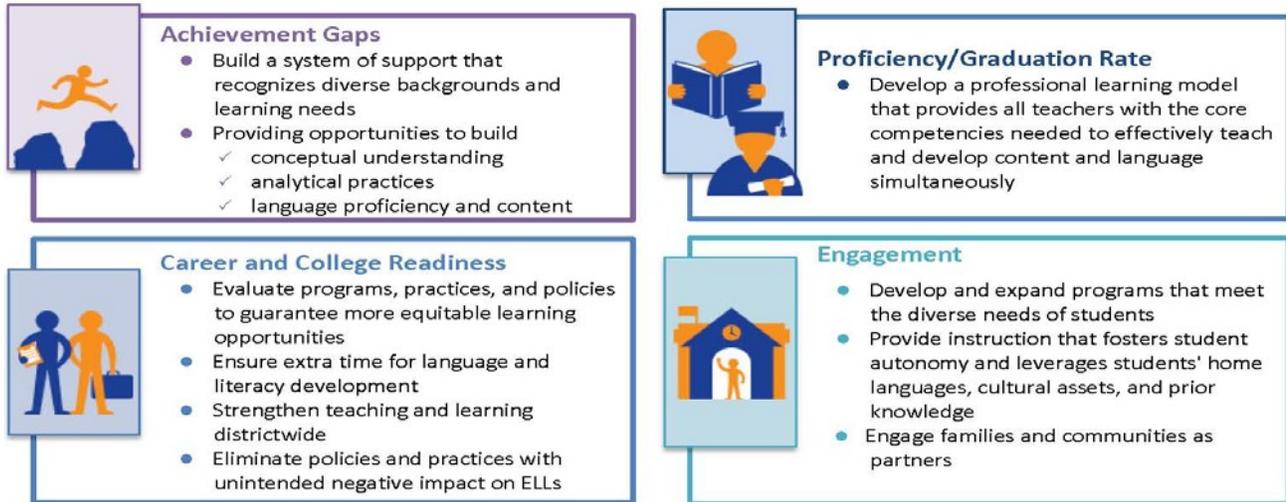


Clark County School District's Master Plan for English Language Learner Success Overview 2018 - 2019

CCSD's *Master Plan for English Language Learner Success (ELL Master Plan)* is designed to reinforce the following:



The *ELL Master Plan* provides a roadmap which outlines a robust **Theory of Action**, a set of **Strategic Drivers**, and an **Oversight** structure that must be implemented to improve learning outcomes for ELLs.



Five Strategic Objectives

The **Strategic Objectives** identify the key areas that Clark County School District will focus on and address in order to change the system and ensure equitable opportunities and outcomes for all ELLs.

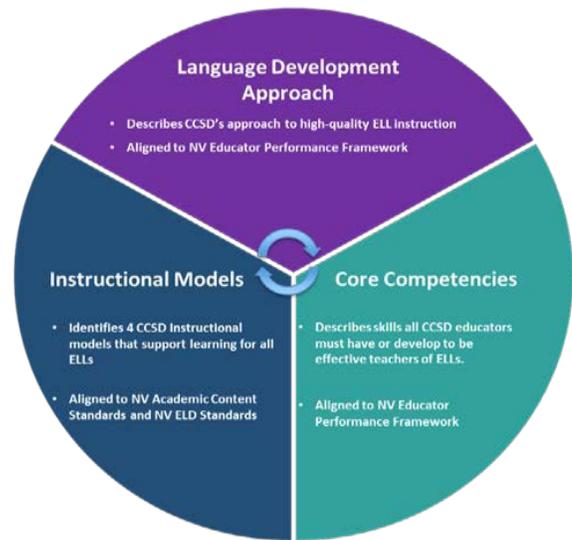
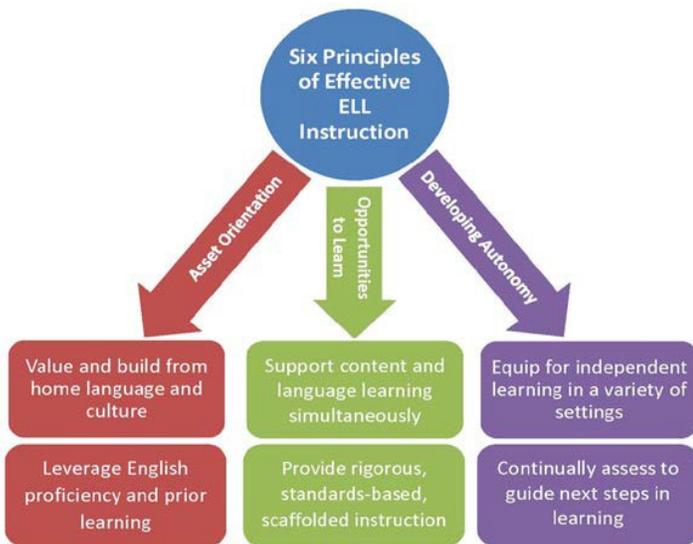
To make certain we achieve this goal, we will:

- Provide high-quality and ongoing support to increase all educators' understanding of pedagogical principles and practices.
- Work across departments and at all levels of schooling to support curriculum, instruction, and assessment practices.
- Review and align teaching and learning initiatives to ensure consistent, coherent and sustained support.



Strategic Drivers

The **Strategic Drivers** identify key components that must be in place throughout the District and address core responsibilities of educators and leaders to improve quality instruction that transforms learning opportunities and outcomes for ELLs -- as well as students who come to school speaking non-standard varieties of English.



Language Development Approach

Instruction in all content area classes needs to create multiple, well scaffolded opportunities for ELLs — as well as students who come to school speaking non-standard varieties of English — to simultaneously develop conceptual understandings of core concepts, engage in key analytical practices, and develop the language needed for these practices. The Language Development Approach is grounded in Six Principles of Effective ELL Instruction (Understanding Language, 2013).

Instructional Program Models

Academic Language and Content Achievement Model: All students receive high-quality, rigorous, engaging grade-level, standards-based instruction and learning opportunities in every classroom, every day. This model strengthens current grade-level, standards-based instruction in the core content areas.

Three models below are based on school site need:

- Newcomer Model:** This model addresses the needs and challenges of newcomer ELLs, students who have received less than two years of instruction in U.S. schools. Use of this model depends on the number of newcomer students at the school site.
- Long Term English Language Learner Model:** This model addresses the needs and challenges of students who have been classified as ELLs for more than five years “long-term ELLs,” and have not yet met the performance criteria required to exit ELL status. Use of this model depends on the number of long-term ELLs at the school site.
- Dual-Language Model:** This model develops students’ literacy in two languages, English and another language. Use of this model depends on both the number of dual-language teachers and student interest at the schoolsite.

Academic Language & Content Achievement Model

- All students, in all classrooms
- Strengthens grade-level, standards-based instruction (Tier I)

Newcomer Model

- For students who received less than two years of instruction in US schools.
- Personalized learning plan and extensive instructional support.

Long Term English Language Learner Model

- For students classified as ELLs for more than 6 years.
- Intentional and intensive supports to develop academic discourse and literacy.

Dual Language Model

- For ELL and non-ELL students who aspire to become bilingual and bi-literate.