

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

**District:** Clark County School District

**School:** Tomiyasu ES

**School Leadership Team:** Renee Muraco, Principal, Sandra Justice, Learning Strategist, Vanessa Haze, Read By Grade Three Strategist

**Date of District Review:**



## **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?**

### **Data Drive Findings:**

**72 short term ELL students, 9 LTEL, 3 newcomer & 22 monitored= 106 students**

- In 19-20 50.75% of EL students met the WIDA AGP. Previously, 17-18, 55.5% of students met the WIDA AGP and in 18-19, only 44.5% met the WIDA AGP.
- The WIDA Exit Rate in 19-20 was 24.4% (17-18 = 24.5%, 18-19 = 15.7%).
- The WIDA LTEL Exit Rate in 17-18 was 22.2% and in 18-19 it was 30.8%.
- On the 19-20 WIDA, the Writing subtest had the most students score a 3 or below (77.88%); while Speaking had 67.44%,
- The percent of ELL students who met proficiency in 18-19 in ELA SBAC was 17.9%.
- The percent of ELL students who met proficiency in 18-19 in Math SBAC was 12.5%.
- In October of 2019, Instructional Rounds showed that 71.4% of classrooms observed with a focus on student discourse was rated at a level 1; 27.5% at level 2; and 1.1% level 3. There were a total of 91 observations. (*Focus of Practice: What evidence do we see of students using high cognitive tasks and engaging in sustained student-led discourse?*)

### **Working:**

#### **20-21 Current Rosters**

1st grade: 1 of the 12 students showed .5 growth in WIDA 19-20.

2nd grade: 15 of the 18 students showed growth from .1 to 1.4 in WIDA 19-20.

3rd grade: 8 of the 11 students showed growth from .1 to 1.2 in WIDA 19-20.

4th grade: 5 of the 9 students showed growth from .3 to .8 in WIDA 19-20.

5th grade: 7 of the 9 students showed growth from .1 to .8 in WIDA 19-20.

### **What does the data reveal?**

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Our EL students still need instruction & support on the expressive skills (writing and speaking), especially in the lower grades. The discourse that is occurring in the core classrooms is limited and not occurring at a high level. Instruction was not targeted to meet the students' language acquisition needs, especially in the expressive components.

### Root Causes to Address:

1. As evidence in the data (WIDA and SBAC), one root cause of low performance of English language learners in language proficiency and content achievement is that teachers lack the knowledge and skills to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content and that build English language development and content.
2. As evident by data and classroom observations, a second root cause of low performance of English language learners in language proficiency and content achievement is that students lack opportunities throughout the day for extended discourse on grade-level content.



### 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?

Priority Focus Statements:

#### Priority Statement for Root Cause #1

To increase the teachers' effectiveness in the delivery of Tier I instruction, Tomiyasu Elementary teachers will participate in training on strategies for scaffolding instruction. Administration will hold teachers accountable for engaging ELL students in Tier I instruction through monitoring implementation of RACED strategy through their SLG data. By providing scaffolds like RACED in ELA & Math, the students will be able to obtain higher grades, higher SBAC scores, and score higher on their English language proficiency test.

#### Priority Statement for Root Cause #2

To increase the performance of English language learners in language proficiency and content achievement, Tomiyasu Elementary will shift from teacher-centered instruction to student-centered instruction by ensuring that students are provided opportunities throughout the day to engage in extended discourse on grade-level content. Administration will hold teachers accountable for engaging ELL students in academic discourse and ensuring that teachers' lesson plans reflect the appropriate structures, strategies, and routines needed to effectively implement the student discourse they have

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purposefully planned. Engaging students in extended discourse on grade-level content will support, encourage, and facilitate ELLs ability to obtain higher grades, higher SBAC scores, and score higher on their English language proficiency test.



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

#### SMART Goals:

- Tomiyasu ES will increase the percentage of ELs meeting AGP, as measured by ACCESS, from 50.75% to 62.24% by 2021. By 2022, the AGP will reach 68.09%.
- Tomiyasu ES will increase the overall proficiency percentage of Math from 12.5% to 44.9% beginning in 2019 through 2022, meeting the state’s long-term outcome goal of 44.9%, as measured by the Math state assessment. Each year, the student proficiency will increase by approximately 10%.
- Tomiyasu ES will increase the overall proficiency percentage of ELA from 17.9% to 49.9% beginning in 2017 through 2022, meeting the state’s long-term outcome goal of 49.9%, as measured by the ELA state assessment. Each year, the student proficiency will increase by approximately 10%.



### Section IV. Specific Action Steps: Priority-focused Statements to address the root causes to meet the expected outcomes

To increase the teachers’ effectiveness in the delivery of Tier I instruction, Tomiyasu Elementary teachers will participate in training on strategies for scaffolding instruction. Administration will hold teachers accountable for engaging ELL students in Tier I instruction through monitoring implementation of RACED strategy through their SLG data and PLC notes. By providing scaffolds like RACED in ELA & Math, the students will be able to obtain higher grades, higher SBAC scores, and score higher on their English language proficiency test.

As evidence in the data (WIDA and SBAC), one root cause of low performance of English language learners in language proficiency and content achievement is that teachers lack the knowledge and skills to deliver effective, grade-level instruction in Tier I designed to provide English learners’ access to the content and that build English language development and content.

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- ❖ Evidence of Practice (Use of Quantitative and Qualitative Data): How will you know that the school is on track to meet the expected outcome goal? State specifically how Statement #1 will be monitored? How will data be collected to inform decision-making?
  1. Deliver professional learning on student-centered instruction and discourse structures as a means of raising the level of academic discourse among ELL students.
    - a. Continued training in the use of iReady ELA & Math 9/24/20 & 10/1/20
    - b. Continue training on the use of RACED strategy in ELA on 10/19/19
      - i. PLC follow up on implementation: week of 11/2/20, 12/7/20 & every 4-6 weeks
    - c. Training on a distance learning writing program, Writable 10/28/20 & 11/18/20
    - d. Continue with Depth & Complexity training. February 2021
  2. Conduct Instructional Rounds: 10/26/20, additional dates TBD (***Focus of Practice: What evidence do we see of students using high cognitive tasks and engaging in sustained student-led discourse?***)
    - a. Debrief sessions with staff following each round. Next steps determined based on data.
- ❖ Individual(s) Responsible (Who will be doing it?):
  1. Administration and Read By Grade Three Strategists will provide RACED training & Depth & Complexity training;
  2. Company reps will provide the i-Ready and Writable training with RBG3 Strategists providing support
  3. ELL facilitator and ANet advisor will be a part of the monitoring process.
- ❖ Timeline Beginning - Timeline Ending:
  1. As noted above, trainings have been established. Follow up on RACED strategy will be done monthly in PLC meetings through May. Data will be reviewed with administration in October, January, and March on RACED student work samples.
  2. Further Instructional rounds will be scheduled based on distance learning/ in-person instruction schedule.
- ❖ Resources available to accomplish the specific focus:
  1. Writable for writing practice
  2. iReady curriculum to be used for RACED prompts
  3. Depth & Complexity icons to promote higher level thinking

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### Statement #2:

As evident by data and classroom observations, a second root cause of low performance of English language learners in language proficiency and content achievement is that students lack opportunities throughout the day for extended discourse on grade-level content.

- ❖ To increase the performance of English language learners in language proficiency and content achievement, Tomiyasu Elementary will shift from teacher-centered instruction to student-centered instruction by ensuring that students are provided opportunities throughout the day to engage in extended discourse on grade-level content.
- ❖ Administration will hold teachers accountable for engaging ELL students in academic discourse and ensuring that teachers' lesson plans reflect the appropriate structures, strategies, and routines needed to effectively implement the student discourse they have purposefully planned. Engaging students in extended discourse on grade-level content will support, encourage, and facilitate ELLs ability to obtain higher grades, higher SBAC scores, and score higher on their English language proficiency test. Support and training will be given to the staff to help them adapt discourse strategies to distance learning.
- ❖ Evidence of Practice (Use of Quantitative and Qualitative Data): How will you know that the school is on track to meet the expected student achievement goals? State specifically how Statement #2 will be monitored. How will data be collected to inform decision-making?
  1. Return to the focus & direct instruction of sentence stem usage
    - a. Teachers model with students in small groups/ add "Kagan" strategies to routines
  2. Plan open ended math discussion minimally one time per week.
  3. Training on various distance learning programs to promote discourse and writing-Nearpod on 11/4/20
- ❖ Individual(s) Responsible (Who will be doing it?):
  1. Administration is responsible for classroom observations.
  2. Administration is responsible for lesson plan checks for math discussions and discourse strategies
  3. Read by Grade 3 Literacy Specialist will provide training on distance learning programs to promote discourse

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### ❖ Timeline Beginning - Timeline Ending:

1. Training and support for discourse during distance learning ongoing.
2. Observations are ongoing from now until May 2021.
3. Lesson plan checks are on going from now until May 2021.

### ❖ Resources available to accomplish the specific focus:

1. Distance Learning programs such as Nearpod and Google Meet to help promote discourse.