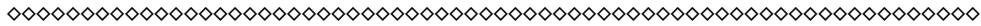


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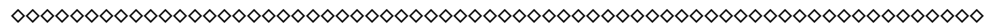
2. To increase the performance of English language learners in language proficiency and content achievement, Burkholder MS will build teachers' capacity by providing teachers with professional development to deliver effective Tier I instruction.
 - ELA teachers will continue to utilize Achieve 3000, Reading Plus, and Actively Learn in their classrooms to expose students to cross-curricular non-fiction grade-level texts at a student's specific lexile level.
 - Administrators will continue to participate in instructional rounds to identify areas of strength and weakness in terms of Tier 1 instruction.
 - Professional development opportunities designed to increase Tier 1 strategies for all teachers will be provided.

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

1. Increase the percentage of ELL students meeting WIDA AGP from 16.7% to 36% by May 2021 as measured by WIDA AGP.
2. Increase the percentage of ELL students proficient in ELA from 7.6% to 35.1% by May 2022 as measured by SBAC.
3. Increase the percentage of ELL students proficient in Math from 0% to 31.6% by May 2022 as measured by SBAC.



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

1. To increase the performance of English language learners in language proficiency and content achievement, Burkholder MS will move to student-centered instructional practices ensuring that students are provided opportunities throughout all classes to engage in extended discourse on grade-level content. SBAC and WIDA data and classroom observations show the root cause of low-performance of ELL students is that grade-level content and instruction does not support high-level discourse strategies or higher order questioning.
 - Teachers will collaborate during PLC's and department meetings to plan effective tasks that engage ELL students in academic discourse related to content.
 - Conduct instructional rounds to monitor and observe how and when teachers are providing students opportunities to engage in grade-level tasks that extend academic discourse.
 - Research-based professional development on station rotation, extended student-to-student discourse, and the RACE strategy to enhance students' writing skills will be provided to all Burkholder Middle School teachers.

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- ❖ Evidence of Practice (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?

Quantitative Measures:

- Instructional Rounds observation tool to note the opportunities that students are provided to engage in discourse
- WIDA AGP
- SBAC assessment data
- MAP data for progress monitoring

Qualitative Measures:

Lesson Plan reviews to monitor application of professional development
Administration observation notes
Observation notes from instructional rounds
Professional Development agendas and sign-in's

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

-Teachers -
Math Strategists
-Administration
-English Language
Learners Division
(ELLD)

- ❖ Timeline Beginning - Timeline Ending:
-August 2021-May 2022

- ❖ Resources available to accomplish the specific focus:
-Title I funds
-Title III funds
-Strategic Budget
ELLD

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- ❖ **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.
- ❖ To increase the performance of English language learners in language proficiency and content achievement, Burkholder MS will build teachers' capacity by providing teachers with professional development to deliver effective Tier I instruction. SBAC and WIDA data and classroom observations show the root cause of low- performance of ELL students is that Tier I instruction did not provide consistent high-level instruction and access to grade-level content.
 - Administration will hold teachers accountable for engaging English Language Learners in Tier I instruction as identified and planned for in lesson plans and observed during classroom observations.
 - Conduct instructional rounds to monitor and observe how and when teachers are providing students opportunities to access high-level Tier I instruction.
 - Administrators will conduct classroom observations and lesson plan reviews to ensure students are given opportunities to access high-level Tier I instruction on a daily basis.
 - Research-based professional development on station rotation, extended student-to-student discourse, and the RACE strategy to enhance students' writing skills will be provided to all Burkholder Middle School teachers.
- ❖ Evidence of Practice (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?

Quantitative Measures:

-Instructional Rounds Observation Tool

-WIDA AGP

-SBAC assessment data

-MAP data for progress monitoring

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Qualitative Measures:

- Lesson Plan reviews to monitor application of professional development
- Observation notes from instructional rounds

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

- Teachers
- Math Strategist
- Administration
- ELLD

❖ Timeline Beginning - Timeline Ending:

- August 2021-May 2022

❖ Resources available to accomplish the specific focus:

- Title I funds
- Title III funds
- Strategic Budget