

Hug High School AB219 Corrective Action Plan (CAP) SY 2020-2021

Root Causes

The School Performance Plan is designed to analyze data that is relevant to all student achievement, including our EL students. Root causes were determined based on this data in order to drive school improvement and shrink the achievement gap for our special populations with special attention to AB 219 and the EL population. The data both observational and concrete conclude that root causes are:

- Teachers' need of knowledge, understanding, and skill to consistently implement high-yield English language development strategies that research has shown will assist ELs in acquiring the language necessary to access the content in all subject areas
- Need of school wide focus on success criteria for students with a clear understanding and implementation that define student expectations and outcomes
- A need of scaffolds and supports that assist student in comprehending learning and then able to use those scaffolds/supports to transfer into other content learning
- Need for an increase of Tier 1 instruction occurring in classrooms to provide equitable access to grade level material and standards
- Need for appropriate placement of Short, Long term ELs and Newcomers appropriately placed in EL courses and appropriate curriculum used for their specific needs
- Need to strengthen co-teaching/co-planning courses to address explicit language instruction by considering academic language demands of subject and appropriate scaffolds
- On-going, formative evaluation of EL programming (e.g., Tier 1 instruction that allows for language development, planning, and delivery of rich language instruction through content which is focused on rigorous instruction that is aligned to ELD and NVAC Standards)
- Need for opportunities to focus on students engaging in grade level academic discourse
- Need for increase in differentiation supporting language along content with a focus on grade level expectations

Please refer to Priority Goal 1, Priority Goal 2, and Priority Goal 3 (when applicable) in the School Performance Plan for additional root causes that impact learning and achievement.

Action Steps

- Appropriately offer and place Long Term or Short Term EL students in EL courses designed to meet the needs of each English learner. A collaborative effort between school counseling/teaching staff and the Department of ELD to appropriately place students in the English Language Development courses is essential so that students show adequate progress in both language proficiency, as well as more equitable opportunities to achieve in each content area.
- At Newcomer HS/MS (Hug, Sparks HS, and Pine MS) appropriately place Newcomers in Newcomer courses that accelerate their language and build their cultural awareness.
- School wide focus on culturally responsive teaching, having high expectations for ELs, as well as scaffolds and structures in place in classrooms for ELs to meet those expectations.

- Build all teacher capacity through professional learning opportunities that enhance teacher understanding of language development through WiDA framework or SIOP training.
- Appropriately provide purposeful planning for language in content subjects and scaffold using language rich strategies to provide ELs with access to content standards and grade level materials.
- Build teacher capacity for language development during Professional Learning Communities that allow for analysis of data and planning for language opportunities in content classrooms

Attainable quantitative goals: In order to exit EL Corrective Action, we will meet all (Low Risk) or multiple measures meeting the standard of Medium Risk as follows:

- **NSPF Point Attribution (ACCESS AGP):** 4-7 pts. (Medium Risk) 8-10 pts. (Low Risk)
- **NSPF School results for ACT Academic Achievement:** 9-18 pts. (Medium Risk) 19-25 pts. (Low Risk) or school is not on the state list of schools in the lowest 30% of pooled academic performance.
- **ACT ELA and Math:** expected state Measure of Interim Progress (MIP) for English learners or ACCESS AGP at or above the 50th quartile of performance for two (2) consecutive years or 50% EL ACCESS AGP for two (2) consecutive years or 50% EL ACCESS AGP for two (2) consecutive years.
- **NSPF targeted subgroup (EL) High School graduation:** rates at or above the state expected interim measure results: 60.9% (class of 2020), 65.4% (class of 2021), 70.0% (class of 2022)
- **NSPF Star Rating:** 2-star (Medium Risk) or 3-star and above (Low Risk)