

Christian Alliance International School
Annual Education Plan 2021/22

Outcome Two: *English Language Learners: Provide academic vocabulary support for G5, G6, G8, G9 ELL students.*

- Domain One: Student Growth and Achievement, Domain Three: Learning Supports.

A: Data Analysis

Provincial Measures:

- Percentage of students receiving “Below Acceptable Standards” in language-heavy courses- Science, Social Studies and English Language Arts

PAT 6 Results

	Standards of Measurement	CAIS 2019	Alberta 2019
Students		98.5%	91.9%
ELA	Below acceptable standard	3.1%	8.1%
Science		7.6%	14.5%
Socials		7.6%	15.9%

PAT 9 Results

	Standards of Measurement	CAIS 2019	Alberta 2019
Students		100%	88.5%
ELA	Below acceptable standard	8.5%	15.1%
Science		2.1%	15.5%
Socials		6.4%	23%

Further analysis of the **PATS 6 and PATS 9 - 2019** results in ELA, Science and Socials reveal that 6.1 % of our students are not reaching “acceptable standards”. Out of a student strength of 178 in G6 and G9, about 11 students are not reaching acceptable

standards that are directly or indirectly related to deficiency in the academic vocabulary required of these students.

- b. **Alberta ESL Benchmarks Summary** indicate a small number of our students (approx. 5/ grade level) from G1 – G9 are at a Level 2: Developing stage in their language proficiency.

Local Measures:

- a. Percentage of students receiving “Below Acceptable Standards” or are “Below Class Average” in language-heavy courses- Science, Social Studies and English Language Arts.

Grade 6 Results for 2019

	Standards of Measurement	CAIS 2019
Students		100%
ELA	Working below grade level	21 %
Science		21%
Socials		23%

Grade 9 Results for 2019

	Standards of Measurement	CAIS 2019
Students		100%
ELA	Below class average	30.3%
Science		28.9%
Socials		30.2%

Examination of the 2019 final term results to compare with the PATS 6 and PATS 9 results of 2019, reveal a larger percentage of students performing below grade level standards (or class averages). As the grade progresses the language gaps get bigger.

- b. FNP reading levels indicate a small number of our students (approx. 5/ grade level) from G1 – G9 are reading below their grade level.

B: Stakeholder Feedback

1. The quarterly Parent- Teacher conferences often center around the language support students need to comprehend the text. Parents and teachers agree on the targeted support students require in academic vocabulary to achieve grade level success.
2. Teachers have raised concerns on the gaps in language that continue to get wider with the on and off in- person and Zoom sessions.

C: Strategies to attain Outcomes

1. Staff will use IPT Language Proficiency tests in September and June to analyze student results to determine next steps and support needed.
2. Staff will work with small groups of students who require support (as identified by school common assessments) 2 –3 times in a 6-day cycle.
3. G5 and G8 students will take an extra IPT Language Proficiency test in February to collect and compare data with the PATS test in the following year.
4. Reading online programs such as RAZ- kids, Read Theory, Epic Books, etc will be widely used for all students. Targeted ESL students reading progress on these platforms will be actively monitored by ELL staff.

D: Measures to determine success

Provincial Measures:

- a. The percentage of students receiving “Below Acceptable Standards” in language-heavy courses- Science, Social Studies and English Language Arts will decrease.
- b. The percentage of parents indicating satisfaction with the quality of education as measured by the School/ Parent Survey.

Local Measures:

- a. The percentage of students achieving grade level standards in language heavy subjects will improve.

- b. Percentage of staff reporting on the supports offered and the strategies in place indicate a positive impact on student growth as measured by a staff survey.
- c. Student surveys will show an improvement in the supports they receive to achieve learning goals.

E: Plan for Implementation

1. September 2021 – IPT tests for G1- G9 students
2. During the Year:
 - a. Small group learning classes with focus on academic vocabulary
 - b. Enroll and monitor reading programs for ESL students on Raz- Kids, Epic and Read Theory.
3. February 2022: IPT testing for G5 and G8 students.
4. May 2022: Teacher and student survey on ESL support.
5. June 2022: IPT test for G1-G9 students

F: Additional Information and/or considerations

1. Responsibility for strategies
 - a. IPT Testing: Grade level APs, ELL Team and Teachers.
 - b. Small Learning Groups: ELL Team
 - c. Teacher and Student Survey: ELL Team.
2. Budget

The 2021-22 budget contains resourcing to support the strategies listed to attain the Outcome.