

# 2022-2023 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, Heather Honig, Assists Principal, Sandra Justice, Learning Strategist, Vanessa Haze, Read By Grade Three Strategist, Amelia Goroff, EL Strategist

**Date of District Review:** 8/17/23



## 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:

#### 89 ELL students- 7 exited/ passed

- In 22-23, 38.3% of EL students met the WIDA AGP. Previously, in 19-20, 50.75% met the WIDA AGP. In 21-22, 33.3% met WIDA AGP.
- The WIDA Exit Rate in 22-23 was 7.9% ( 19-20= 24.4%, 20-21=4% ).
- On the 22-23 WIDA, the Writing subtest had 88.7% of students score a 3 or below.
- The percent of ELL students who met proficiency in 22-23 in ELA SBAC was 22.2%.
- The percent of ELL students who met proficiency in 22-23 in Math SBAC was 11.1%.
- In March 2023, Instructional Rounds showed that student to student discourse was observed at three levels; level 1= 91%, level 2=21%, level 3 .06%. Level 3 is the highest level of discourse, which is the ultimate goal. The ***Focus of Practice is: What evidence do we see of students using high cognitive tasks and engaging in sustained student-led discourse? However, in this round, participants only observed whether discourse was present, not the level.***

### Working:

#### 22-23 Current Rosters

1st grade: 15 of the 15 students showed growth from .4 to 2.2 in WIDA 22-23.

2nd grade: 19 of the 22 students showed growth from .1 to 1.3 in WIDA 22-23.

3rd grade: 8 of the 12 students showed growth from .1 to 1.3 in WIDA 22-23.

4th grade: 12 of the 13 students showed growth from .3 to 1.6 in WIDA 22-23.

5th grade: 2 of the 4 students showed growth from .4 to 1.2 in WIDA 22-23.

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

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.

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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.



### 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 33.3% to 36.63% by 2024. By 2025, the AGP will reach 68.09%.
- Tomiyasu ES will increase the overall proficiency percentage of Math from 11.1% to 44.9% beginning in 2023 through 2025, 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 22.2% to 49.9% beginning in 2023 through 2025, 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.

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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.

- ❖ 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 Exact Path ELA & Math
    - b. Continue training on the use of RACED strategy in ELA & Math
      - i. PLC follow up on implementation every 6 weeks
  2. Conduct Instructional Rounds: 9/27/23, 11/20/23, 2/26/24 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 are determined based on data.
- ❖ Individual(s) Responsible (Who will be doing it?):
  1. Administration and Read By Grade Three Strategist, Literacy Strategist, EL Strategist will provide RACED training & scaffolding training.
    - a. Scaffolding will be addressed within HMH Into Reading and enVision Math curriculum
    - b. PLCs scheduled on Tuesdays, Wednesdays and Thursdays using Title I funds will allow teachers to look at data and make instructional decisions
  2. Company reps will provide the HMH Into Reading Curriculum with RBG3 Strategist, Literacy Strategist, EL Strategist providing support
  3. Beginning in October the EL Strategist will conduct weekly training on data analysis to purposefully align scaffolds using Tier III funds.
- ❖ Timeline Beginning - Timeline Ending: 2024

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1. Follow up on RACED strategy & scaffolding will be done monthly in PLC meetings through May. Data will be reviewed with administration in October, January, and March on RACED/ SLG student work samples.

❖ Resources available to accomplish the specific focus:

1. enVision Performance Tasks to be used for RACED/ SLG prompts
2. Scaffolding supports found in HMH Into Reading Curriculum and enVision Math

### 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/ Kagan strategies to routines
      - i. Second Kagan training scheduled for 9/11/23

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2. Plan open ended and/or *Today's Challenge* problem in math discussion minimally one time per week.

### ❖ 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, Literacy Strategist and EL Strategist will provide training on HMH Into Reading Curriculum & enVision Math to promote discourse

### ❖ Timeline Beginning - Timeline Ending:

1. Training and support for discourse ongoing.
2. Observations are ongoing from now until May 2024.
3. Lesson plan checks are ongoing from now until May 2024.

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

1. HMH Into Reading and enVision Math teacher guides and supplements
2. Kagan structures