

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

**District: Clark County School District**

**School: McCall Elementary School**

**School Leadership Team: Amanda Lush-Principal, Katie Rankin-Assistant Principal, Sarah Clancy-Teacher, Gianna Rodriguez-Counselor, Elvia Morales-Title I Strategist**

**Date of District Review: 3/30/22**



## 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?

**Total Enrollment: 284**

ELLs= 105 students

K grade	13 students	[Newcomer: <b>0</b> , Short Term (STELL): <b>13</b> , LTELL: <b>0</b> ]
1st grade	21 students	[Newcomer: <b>0</b> , Short Term (STELL): <b>21</b> , LTELL: <b>0</b> ]
2nd grade	10 students	[Newcomer: <b>0</b> , Short Term (STELL): <b>10</b> , LTELL: <b>0</b> ]
3rd grade	18 students	[Newcomer: <b>3</b> , Short Term (STELL): <b>15</b> , LTELL: <b>0</b> ]
4th grade	18 students	[Newcomer: <b>3</b> , Short Term (STELL): <b>14</b> , LTELL: <b>1</b> ]
5th grade	25 students	[Newcomer: <b>1</b> , Short Term (STELL): <b>2</b> , LTELL: <b>22</b> ]

2019-2020 Percentage meeting WIDA AGP: 37.2%

2018-2019 Percentage meeting WIDA AGP: 35.7%

2017-2018 Percentage meeting WIDA AGP: 36.9%

**GROWTH: 0.3%**

The 3 year trend WIDA exit rate:	2017-18: 5.0%	2018-19: 8.7%	2019-20: 6.4%
LTELL Percent Exited WIDA:	2017-18: 3.7%	2018-19: 7.4%	2019-20: 7.1%

MAP Winter Reading Met Projected Growth 2021-2022

Yes: 42      No: 57

MAP Winter Math Met Projected Growth 2021-2022

Yes: 61      No: 40

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

### Summarize the finding in this section:

There is a need for improved consistency in the delivery of rigorous differentiated instruction of Tier 1 to meet the needs of diverse learners.

The three year trend data shows a decline in proficiency in ELA for our EL students from 11.7% in 2017-18 to 8.6% in 2018-19. Due to COVID 19 students did not participate in state summative assessments during the 2019-2020 school year. The decrease continued in 2021-2022, with only 3.7% proficiency. Tier I instruction was not providing the students with differentiation to meet the needs of our diverse learners. However, the MAP math data from the winter benchmark shows that 58% of EL students met projected growth.



### 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?

McCall Elementary School's Root Causes:

- 1) Teachers need additional supports, coaching/modeling to enhance their knowledge and skills of effective Tier I instructional strategies using the NVACS to meet the needs of our EL students.
- 2) Teachers need additional supports, coaching/modeling to enhance their knowledge and skills of effectively differentiating instruction to meet the needs of our diverse learners.

To increase the performance of English Language Learners, the teachers will consistently utilize the NVAC Standards; Strategists and teachers will share effective Tier I strategies during PLC's. Differentiation will occur within Tier I instruction to effectively meet the needs of our EL students.

Administration will hold teachers accountable for teaching to the NVAC Standards as opposed to teaching to a "program". Lesson plans will reflect differentiated grouping patterns; tasks; assessments. By providing engaging tasks and lessons that meet the Standard and are differentiated by the students' needs will help to increase student proficiency and growth on the SBAC, WIDA, and MAP assessments.

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



### Section III. SMART Goals Aligned to Identified Root Cause(s):

- McCall ES will increase the percentage of ELs meeting AGP, as measured by ACCESS, from 35.7% (baseline data) to 50% by May 2022.
- The students in the EL subgroup will increase proficiency in Math from 14% to 30.75% by 2022 as measured by the state summative assessments and reported on the Nevada School Performance Framework.
- The students in the EL subgroup will increase proficiency in ELA from 9% to 59.0% by 2022 as measured by the state summative assessments and reported on the Nevada School Performance Framework.



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

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

**Statement #1:** To increase performance of EL learners in content achievement and language proficiency, McCall ES will utilize effective Tier I instructional strategies to meet the needs of our EL learners.

- Provide professional development through Understanding Language Development (ULD Canvas) sessions to increase teachers' knowledge and use of effective instructional strategies.
- Provide professional development on unwrapping the standards.
- Review lesson plans and do classroom observations to ensure teachers are teaching to the standards; that tasks are differentiated and provide rigor.
- Provide coaching and feedback on effective Tier I instructional strategies.
- Conduct instructional rounds using prep buyouts for classroom teachers to observe their colleagues using effective instructional strategies. Due to the pandemic and staff shortage, we will continue this next year.

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

### Evidence of Practice (Use of Quantitative and Qualitative Data):

- Observation data from the NEPF, specifically from Standard 3, will be used to monitor teachers' use of providing effective Tier I strategies of teaching to the standards and providing differentiation.
- Review of lesson plans to ensure that purposeful planning to the standards is occurring.
- MAP scores will provide evidence of whether the Tier I strategies affect student achievement.
- Data collected from the instructional rounds will be discussed during the debriefing sessions providing teachers with effective Tier I strategies that are working and those that need improvement.

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

- Administration: Will conduct classroom observations, provide coaching and feedback, review lesson plans, and participate in Instructional Rounds
- Learning Strategists: Will provide professional development, be part of the Instructional Rounds, provide coaching and feedback
- CPD: Will provide professional development on unwrapping the standards and on providing differentiation
- Classroom teachers: Will participate in professional development, write lesson plans that teach to the NVACS, provide differentiation and rigor.
- EL Student Success Advocate (if applicable): Will provide professional development on the ULD Sessions and facilitate the follow-up sessions, and participate in instructional rounds.

### Timeline Beginning - Timeline Ending:

- ULD Sessions - will begin in August 2021 and end in May 2022 for staff that have not previously completed sessions.
- Professional Development on Unwrapping the Standards beginning in October 2022 and ending in March 2023.
- Instructional Rounds began in October 2022 and will end in March 2023.

### Resources available to accomplish the specific focus:

- ELLD, ULD Sessions, prep buyouts, PLC sessions, learning strategists, administration, teachers.

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

**Statement #2:** To increase performance of EL learners in Math content achievement and language proficiency, McCall ES will utilize effective Tier I instructional strategies to meet the needs of our EL learners.

- Provide professional development through ULD sessions to increase teachers' knowledge and use of effective instructional strategies for staff that have not previously completed sessions.
- Review lesson plans and do classroom observations to ensure teachers are teaching to the standards; that tasks are differentiated and provide rigor.
- Provide coaching and feedback on effective Tier I instructional strategies.
- Conduct instructional rounds using prep buyouts for classroom teachers to observe their colleagues using effective instructional strategies.

Evidence of Practice (Use of Quantitative and Qualitative Data)

- Observation data from the NEPF, specifically from Standard 3, will be used to monitor teachers' use of providing effective Tier I strategies of teaching to the standards and providing differentiation.
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Individual(s) Responsible (Who will be doing it?):

- Administration: Will conduct classroom observations, provide coaching and feedback, review lesson plans, and participate in Instructional Rounds
- Learning Strategists: Will provide professional development, be part of the Instructional Rounds, provide coaching and feedback
- CPD: Will provide professional development on unwrapping the Math Standards and on the 8 Mathematical Practices.
- Classroom teachers: Will participate in professional development, write lesson plans that teach to the NVACS, provide differentiation and rigor.
- EL Student Success Advocate (if applicable): Will provide professional development on the ULD sessions and facilitate the follow-up sessions, and participate in instructional rounds.

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

Timeline Beginning - Timeline Ending:

- ULD Sessions - will begin in August 2021 and end in May 2022 for staff that have not previously completed sessions.
- Professional Development on Unwrapping the Standards began in October 2022 and will end in March 2023.
- Instructional Rounds begin in October 2022 and will end in March 2023.

Resources available to accomplish the specific focus:

- ELLD, ULD Sessions, prep buyouts, PLC sessions, SBCT sessions, learning strategists, administration, teachers.