2020-2021 School EL Implementation Plan for Improving the Language & Academic Proficiency of English Learners

District: Clark County School District
School: Walter V. Long ES
School Leadership Team: Rigel Painter and Theresa Corry
Date of District Review: January 20, 2022

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Section I. Root Cause Analysis: What does the data reveal about English learners and their progress and the impact of the school's strategies to improve outcomes for English learners?

- ❖ Please be sure to conduct a deep data dive;
- ❖ Summarize the findings in this section;
- ❖ Use a protocol to identify the root causes of the data observed, such as the "Why Protocol", and
- ❖ Draw specific conclusions that align with the root causes and state specifically the relationship of the conclusions to the root causes in this section.
    - o Use as much space as needed to explicitly provide the information requested.

Data Dive Findings
Long ES has a total enrollment of 750 with 235 designated as ELL, 41 designated as LTEL and 18 designated as Newcomer.
The percent of ELL students who met SBAC ELA proficiency increased 6.6% from 2017-2018 to 2018-2019. No SBAC was taken in 2019-2020 due to distance learning.

The percent of ELL students who met SBAC Math proficiency increased 6.9% from 2017-2018 to 2018-2019. No SBAC was taken in 2020-2021 due to distance learning.

The percent of students who met WIDA AGP in 2017-2018 was 41.6%, 2018-2019 was 46.1%, and 2019-2020 was 39.7%. This shows an increase from the 2017-2018 school year to the 2018-2019 school year of 4.5 percentage points. The data shows a decrease from the 2018-2019 school year to the 2019-2020 school year of 6.4 percentage points. WIDA AGP growth was a -1.9% 2020

The percent of ELL students who exited WIDA testing stayed flat from 2017-2018 to 2018-2019, but increased 3.9% from 2016-2017 to 2017-2018. No data was provided for the number of students who exited WIDA for the 2019-2020 school year.

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The percent of LTEL students who exited WIDA testing increased 3.5% from 2017-2018 to 2018-2019. No data was provided for the number of students who exited WIDA for the 2019-2020 school year.

Revelations
The data suggests that the ELL-focused instructional interventions implemented in 2018-2019 made an impact on ELL student performance on SBAC and WIDA. There was a decrease in WIDA AGP and no data to compare for SBAC.
Prior data suggests that Long ES should continue with previously implemented interventions that benefit ELL students. The disruption of learning and testing due to the coronavirus may have impacted growth for our ELL population.

Root Causes
Tier I instruction needs to engage students in the learning process using the NEPF standards and indicators. Tier II and Tier III instruction needs to be strategic and consistent using quality resources. MAP, STAR testing, and weekly or monthly progress monitoring should be used to monitor growth of individuals. RTI processes and interventions should be strategically and consistently completed based on data. School-based personnel are moderately using their training in cultural competency and ELL strategies. PLCs with grade levels and progressive discipline in the classroom have both been improved, yet there are more improvements needed. There were four long term substitutes in the fifth grade throughout the year.   Online learning was a challenge for many of our ELL students and it seemed to impact their academic retention and growth.
As evidenced by assessment data root causes may include:
- Teacher capacity to deliver effective and engaging instruction with cultural competency and ELL strategies.
- Staff lack of purposeful and targeted programs and interventions delivered with fidelity to all students.
- Teacher continued growth in PLC meetings and classroom progressive discipline.
- Teacher inconsistency due to long term substitutes in the fifth grade for the entire school year.
- Online learning was a challenge for our students.

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Section II. Addressing Root Causes: Given the school's previous strategies/approaches, what will the school do differently to address the needs of English learners?

❖ The school will need to focus on a few powerful priority -focused statements, 2 – 3 high-leverage, evidence-based priorities with the greatest potential to address the root causes.   If the priority-focused statement is implemented, will that solve the problem?

- State the 2 or 3 priority-focused statements that the school will implement. It is not necessary to include a list of all the activities in the school.
- Explain how <u>each priority-focused statement</u> will achieve significant improvements in students' English language proficiency and academic content achievement.

Focus Statement 1: Quality Tier I instruction – Teachers will include cultural competence and ELL strategies as part of their quality Tier 1 instruction as well as tier 2 and 3 to include scaffolding and supports. Tier 1 is considered the key component of a tiered instruction framework. All students should receive instruction within an evidence-based, scientifically researched core program. The intent of the core program is the delivery of a high-quality instructional program in reading, math, and science that has established known outcomes that cut across the skill development of the targeted area.

Focus Statement 2: Student Academic Engagement – Teachers will include Kagan structures, Academic Conversation structures, and Game type structures to both invite and engage all students in quality academic discourse and participation.
Research suggests that Kagan methods produced an average effect size gain of .92 that translates to a 32-percentile gain. Students at the 50th percentile after using Kagan Structures scored on average at the 82nd percentile. With Kagan methods, disengaged students become fully engaged, resulting in marked reductions in the achievement gap. The dramatic gains of the bottom group are not at the expense of the top group. All groups experience achievement gains.

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Section III. SMART Goals Aligned to Identified Root Cause(s):

- ❖ Include a SMART goal for growth toward English language proficiency as measured by ACCESS AGP. The state's expectation for schools is that at least 50% of English learners will meet AGP each year.
- ❖ Include a SMART goal that addresses academic content proficiency for English learners that aligns with the state's long-term goals for ELA and Math.
    - ○ Although NDE is not requiring schools to list their SMART goals for their interim assessments, for language development or content achievement, the school will need to set and monitor the SMART goals for their interim assessments to determine students' progress toward the state interim and long term goals.

- ● **Please write the school's SMART goals in this section related to the ELPA (ACCESS) AGP, ELA and Math content goals to meet the state's outcome goals**

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SMART Goals:
- Long ES will increase the percentage of ELs meeting AGP, as measured by ACCESS, from 39.7% to 50% by May 2022
- Long ES will increase the percentage of ELs meeting ELA proficiency from 13.7% to 18% by May 2022 as measured by the state assessment.
- Long ES will increase the percentage of ELs meeting Math proficiency from 15.7% to 20% by May 2022 as measured by the state assessment.
- Long ES will increase the percentage of ELs meeting ELA proficiency from 28% to 33% from Fall 2020 to Spring 2022 as measured by MAP.
- Long ES will increase the percentage of ELs meeting Math proficiency from 31% to 36% from Fall 2020 to Spring 2022 as measured by MAP.

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Section IV. Specific Action Steps: Priority-focused Statements to address the root causes to meet the expected outcomes
- ❖ These are the 2-3 specific statements (listed in Section II) that the school will monitor to address the root causes.

- ❖ **Statement #1:** Quality Tier I instruction – Teachers will include ELL strategies as part of their quality Tier 1 instruction as well as tier 2 and 3 to include scaffolding and supports. Tier 1 is considered the key component of a tiered instruction framework. Grade level, small group, and one-one-on professional development will take place with the instructional strategists, peers, and administration through the targeted NEPF enhanced for active student engagement and ELL strategies rubric along with peer coaching.

- ❖ **Evidence of Practice (Use of Quantitative and Qualitative Data):**
  - Administrators and strategists will conduct classroom observations to monitor implementation of instructional practices and strategies addressed during professional development.
  - MAP and STAR data will be used to monitor the impact of the implemented strategies on student learning and achievement.
  - Data from STAR and MAP will be analyzed during monthly PLC meetings to monitor the effectiveness of tier 1 instruction and specific strategies addressed during professional development.

- ❖ Individual(s) Responsible (Who will be doing it?):
  - Administration
  - Learning Strategists

- Classroom Teachers

❖ Timeline Beginning - Timeline Ending:
  - August 2020 to May 2022

❖ Resources available to accomplish the specific focus:
  - Monthly peer coaching sessions per grade level with CTTs covering observing teachers
  - Weekly PLC meetings
  - Assessment data
  - Imagine Learning
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❖ **Statement #2**: Focus Statement 2: Student Academic Engagement – Teachers will include Kagan structures, Academic Conversation structures, and Game type structures to both invite and engage all students in quality academic discourse and participation. Research suggests that Kagan methods produced an average effect size gain of .92 that translates to a 32-percentile gain. Students at the 50th percentile after using Kagan Structures scored on average at the 82nd percentile. With Kagan methods, disengaged students become fully engaged, resulting in marked reductions in the achievement gap. The dramatic gains of the bottom group are not at the expense of the top group. All groups experience achievement gains. Teachers will attend Kagan professional development the week of January 13th.

❖ Evidence of Practice (Use of Quantitative and Qualitative Data):
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  - MAP and STAR data will be used to monitor the impact of the implemented strategies on student learning and achievement.
  - Data from STAR and MAP will be analyzed during monthly PLC meetings to monitor the effectiveness of tier 1 instruction and specific strategies addressed during professional development.

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  - Administration
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❖ Timeline Beginning - Timeline Ending:
  ● August 2020 to May 2022

❖ Resources available to accomplish the specific focus:
  ● Yearly Kagan training
  ● Weekly professional development
  ● Weekly PLC meetings
  ● Assessment data