



Poudre School District 2018-2019 ELPA Excellence Award Report

English Language Development (ELD) Program Description

Poudre School District (PSD) values site-based decision making in order to best serve the individual and unique needs that exist in our schools. Elementary schools serve English learners (ELs) in a variety of ways. Dedicated ELD is provided during ELD blocks. Some schools use a language block model, where all students receive language instruction in accordance to their needs at the same time. Two schools serve our students through bilingual programs, which also includes dedicated ELD. Newcomer students receive additional support throughout the day as they adjust and transition. This includes a combination of push-in and pull-out services, as well as coaching and supports for teachers through a Newcomer Support Specialist. An RFP process was completed in 2014 and PSD opted to integrate E.L. Achieve's initiatives of Systematic ELD and Constructing Meaning as the main way that teachers prepare to serve ELs throughout the school day.

ELD Program Specialists host an online Guidebook. This Guidebook includes policy and district practices that support students who are linguistically diverse. This site can be accessed by external entities per request.

Instructional Practices

ELs are provided dedicated and integrated English Language Development. Both of these areas are documented as district priorities and sites determine specific growth areas and adjustments needed to ensure these practices in ELD Action Plans. See below for more details.

Regarding dedicated ELD at the elementary level, E.L. Achieve's Systematic ELD is used as our primary ELD curriculum. This program includes instructional units that are differentiated by beginning, intermediate, and advanced proficiency levels at each grade level. Teachers use weekly and unit assessments to gauge student growth per proficiency level. For newcomer students, ELD teachers use Cengage's *In the USA* program. This program focuses on basic language skills. Teachers are given the flexibility to meet student needs with these tools. They are seen as efficacious and knowledgeable experts.

Regarding integrated ELD, sites determine needs and professional development based in those needs. Constructing Meaning is offered to elementary sites. This provides teachers with the opportunity to evaluate and analyze linguistic demands of tasks and texts that are presented to students. They create Content Language Objectives and focus on ensuring that all students have access to the same level of cognitive task, regardless of language demand and proficiency level.

PSD has begun to focus on collaborative teaming efforts. Each site is required to have a structure and system in place for teachers to discuss standards, student performance, and differentiation. ELD teachers are part of these conversations and provide insight into language needs and strengths of specific students.



ELD representatives are included in decision-making around curriculum adoptions.

Professional Learning Opportunities

Teachers and staff in PSD have access to professional learning opportunities that is provided by a collaborative team. This team includes members from other departments as well as teacher leaders. Over 300 teachers have been trained with E.L. Achieve’s Constructing Meaning Training.

The elementary team of ELD teachers has been trained with E.L. Achieve’s Systematic ELD initiative. This includes instructional resources that are specific to grade levels and differentiated by beginning, intermediate, and advanced ELP levels.

PSD began implementing our CDE-approved Professional Learning Pathway for CLDE relicensure hour requirements in the spring of 2019. The following courses are included in this pathway and are based on areas of need within our district: Integrated ELD – Constructing Meaning, Refining Our Practice, Culturally Proficient Teaching, Serving Newcomer Students, and Meeting Unique Needs. Class objectives are outlined below. These courses were designed in collaboration with the Departments of Professional Learning, Curriculum and Instruction (including Gifted Education), and Integrated Services.

Course	Objectives
Integrated ELD – Constructing Meaning	<p>Participants will examine the role academic language plays in content learning.</p> <p>Participants will decide what language knowledge students need to access content and express their understanding.</p> <p>Participants will learn to provide appropriate, explicit language support for content-area instruction.</p>
Refining Our Practice	<p>Participants will reflect on and build upon the skills of Constructing Meaning.</p>
Serving Newcomer Students	<p>Participants will gain understanding of this unique group of students. They will become familiar with diversity within the newcomer experience.</p> <p>Participants will understand the beginning levels of language acquisition deeply.</p> <p>Participants will embed appropriate instructional strategies into lessons and activities.</p> <p>Participants will understand how to create a classroom community that is welcoming and supportive of newcomer students.</p>



Course	Objectives
Culturally Proficient Teaching	<p>Participants will engage in understanding equity, culturally proficient practices, and inclusive learning environments by reviewing data, student performance both locally/nationally, and developing action steps to incorporate learning into their practice.</p> <p>Participants will examine their own mindset to examine bias and how it may impact a student's experience in the classroom.</p> <p>Participants will learn about promising practices and make adjustments to their lessons to promote inclusion, cultural diversity, and equity within their content and practices.</p> <p>Participants will establish a foundation in their own practice to engage in conversations about diversity, inclusion, and equity in their classroom and school community.</p>
Meeting Unique Needs	<p>Participants will become familiar with current research and state of practice within the MTSS, IS, and GT fields in relation to emerging bilingual students.</p> <p>Participants will gain experience with data and normative sets in relation to determining most appropriate additional supports for emerging bilingual students.</p> <p>Participants will use case studies to apply new knowledge through guided practice.</p> <p>Participants will practice skills (collaborative and questioning) that lead to best services for our students.</p>

Our district offers a Summer Institute as an opportunity for teachers to participate in professional learning. This is funded through a central district operating budget and runs the first two weeks after school ends. This ongoing, collaborative, product-focused learning opportunity allows teachers to engage with a variety of content in a collaborative way. The Department of Language, Culture & Equity has consistently offered CLDE focused courses through this venue.

PSD has partnered with CU’s BUENO Center for the past four years to provide training to teachers who wish to receive the CLDE endorsement and/or a Master’s Degree. Our district have benefited greatly from this partnership as we’ve built our ELD team and increased capacity for serving our students through classroom teacher participation.

ELD Program Specialists work as coaches and consultants based on individual teacher and site needs and strengths.

Specific professional development needs are written into site Action Plans. Details are included below.

Data Analysis



In 2014, PSD asked CDE to complete a program review. This included a dive into our instructional and systemic practices. Many changes were made based on these recommendations. We look forward to undergoing the same process in the near future as we continue to improve.

System-wide program goals include strengthening dedicated and integrated ELD as well as monitoring students who have been redesignated. All sites have these goals and specific ways to improve written into an ELD Action Plan. Programming is monitored on a site and district basis through the successful implementation of the action items within the plans.

Currently, with the support of PSD's Director of Research and Evaluation we are investigating district norms for growth on ACCESS and other assessments. We are also collaborating to consider whether or not ACCESS growth can be used to demonstrate teacher effectiveness.

Fiscal Resources

Program decisions are based on student data accumulated through various data sources including but not limited to ACCESS, DIBELS, IDEL, CMAS, and MAPs. We also based decisions through a staffing formula that considers the number of NEP, LEP, M1 and M2 students. Included in the formula are students identified as at-risk and needing additional academic support. This provides a baseline indicator for staffing needs across all schools in Poudre School District where we have identified emerging bilingual students.

Ongoing needs include instructional materials and supplies, professional development for trainers, and extended year support for Newcomers.

\$500 travel costs to participate in one panel presentation at a statewide conference that will be identified by CDE

\$45,000 EL Achieve Materials: instructional kits for K-12, binders for PD, discussion cards, flip books

\$22,500 Subs salary for culturally & linguistically diverse education classes

\$7,500 Subs benefits for culturally and linguistically diverse education classes

\$15,000 Spring Symposium professional development

\$15,000 Newcomer extended year support teacher salaries

\$5,000 Newcomer extended year support benefits

\$6,279 Newcomer extended year support supplies

Other Practices or Any Other Effective Program Elements

Site-Based ELD Action Plans

Yearly, ELD Program Specialists collaborate with ELD teachers and site administrators to write a site-specific Action Plan that is focused on three program requirements: 1) Integrated ELD, 2) Dedicated ELD, 3) Monitoring M1 & M2 Students. Sites are required to reflect on their current and desired states of practice and then create Action Items for each area. This allows for flexibility and respects the needs and strengths of individual sites, but also promotes a cohesive approach to service delivery and programming guidelines. Action Plans are reviewed at Compensation Plan meetings between principals, district administrators, and directors.



ELD Action Planning

Action Planning is focused on three district priorities/requirements...

- Integrated ELD
 - Instructional scaffolds and strategies to ensure emergent bilinguals have equitable access to rigorous, standards-based content area curriculum while learning English.
- Dedicated ELD
 - ELD is a dedicated time and targeted instruction that is fixed and consistent in the master schedule to support students at their proficiency level.
- Monitoring Students
 - Students exiting from EL status must be monitored for at least two years to ensure that they have not been prematurely exited and that they are meaningfully participating in the standard program of instruction comparable to their never-EL peers.

Action Plan Timeline



ELD Action Plan 2019-2020			
Site	Principal		Proficiency Level Student Count
ELD Team	FTE Allotment		Level 1.0-2.4 (NEP): Level 2.5-4.0 (LEP): Monitor 1: Monitor 2:

Program Requirements	Current State -Student Data-	Desired Improvements -Goals for Students-	Improvement Strategies -Adult Actions-	Mid-Year Check in Notes
Integrated ELD Instructional scaffolds and strategies to ensure emergent bilinguals have equitable access to rigorous, standards-based content area curriculum while learning English.				
Dedicated ELD ELD is a dedicated time and targeted instruction that is fixed and consistent in the master schedule to support students at their proficiency level.				
Monitoring Student Progress Students exiting from EL status must be monitored for at least two years (3x/year) to ensure that they have not been prematurely exited and that they are meaningfully participating in the standard program of instruction comparable to their never-EL peers.				

Principal Signature:

Director of Language, Culture, Equity Department Signature:



ELD Committee of Practitioners

For the past three years, the ELD department has relied on input from our ELD Committee of Practitioners to provide guidance around district systems and structures that enhance the educational experience of students who are linguistically diverse. This team consists of ELD teachers at each level within each of our HS feeder systems as well as an administrator at each level. This team meets quarterly.