

# 2021-2022 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: February 15, 2022**



## **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 514 students. There are 41 English Language Learner (ELL )enrolled students, 4 Long-Term English Learner (LTEL) enrolled students, 4 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 58.3%. This was a 4.8% increase from the previous year.
- ❖ 15 students demonstrated growth as measured by the 2019-2020 to 2020-2021 WIDA ACCESS assessment.
- ❖ 55% of students identified as LEP performed above the state target of 40% as measured by the MAPS assessment in math and 55% of students identified as LEP performed about the state target of 40% as measured by the MAPS assessment in ELA for the Winter 2020-2021 benchmark.
- ❖ Based on 2020-2021 SBAC ELA results, there is an achievement gap of 26% between the number of ELLs and non-ELLs demonstrating proficiency on the SBAC ELA assessment. During the 2020-2021 school year the percentage of ELLs scoring proficient on SBAC ELA is 6.6% and 32.6% for non-ELLs. This is a decrease from the 2019-2020 SBAC ELA assessment in which 20.9% of ELLs and 53.8% of non-ELLs scored proficient. The 2020-2021 performance data based on the SBAC assessments may have been impacted by school closures/pandemic/and assessment participation.
- ❖ Based on 2020-2021 SBAC Math results, there is an achievement gap of 5.4% between the number of ELLs and non-ELLs demonstrating proficiency on the SBAC ELA assessment. During the 2020-2021 school year the percentage of ELLs scoring

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proficient on SBAC Math is 4.6% and 10% for non-ELLs. This is a decrease from the 2019-2020 SBAC Math assessment in which 11.1% of ELLs and 29.4% of non-ELLs scored proficient. The 2020-2021 performance data based on the SBAC assessments may have been impacted by school closures/pandemic/and assessment participation.

- ❖ The percentage of David M. Cox ELL students obtaining English Language Proficiency in 2017-2018 36.6% (16 students exited), in 2018-2019 6.9% (3 students exited), in 2019-2020 13.1% (5 students exited), and in 2020-2021 25.6% (10 students exited).
- ❖ In previous years 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. In 2021-2022 master scheduling was implemented to prevent English Language Learners from being pulled out during core instructional delivery.
- ❖ As documented in the Nevada School Performance Framework, David M. Cox English Language Proficiency Indicator earned 10/10 ELL points in 2019-2020.

### What is working...

- ❖ The implementation of early identification and intervention groups for qualified English Language Learners and providing identified students access to software programs.
- ❖ The implementation of a six-day rotation schedule allowed for specialists to pull identified English Language Learners for small group language instruction.

### What does the data show or reveal?

- ❖ The percentages of English Language Learners not meeting their language proficiency targets are 48%.
- ❖ There is a need to increase the percentages of English Language Learners meeting proficiency on the SBAC assessments in ELA and Math.

### Root Causes:

- ❖ As evidenced by the data (WIDA and SBAC 2020-2021), instructional schedules, and classroom observations, **a first root cause** of low performance of English Language Learners in language proficiency and content achievement is that students continue to 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.
- ❖ As evidence in the data (WIDA and SBAC 2020-2021), **a second 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

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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).



### **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.
  - 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 focus on 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 (Understanding Language 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.
  - 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 evidenced through 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).

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- David M. Cox ES teachers will participate in professional development [Quality Teaching for English Learners (QTEL)] 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.
- The Leadership Team will align scheduling to ensure that English Language Learners are receiving targeted interventions without being pulled out of core content instruction for ELA, Math, and Science. Consistent scheduling to maximize student exposure to grade-level content standards will be utilized for grades K-5.



### 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**

#### David M. Cox ES’s SMART Goals:

- ❖ David M. Cox ES will increase the percentage of ELLs meeting AGP, as measured by the WIDA ACCESS Assessment, from 58.3% to 63.3% by 2022. By increasing the percentage of ELLs meeting AGP, David M. Cox ES will meet the state’s long-term goal.
- ❖ David M. Cox ES will increase the overall percentage of ELL students meeting SBAC proficiency in ELA by at least 9.57 percentage points each year beginning in 2020 through 2022, meeting or exceeding the state’s long-term outcome goal of 49.8%.
- ❖ David M. Cox ES will increase the overall percentage of ELL students meeting SBAC proficiency in Math by at least 11.47 percentage points each year beginning in 2020 through 2022, meeting or exceeding the state’s long-term outcome goal of 44.9%.



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- ❖ **Individual(s) Responsible (Who will be doing it?):**
  - Administration, Grade Level Chairs (Leadership Team), Read by Grade 3 Learning Strategist, Grade 3-5 Reading/ELA Interventionist, Grade K-5 Math Interventionist, and SSA.
- ❖ **Timeline Beginning - Timeline Ending:**
  - September 2021 through May 2022
- ❖ **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 (for ELA and Math).

- David M. Cox ES teachers will participate in professional development [Quality Teaching for English Learners (QTEL)] 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.
  - The Leadership Team will align scheduling to ensure that English Language Learners are receiving targeted interventions without being pulled out of core content instruction for ELA, Math, 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?

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- David M. Cox ES teachers will participate in professional development (QTEL and ULD) related to statement #2. Teachers attending QTEL will train other grade level teachers on purposeful planning and effective components of building and implementing an effective lesson.
  - 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 bi-monthly PLC meetings to collaborate on results and individual student growth.
  - Teachers will work with grade level teams during weekly staff meetings to strategically incorporate the four language domains into daily lessons.
  - Teachers grades 1-5 will fully implement Envisions 2.0 math program, writing into all content standards, 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, 3-5 Reading/ELA Interventionist, K-5 Math Interventionist, and SSA.
- ❖ **Timeline Beginning - Timeline Ending:**  
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