



Clark County School District

Clark County School District *Master Plan for* *English Language Learner Success*

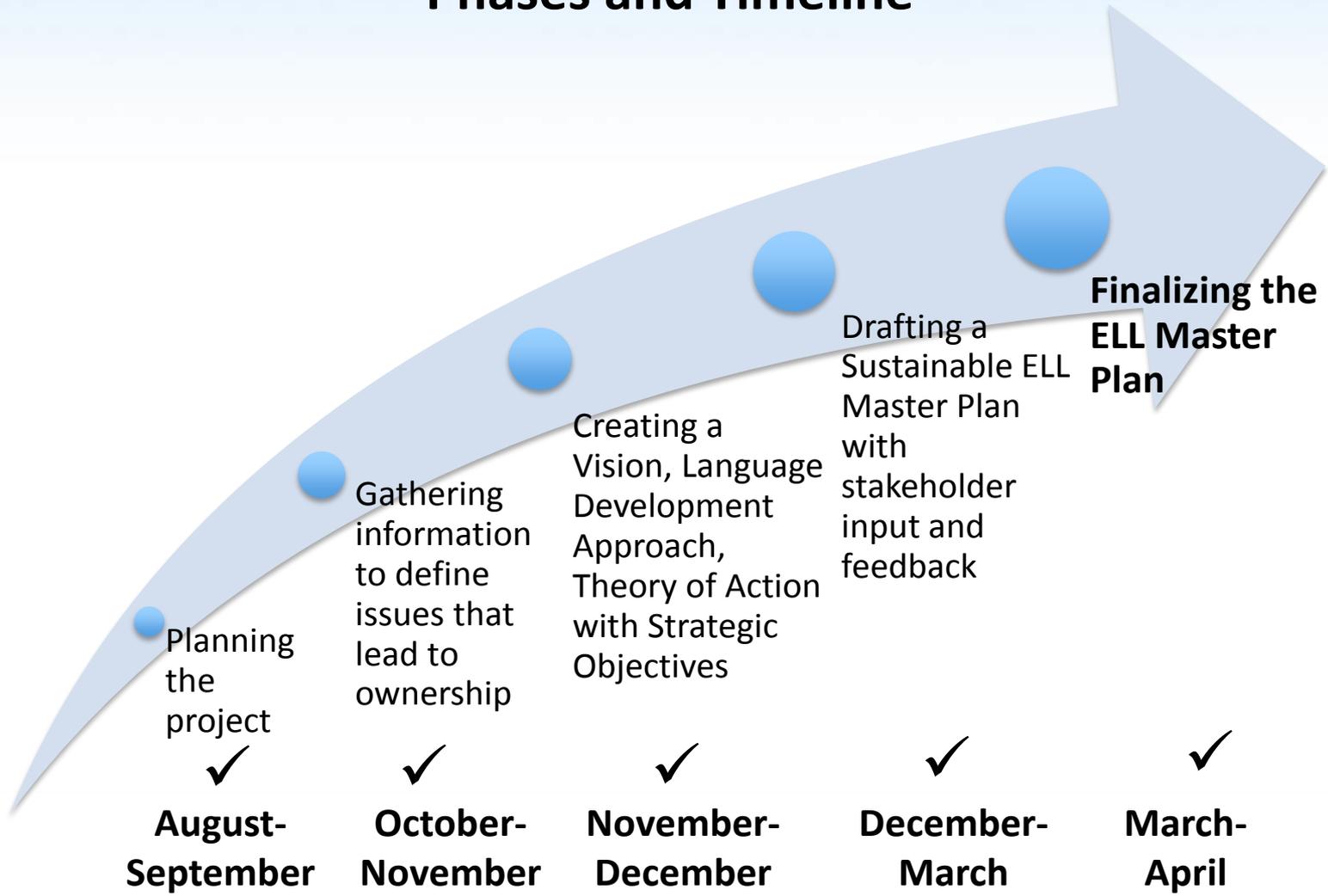
Ignacio Ruiz

Assistant Superintendent

English Language Learner Division

ELL Master Plan Development Process

Phases and Timeline



How did we gather evidence to create the *ELL Master Plan*?

- 4 Leadership Team Work Sessions
- 3 Extended Planning Team Work Sessions
- 26 Focus groups with 229 participants including teachers, parents, and students
- 560 classroom visits in 35 schools
- 52 English language learners “shadowed” for 4 hours
- Extensive data review of quantitative (e.g., student demographic and performance data) and qualitative measures (e.g., ELL student observation and shadowing protocols, focus groups)

How did we gather evidence to create the *ELL Master Plan*?

- 349 Participants attended and gave input at 11 Town Hall Meetings
- 2,730 Survey responses from parents, students, community members, teachers, and administrators were received and analyzed
- Interviews of CCSD staff and community members were conducted to obtain valuable input and perceptions about ELL students and instructional needs

What did we learn?

- *CCSD leaders, administrators, teachers, parents, and students **hold high aspirations** for ELL students' success in school, future careers, and to become successful, productive citizens.*
- *CCSD schools overall exhibit a **safe and inclusive learning environment** for ELL students.*

What did we learn?

- ***Inconsistent opportunities** currently exist for teachers and administrators to improve their knowledge and skills on how to serve ELLs*
- ***Limited capacity** exists Districtwide in English Language Development (ELD) and effective content instruction with appropriate supports*
- ***Limited capacity** exists Districtwide in dual language instruction*

What did we learn?

- *ELL students experience limited opportunities to engage in content and language learning*
- *Current ELL teaching and learning practices are out of alignment with NVACS, ELD Standards, NEPF and highly effective ELL instructional practices*
- *District educational policies and practices do not strategically leverage and build on ELLs assets*

What did we learn?

- *Limited opportunities currently exist in providing ELLs strategies for:*
 - » *Engaging in practices that analyze what is being learned*
 - » *Applying learned knowledge in new situations*
 - » *Developing the language needed to understand and explain new learning*
 - » *Developing independence in their own learning*

Clark County School District

Vision for English Language Learners



In partnership with families and communities, Clark County School District empowers all English Language Learners by providing high-quality, rigorous, engaging instruction in a supportive and safe learning environment that values their cultural and linguistic diversity so that they graduate as college- and career-ready, biliterate, productive, and global-minded citizens.

The ELL Master Plan is designed to reinforce the ***Clark County School District's Pledge of Achievement*** by



Achievement Gaps

- Build a system of support that recognizes diverse backgrounds and learning needs
- Providing opportunities to build
 - ✓ conceptual understanding
 - ✓ analytical practices
 - ✓ language proficiency and content



Proficiency/Graduation Rate

- Develop a professional learning model that provides all teachers with the core competencies needed to effectively teach and develop content and language simultaneously



Career and College Readiness

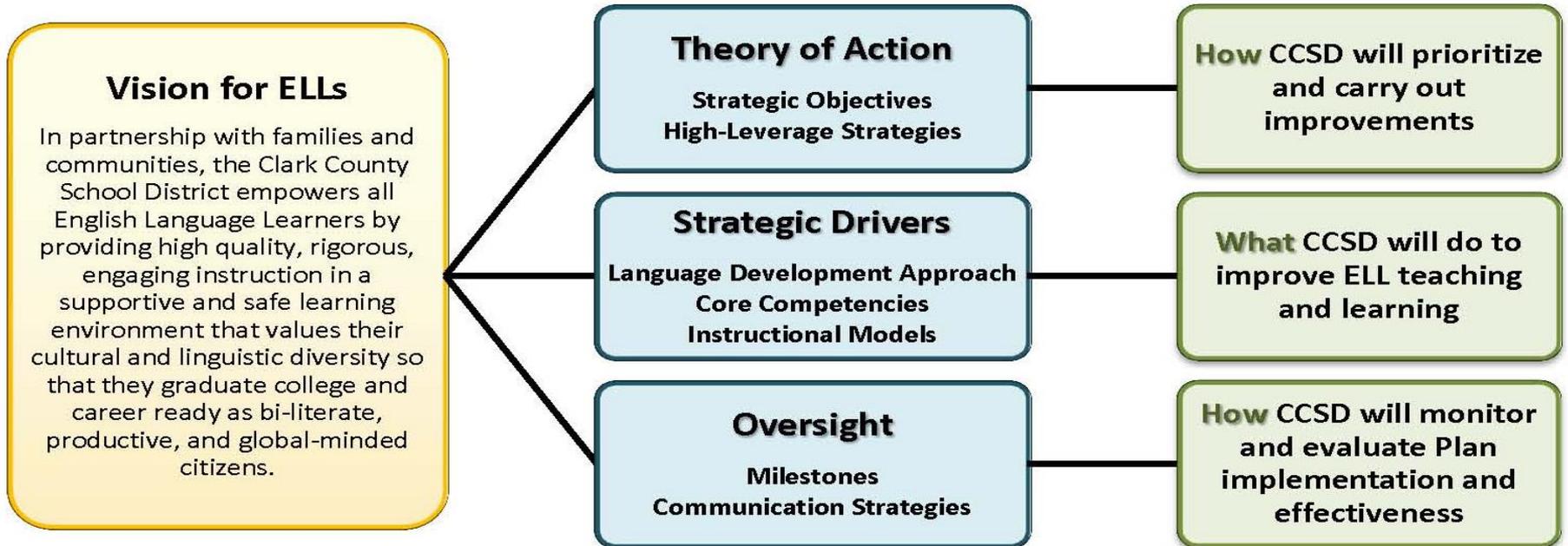
- Evaluate programs, practices, and policies to guarantee more equitable learning opportunities
- Ensure extra time for language and literacy development
- Strengthen teaching and learning districtwide
- Eliminate policies and practices with unintended negative impact on ELLs



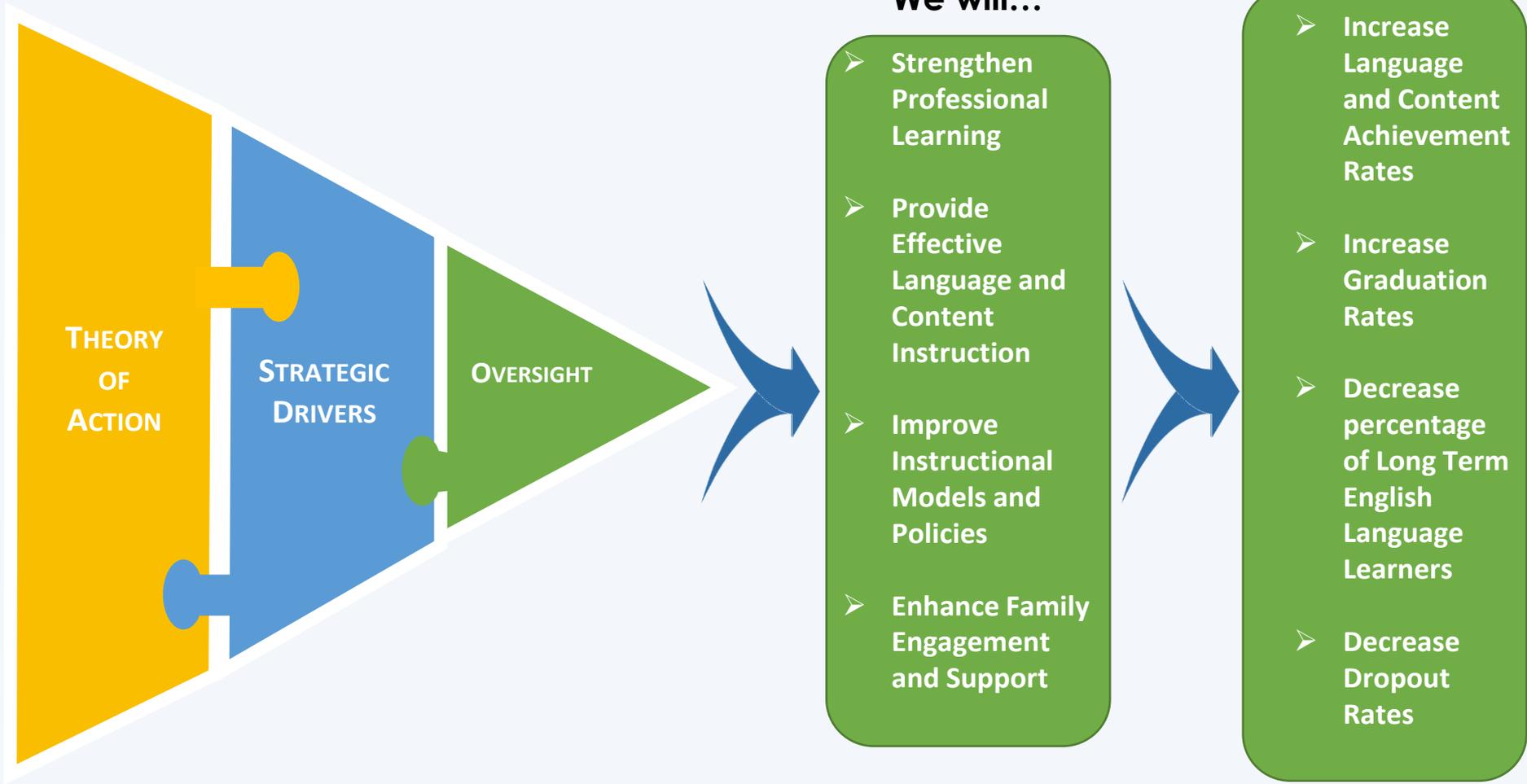
Engagement

- Develop and expand programs that meet the diverse needs of students
- Provide instruction that fosters student autonomy and leverages students' home languages, cultural assets, and prior knowledge
- Engage families and communities as partners

ELL Master Plan for Success Roadmap



ELL Master Plan for Success Roadmap



THEORY
OF
ACTION

STRATEGIC
DRIVERS

OVERSIGHT

We will...

- Strengthen Professional Learning
- Provide Effective Language and Content Instruction
- Improve Instructional Models and Policies
- Enhance Family Engagement and Support

Which will...

- Increase Language and Content Achievement Rates
- Increase Graduation Rates
- Decrease percentage of Long Term English Language Learners
- Decrease Dropout Rates

Five Strategic Objectives



Strategic Objective 1: Advance quality teaching for ELLs

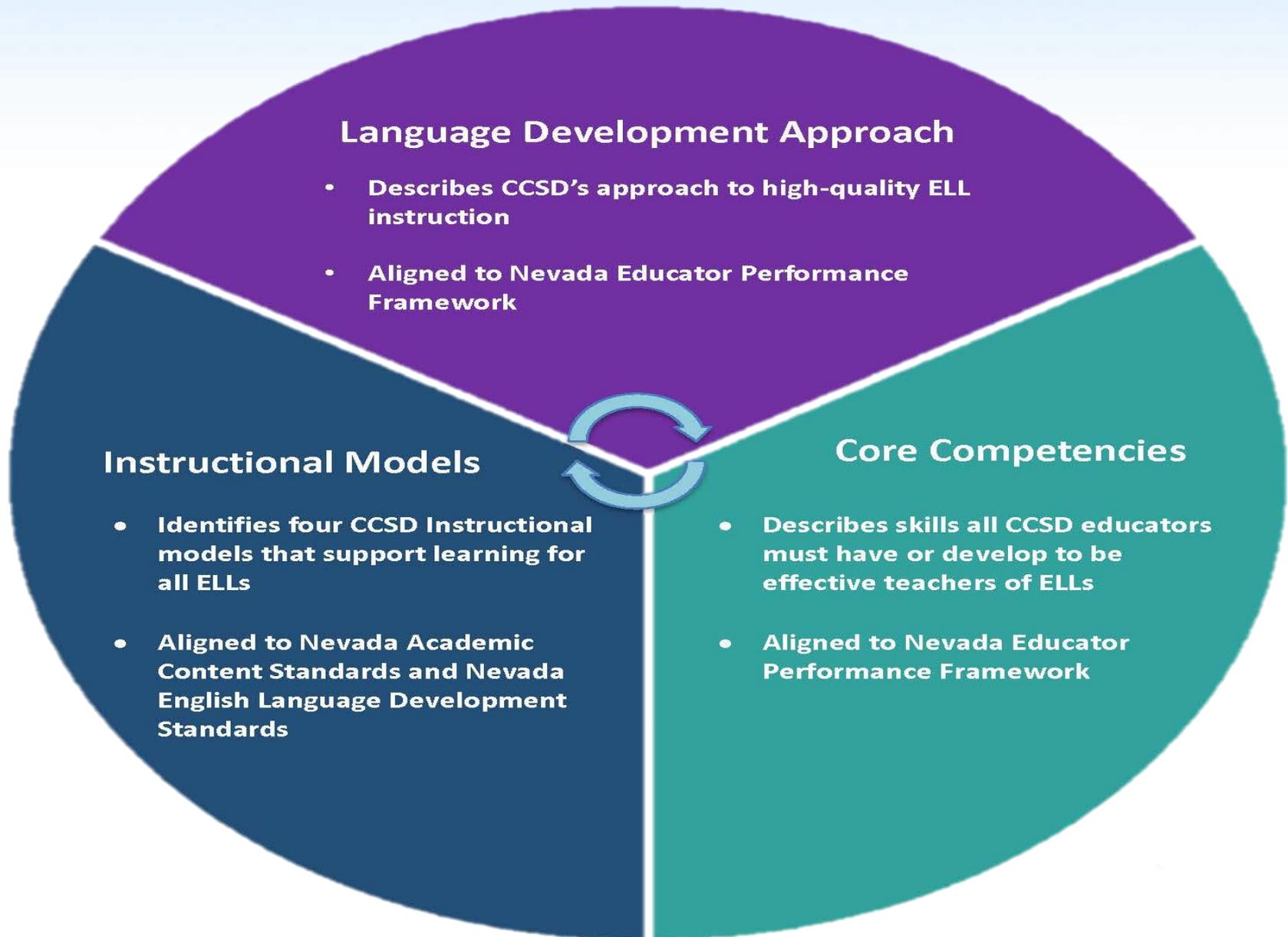
Strategic Objective 2: Diversify instructional program options for ELLs

Strategic Objective 3: Hire, retain, and continually support high-quality educators of ELLs

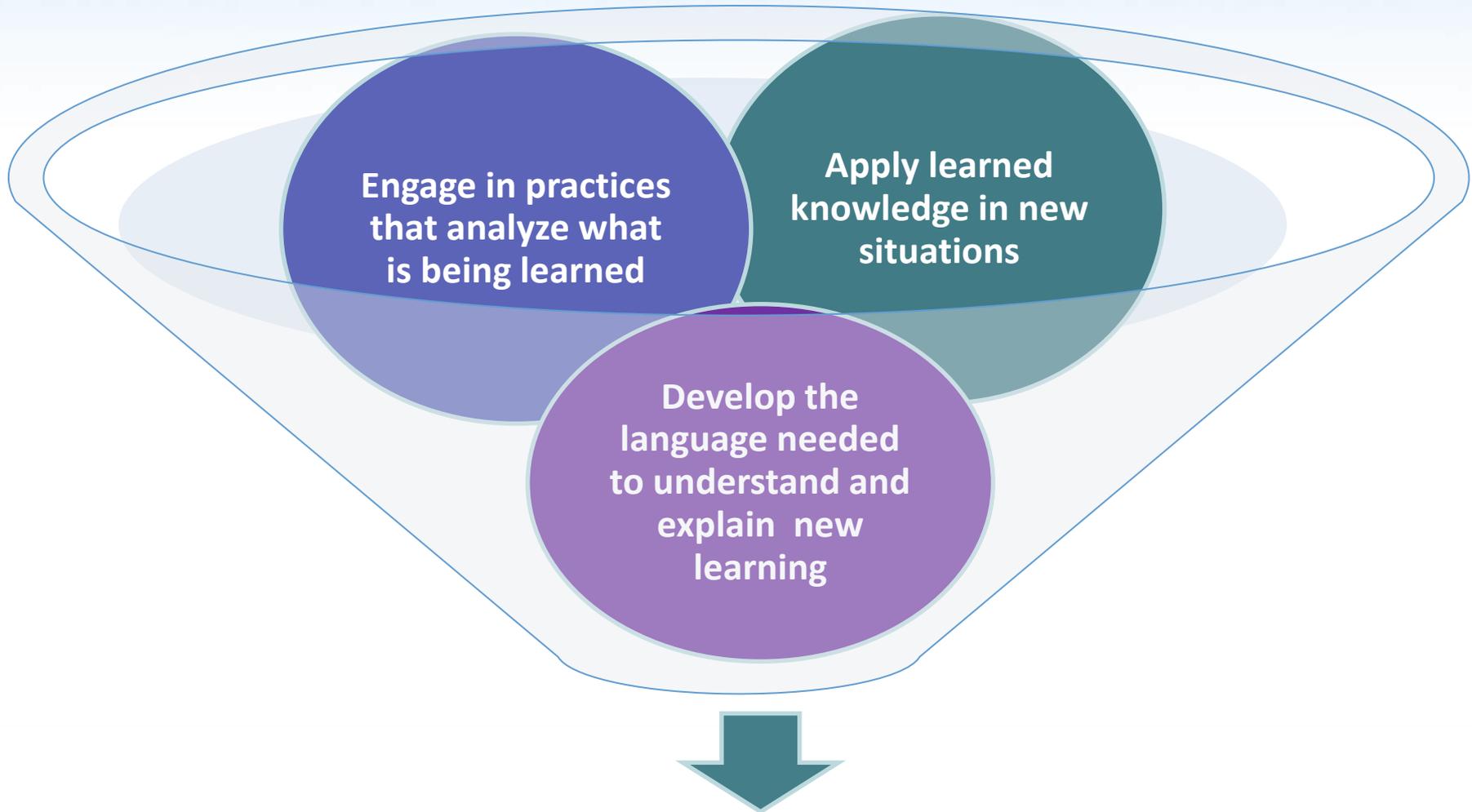
Strategic Objective 4: Foster a climate and culture that values the diverse needs of all ELLs and engages their families

Strategic Objective 5: Align policies, structures, and practices across schools and departments for equitable learning opportunities for ELLs

Strategic Drivers

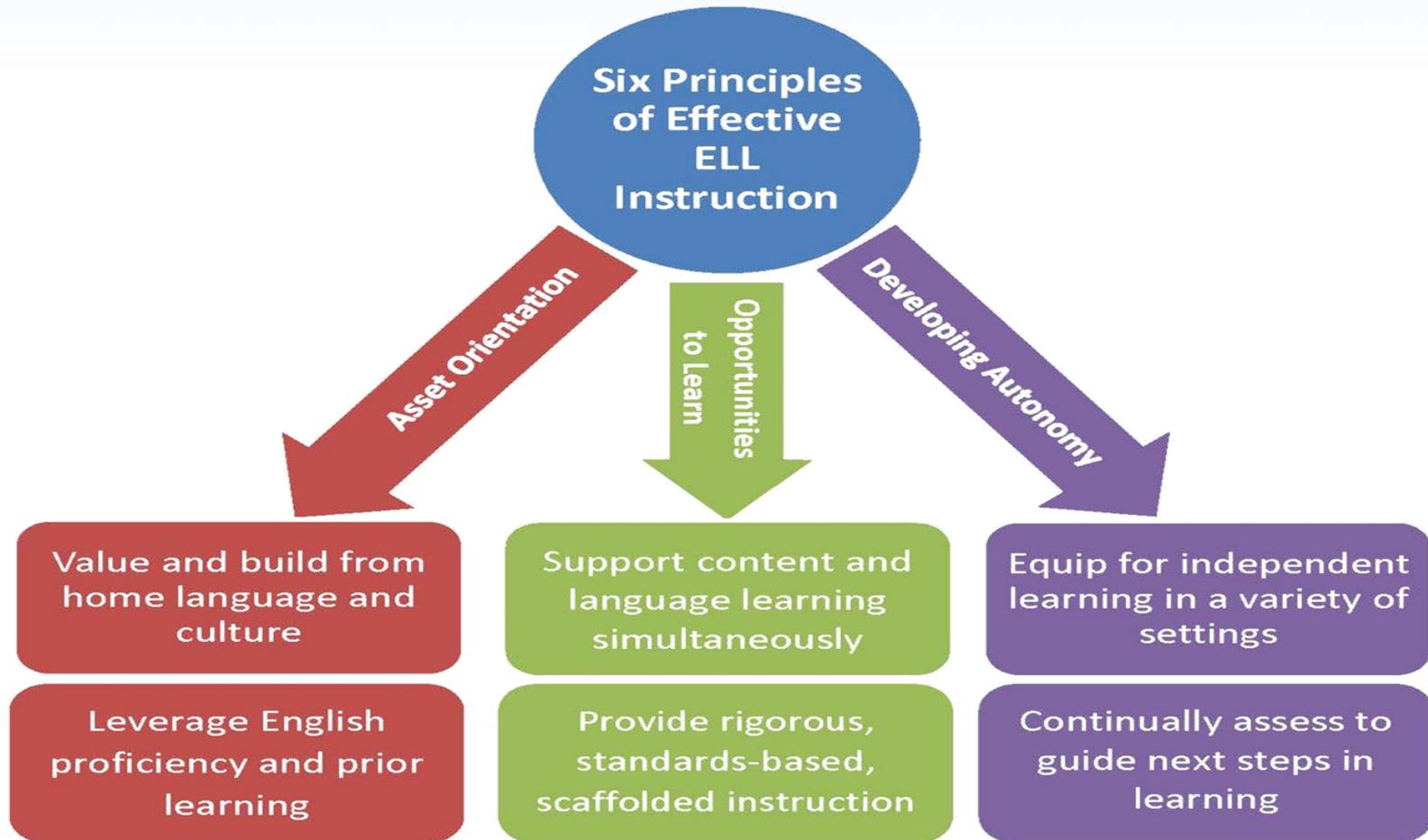


Language Development Approach



Development of Content and Language

Six Principles of Effective Instruction



Core Competencies

*Essential skills that **all** CCSD educators need to provide quality instruction for **all** students.*

- Plan and deliver instruction focused on key concepts for each content area
- Develop content understanding and the language needed to analyze, understand, and explain new learning
- Use appropriate supports that guide ELLs into academic practice
- Focus on using what a student brings to learning— language, culture, prior knowledge—to help prepare students to succeed
- Choose materials that engage ELLs in practices that analyze how authors use language to convey meaning
- Implement lessons that engage students in quality interactions and participation in learning that culminates in accomplished performance and products
- Regularly assess student progress in language and content learning to guide instruction
- Model cross-cultural communication among students, and build their skills to live in a multicultural society
- Partner with families to encourage student interests, aspirations, and academic achievement

Academic Language and Content Achievement Model

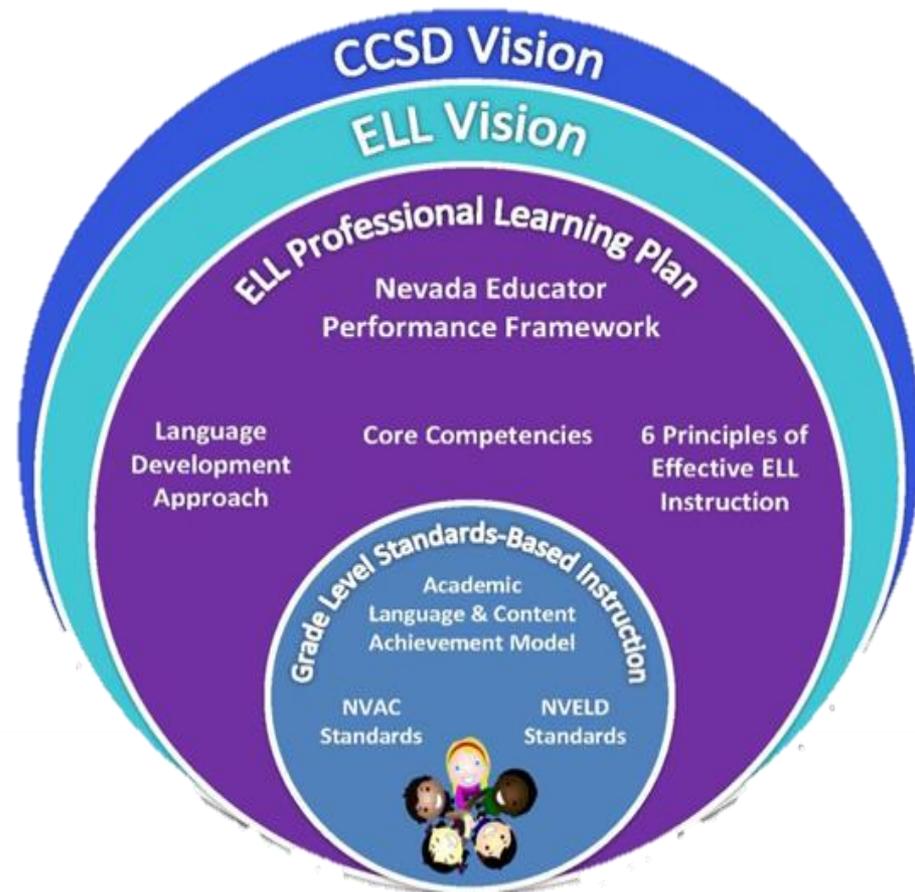
The Academic Language and Content Achievement Model (ALCA-M) will be rolled out to all schools in stages using a **cohort group strategy** and **virtual learning** model in order to maximize resources and ensure optimal coverage in schools with the highest need.

Virtual Orientation to Professional Learning

- Site-based Instructional Leadership Team (ILT) consisting of site-based administrators, teacher leaders, and/or the ELL SSA will attend a monthly webinar to review content.
- An on-line forum for the ILT will be available for reciprocal learning and to answer questions.
- ILT will facilitate the activities for each of the two monthly 64 minute sessions: session 1 to deliver content, session 2 to debrief on classroom application.

Professional Learning Institutes

- Upon completion of 90 hours (three 5-day Institutes - Level 1, Level 2, Level 3), teachers will earn the Academic Language & Content Achievement Certificate (ALCA-C).
- Pending collaboration with higher education institutes and NDE, teachers may apply the 90-hour certificate toward TESOL/ELAD endorsement.



Four Instructional Models

Academic Language and Content Achievement Model

- All students, in all classrooms
- Strengthens grade-level, standards-based instruction (Tier I)

Newcomer Model

- For students with less than 2 years of schooling in the U.S..
- Personalized learning plan and extensive instructional support.

Strategic Academic Language & Literacy Model

- Intentional and intensive supports to develop academic discourse and literacy.
- Typically, students classified as ELLs for more than five years.

Dual-Language Model

- For ELL and non-ELL students who aspire to become bilingual and biliterate.

ELL Master Plan for Success Oversight Structure



Oversight Committee

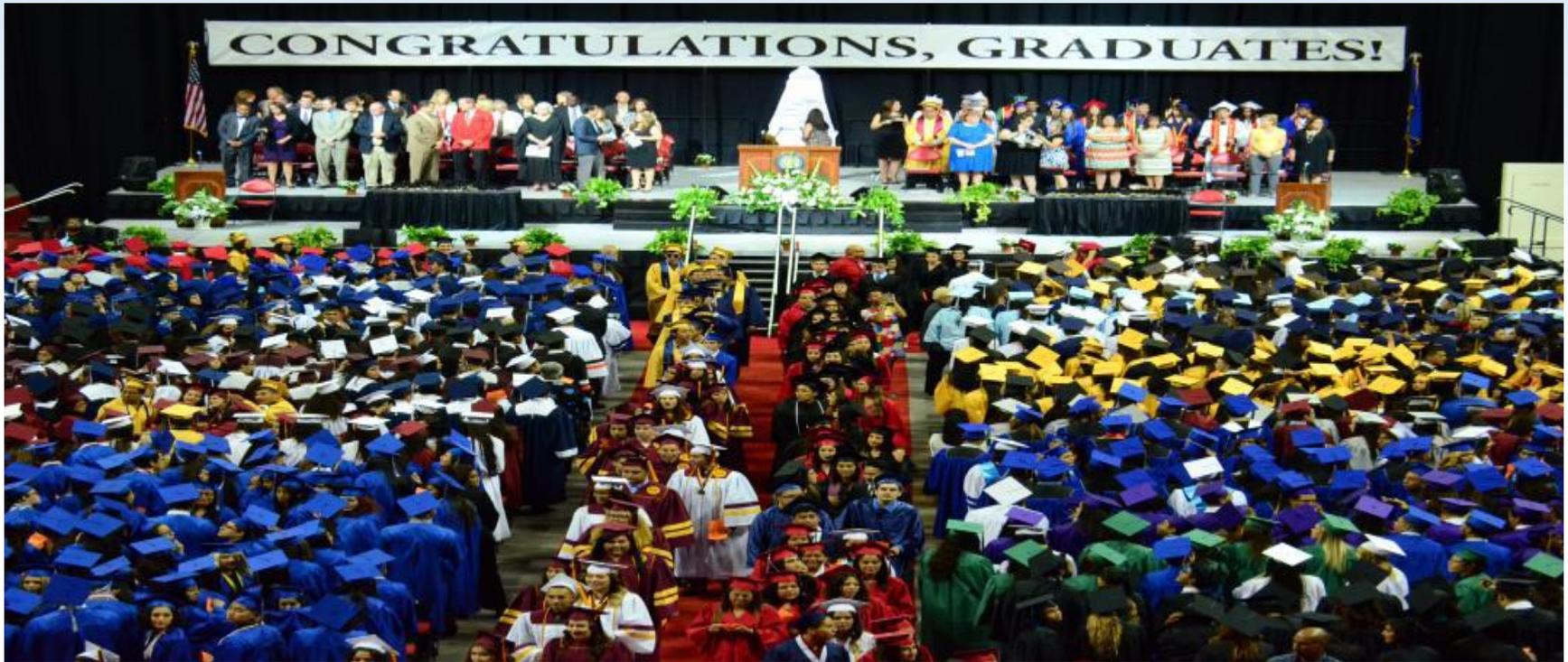
- District leaders
- Representatives from key stakeholder groups

Milestones

- Evaluation of Plan Implementation
- Evaluation of Outcomes

Communication Strategies

- Annual summary reports
- Newsletter posted online describing promising practices and insights from implementation practices
- Communication forums between educators



"Coming together is a beginning. Keeping together is progress. Working together is success."

- Henry Ford



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