

2020-21 School ELL Implementation Plan for Improving the Language & Academic Proficiency of English Learners

District: Clark County School District

School: David M. Cox Elementary

School Leadership Team: Tara Imboden-Principal, Andrea Heinlen-Assistant Principal, Anexie Portalatin-SSA

Date of District Review: October 28, 2020



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.
 - Use as much space as needed to explicitly provide the information requested.

- ❖ David M. Cox Elementary’s total student enrollment is 537 students. There are 41 English Language Learner (ELL)enrolled students, 2 Long-Term English Learner (LTEL) enrolled students, no newcomer students enrolled.
- ❖ The percent of students who met the language growth AGP target (as measured by the state WIDA ACCESS assessment) during 2019-2020 was 34%. This was an 18% decrease from 2019-2020.
- ❖ 14 students demonstrated growth as measured by the 2018-19 to 2019-20 WIDA ACCESS assessment.
- ❖ 73% of students identified as LEP performed above the state target of 40% as measured by the MAPS assessment in math and 71% of students identified as LEP performed about the state target of 40% as measured by the MAPS assessment in ELA for the FALL 2020 benchmark.
- ❖ **The following data remains from 2018-2019 as there were no SBAC assessments administered during 2019-2020 due to COVID19:**
 - There is an achievement gap of 40.7% between the number of ELLs and non-ELLs demonstrating proficiency on the SBAC ELA assessment. SBAC ELA proficiency percentages for non ELLs are 4.8 % above Every Student Succeeds Act (ESSA) targets.

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- There is an achievement gap of 42.6% between the number of ELLs and non ELLs demonstrating proficiency on the SBAC math assessment. SBAC math proficiency percentages for non ELLs are 4.6 % above Every Student Succeeds Act (ESSA) targets.
- The percent of English Learners Current and Former demonstrated overall proficiency (as measured by the state SBAC tests) for Math was 33%, 0.3% higher than the school district, but a decrease in our building of 18.6% from 2018, ELA is 51.1%, 12.9% higher than the school district but a decrease in our building of 10.1% from 2018, and Science is 16.6%, 3.3% higher than the school district but a decrease in our building of 13.4% from 2018.
- The percent of David M. Cox ELL students obtaining English Language Proficiency decreased from 36.4% in 2018 to 7.0% in 2019 and the LTEL students obtaining English Language Proficiency was 0.0% students (N-count of 5).
- Three year trend data from David M. Cox Elementary demonstrated decreases in both ELA and Math (as measured by the state SBAC tests 2018-2019) compared to non-ELL performing students.
- ❖ As of October 2020, there are only two students identified as LEP demonstrating chronic absenteeism, out of 41 students.
- ❖ In review of core instructional minutes (ELA and Math) within classrooms in conjunction with the scheduled intervention groups, tutoring, and resource room blocks it was determined that English Language Learners were missing Tier 1 core content instruction in ELA and Math to attend interventions or their resource room.
- ❖ As documented in the Nevada School Performance Framework, David M. Cox English Language Proficiency Indicator earned 8/10 points in 2018-2019.

What is working...

- ❖ English Language Learners who obtain English language proficiency are scoring 24.9% higher than non-ELL in English Language Arts and 6.9% higher than non-ELL in Math as measured by the 2018-2019 SBAC state tests.
- ❖ The positive trends at David M. Cox ES are attributed to the implementation of attendance incentive programs, early identification and intervention groups for qualified English Language Learners, and providing identified students access to software programs to increase language proficiency.

What does the data show or reveal?

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- ❖ David M. Cox ES's areas of concern are the decreased percentages of English Language Learners meeting their language proficiency targets along with growth targets as measured by the WIDA ACCESS assessment.
- ❖ Professional development through ALCA was provided for 2018-2019, data collected determined the lack of content-standard vocabulary and discourse amongst all students within core content subjects (ELA and Math). Anet provided professional development for 2019-2020, data collected determined the lack of content-standard vocabulary and the Tier 1 instruction not being NVAC standards-based.

Root Causes:

- ❖ As evidence in the data (WIDA and SBAC 2018-2019), **one root cause** of the low proficiency performance of English Language Learners in language proficiency and content achievement is the need for additional knowledge and skills to deliver effective, grade-level instruction in Tier 1 designed to provide English Language Learners access to the content that develops the English language, vocabulary, and the content simultaneously (standards-based in both ELA and Math content).
- ❖ As evident by data (WIDA and SBAC 2018-2019), instructional schedules, 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 instructional day (specifically core content) for extended discourse on grade level content and vocabulary which is aligned with the state instructional standards and writing integrated into all content subjects.



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.

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- Explain how each priority-focused statement will achieve significant improvements in students' English language proficiency and academic content achievement.

Priority Focus Statement #1:

- ❖ To increase the performance of English Language Learners in language proficiency and content achievement, David M. Cox ES will move from teacher-centered instruction to student-centered instruction by ensuring that students are provided opportunities throughout the day to engage in extended discourse and writing on grade-level content and vocabulary.
 - David M. Cox ES teachers will participate in professional development to enhance their knowledge of language acquisition strategies, student-centered instruction, and discourse structures as a means of raising the level of academic discourse with content vocabulary amongst students identified as English Language Learners. Teachers and administration will work with the Anet Instructional Coach to align standards to instruction, include rigorous vocabulary within instruction, and plan for opportunities for discourse amongst students within ELA and Math.
 - Administration will hold teachers accountable for engaging English Language Learners in academic discourse as identified and planned for in lesson plans, Mentor reflection notes, Feedback forms, and observed during classroom observations.

Priority Focus Statement #2:

To increase the performance of English Language Learners in language proficiency and content achievement, the teachers at David M. Cox ES will consistently and purposefully plan for and implement standards-aligned lessons which engage students in the use of all language domains to improve language proficiency and academic achievement (for ELA and Math).

- David M. Cox ES teachers will participate in professional development to enhance their knowledge of language acquisition strategies, student-centered instruction, and discourse structures as a means of raising the level of academic discourse with content vocabulary amongst students identified as English Language Learners. Teachers and administration will work with the Anet Instructional Coach to align standards to instruction, include rigorous vocabulary within instruction, and plan for opportunities for discourse amongst students.
- Administration will work with the Anet Instructional Coach, SAS, and attend training with the David M. Cox Leadership Team on aligned scheduling to ensure that English Language Learners are receiving targeted interventions without being pulled out of core content instruction for ELA, Math,

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- ❖ These are the 2-3 specific statements (listed in Section II) that the school will monitor to address the root causes.
- ❖ **Statement #1:** State the specific priority-focused statement (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 priority-focused statement.
- ❖ **David M. Cox ES's Statement #1:** To increase the performance of English Language Learners in language proficiency and content achievement, David M. Cox ES will move 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 and vocabulary.
 - David M. Cox ES teachers will participate in professional development to enhance their knowledge of language acquisition strategies, student-centered instruction, and discourse structures as a means of raising the level of academic discourse with content vocabulary amongst students identified as English Language Learners. Teachers and administration will work with the Anet Instructional Coach to align standards to instruction, include rigorous vocabulary within instruction, and plan for opportunities for discourse amongst students.
- ❖ 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?
 - David M. Cox ES professional development sessions related to statement #1 will have attendance/sign-in sheets, teachers will schedule classroom lesson observations with administration to model discourse strategies, and the Leadership Team along with the Anet Instructional Coach will conduct monthly class-room walkthroughs.
 - David M. Cox ES will analyze data from Imagine Learning, Achieve 3000, MAPS (ELA and Math), and EasyCBM to monitor intervention plans and student growth. Teachers will analyze data and meet with administration to collaborate on results and individual student growth.
 - Teachers will work with grade level teams during weekly staff meetings to strategically plan and input discourse and writing strategies into lesson plans and instructional delivery.
 - Teachers grades 1-5 will fully implement Envisions 2.0 math program and Reach for Reading program.

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- > Teachers will engage in collaborative planning sessions to align standards, unwrap standards, and implement vocabulary which is embedded in content.
- ❖ Individual(s) Responsible (Who will be doing it?):
 - > Administration, Grade Level Chairs (Leadership Team), Read by Grade 3 Learning Strategist, and SSA.
- ❖ Timeline Beginning - Timeline Ending:
 - > September 2020 through May 2021
- ❖ Resources available to accomplish the specific focus:
 - > District Funding, Title III Funding, Strategic Budget Funds, MAP data, EasyCBM and EGSI data, Imagine Learning and Achieve 3000 and Actively Learn data, adaptive software programs.
- ❖ **Statement #2:** State the specific priority-focused statement (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 priority-focused statement.

David Cox ES's Statement #2: To increase the performance of English Language Learners in language proficiency and content achievement, the teachers at David M. Cox ES will consistently and purposefully plan for and implement standards-aligned lessons which engage students in the use of all language domains to improve language proficiency and academic achievement.

- > David M. Cox ES teachers will participate in professional development to enhance their knowledge of language acquisition strategies, student-centered instruction, and discourse structures as a means of raising the level of academic discourse with content vocabulary amongst students identified as English Language Learners. Teachers and administration will work with the Anet Instructional Coach to align standards to instruction, include rigorous vocabulary within instruction, and plan for opportunities for discourse amongst students.
- > Administration will work with the Anet Instructional Coach, SAS, and attend training with the David M. Cox Leadership Team on block scheduling to ensure that English Language Learners are receiving targeted interventions without being pulled out of core content instruction for ELA, Math,

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and Science. Consistent scheduling to maximize student exposure to grade-level content standards will be utilized for grades K-5.

- ❖ 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?
 - > David M. Cox ES teachers will participate in professional development related to statement #2 and will have attendance/sign-in sheets, teachers will schedule classroom lesson observations with administration to model discourse strategies, and the Leadership Team along with the Anet Instructional Coach will conduct monthly class-room walkthroughs.
 - > David M. Cox ES will analyze data from Imagine Learning, Achieve 3000, MAPS (ELA and Math), EGSI, and EasyCBM to monitor intervention plans and student growth. Teachers will analyze data and meet with administration to collaborate on results and individual student growth.
 - > Teachers will work with grade level teams during weekly staff meetings to strategically plan and input discourse strategies into lesson plans and instructional delivery.
 - > Teachers grades 1-5 will fully implement Envisions 2.0 math program and Reach for Reading program.
 - > Teachers will engage in collaborative planning sessions to align standards, unwrap standards, and implement vocabulary which is embedded in content.
- ❖ Individual(s) Responsible (Who will be doing it?):
Administration, Grade Level Chairs (Leadership Team), Read by Grade 3 Learning Strategist, and SSA.
- ❖ Timeline Beginning - Timeline Ending:
September 2020 through May 2021
- ❖ Resources available to accomplish the specific focus:
 - > District Funding, Title III Funding, Strategic Budget Funds, MAP data, Achieve 3000 and Actively Learn data, Imagine Learning and EasyCBM, adaptive software programs.