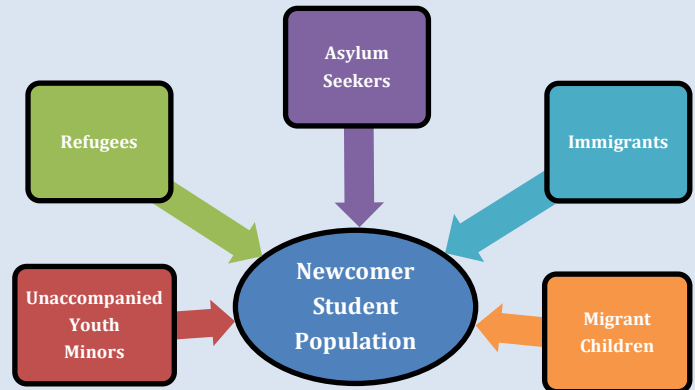


The Clark County School District (CCSD) Newcomer Model creates a safe and respectful learning environment that welcomes students with cultural and linguistic diversity. In partnership with schools, this framework will provide recently arrived students with opportunities and supports to engage in grade-level curriculum. The ultimate goal is to empower newcomers to graduate college- and career-ready.

## Newcomer Definition

The U.S. Department of Education defines newcomers as any foreign-born students and their families who have recently arrived in the U.S. Additionally, the CCSD ELL Master Plan defines newcomer students as English Language Learners who have received less than two years of instruction in U.S. schools.



## Framework Domains



## Individualized Language Learner Plan (ILLP)

The four newcomer framework domains will be driven by each student's ILLP. This plan addresses academic and language goals by monitoring students' progress which drives instruction. Students will transition out of the newcomer status able to thrive in a U.S. school setting. The ILLP is under development at this time.

# NEWCOMER FRAMEWORK

## Newcomer Designations and Instructional Support Recommendations

<p><b>LL SLIFE</b> Low Literacy students with limited or interrupted formal education (Grades K-12)</p>	<p><b>SLIFE</b> Students with limited or interrupted formal education and two years behind grade level peers (Grades 3-12)</p>	<p><b>At Grade Level in Home Language</b> Content and language is at grade level in home language (Grades K-12)</p>
<p>Focus on foundational literacy, language, and numeracy skills for up to two years ****</p> <p>Weekly monitoring of literacy and language progress to determine appropriateness of placement based on students' growth</p>	<p>Focus on foundational literacy, language, and numeracy skills for one to two years ****</p> <p>Biweekly monitoring of literacy and language progress to determine appropriateness of placement based on students' growth</p>	<p>Focus on the language constructs of English and on academic English language across content areas ****</p> <p>Monthly monitoring of literacy and language progress to determine appropriateness of placement based on students' growth</p>

### All Newcomers Receive:

- Varied supports based on designation and grade level band (K-2, 3-5, MS, HS)
- Academic Language and Content Achievement Model (ALCA-M) supports, such as visuals, graphics, and interactive language supports
- Increased intervention minutes utilizing homogeneous grouping
- Leverage literacy skills in native language (L1) to English (L2)
- Culturally responsive instruction
- Experiential learning opportunities based on interests and needs
- Socio-emotional support
- Primary language supports: \*Bilingual teacher preferred \*Teacher assistant (e.g., Certified Temporary Tutor) \*Peer support \*TESL-endorsed teacher \*Technology assistance

### Implementation Options

<b>Collaborative Support</b>	<ul style="list-style-type: none"> <li>• A language development specialist provides language instruction support to the content teacher and/or students.</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Teacher-supported language development instruction provided before or after school and/or on Saturdays as an extra curricular session.</li> </ul>
<b>Extended Day/Year</b>	<ul style="list-style-type: none"> <li>• Teacher-supported language development rostered class that provides instruction through an extended day/year.</li> </ul>
<b>Strategic Master Schedule</b>	<ul style="list-style-type: none"> <li>• Teacher-supported language development instruction                             <ul style="list-style-type: none"> <li>• Grades K-5: During intervention time.</li> <li>• Grades 6-12: Elective credit-bearing semester course.</li> </ul> </li> </ul>

### Professional Learning Resources

Teachers, counselors, registrars and other school staff will be able to access resources to assist newcomers including: an intake survey to identify student assets and needs, A Newcomer First Days Support Guide for School Staff, visual aids (i.e. vocabulary and phrase cards), lessons focused on acclimation to the U.S., ideas to develop peer mentors, and Family and Community Engagement Services (FACES) resources.

The CCSD Newcomer Framework has been developed based on research. Some resources informing this work include AZ DOE (2013), BRYCS (2008), CAL (2012), CASEL (2015), Collier (1998), DeCapua (2009), LAUSD (2012), NY State OTDA/BRIA (2011), Rance-Roncey (2009), REL, Saunders & Goldberg (2010), Walqui, A. (2000), and WIDA (2015).