

English Learning Department Improvement Plan



With the growing English Learning population not only in our district but across the country, it is imperative to consider different types of instructional strategies and program models to accommodate our growing and diverse population of English Learners. The WIDA Consortium has changed the standard in how students are assessed in order to provide a more challenging platform of teaching and learning for English Learning and Bilingual students. Being that Illinois is a WIDA state, we administer the WIDA ACCESS 2.0 Assessment yearly to measure student growth in language acquisition.

With the demand to create more opportunities for college and career readiness for English Learners, the ACCESS 2.0 assessment was revamped in order to increase the rigor of instruction of academic language in English Learning programs. Because of this, scoring had changed on the assessment as well as the content of the assessment. Prior to reading this school improvement plan, it is important to understand the reality we faced in the 2015-2016 school year with the ACCESS assessment.

District
17% of students exited the EL program through scoring a 5.0 with 4.2 literacy composites.
18% of students scored between a 1 and 2 on the ACCESS 2.0 Assessment.

Ridge Lawn Elementary School
18.5% of students exited the EL program through scoring a 5.0 with 4.2 literacy composites.
10% of students scored between and 1 and 2 on the ACCESS 2.0 Assessment.

Ridge Central Elementary School
19.7% of students exited the EL program through scoring a 5.0 with 4.2 literacy composites.
11% of students scored between and 1 and 2 on the ACCESS 2.0 Assessment.

Please note that in 2015-2016, 336 students across the district were assessed with the ACCESS 2.0. The following school year in 2017-2018, 376 students were assessed with the ACCESS 2.0. This data helps us rethink our program models and instruction in English Learning. On the following pages, you will read about the way the changes in the assessment have changed our exit rates and numbers of students who are emerging linguistically. You will also read about our plans to execute our department vision: "The English Learning Department will ensure academic rigor for students in English Learning and Bilingual programs while promoting their cultural and linguistic identities."

In addition to supporting English Learners to achieve language proficiency targets on ACCESS, our district will ensure support student proficiency on mandated state assessments. The district goal for students in English Learning programs is to always out-perform the state average for grade level within the subgroup.

English Learning Department Improvement Plan

2017-2018

GOAL 1: ACADEMIC WIDA Language Domains- In the 2016-2017 school year, 4.4% of K-8 students in English Learning exited the program by showing English proficiency in Listening, Speaking, Reading, and Writing. In the 2017-2018 school year, our goal is to increase this by 5.4% to 9.8% of students exiting the program.

OBJECTIVE 1a: Ridge Lawn- In the 2016-2017 school year, 5.3% K-5 students exited the EL program by meeting English Language proficiency. Our goal is to increase this to 10%students exiting the program.

OBJECTIVE 1b: Ridge Central- In the 2016-2017 school year, 6.6% students at Ridge Central exited the EL program by meeting English Language proficiency. Our goal is to increase this to 13% students exiting the program.

OBJECTIVE 1c: Finley Junior High- In the 2016-2017 school year, 1.3% student at Finley Junior High exited the EL program by meeting English Language proficiency. Our goal is to increase this to 6.4% of students exiting the program.

<p><u>Identified Need(s)</u> Why is this an area that needs to be addressed (provide assessment data)?</p>	<p><u>Action Plan</u> What is our action plan(s) to accomplish our objectives?</p>	<p><u>Implementation/ Monitoring and Responsibility</u> Who is responsible for implementing, monitoring, and providing evidence that the plan is effective?</p>	<p><u>Professional Development</u> How will staff be provided with training and resources to accomplish the set objectives?</p>	<p><u>Communication</u> How will this goal and objectives be communicated throughout process?</p>
<p>1a. Ridge Lawn has the largest amount of EL students in the district. Based on the ACCESS scores 14% of students did not exit due to changes in the speaking test. The speaking test included more academic language</p>	<p>1a. Begin a three year plan in training EL and general educational staff in utilizing the Sheltered Observation Instruction Protocol (SIOP) Framework. This is an instructional framework that</p>	<p>1a. Administration, teachers, and students being tested on ACCESS will be responsible for implementing, monitoring, and providing evidence.</p>	<p>1a. Professional development will be provided within a professional learning will be provided through the Center for Applied linguistics</p>	<p>1a. Monitoring progress of language development through checklists, TELL assessment, and MAP scores.</p>

<p>targets rather than the past social language targets. There is a need to focus on academic language within our instruction.</p>	<p>isolates language within content to assist English Learners.</p>		<p>modules and train the trainer models.</p>	
<p>1b. Based on the ACCESS scores 18% of students did not exit due to changes in the speaking test. The speaking test included more academic language targets rather than the past social language targets. There is a need to focus on academic language within our instruction.</p>	<p>1b. Begin a three year plan in training EL and general educational staff in utilizing the Sheltered Observation Instruction Protocol (SIOP) Framework. This is an instructional framework that isolates language within content to assist English Learners.</p>	<p>1b. Administration, teachers, and students being tested on ACCESS will be responsible for implementing, monitoring, and providing evidence.</p>	<p>1b. Professional development will be provided within a professional learning will be provided through the Center for Applied linguistics modules and train the trainer models.</p>	<p>1b. Monitoring progress of language development through checklists, TELL assessment, and MAP scores.</p>

<p>1c. Based on the ACCESS scores 12% of students did not exit due to changes in the speaking test. The speaking test included more academic language targets rather than the past social language targets. There is a need to focus on academic language within our instruction.</p>	<p>1c. Begin a three year plan in training EL and general educational staff in utilizing the Sheltered Observation Instruction Protocol (SIOP) Framework. This is an instructional framework that isolates language within content to assist English Learners.</p>	<p>1c. Administration, teachers, and students being tested on ACCESS will be responsible for implementing, monitoring, and providing evidence.</p>	<p>1c. Professional development will be provided within a professional learning will be provided through the Center for Applied linguistics modules and train the trainer models.</p>	<p>1c. Monitoring progress of language development through checklists, TELL assessment, and MAP scores.</p>
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2017-2018

GOAL 2: ACADEMIC- Decrease the amount of students scoring between a “1” and “2” on the WIDA ACCESS 2.0 Assessment in Grades K-8 to 8.3%. In 2016-2017, 16.7% of students in the district scored a “1” and “2” on the WIDA ACCESS 2.0.

OBJECTIVE 2a: Ridge Lawn- In the 2016-2017 school year, Ridge Lawn had 21% of students scored between a 1.0 and 2.0 on the ACCESS exam. This current school year, we would like to decrease that number to 10% of students scoring between a 1 and 2 on the ACCESS 2.0.

OBJECTIVE 2b: Ridge Central- In the 2016-2017 school year, Ridge Central had 12% students who scored between a 1.0 and 2.0 on the ACCESS exam. This current school year, we would like to decrease that to 6% students scoring between a 1 and 2 on the ACCESS 2.0.

OBJECTIVE 2c: Finley Junior High- In the 2016-2017 school year, Finley Junior High had 17% of students scored between a 1.0 and 2.0 on the ACCESS exam. This current school year, we would like to decrease that number to 8.9% scoring between a 1 and 2 on the ACCESS 2.0.

<p><u>Identified Need(s)</u> Why is this an area that needs to be addressed (provide assessment data)?</p>	<p><u>Action Plan</u> What is our action plan(s) to accomplish our objectives?</p>	<p><u>Implementation/ Monitoring and Responsibility</u> Who is responsible for implementing, monitoring, and providing evidence that the plan is effective?</p>	<p><u>Professional Development</u> How will staff be provided with training and resources to accomplish the set objectives?</p>	<p><u>Communication</u> How will this goal and objectives be communicated throughout process?</p>
<p>2a. Ridge Lawn has the largest amount of newcomers in the district. This current school year we have 45 students K-5 who are immigrant program eligible.</p>	<p>2a. Implementation of DRIVE program at Ridge Lawn Elementary school for grades 1-5. Bilingual newcomer services for Kindergarten. Bilingual services for 1st -4th graders</p>	<p>2a. Administration (District and building), teachers, and students who qualify for DRIVE program services will be responsible for for implementing, monitoring, and providing evidence.</p>	<p>2a. Collaboration with area districts on newcomer supports, bilingual conference attendance, in-class coaching through EL</p>	<p>2a. Monitoring progress of language development through checklists, TELL assessment, and MAP scores.</p>

	who have "exited" DRIVE.		Director, and bilingual resources will support the success of this initiative.	
2b. Ridge Central has a total of 13 students K-5 who qualify for the immigrant education program this school year.	2b. Implementation of DRIVE program at Ridge Central Elementary school for grades 1-5.	2b. Administration (District and building), teachers, and students who qualify for DRIVE program services will be responsible for for implementing, monitoring, and providing evidence.	2b. Collaboration with area districts on newcomer supports, bilingual conference attendance, in-class coaching through EL Director, and bilingual resources will support the success of this initiative.	2b. Monitoring progress of language development through checklists, TELL assessment, and MAP scores.
2c. Finley Junior High School has a total of 34 students who qualify for the immigrant education program this school year.	2c. Implementation of the DRIVE program to provide bilingual services in social studies and science classes to students who qualify with the support provided in English Language Arts classes.	2c. Administration (District and building), teachers, and students who qualify for DRIVE program services will be responsible for for implementing, monitoring, and providing evidence.	2c. Collaboration with area districts on newcomer supports, bilingual conference attendance, in-class coaching through EL Director, and bilingual resources will support the success of this initiative.	2c. Monitoring progress of language development through checklists, TELL assessment, and MAP scores.

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2017-2018

GOAL 3: Community Building- Enhance the involvement and school community presence of parents of students in English Learning programs across the district.


OBJECTIVE 3a: Classroom level- Teachers will involve parents in teaching and learning initiatives through their usage of Twitter and Seesaw.

OBJECTIVE 3b: Department level- Increase attendance of parents to EL events- BPAC, story time, parent nights, DRIVE parent events etc.

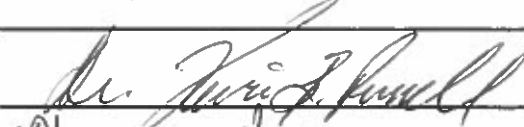
OBJECTIVE 3c: District level- Increase attendance of parents to non-EL school events, PTA events, Strategic Planning meetings, and other district non-EL initiatives.

<p><u>Identified Need(s)</u> Why is this an area that needs to be addressed?</p>	<p><u>Action Plan</u> What is our action plan(s) to accomplish our objectives?</p>	<p><u>Implementation/ Monitoring and Responsibility</u> Who is responsible for implementing, monitoring, and providing evidence that the plan is effective?</p>	<p><u>Professional Development</u> How will staff be provided with training and resources to accomplish the set objectives?</p>	<p><u>Communication</u> How will this goal and objectives be communicated throughout process?</p>
<p>2a. Parent involvement in student learning is connected to motivating students in the classroom.</p>	<p>2a. Seesaw usage for teachers, Twitter usage for teachers. Training parents on seesaw and twitter. "How to" handouts in Arabic and Spanish for using gmail, seesaw, and twitter.</p>	<p>2a. Administration (District and building), teachers, and students who qualify for EL program services will be responsible for for implementing, monitoring, and providing evidence.</p>	<p>2a. In house d support on using Seesaw and twitter for teachers and parents.</p>	<p>2a. Regular usage of twitter and Seesaw. Initiating twitter challenges across the department to help promote different EL initiatives.</p>
<p>2b. Parent involvement in student learning is connected to</p>	<p>2b. Implementing BPAC meetings that discuss parent needs, EL</p>	<p>2b. Administration (District and building), teachers, and students who qualify</p>	<p>2b. Collaboration with neighboring</p>	<p>2b. Translated invites, invites through social media, and phone calls</p>

<p>motivating students in the classroom.</p>	<p>storytime, and parent nights. Reaching out to parents via social media for district events.</p>	<p>for EL program services will be responsible for for implementing, monitoring, and providing evidence.</p>	<p>districts and Lakeshore on parent programming</p>	
<p>2c. Parent involvement in student learning is connected to motivating students in the classroom.</p>	<p>2c. Translated invites to different district and building events. Reaching out to parents via social media for district events.</p>	<p>2c. Administration (District and building), teachers, and students who qualify for EL program services will be responsible for for implementing, monitoring, and providing evidence.</p>	<p>2c. Collaboration across the district community with different stakeholder on how to reach different groups of parents.</p>	<p>2c. Translated invites, invites through social media, and phone calls</p>



E.L. Director's Signature:

Superintendent's Signature: 

Board President's Signature: 