2019-2021 School EL Implementation Plan for Improving the Language Proficiency of English Learners

District: Clark County School District
School: Lomie G Heard Elementary School
School Leadership Team: , Principal; Rebecca Mestaz, Data Strategist; Kate Sirls, Math Strategist; Zakiya Sutton, Literacy Strategist; Jess Oliva, Read by Grade 3 Strategist; Cynthia Johnson, ELLD Coordinator; Dr. Yesmi Rios
Date of District Review: November 6, 2020
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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 finding 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.

- ● Total school student population is 748 students
    - o In 2019-2020 we had 226 English Language Learners (ELLs). In 2020-2021 we have 235.
    - o In 2019-2020 we had 25 Long-Term English Language Learner (LTELLs) (3% of total ELL population). In 2020-2021 we have 25 LTELLs.
    - o 15.5% ELLs obtaining English Language Proficiency in 2018-2019. 12.9% of ELLs obtained English Language Proficiency in 2019-2020.
    - o 45.2 % of ELLs met language proficiency AGP in 2018-2019 and 41.9% met language proficiency AGP in 2019-2020 as measured by the WIDA assessment.
    - o 11 Newcomers (1% of total ELL population) in 2019-2020 and 6 newcomers in 2020-2021.
    - o 6 Nevada School Performance Framework (NSPF) ELL Points in 2019-2020 and 4 NSPF ELL points in 2020-2021,
    - o Downward trend of ELLs proficient in the Smarter Balanced Assessment Consortium (SBAC) ELA assessment

from 31% proficient in 2017-2018 to 15% proficient in 2018-2019. This % remains the same due to COVID school closure.
- Downward trend of ELLs proficient in SBAC Math from 31.3% proficient in 2017-2018 to 13.1% proficient in 2018-2019. These percentages remain the same due to COVID school closure.
- There is a 45.9% achievement gap between non-ELLs and ELLs proficient in SBAC ELA. This % remains the same due to COVID school closure.
- There is a 38% achievement gap between non-ELLs and ELLs proficient in SBAC Math. This % remains the same due to COVID school closure.
- Students who achieve English language proficiency and who are on monitoring status outperform fluent english speakers by 11.9% (based on 18-19 SBAC data).
- Downward trend of ELLs meeting Adequate Growth Percentile (AGP) from 57.8% in 2017-2018 to 45.2% in 2018-2019 to 41.9% in 2019-2020.
- There is a slight decrease in the number of ELLs achieving English language proficiency as assesses through the World-Class Instructional Design and Assessment (WIDA) ACCESS assessment.

What is working:
A schoolwide focus on reading and writing has been instituted. The Student Learning Goal (SLG) for all teachers is a written performance task that now includes reading and writing. Calibrated rubric scoring of writing has begun, with each grade level identifying target areas of improvement. A reading center that provides ELLs with small group targeted reading instruction has been instituted. Differentiated instruction has begun, using the Measure of Academic Progress (MAP) assessment results as a starting point for differentiation.

What the data shows and reveals:
Heard ES conducted a data review with the leadership team, teachers, support staff, and parents. Heard ES opened as a new school in the 2016-17 school year. The school was rated a two-star for the 2017-18 school year. The school maintained a two-star status for 2018-19, but the total index score fell 15 points, from 49.5 to 34.5 as reported on the NSPF. The decrease in NSPF points was observed most drastically in mathematics, with a 13.1% overall decline in proficiency. Mathematics proficiency fell from 43.2% in 2017-18 to 30.1% in 2018-19. English Language Arts (ELA) had a 7.0% decline in overall

proficiency; ELA proficiency fell from 55.0% proficient in 2017-18 to 48.0% proficient in 2018-19. ELL proficiency rates declined 11% between 2017-18 and 2018-19, with 31% proficient in 2017-18 to 15% proficient in 2018-19. The decrease can be attributed to high staff turnover, inadequate understanding of standards, and a lack of rigor and aligned instruction.

Chronic absenteeism declined from 7.2% in 2017-18 to 6.2% in 2018-19. This can be attributed to school wide efforts to increase attendance by the Magnet Theme Coordinator, counselor and teachers. In ELA scores, 49.2% of students met the ELA goal in 2018-29; this represented a slight increase from 49.0% proficient in 2017-18. In addition, 30.3% of prior non-proficient students met the ELA AGP target in 2018-19. These percentages remain the same due to COVID school closure.

While there are areas of excellence in each grade level that facilitate academic achievement of Heard's ELLs, we have identified the following schoolwide trends in instruction and learning that need to be addressed: Align all instruction to the Nevada state content standards. Create a greater sense of urgency to implement engaging instruction and learning. Provide students with consistent opportunities to engage in reading, writing, and academic discourse.

Root Causes:
- As evidenced by the data (SBAC, WIDA ACCESS, Nevada Report Card) students at Heard ES are not being provided with consistent opportunities to engage in grade level reading and writing performance tasks in all content areas.
- Students are not consistently provided opportunities to engage in academic discourse. Students are not consistently provided opportunities to transfer academic discourse into writing.

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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 strategies, 2 – 3 high-leverage, evidence-based strategies with the greatest potential to address the root causes.
  ▪ State the 2 or 3 strategies that the school will implement. It is not necessary to include a list of all the activities in the school.
  ▪ Explain how <u>each strategy</u> will achieve significant improvements in students' English language proficiency and academic content achievement.

2019-2021 School EL Implementation Plan for Improving the Language Proficiency of English Learners

Priority Focus Statements:

1. To increase the performance of English language learners in language proficiency and reading and writing achievement in all content areas, Heard will build teachers' capacity by providing teachers with research-based professional learning to develop teachers' skills and knowledge of grade-level standards and their capacity to develop standards-based, rigorous Tier I instruction and assessments.
2. To increase the performance of English language learners in language proficiency and content achievement, Heard ES will begin to 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 provide support to teachers for engaging ELL students in academic discourse through instructional round classroom observations, followed by coaching feedback and bi-weekly one-on-one data conversations with school leadership. Engaging students in extended discourse on grade-level content will support, encourage, and facilitate ELLs ability to obtain high grades, higher SBAC ELA and Math scores, and increase the number of ELLs meeting their language AGP target.

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Section III. :

- Include a Specific, Measurable, Assignable, Realistic, Time-Related (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 the Nevada Department of Education (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.

2019-2021 School EL Implementation Plan for Improving the Language Proficiency of English Learners

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

    - Heard ES will increase the percentage of ELLs meeting AGP, as measured by the WIDA ACCESS, from 41.9% (baseline data) to the 51% quartile by May 2021.
    - Heard ES will increase the overall percentage of ELL students proficient in ELA by at least 12 percentage points each year beginning in 2019 through 2021, meeting the state's long-term goal of 49.8 %, as measured by the ELA state assessment.
    - Heard ES will increase the overall percentage of ELL students proficient in Math by at least 11 percentage points each year beginning in 2019-2021, meeting the state's long-term goal of 44.9%, as measured by the Math state assessment.

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Section IV. Specific Action Steps: Strategies to address the root causes to meet the expected outcomes

- ❖ These are the 2-3 specific strategies (listed in Section II) that the school will monitor to address the root causes.

- ❖ **Strategy #1:** State the specific strategy (listed in Section II) that is aligned with the root cause(s) of low language and or academic achievement. Describe the specific action steps that will be taken to implement the strategy.

Heard's Strategy #1:
- To increase the performance of ELLs in language proficiency and reading and writing achievement in all content areas.

Heard's Action Steps for Priority Action Steps for Root Causes:

- Build teachers' capacity by providing teachers with research-based professional learning to develop teachers' skills and knowledge of grade-level standards and their capacity to develop standards-based, rigorous Tier I instruction and assessments.
- Provide teachers time to unpack standards.
- Provide weekly time for teachers to analyze their ongoing assessment and plan next steps of instruction.
- Host virtual instructional rounds to identify implementation of rigorous, academic-aligned learning tasks.
- Conduct virtual grade-level instructional rounds followed by teacher feedback and one-on-one coaching.

- Conduct content specific bi-weekly meetings to analyze current learning data, lesson plan, pacing guides, and identify next steps
- Align and procure resources that align to grade level standards.
- Have Heard ES staff members attend the Quality Teaching for English Learners (QTEL) Institute to build teachers' expertise in purposeful planning standard-aligned lessons.
- Have QTEL trained staff members provide professional learning that will provide all staff a deep, situated knowledge of ELL pedagogy to develop students' abilities to read, discuss, and write in all content areas.
- Invite the District's English Language Learner Division (ELLD) staff to conduct professional learning that enhances teachers' skills on three moments of an effective lesson, specific tasks for scaffolding instruction, and on quality interactions that allow for sustained and reciprocal communication helping students become autonomous.
- Use quarterly review assessment data to measure the effect of professional learning on ELLs student achievement.

❖ 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 Strategy #1 will be monitored? How will data be collected to inform decision-making?

- Frequent virtual instructional rounds will take place. The data will be used to observe teacher implementation of Tier 1 instruction. Qualitative and quantitative data will be collected and synthesised. Short-term and long-term goals will be created to address identified needs.
- Grade-level and content area meetings will be used to monitor teacher's application of professional learning knowledge in implementation of learned skills.
- The monthly student writing performance task and MAP data will be used to monitor the impact of the implemented strategies on student reading and writing achievement.
- SBAC ELA and SBAC Math data will be used to measure the overall effect that teacher capacity building had on student academic achievement.

❖ Individual(s) Responsible (Who will be doing it?):
1) Frequent virtual instructional rounds will take place. The data will be used to observe teacher implementation of Tier 1 instruction. Qualitative and quantitative data will be collected and synthesised. Short-term and long-term goals will be created to address identified needs.

        a) Principal, Coaches, and Counselor
        b) Grade-level and content area meetings will be used to monitor teacher's application of professional learning knowledge in implementation of learned skills.
        c) Principal, Coaches, and Counselor
    2) The monthly student writing performance task and MAP data will be used to monitor the impact of the implemented strategies on student reading and writing achievement.
        a) Principal, Coaches, Counselor, and teaching staff.
    3) SBAC ELA and SBAC Math data will be used to measure the overall effect that teacher capacity building had on student academic achievement.
        a) Principal, Coaches, Counselor, and teaching staff.

❖ Timeline Beginning - Timeline Ending:

    ● August 2019 - May 2021

❖ Resources available to accomplish the specific focus:
    ○ ELLD on QTEL
    ○ Title III resources
    ○ Learning and Data Strategists
    ○ Title I resources
    ○ SB 178 resources

Strategy #2: State the specific strategy (listed in Section II) that is aligned with the root cause(s) of low language and or academic achievement. Describe the specific action steps that will be taken to implement the strategy.

● **Heard's Strategy #2:** Heard will begin to 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.

Heards Action Steps:

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- ○ Deliver professional learning regarding student-centered instruction and academic discourse concepts as a means of raising the level of academic discourse among ELL students.
- ○ Conduct virtual classroom observations to collect evidence as to whether teachers are modeling the structures that students can use to engage in student discourse in every content area.
- ○ Conduct frequent virtual classroom observations to monitor how, when, and how much teachers are providing students the opportunities to engage in grade level extended academic discourse in all content areas.
- ○ Use a research-based observational tool to collect evidence of student discourse.
- ○ Provide coaching and feedback on the use of discourse structures and lesson plan development.
- ○ Conduct weekly lesson plan audits to ensure that teachers are purposefully planning for engaging ELL students in academic discourse and ensure that their lesson plans reflect the appropriate structures, strategies, and routines needed to effectively implement the student discourse they have planned.

- ❖ 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 Strategy #2 will be monitored. How will data be collected to inform decision-making?

    - ● Monthly virtual Instructional Rounds data will be used to capture the percentage growth in the number of students observed engaged in extended student-to-student academic discourse that is on grade level (in each classroom observed).
    - ● Frequent virtual classroom observations will take place to monitor how, when, and how much teachers are providing students the opportunities to engage in grade level academic discourse in all content areas.
    - ● A research-based observation tool will be used to quantify the level of teacher-to-student, student-to-student, and student-to-whole group academic discourse observed during a classroom observation.
    - ● The student writing performance task, MAP data, and data gathered from the observation tools will be used to monitor the effect of the use of academic discourse on student learning and achievement.
    - ● Weekly lesson plan audit data will be used to capture the structures, strategies, and routines used by teachers to effectively engage students in academic discourse.

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

- ○ Monthly Instructional Rounds data will be used to capture the percentage growth in the number of students observed engaged in extended student-to-student academic discourse that is on grade level (in each classroom observed).
  - ■ Principal, Coaches, and teaching staff.
- ○ Frequent virtual classroom observations will take place to monitor how, when, and how much teachers are providing students the opportunities to engage in grade level academic discourse in all content areas.
  - ■ Principal, Coaches, and teaching staff.
- ○ A research-based observation tool will be used to quantify the level of teacher-to-student, student-to-student, and student-to-whole group academic discourse observed during a classroom observation.
  - ■ Principal, Coaches, and teaching staff.
- ○ The student writing performance task, Measures of Academic Progress (MAPs) data, and data gathered from the observation tools will be used to monitor the effect of the use of academic discourse on student learning and achievement.
  - ■ Principal, Coaches, and teaching staff.
- ○ Weekly lesson plan audit data will be used to capture the structures, strategies, and routines used by teachers to effectively engage students in academic discourse.
  - ■ Principal, Coaches, and teaching staff.

- ❖ Timeline Beginning - Timeline Ending:
  - ○ August 2019 - May 2021

- ❖ Resources available to accomplish the specific focus:
  - ○ Heard teaching staff
  - ○ The student writing performance task
  - ○ Measures of Academic Progress (MAP) assessment
  - ○ English Language Division staff professional learning
  - ○ Title III resources
  - ○ Title I resources
  - ○ SB 178 resources
  - ○ On-site professional learning
  - ○ Learning and Data Strategist

2019-2021 School EL Implementation Plan for Improving the Language Proficiency of English Learners

- o Virtual Professional Learning
- o Leadership Team