

# 2021-22 School EL Implementation Plan for Improving the Language & Academic Proficiency of English Learners

**District: Clark County School District**

**School: Sandra L. Thompson**

**School Leadership Team: Shawn Halland, Principal, Nicole Noble, Assistant Principal, Amanda Gift, RBG3 Strategist and ELL Student Success Advocate**

**Date of District Review: 2.22.22**



## **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 finding in this section;
- ❖ Use a protocol to identify the root causes of the data observed, such as the “Why Protocol”
- ❖ Draw specific conclusions that align with the root causes and state specifically the relationship of the conclusions to the root causes in this section.

### **Data Findings**

- 16 ELL actively enrolled, 2 Newcomers
- WIDA exit rate:
  - 38.1% in 16-17
  - 19% in 17-18
  - 0% in 18-19
  - 30% in 19-20
- Percent of students meeting WIDA AGP:
  - 63.6% in 16-17
  - 43.7% in 17-18
  - 30% in 18-19
  - 70% in 19-20
- ELA SBAC EL proficiency:
  - 50% in 16-17
  - 15.4% in 17-18
  - 20% in 18-19

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- Math SBAC EL proficiency:
  - 16.7% in 16-17
  - 23.1% in 17-18
  - 10% in 18-19
- SBAC scores note a gap between proficient Non ELLs and ELLs:
  - ELA 16-17 23.1% Math 16-17 43.4%
  - 17-18 51.4% 17-18 35.6%
  - 18-19 45.9% 18-19 49%

### Working

- Understanding Language Development (ULD) sessions for all staff members.
- Cooperative learning structures implemented, including mixed ability seating of students.

### What does the data show or reveal?

- Limited discourse is occurring in the classroom.
- Questioning is occurring at lower DOK levels and not engaging students at higher cognitive levels.
- Limited use of scaffolding strategies in the classroom.

### Root Causes to Address:

- As evidence in the data, one root cause for English Language learner's lower proficiency rates and limited growth on the WIDA and SBAC assessments is the limited use of strategies to effectively scaffold material when providing rigorous instruction.
- As evident in instructional rounds and assessment data, a second root cause for English Language Learner's lower proficiency rates is the level of DOK questioning in the classroom and students' limited opportunities to participate in productive academic discourse.

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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.
  - 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 each priority-focused statement will achieve significant improvements in students' English language proficiency and academic content achievement.
  
- To increase English Language Learners proficiency and growth on the WIDA and SBAC assessments, Thompson ES will assist teachers with intentional planning to provide structured opportunities for productive academic discourse.
  - Administration will hold teachers accountable for intentionally planning for academic discourse within content areas. This includes structuring the classroom environment to provide optimum opportunities for structured discourse as well as the routines and procedures involved in the implementation of the cooperative learning structure. Given opportunities to utilize academic language will improve EL learners participation and understanding of day to day classroom activities as well as increase their scores on state proficiency assessments.
  
- To increase English Language Learners proficiency and growth on the WIDA and SBAC assessments, Thompson ES will assist teachers with developing scaffolding strategies to address student needs and provide rigorous instruction to students across content areas.
  - Administration will hold teachers accountable to provide scaffolds across all content areas to assist EL learners with rigorous content. The scaffolds will be intentionally planned and provided to students as they become more accountable and independent learners. As scaffolds support students' access to rigorous content, and eventually become less needed, students take ownership over their learning and are more successful in the classroom.



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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**
  - Thompson ES will increase the percentage of ELs meeting AGP, as measured by ACCESS, from 70% to 75% by May 2022.
  - Thompson ES will increase the overall percentage of Math by at least 7.2 percentage points each year beginning in 2019 through 2022, meeting the state's long-term outcome goal of 31.6%, as measured by the Math state assessment. ● This is an adjusted SMART Goal that establishes the needed proficiency each year to 2022.
  - Thompson ES will increase the overall percentage of ELA by at least 5.1 percentage points each year beginning in 2019 through 2022, meeting the state's long-term outcome goal of 35.1%, as measured by the ELA state assessment. ● This is an adjusted SMART Goal that establishes the needed proficiency each year to 2022.

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

- ❖ **Statement #1:** To increase English Language Learners proficiency and growth on the WIDA and SBAC assessments, Thompson ES will assist teachers with intentional planning to provide structured opportunities for productive academic discourse on a daily basis.
  
- ❖ 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?
  - MAP assessment
  - Teacher Action Plans
  - Lesson Plans
  - Administrative observation data
  - PLC
  
- ❖ Individual(s) Responsible:
  - Administration
  - Read by Grade Three Strategist
  - ELL Student Success Advocate
  - Classroom Teachers
  
- ❖ Timeline Beginning - Timeline Ending:
  - September 2021- May 2022
  
- ❖ Resources available to accomplish the specific focus:
  - Funds available for tutoring students.
  - Professional development through Understanding Language Development sessions.
  - Read by Grade Three Strategist available for instructional support, coaching, and modeling.

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- ❖ **Statement #2:** To increase English Language Learners proficiency and growth on the WIDA and SBAC assessments, Thompson ES will assist teachers with developing scaffolding strategies to address student needs and provide rigorous instruction to students across content areas.
  
- ❖ 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?
  - MAP assessment
  - Teacher Action Plans
  - Lesson Plans
  - Administrative observation data
  - PLC
  
- ❖ Individual(s) Responsible:
  - Administration
  - Read by Grade Three Strategist
  - Learning Strategist
  - ELL Student Success Advocate
  - Classroom Teachers
  
- ❖ Timeline Beginning - Timeline Ending:
  - September 2020- May 2022
  
- ❖ Resources available to accomplish the specific focus:
  - Funds available for tutoring students.
  - Professional development through ULD sessions.
  - Read by Grade Three Strategist available for instructional support, coaching, and modeling.