engage in continuous improvement practices focused on instructional quality for ELLs. They will work with experts, implement improved practices in classrooms, reflect on practice, and refine practice. School-based or District networks will be used to create a culture of supported continuous improvement and mutual accountability through the study of artifacts (e.g., student work, videos, surveys) for shifts in practice that are transparent and results-oriented. Teachers will benefit from opportunities to study student work and assess multiple forms of evidence (what students say, do, make, or write) of learning conceptual understandings, analytical practices, and productive language use aligned to standards.

Teachers will also benefit from analyzing text complexity in textbooks, articles, media, problems, or other curricular resources used in their diverse disciplines. These types of professional learning activities not only heighten awareness, but also build significant capacity to improve ELLs’ access and production.

In sum, new and deeper academic content and language learning demands on students will require new skills from teachers and school leaders. In schools with ELLs, the new college and career ready standards and corresponding ELP standards have amplified challenges even for educators who have been successful under traditional supports and programs. District 6 will therefore need to take up more ambitious and creative capacity-building initiatives that strengthen and integrate the development of subject-matter teaching strategies with second language and literacy development strategies. This will require:
● New partnerships — both pre-service and in-service
● New structures for collaboration focused on problems of pedagogical and instructional leadership practice
● New opportunities to engage in practice with feedback and strategic coaching from mentors
● Sufficient time to engage content, pedagogical practice, second-language development, and disciplinary literacy experts in the design and delivery of strengthened teacher preparation and professional learning

The District will provide multiple and sustained opportunities for the deliberate integration of resources and expertise to deepen and accelerate teacher learning and pedagogical practice that leads to strengthened learning opportunities and outcomes for ELLs.

3. Instructional Program Models for English Language Learners

The challenge of ensuring all English Language Learners (ELLs) have the same opportunities to access and learn in a rigorous academic program requires new instructional models so that teachers in all classrooms with ELLs have the tools and strategies to help their students meet new college and career ready standards in English language arts, mathematics, science, and other subjects. Instructional models that address the needs of ELLs must take into consideration the educational, linguistic, and social resources these students bring to the classroom and provide them — along with all students — opportunities to engage with the content and with each other to develop the understandings and practices key to each content area, including English language arts (Bunch, Kibler & Pimental, 2012), mathematics (Moschkovich, 2012), and science (Quinn, Lee, & Valdes, 2012). A strong focus on academic uses of language is of critical importance (van Lier & Walqui, 2012; Hull & Moje, 2012; Wong Fillmore & Fillmore, 2012).

The three models that will be offered in D6 schools are the Academic Standards-Based Integrated Content and Language Model, Newcomer Academy, and Strategic Academic Literacies and Language Program. Each school will be supported to implement the Academic Standards-Based Integrated Content and Language Model as it is the District’s foundation program for ELLs. Because all teachers are teachers of ELLs, all schools will develop plans to transition to the Academic Standards-Based Integrated Content and Language Model. Schools will support the engagement of all teachers in sustained professional development to improve practice and meet the Core Educator Capacities required for the Academic Standards-Based Integrated Content and Language Model.

Additional teacher capacities needed for the Newcomer Academy and the Strategic Academic Literacies and Language Program will be offered based on the schools’ particular ELL populations. These models are outlined in Figure 7 and briefly described in the next pages.
In the first year, the District will begin to implement the Academic Standards-Based Integrated Content and Language Model in all D6 schools. This model is designed to ensure that ELLs receive high-quality, rigorous, engaging instruction and learning opportunities in every classroom every day, necessitating intensive professional development for leadership and teachers in all schools throughout the District. Activities will include establishing partnerships with teacher preparation and licensing programs or institutions and rolling out the professional learning in support of the new model, including summer institutes and academic year professional learning sessions, and coaching each year. The plan’s implementation will begin with a district-wide kick-off that introduces the *Master Plan for ELL Success* with an emphasis on the Greeley-Evans School District 6’s Vision for ELLs, language development approach and the Academic Standards-Based Integrated Content and Language Model, the Foundational Instructional Model for all classrooms with ELLs. In addition, the institute will introduce a framework for the development of high-yield pedagogical practices in support of effective instruction for ELLs. Each year the District will strengthen educators’ capacities to implement the three instructional programs for ELLs: Academic Standards-Based Integrated Content and Language Model, (Foundational Instructional Model for all classrooms with ELLs), Strategic Academic Literacies and Language Program (support courses in upper elementary, middle, and high school for Long-Term ELLs), and Newcomer Academy (program for ELLs with less than 1 year in the US).
Academic Standards-Based Integrated Content and Language Model (Foundational Instructional model for all classrooms with ELLs)

The goal of the Academic Standards-Based Integrated Content and Language Model is to support ELLs in all classrooms as they progress toward English proficiency and academic mastery.

Instruction in this foundational model emphasizes English language acquisition while students engage in the development of core academic knowledge, analytical practices, and discipline-specific uses of language. In the Academic Standards-Based Integrated Content and Language Model, language arts and content-area instruction are taught primarily in English using specific research informed instructional strategies, while home/primary language support is offered when needed to facilitate content comprehension and English acquisition. Content area classroom teaching and learning integrates language development with subject matter concepts and analytical practices. Students receive core content area and English language development instruction, including the use of the home/primary language as support and appropriate ELL instructional supports to enrich comprehension and engagement.

The Strategic Academic Literacies and Language Program (Instructional model for long-term ELLs)

The goal of the Strategic Academic Literacies and Language Program is to support long-term English Learners as they progress toward English proficiency.

This program is designed to address the needs and challenges of students who have been classified as ELLs for more than five years. These students, often referred to as “long-term ELLs,” have specific needs that have not been consistently or effectively addressed in the instructional services they have received. Research evidence suggests that many long-term ELLs require rigorous and high-interest learning opportunities and intentional and intensive supports to develop their academic discourse and literacy skills. In particular, a strong focus on academic reading and writing of expository texts is essential for accelerating these students’ academic language and literacy skills. In addition, many of these students have become disengaged and passive in the classroom. Specifically, they have not been effectively supported to develop needed discourse and literacy practices, nor have they been explicitly taught study skills and behaviors associated with academic success and engagement. Instead, “they are passed from grade to grade by educators who don’t know how to engage them and who have varied expectations for their performance” (Olsen, 2014, p. 6).

The Strategic Academic Literacies and Language Program offers ELLs specially designed instructional services to accelerate their academic discourse and literacy. These classes are aligned to support ELLs in core courses and do not substitute them. They are motivating and enriching content rich courses. School use dynamic, innovative, and flexible structures to support ELLs such a block scheduling, looping, and extended day. Instruction is taught primarily in English using specific research informed instructional strategies, while home/primary language support is offered when needed to facilitate English acquisition.
The Strategic Academic Literacies and Language Program includes specially designed instructional services at the upper elementary and secondary level to ensure that students who have become long-term ELLs have rigorous, purposefully scaffolded learning opportunities to accelerate their academic discourse and literacy; safe and risk-encouraging classroom environments; an engaging and supportive school climate that includes strong, caring adult and peer relationships; flexible scheduling and relevant, motivating texts; and a curriculum-wide focus on study skills, metacognition, and varied learning strategies. Students identified for this option receive services that are carefully crafted based on their age/grade level and a carefully developed profile of their assessed strengths and areas for acceleration. Students in grade 5 (upper elementary) receive additional, intensive academic discourse and literacy support through a “zero period” class with no more than 10 students focused on developing their academic discourse, reading, and writing skills in preparation for middle school curriculum. This class is in alignment to their regular English language arts, not a substitute for it.

Middle school students (grades 6–8) participate in a specially designed course that makes use of discipline-specific multi-modal materials that support core content area classes at a challenging reading level for students so that academic discourse and literacy development directly support students’ engagement with the grade-level conceptual understandings and analytical practices of content area classes. It incorporates daily practice in oral and written academic discourse through carefully planned and implemented interactive learning tasks using relevant and interesting age-appropriate materials.

All middle school long-term ELLs are designated a specific counselor, teacher specialist, or faculty member to monitor their language development, assessed progress, and achievement of goals for meeting grade-level literacy standards, becoming college- and career-ready, and exiting ELL status. All long-term ELLs and their parents meet at least quarterly with the designated faculty members to review current progress, program placement, assessment results, and goals for meeting the exit criteria and accelerated academic progress targets. The Strategic Academic Literacies and Language Program teacher collaborates with all the students’ core content teachers to build capacity, plan units, and regularly monitor their progress in those classes.

High school students (grades 9–12) are provided rigorous supports with a sense of urgency to strengthen their academic language and literacy and to ensure they get and stay on track to graduate. At the same time, these students are not isolated, but rather integrated in rigorous college preparatory courses with their English-proficient peers, and encouraged to be active participants in their education. They receive an extra credit-bearing college preparatory course focused on academic reading and writing, oral academic discourse, and study skills. Such courses are designed to motivate learning and expand students’ academic content knowledge. They focus, for example, on journalism, theater, psychology, linguistics, college writing, debate, ethnic studies, and contemporary topics that motivate and strengthen students’ sense of self-efficacy and expressive capacity. There is also coordination and planning among their teachers to support their students’ particular needs. Schools also use dynamic, creative, innovative, and flexible scheduling structures to support long-term ELLs in addition to classes/courses. Block scheduling, looping, after-school and weekend tutoring, and summer school are some of the structures employed to support these students.
Newcomer Academy (Instructional model for new arrival ELLs)

The goal of the Newcomer Academy is to support students who are learning English as a second language with less than 1 year in the United States as they progress toward English proficiency and full inclusion into the schools’ academic program. The Newcomer Academy serves ELL students who have recently arrived in the United States. These students spend one to two years receiving additional support in English and basic academic skills before entering the ninth or tenth grade in high school or sixth through eighth grades in middle school. If newcomers are identified as students with interrupted or inconsistent formal education (SIFEs), they may spend up to two years in the Newcomer Academy building literacy skills both in their native language and in English before enrolling in high school while still accumulating credits towards graduation. Because it often takes SIFEs longer than four years to graduate from high school, D6 will continue to educate and support ELLs between the ages of 18 and 22 in high school.

Newcomer Models are built on the foundation of the Academic Standards-Based Integrated Content and Language Model. Instruction is anchored in the research-informed D6 Language Development Approach and aligned to the Six Principles of Effective ELL Instruction and Colorado’s achievement standards. As Short & Boyson (2012) note, “There is no one set model for a newcomer program. Elementary, middle and high school newcomer students exhibit a variety of characteristics and thus programs must be carefully designed to meet their needs” (p. 3). Newcomer Academies are efficient in providing newcomer ELLs with the differentiated and comprehensive services that address their particular language, literacy, and academic needs. Newcomer programs must be designed to maximize ELLs’ integration into general education classroom while addressing their unique needs. Newcomers may be literate in their home language or may have limited literacy in both their home language and English; they may have had interrupted schooling or faced other challenges as immigrants or refugees.

The U.S. Department of Justice (DOJ) and the Department of Education’s Office of English Language Acquisition (OELA) have outlined the legal requirements for programs serving ELL students. These guidelines include avoiding the unnecessary segregation of ELLs. Research has evidenced that when placed at length in a segregated setting, ELLs may be at risk of school failure, delayed graduation, and negative self-concept (Gandara & Orfield, 20xx). For this reason, the DOJ and Department of Education require programs serving ELLs to focus on increasing their inclusion by limiting the duration of self-contained newcomer programs (generally to one year) and regularly evaluating students’ progress to allow expedient and appropriate transitions out of the newcomer programs throughout the academic year. Therefore, ELL programs need to be carried out in the least isolated manner, allowing ELL students to participate with their non-ELL peers in standards aligned grade-level curriculum, extracurricular activities and other subjects such as physical education, art, and music. The newcomer academies must ensure that ELLs have access to the same academic standards and curriculum as their non-ELL peers, and not segregate ELLs from their English-speaking peers, except where programmatically necessary, to implement and educationally sound and effective program.

Educating newcomers to meet standards and be college- and career-ready, particularly those who arrive with significantly interrupted formal education (SIFE) and low levels of literacy in the native language, is no small challenge. Yet there are schools that have graduated all type of newcomers and their exemplary practices are capture in a recent report by Understanding
Language at Stanford University, *Schools to Learn From: How Six High Schools Graduate English Language Learners College and Career Ready*. This report and the guidelines put forth jointly by the Department of Justice and the Department of Education found in a “Dear Colleague” letter addressed to leadership in states and districts that clarifies the legal requirements to ensure the civil rights of students inform the essential features for high quality newcomer programs for ELLs. The design of D6 Newcomer Academies will address the essential features for high-quality newcomer programs for ELLs:

1. Rigorous, grade-level curriculum and instruction grounded in the Academic Standards-Based Integrated Content and Language Model with literacy enrichments in English and home language
2. Strategic staffing that ensures educators have the knowledge, abilities, and dispositions to best serve newcomers
3. Professional learning sessions on curriculum development and instructional strategies for all teachers of newcomers including CLD and content area teachers
4. A program structure that can accommodate mid-year entry of students and allows flexible, individualized movement through newcomer and general education course offerings, while not unnecessarily segregating ELLs from the general student population
5. Intentional, carefully-orchestrated structures that afford opportunities for newcomers to work collaboratively with more advanced ELLs and native English speakers
6. Articulation and adherence to clear exit criteria and ongoing, intentional assessment to determine readiness for program exit with follow-through
7. Intensive social-emotional supports that draw on strategic community and family partnerships
8. SIFE support: structures, programming, and instruction that accelerate language, literacy and numeracy skills
9. Each of these essential features will be elaborated further in Appendix D. The elaboration will include examples and guiding questions schools can use when planning their newcomer academy.
10. The District will establish a Newcomer Academy Network that includes teachers, principals, and central office staff to lead the development of Newcomer Academies. In the first year, the Network members will research successful newcomer academies nationwide, develop guidance tools and resources to build a plan to establish within-school newcomer academies. Newcomer Academy Network members will lead research, identify funding sources, and develop program parameters and options to ensure the schools meet the students’ needs. In the following years, the team will begin implementing the planned Newcomer Academies in secondary schools, including ongoing evaluation and adjustments based on documented successes or challenges that arise.
11. The Newcomer Academy addresses the needs and challenges of newcomer ELLs, students who have received less than a year of instruction in U.S. schools. In some cases, newcomer ELLs entering at the upper elementary or secondary grades are also students with interrupted or inconsistent formal education (SIFE). Such ELLs have had interrupted schooling as identified through transcript review or a discussion with parents. ELL SIFE students often exhibit low literacy levels in their primary language. ELL SIFE students and ELLs who have recently arrived to the United States receive personalized learning plans and extensive instructional support within the Newcomer Academy.
12. In the planned Newcomer Academy, students learn in small groups from teachers proficient in students’ native language, using a curriculum that is relevant, engaging, and adapted to students’ needs. SIFEs in the Newcomer Academy would be enrolled in classes in their native language — such as native language arts, social studies, and science — that are taught by one teacher. Another teacher would provide a period of math instruction, while a third teacher would serve as the English Language Arts/English Language Development instructor for an extended English class of two periods. The classes would be small with a maximum of 15 students. The instructional team would address a number a high-priority needs for this student population because of their gaps in education. These needs include supporting students’ language and literacy development, leveraging their home language capacities in their acquisition of English, and building their self-confidence as these adolescents navigate toward high school and future opportunities.

13. Newcomer Academies at the high school level focus in grades nine and ten on foundational skills, reducing the need for credit recovery, and allowing funds and time to be used for diverse advanced courses in upper grades. The school regularly assesses student capacities (linguistic and academic) in detail from entry through graduation; and adjusts instruction, course selection, and support structures in response to these data.

14. School staff communicates with ELLs’ families frequently and in their home languages, making the families feel welcomed, supported, and informed of how they can support their children’s linguistic and academic progress and success. School staff respects the cultures and understands the experiences of ELLs’ families, and gradually builds the families’ trust and cultivates their involvement. The school staff goes above and beyond in connecting ELLs and their families with wraparound services related to health, housing, food security, employment, and community resources so that students and their families have successful transitions into their new communities. Students graduate from the high school whether it takes them four years or longer.

15. Teachers in the Newcomer Academies are highly-qualified, motivated, and committed to serving this unique ELL population. The team of educators working with newcomers has a deep understanding of ELLs’ experiences and perspectives, speak diverse languages, and serve as role models for students. The combination of multicultural histories and experiences along with deep knowledge of working with ELLs helps these teachers focus in closely on the strengths and needs of the ELL populations at their site. Additional support from one teacher at each level will help students acclimate and transition to their new school/placement successfully, as well as, support CLD teachers at each site with the skills and strategies needed to serve this unique ELL population of students.

16. Teachers recognize that their ELLs’ cultural and language assets can be used to formulate and strengthen students’ understandings, in part through using resources from both languages. Students’ assets are employed such that students increase their mastery of content knowledge while moving toward greater fluency in academic English. Deliberate and thoughtful unit and lesson planning among teachers takes place, and there is agreement and consistent implementation regarding how multiple languages are used in classes and how autonomy is developed.

17. Teachers of SIFEs have additional expertise and receive additional capacity development and support on working with District and school staff to analyze student transcripts and histories, identify critical educational gaps, target development of students’ foundational
skills as needed, and accelerate students’ linguistic and academic progress. Teachers also learn how to work with and leverage community partners that can help build the literacy of their students in home languages beyond those represented within the school’s instructional staff.

18. Newcomer Academies have talented and motivated personnel who “think outside the box” in designing learning opportunities specifically for all types of newcomer ELLs to meet standards and graduate them college- and career-ready. The school establishes structures that are dynamic, creative, and flexible to support student progress and success, and these structures are not bound by the usual class period or school day. They may include block schedules, afterschool and weekend tutoring, and looping (i.e., teachers work with the same group of students for two or more years).

19. Appendix B provides a scenario from the CA ELA-ELD Framework, pp. 739-741 (Snapshot 7.5). Additional scenarios can be found in the US Department of Education’s Newcomer Toolkit and recent report by Understanding Language at Stanford University, Schools to Learn From: How Six High Schools Graduate English Language Learners College and Career Ready.
Oversight Structure

The **Oversight Committee** will:

- Suggest adjustments, troubleshoot emerging issues, support implementation, and report to the Superintendent and community twice a year.
- Include 13 to 15 strategic leaders.
- Be co-led by Assistant Superintendent of Academic Achievement and the Director of English Language Development.
- Meet quarterly during the first two years of implementation and thereafter every semester.

Performance targets will mark our **Milestones** for ELLs and former ELLs in these areas:

- Increase annually the EL graduation rate.
- Increase in EL enrollment and attainment of Advanced Placement course credits.
- Decrease annually the long-term EL rate in middle and high schools.
- Have 60% of D6 teachers in the process of attaining the *D6 Academic Language and Content Achievement Certificate* in five years.
- 100% of the schools are implementing high-yield pedagogical practices and increasing the academic discourse in classroom by year three.

Our **Communication Strategies** include:

- Semiannual reports to the Superintendent and community.
- Annual summary.
- Monthly newsletter posted online.
- Regular communication posts from educator cohorts.
The *Master Plan for ELL Success* is designed to ensure that the planned Strategic Goals and High-Leverage Strategies are implemented, that practice is continually improving, and that all stakeholders are learning to increase their effectiveness within the system. To accomplish this, D6 will establish an **Oversight Committee**, a set of critical annual milestones to measure progress, and a set of **communication strategies** to share progress. This structure is illustrated in Figure 7 and discussed further below.

**Figure 7 Oversight Structure**

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**Oversight Committee**

To oversee implementation of the *Master Plan for ELL Success*, an Oversight Committee will be established to periodically review the progress, accomplishments, and challenges that the District is experiencing. The committee will suggest adjustments, troubleshoot emerging issues, support implementation, and report to the Superintendent and community twice a year. The oversight committee will include representatives from key stakeholder groups as well as District leaders who are responsible for leading key areas of change within the system.

The Oversight Committee is responsible for maximizing the success potential of the *Master Plan for ELL Success* and also shares accountability for its outcomes and impact. Members of the Oversight Committee have the responsibility to leverage internal and external resources and expertise to strengthen plan implementation. They will also remove barriers and create coherence between *Master Plan for ELL Success* strategies and other District improvement initiatives. They will establish yearly implementation priorities and performance targets upon the review of semi-annual progress reports from the division and program leaders who share responsibility and accountability for the plan’s success.
The Oversight Committee will be composed of the 13 to 15 strategic leaders who have substantial access to resources and expertise that can further the plan’s implementation. The committee will be co-facilitated by the Assistant Superintendent of Academic Achievement and the Director of English Language Development. Its members will include a community representative, a teacher representative, and a parent representative. Its membership will also include the leadership of the following divisions and programs:

- Secondary and Elementary Supervisors
- Human Resources
- Cultural Excellence and Parent Engagement
- Instructional Technology
- Special Education Services
- Curriculum, Instruction, and Assessment
- Financial Services
- Communications
- University of Northern Colorado
- Teacher’s Union

The Oversight Committee will meet quarterly during the first two years of implementation and thereafter every semester. Materials for the monthly meetings will be prepared by the English Language Development Department in partnership with the Core Leadership Team and will include the accomplishments, as well as the challenges, of implementation. Each meeting will tackle a critical element of implementation. That element will be studied using a problem-solving approach to reach a potential solution that will be tested and reported upon in subsequent meetings. This collaborative inquiry and learning approach, focused on a problem of practice, will drive the implementation and continuous improvement process.

### Milestones

The *Master Plan for ELL Success* is designed to significantly improve the quality of instruction for ELLs by addressing the essential elements within a school system that influence ELL access to standards-aligned education. The Key Components discussed earlier must be implemented throughout the District to maximize ELLs’ potential and reach D6’s ambitious improvement goals for ELLs. The goals listed below are strategically aligned to D6’s goals for all students and describe distinct outcomes for ELLs.

Greeley-Evans School District 6 will strive to meet or exceed the following goals over the next five years:

- By 2021, 90% of ELL students graduate on time.
- By 2025, increase ELL enrollment and attainment of IB/AP course credits to reflect demographic of high school.
- By 2025, fewer than 15% of long-term ELLs will be in middle and high schools.
- By 2022, 60% of D6 teachers will be in the process of attaining the *D6 Academic Language and Content Achievement Certificate*.
- By 2020, 100% of the schools are implementing high yield pedagogical practices and
increasing the academic discourse. These ambitious goals will be reached as D6 deepens its implementation of new practices and policies. Each of these goals required steady and deliberate attention throughout the implementation of the plan. The indicators described on the previous page will be the outcome of multiple strategies coming together in coherent ways to maximize impact. It is therefore imperative that D6 regularly evaluates the impact of its implementation efforts and the results. The Oversight Committee will review the data to evaluate progress and make adjustments to the plan. Through a data inquiry process that regularly evaluates the implementation of the plan and the student outcome, the system’s leaders will learn how to improve the impact of the Implementation Plan.

**Evaluation of Plan Implementation**

D6 will establish a set of plan implementation targets aligned to the staging of the plan and identify those individuals responsible for leading the work to monitor progress regularly and present results and impacts twice a year. The implementation targets will be aligned to yearly implementation efforts, in addition to overarching continuous improvement areas.

Implementation of the full plan is expected to take five years at a minimum. Examples of plan milestones include:

- Percentage of D6 educators who have received 8 to 10 hours of professional learning to understand the *Master Plan for ELL Success*, including the Vision for ELLs, Language Development Approach, Core Educator Capacities, Instructional Models, and Strategic Goals by summer 2018, spring 2019, and spring 2020.
- Percentage of D6 teachers who understand and use the Colorado ELP Assessment results to inform their instructional program and curriculum planning for ELLs by fall 2018, fall 2019, fall 2020, fall 2021, and fall 2022.
- Percentage of D6 schools that have incorporated in their School Unified Improvement Plan clear descriptions of all Instructional Models (Academic Standards-Based Integrated Content and Language Model, Newcomer Academy and Strategic Academic Literacies and Language Program) offered by summer 2018, spring 2019, and spring 2020.
- Percentage of D6 schools that have implemented strong Instructional Models with teachers who are implementing practices aligned to the Language Development Approach, grounded in the Six Principles of Effective ELL Instruction, by spring 2018, spring 2019, spring 2020, spring 2021, and spring 2022.
- Percentage of teachers that have completed the *D6 Academic Language and Content Achievement Certificate* by fall 2021, fall 2022, fall 2023, and thereafter.
- Percentage of schools with Building Leadership Teams that use evidence of learning to inform pedagogical improvements by fall 2018, spring 2019, fall 2019, spring 2020, fall 2020, spring 2021, fall 2021, and spring 2022.
- Percentage of ELL parents that report knowing how to support their child towards graduation college- and career-ready by fall 2018, spring 2019, fall 2019, spring 2020, fall 2020, spring 2021, fall 2021, and spring 2022.
- Percentage of ELL parents that report understanding the importance of attendance, course credit and graduation requirements, rules, regulations, and supports by fall 2018, spring 2019, fall 2019, spring 2020, fall 2020, spring 2021, fall 2021, and spring 2022.
• Percentage of ELL parents who report feeling welcome in the school and District by fall 2018, spring 2019, fall 2019, spring 2020, fall 2020, spring 2021, fall 2021, and spring 2022.

• Percentage of ELLs who report feeling safe in and supported by their school by fall 2018, spring 2019, fall 2019, spring 2020, fall 2020, spring 2021, fall 2021, and spring 2022.

• Percentage of newcomers who report receiving extended language and academic supports and instructional time by fall 2018, spring 2019, fall 2019, spring 2020, fall 2020, spring 2021, fall 2021, and spring 2022.

• Percentage of high school ELLs who are on track to graduate in four years by fall 2018, spring 2019, fall 2019, spring 2020, fall 2020, spring 2021, fall 2021, and spring 2022.

• Percentage of ELLs that are reading at or above grade level on state reading assessments in English or their home language by fall 2018, spring 2019, fall 2019, spring 2020, fall 2020, spring 2021, fall 2021, and spring 2022.

Communication Strategies

D6 will develop several processes and tools to communicate the progress and impact of implementing the Master Plan for ELL Success. Some communication strategies include:

• Semiannual reports to the Superintendent and community
• Annual summary of major accomplishments, emerging or enduring challenges, and next steps
• Monthly newsletter posted online describing promising practices and insights from implementation practices at schools or the District central office
• Regular communication posts from educators engaged in implementing new practices on their emerging issues and insights, so that educators learn from each other

District 6 expects to share what is learned to help school communities adopt and adapt successful practices in their contexts. The District also wants to share lessons learned from ineffective efforts to minimize poor investments. By creating structures and resources to grow and accelerate learning across the system, D6 expects to increase learning gains for students and adults.

Conclusion: Moving Forward

The educational leaders and educators of Greeley-Evans School District 6, together with parents, students, and community stakeholders, have defined a bold Vision for ELLs that D6 will pursue relentlessly in the years ahead. The District has heard the parents’ and students’ aspirations; observed ELL students’ learning opportunities; examined closely the systems, practices, and results; seen clearly where D6 needs to improve; and knows how the District can and will do better. Through a transparent, inclusive, and responsive process, D6 has co-created a master plan that will guide efforts and resources to continuously improve the District’s educational systems and practices, support services, and outcomes for D6’s students who are learning English as a second language.
Greeley-Evans School District 6 has articulated a **Language Development Approach** that clearly describes research-based principles of effective ELL instruction. The District has defined a set of **Core Educator Capacities** to be developed that will support all educators of ELLs to be effective in building on these students’ strengths and enhance both their language and academic learning simultaneously. D6 has laid out a multi-year Professional Learning Plan to help all teachers and administrators develop the capacities they need to be successful with students who are learning English as a second language.

The District has defined three **Instructional Models** to be implemented. The new foundational Instructional Model — Academic Standards-Based Integrated Content and Language Model — will help all of the students, and especially ELLs, to develop in tandem the conceptual understandings, analytical practices, and rigorous uses of language needed to master the college- and career-ready academic content standards. D6 will address the particular strengths and needs of the District’s many newcomer ELLs by implementing a Newcomer Academy and the many long-term ELLs by implementing a Strategic Academic Literacies and Language Program.

These Key Components — the District’s Vision for ELLs, Language Development Approach, Core Educator Capacities, and Instructional Models — will be implemented uniformly across the District so that every ELL student, regardless of school, will have a consistent and coherent set of learning experiences. These Key Components are nonnegotiable because they represent a consensus as a District and are essential to strengthening the services and outcomes for all ELL students.

The work described in this **Master Plan for ELL Success** will take substantial resources, time, effort, commitment, and persistence to carry out. To do this, the District has laid out a Theory of Action that established clear Strategic Goals, High-Leverage Strategies, and many action steps. The Strategic Goals directly address the critical areas of development and improvement. The High-Leverage Strategies are all grounded in rigorous research. And the action steps clearly specify what Greeley-Evans School District 6 will do, how the District will do it, when it will happen, and who is leading and participating in getting the work done. Importantly, D6 has defined an organizational structure to oversee the implementation of the District’s ELL Master Plan. The District will continually examine progress and adjust as needed in order to stay on course toward attaining the key goals. These measurable goals include an increased ELL graduation rate; increased ELL enrollment and attainment of Advanced Placement credits; a decreased long-term ELL rate in middle and high schools; and significant numbers of D6 teachers in the process of attaining the Core Educator Capacities through receiving their D6 **Academic Language and Content Achievement Certificate**. The District will communicate clearly and frequently with each other as D6 learns together, and with parents, students, and community stakeholders as partners on this journey. In this way, the District will move continuously toward achieving the District’s vision for ELL success.