

# 2021-2022 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, Delishia Anderson, Hela Naziri, Cheri Shumsker, Jeffery Watkins

**Date of District Review:** February 2, 2022



## **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:

- 52 short term ELL students, 271 LTEL students, and 23 Newcomers. Total of 346 students, as of February 2, 2022.
- The percentage of students exiting the ELL Program was 2.8% in 2018-2019, 6.1% in 2019-2020, and 3.8% 2020-2021.
- Based on the ACT, the number of ELL students meeting Math standards has remained at 0% over the 2018-2019, 2019-2020, and 2020-2021 school years.
- Based on the ACT, the number of ELL students meeting ELA standards was 1.3% in 2018-2019 and remained at 0% over the 2019-2020 and 2020-2021 school years.
- 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.
- Teaching for mastery and assessment cycles allow teachers to monitor student progress and plan remediation as needed.

### What does the data show or reveal?

- Instruction must address all four language domains on a daily basis to support language acquisition
- Lesson plans must include explicit opportunities for academic discourse.
- Instruction must be rigorous and provide opportunities for students to use academic vocabulary.

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### Root Causes to Address:

As evidenced by the WIDA and ACT data, Tier I instruction and language acquisition support must remain a focus throughout the school. The focus of the instruction will be designed to provide English learners' access to rigorous content and simultaneously builds English language development.

Additionally, school-wide data-driven instruction must address gaps in student learning. Instruction must focus on 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 has created opportunities for teachers to participate in ELL instructional rounds during the 2021-2022 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.

- Teachers will focus on rigorous student to student discourse during instructional rounds, including on percentages of students engaged in DOK 2 or higher tasks.

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- 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.
- 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.



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

- Cheyenne HS will increase the percentage of ELs meeting AGP, as measured by WIDA ACCESS, 5.4% (baseline data) to 50% by May 2022.
- 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 2022.
- Cheyenne HS will increase the overall percentage of ELL students proficient in ELA, as measured by the ACT, from 0% (baseline data) to 3% by May 2022.



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

**Statement #1:** 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, 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.
- Supplement services, provided by Title 3 funding, will allow for teacher prep buy-outs and tutoring to target additional supports to LTELs and STELs.

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- ❖ **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. Due to staff shortage, we are working towards gathering data this current semester through administrative observations.
  
- ❖ **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.
  
- ❖ **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
  - June 2021- Master schedule and curriculum development
  - August 2021 - Creation of EL support PD classes (in Canvas) for Tier 1 instruction, focused on higher level discourse.
  - November 2021 through February 2022 - Implementation of support PD classes (in Canvas) for Tier 1 instruction, focused on higher level discourse.

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❖ Resources available to accomplish the specific focus:

- Title III budget
- Title I budget
- School strategic 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 2021-2022 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**

- 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.
- Assessment Cycles for Math, English, Science and Social Studies subject areas using common assessments. Data is gathered using Canvas, CERT, MAP, and USATestPrep will support teaching for mastery in accordance with the grading reform.

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- Observational data 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

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

June 2021 - Master schedule and curriculum development

October 2021 through May 2022 - Students take the CERT tests quarterly for regular evaluation of results by students and staff

March 2022- All juniors take the ACT

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- ❖ Resources available to accomplish the specific focus:
  - Title III budget
  - Title I budget
  - School strategic budget