

2020-2021 School EL Implementation Plan for Improving the Language & Academic Proficiency of English Learners

District: Clark County School District

School: Cheyenne High School

School Leadership Team: Principal, Dr. Zach Robbins; Assistant Principals, Melody Kriedler, Delishia Anderson, Anna Slighting, Jennifer Manning, Valerie Lopes, Rachel Samuel

Date of District Review: November 9, 2020



Section I. Root Cause Analysis: What does the data reveal about English learners and their progress and the impact of the school's strategies to improve outcomes for English learners?

DATA DIVE FINDINGS:

- 47 ELL students, 297 LTEL students, and 14 Newcomers. Total of 358 students.
- The number of students exiting has decreased from 4.8% in 2017-18 to 2.9% in 2018-19. In 2019-2020 it has increased to 6.1%.
- As documented on the NSPF, the number of ELLs who have met AGP has decreased from 14.4% in 2017-18 to 5.4% in 2018-19.
- Based on the ACT, the number of ELL students meeting math standards decreased from 1.1% in 2017-18 to 0% in 2018-19, in 2019-2020 it stayed at 0%.
- Based on the ACT, the number of ELL students meeting ELA standards decreased from 2.3% in 2017-18 to 1.3% in 2018-19. In 2019-2020 it decreased to 0%.
- The number of LTEL students that exited WIDA decreased from 3.9% in 2017-18 to 3.2% in 2018-2019. In 2019-2020 the number of LTEL students that exited WIDA increased to 4.8%.

Working:

- Staff understanding of ELL instruction has increased through whole-staff Professional Developments.
- Teachers participate in professional learning communities which allows for sharing and collaboration of expertise in instructional practices.
- Fall of 2019 teacher walkthrough data revealed that 100% of teachers are verbally using academic vocabulary, and fall of 2019 ELL instructional rounds data revealed that 5 out 8 classrooms have students using academic vocabulary.
- Teachers are offered school wide Tier 1 professional development each month.
- During distance education, we are continuing our Tier 1 professional development with a shifted focus to instruction in the online environment.

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What does the data show or reveal?

- Instruction insufficiently meets students' language acquisition needs.
- Lesson planning in core classrooms needs higher rigor for increased student discourse.
- ELL students lack the academic language to meet necessary proficient targets on the ACT.

Root Causes to Address:

As evidenced in the data (WIDA and ACT), one root cause of low performance of English language learners in language proficiency and content achievement is teachers' need for continued knowledge and skills to deliver effective, grade-level, Tier I that is designed to provide English learners' access to rigorous content and simultaneously builds English language development.

As evidenced by data and classroom observations, a second root cause of low performance of English language learners in language proficiency and content achievement is that students lack opportunities throughout the day for extended and rigorous discourse on grade-level content.



Section II. Addressing Root Causes: Given the school's previous strategies/approaches, what will the school do differently to address the needs of English learners?

Addressing Cheyenne's Root Causes:

Statement #1: To increase the performance of ELLs in language proficiency and content achievement, Cheyenne HS will continue to shift from teacher-centered instruction to student-centered instruction by ensuring that students are provided opportunities throughout the day to engage in extended discourse of grade-level content.

- Administration will continue to hold teachers accountable for engaging ELL students in academic discourse and ensuring that teachers' lesson plans reflect the appropriate structures, strategies, and routines needed to effectively facilitate purposely planned student discourse. Engaging students in extended discourse on grade-level content will support, encourage, and facilitate ELLs ability to obtain higher grades, higher ACT scores, and higher WIDA score

Statement #2: To increase teacher capacity, Cheyenne HS will continue to provide teachers opportunities to participate in ELL instructional rounds during the 2020-2021 school year. The rounds will focus on student centered learning practices

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including structured student-to-student academic discourse. The increased capacity of learning practices will increase the performance of ELL students in language development and literacy, specifically as it relates to content areas and ACT achievement.

- Teachers will focus on rigorous student to student discourse during instructional rounds, including on percentages of students engaged in DOK 2 or higher tasks. During distance education, synchronous and asynchronous opportunities will be provided in the online environment.
- Administrators/Instructional Leadership Team will continue to hold teachers accountable for content specific PLCs to provide peer opportunities for improved practices in structured student to student academic discourse on grade-level content. During distance education, synchronous and asynchronous opportunities will be provided in the online environment.
- Administrators/Instructional Leadership Team will use instructional round data to coach and support teachers as it pertains to the instructional needs identified by each teacher in regards to addressing the needs of their ELL students. During distance education, instructional rounds structure will be adapted to the online environment.



Section III. SMART Goals Aligned to Identified Root Cause(s):

- Cheyenne HS will increase the percentage of ELs meeting AGP, as measured by ACCESS, 5.4% (baseline data) to 50% by May 2021.
- Cheyenne HS will increase the overall percentage of ELL students proficient in math, as measured by the ACT, from 0% (baseline data) to 3% by May 2021.
- Cheyenne HS will increase the overall percentage of ELL students proficient in ELA, as measured by the ACT, from 0% (baseline data) to 3
- 0% by May 2021.



Section IV. Specific Action Steps: Priority-focused Statements to address the root causes to meet the expected outcomes

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Statement #1: Cheyenne HS will continue to shift from teacher-centered instruction to student-centered instruction by ensuring that students are provided opportunities through the day to engage in extended, rigorous discourse on grade-level content.

Action Steps

- Deliver professional learning on student-centered instruction and discourse structures as a means of raising the level of academic discourse among ELL students.
 - Conduct classroom observations and lesson plan audits to monitor how and when teachers are providing students the opportunities to engage in grade level extended academic discourse on a daily basis.
 - Provide coaching and feedback on the use of discourse structures following observation and lesson plan audits.
 - Conduct Student Shadowing (with the CCSD ELL Department) to observe LTELLs learning and use of academic discourse in the classroom.
 - Supplement services, provided by Title 3 funding, will allow for teacher prep buy-outs and tutoring to target additional supports to LTELs and STELs.
- ❖ **Evidence of Practice for Statement #1 (Use of Quantitative and Qualitative Data): How will you know that the school is on track to meet the expected outcome goal? State specifically how Statement #1 will be monitored? How will data be collected to inform decision-making?**
- Quarterly lesson plan audits to measure the percentages of DOK 2 or higher opportunities for students to engage in meaning making discourse with each other.
 - Quarterly assessment audits to measure the percentages of DOK 2 or higher opportunities for students to demonstrate learning.
 - Observational data, gathered per semester, from peer walkthroughs and ELL instructional rounds will be used to measure the implementation of strategies in the classroom.
- ❖ **Individual(s) Responsible (Who will be doing it?):**
- Cheyenne HS administration will conduct lesson plan audits.
 - The Cheyenne HS administration will oversee the learning strategists in gathering data, reviewing the data, and sharing out the data to staff, and assist individual teachers in making data informed decisions regarding their teaching practices towards our goals.

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❖ Timeline Beginning - Timeline Ending:

June 2019 - Master schedule and curriculum development

August 2019 - Creation of EL support PD classes (in google classroom) for Tier 1 instruction

November 2019 through February 2020 - Implementation of support PD classes (in google classroom) for Tier 1 instruction

June 2020- Master schedule and curriculum development

August 2020 - Creation of EL support PD classes (in google classroom) for Tier 1 instruction, adapted for distance education

November 2020 through February 2021 - Implementation of support PD classes (in google classroom) for Tier 1 instruction, adapted for distance education

❖ Resources available to accomplish the specific focus:

- Title III budget
- Title I budget
- School strategic budget
- SB 178 budget

❖ **Statement #2: State the specific priority-focused statement (listed in Section II) that is aligned with the root cause(s) of low language and or academic achievement. Describe the specific action steps that will be taken to implement the priority-focused statement.**

Statement #2: Cheyenne High School will increase teacher capacity by providing teachers opportunities to participate in ELL instructional rounds during the 2020-2021 school year. The rounds will focus on student centered learning practices including structured student to student academic discourse. The increased capacity of learning practices will increase the performance of ELL students in language development and literacy, specifically as it relates to content areas and ACT achievement.

Action Steps

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- Provide teacher opportunities to participate in professional learning communities to observe colleagues' practices of structured student discourse as a means of raising the level of academic discourse among ELL students.
- Continue to conduct classroom walkthroughs to monitor how and when teachers are providing students the opportunities to engage in grade level extended academic discourse on a daily basis.
- Provide coaching and feedback on the use of discourse structures following walkthroughs.

❖ **Evidence of Practice for Statement #2 (Use of Quantitative and Qualitative Data): How will you know that the school is on track to meet the expected student achievement goals? State specifically how Statement #2 will be monitored. How will data be collected to inform decision-making?**

- CERT and MAP data, gathered quarterly, from support classes will be used to monitor curriculum effectiveness towards improvement in ACT scores.
- Observational data, gathered per semester, from peer walkthroughs and ELL instructional rounds will be used to measure the implementation of strategies in the classroom.

❖ **Individual(s) Responsible (Who will be doing it?):**

- The Cheyenne HS administration will oversee the learning strategists in gathering data, reviewing the data, and sharing out the data to staff, and assist individual teachers in making data informed decisions regarding their teaching practices towards our goals.
- Cheyenne HS administration will oversee the learning strategists in scheduling walkthroughs and instructional rounds.

❖ **Timeline Beginning - Timeline Ending:**

June 2019 - Master schedule and curriculum development

October 2019 and February 2020 - Peer walkthroughs and ELL instructional rounds

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October 2019 through May 2020 - Students take the CERT tests quarterly for regular evaluation of results by students and staff

February 2020- All juniors take the ACT

June 2020 - Master schedule and curriculum development

October 2020 and February 2021 - Peer walkthroughs and ELL instructional rounds, adapted as needed for distance learning

October 2020 through May 2021 - Students take the CERT tests quarterly for regular evaluation of results by students and staff

February 2021- All juniors take the ACT

❖ Resources available to accomplish the specific focus:

- Title III budget
- Title I budget
- School strategic budget
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