

English Learners:

AB 219 Corrective Action Plan

Please complete your schools AB219 Corrective Action Plan (CAP) by completing all sections of this document and referring to the specified guidance. The spaces in this document will automatically expand to accommodate your answer, and you may add additional rows to the tables in each section as needed.

1 SCHOOL CONTACT INFORMATION

School Name:	Edward C. Reed High School
District:	Washoe County School District
School Website:	https://www.washoeschools.net/reed
Principal:	Josh Rosenbloom
Email:	Jrosenbloom@Washoeschools.net
Phone:	775-353-5700
School Year:	2024-2025

2 IDENTIFY ROOT CAUSES (DATA ANALYSIS)

Identify the root causes of the low levels of achievement among pupils who are English Learners. For assistance with Root Cause Analysis refer to the guidance at <https://nde.padlet.org/glamarre2/sn0ymasiqvvdwpx1/wish/2153902037>

According to the 22-23 ACT data profile, our EL students' average composite scores decreased from 12.7 in 2022 to 12.3 in 2023. We attribute this negative trend to:

- Lack of differentiation of instructional strategies to support English learners.
- Inconsistent communication regarding the needs of EL students.

3 PLANS TO ADDRESS ROOT CAUSES

Plans and Strategies to address the root causes of the low levels of achievement among pupils who are English Learners. For assistance with Root Cause Analysis refer to the guidance <https://nde.padlet.org/glamarre2/sn0ymasiqvvdwpx1/wish/2153902037>

We plan to utilize our additional EL allocation to co-teach in Science and Social Studies classes where the vocabulary is creating a barrier to success. This will also allow a dedicated teacher to:

- Provide teachers with a "student profile" for each of their EL students with information about their current proficiency levels and targeted differentiation and scaffolding strategies to provide support in the classroom.
- In PLCs, teachers will develop differentiated intervention strategies to support student learning.

4 ACADEMIC ELA AND/OR MATH GOAL(S)

Develop attainable quantitative goal(s) for improvement in the achievement of pupils who are English Learners and timelines for meeting those goals. For assistance with formatting SMART goals refer to the guidance at <https://nde.padlet.org/glamarre2/x5ds8wrqki2fjyi9/wish/2327938875>

SMART Goal:	The number of EL students who reach proficient level in ELA and math on the ACT will rise by 5%.
Timeline for meeting goal	End of 24-25 school year
SMART Goal:	The number of 9th grade EL students earning all 3 core credits will rise by 5%.
Timeline for meeting goal	End of 24-25 school year

5 ACTION STEPS

Identify specific actions to improve the achievement of pupils who are English learners, plans to monitor those actions and identification of persons responsible for taking and monitoring those actions.

Action Step:	Schedule responsibly for co-teaching opportunities as well as provide teachers with a “student profile” for each of their EL students with information about their current proficiency levels and targeted differentiation and scaffolding strategies to provide support in the classroom		
Monitoring Plan:	Curriculum Assistant Principal in conjunction with EL teacher will complete the profiles and distribute to teachers	Person(s) Responsible:	Curriculum Assistant Principal and EL Teacher
Action Step:	Use PLC and co-teaching opportunity to provide scaffolding and differentiated learning opportunities consistently.		
Monitoring Plan:	Formative/summative assessment will analyzed monthly to guide instruction model.	Person(s) Responsible:	EL Teacher
Action Step:	Work with Department of ELD to ensure appropriate EL student course placement and scheduling		
Monitoring Plan:	Course schedules and grades for EL students will be monitored at each quarter and/or semester	Person(s) Responsible:	Counselors School admin School EL teacher WCSD Dep of ELD

6 PROFESSIONAL DEVELOPMENT

Describe the professional development that will occur that is designed to address the needs of pupils who are English learners. The audience for your professional development should include administrators, teachers, and other educational staff (paraprofessionals, EL coordinators, etc.).

Professional Development:	Reed’s EL teachers, in collaboration with members of WCSD’s EL Department, will provide Reed Administration professional development on how to look for and provide teachers input and feedback on planning and implementation of Ellevation strategies in their daily lessons.	Audience:	Reed Admin/Instructional Leadership Team
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Professional Development:	Reed's EL teachers and Admin will provide certified staff quarterly training on how to plan for the incorporation of Ellevation strategies into daily tier 1 instruction	Audience:	All certified staff
Professional Development:	Reed's EL teachers, with support of WCSD's EL Department, will provide an annual (at beginning of the Fall semester) overview of WIDA standards and current research on target language acquisition.	Audience:	Reed Department Leadership and Admin Team