ensemble learning

Together we grow strong schools

EL Improvement Plan – Part 1: Understanding the Current Situation

School Name:
Cohort:
Team Members and Roles:
- ___, Principal
- ___,
- ___,
- ___,
-

Part 1 of your English Learner Improvement Plan is about unpacking the current state at your school to understand the strengths and areas of growth with the lens of English learner culture, instruction, and outcomes. Part 1 contains 7 components and walks you through the process of understanding your current data and formulating hypotheses about the experience, instruction, and outcomes for English learners. Scroll to each section to type in your team's work.

A. **Qualitative Data - Empathy Interviews**: Empathy interviews with ELs give your team insights into the experience of English learners at school.

B. **Qualitative Data – Classroom Walkthroughs**: Classroom walkthroughs build an understanding of current instructional practices.

C. **Hypothesis Formation**: Based on your empathy interviews and walkthroughs, what hypotheses are you beginning to form about the experience and instruction of English learners?

D. **Quantitative Data:** Ensemble has provided some quantitative data that is publicly available about your EL achievement. Feel free to add in any additional quantitative data from internal benchmarks or any additional insights gained about state testing results through internal analysis.

E. **Hypothesis Validation**: What does your quantitative data tell you about your hypotheses?

F. **Existing English Learner Work**: Reflecting on existing EL practices and the success and fidelity of implementation will help you know what you want to continue and include in your plan, what you might want to add, and what practices you might want to shift or end.

G. **Additional Data**: Add in any additional data that will be helpful to understand your current situation and develop a theory for improving the experience and outcomes for English learners.

A. **Qualitative Data - Empathy Interviews**: Empathy interviews with ELs give your team insights into the experience of English learners at school.

Strengths:	Areas of Growth:

B. **Qualitative Data 2 - Classroom Walkthroughs:** Classroom walkthroughs build an understanding of current instructional practices.

Strengths:	Areas of Growth:

C. **Hypothesis Formation:** Based on your classroom observations and your empathy interviews, you may have a pretty good idea of what you think the problems are in experience and instruction in your school. Use these ideas to from a set of hypotheses that you can used data to confirm. These will be the foundation for your two goals.

*A good hypothesis has the following characteristics: verifiable, specific, describes a relationship.
- *English learners are underperforming because they do not have strong relationships with their teachers, as measured by the student survey question #5, "Adults at this school care about me." (Hypothesis 1)*
- *English learners are underperforming because they do not participate verbally in class discussions at the same rate as non-EL peers, as measured by classroom walkthroughs. (Hypothesis 2)*

Hypothesis 1 (related to the experience of ELs) - feel free to formulate multiple hypotheses:
Hypothesis 2 (related to the instruction/academic outcomes of ELs) - feel free to formulate multiple hypotheses:

D. **Quantitative Data:**
- Reclassification rate (compared to authorizing district and state)
- State test scores (Els compared to student population, authorizing district ELs and students, state ELs and students)
- Internal assessment data (i.e. MAP, iReady, RAZ, ESGI, Fountas and Pinnell, etc.)

Strengths:	Areas of Growth:

E. Hypothesis Validation: What does your quantitative data tell you about your hypotheses?

For each hypothesis, you are going to

- What does the quantitative data say about this hypothesis? Does it validate your hypothesis? Does it invalidate your hypothesis?
- What does your EL-specific data tell you? Is your hypothesis true about ELs or possibly true for all students?

Data related to Hypothesis 1 (Experience):
Does the data validate your hypothesis? If not, how will you adjust your hypothesis?

Data related to Hypothesis 2 (Outcomes):
Does the data validate your hypothesis? If not, how will you adjust your hypothesis?

F. **Existing English Learner Work**
- Are there any existing curricular resources that are used? Are you in early implementation, inconsistent usage, or consistent usage?
- Are there any existing consistent strategies or approaches utilized in designated ELD? Are you in early implementation, inconsistent usage, or consistent usage?
- Are there any consistent strategies or approaches utilized in all classes for integrated ELD? Are you in early implementation, inconsistent usage, or consistent usage?

Existing English Learner Work:

G. **Additional Data**

Additional Data: