

2020-21 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, Brenda Ricchetti, Katie Rankin, Sarah Clancy, Gianna Rodriguez, Elvia Morales

Date of District Review:

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: 328

EL Active Enrollment: 144

Total LTELS: 20

Newcomers: 4

Monitored Enrollment: 20

The percentage of EL students who met SBAC in ELA: 2016-17: 12%; 2017-18: 11.7% 2018-19: 8.61%; 2019-20: N/A

The percentage of EL students who met SBAC in Math: 2016-17: 10.67%; 2017-18: 14.89%; 2018-19: 14.13%; 2019-20 N/A

The percentage of EL students met WIDA AGP: 2016-17: 36.0% 2017-18: 36.9%; 2018-19: 35.7%; 2019-20 37.2%

The 3 year trend WIDA exit rate: 2016-17: 8.4% 2017-18: 5.0% 2018-19: 8.7% 2019-20: 6.4%

LTEL Percent Exited WIDA: 2016-17: 27.6% 2017-18: 3.7% 2018-19: 7.4% 2019-20: 7.1%

Based on EL Instructional Rounds performed during the 2018-2019 school year, the following was observed: There is a need for improved consistency in the delivery of rigorous differentiated instruction of Tier 1 to meet the needs of diverse learners. This is due to the varied levels of pedagogical understandings of instructional delivery due to teacher transiency and long-term substitute teachers. Inconsistent implementation of all Standards of the Nevada Educators Performance Framework (NEPF) was observed during instructional rounds. Inconsistent implementation of teaching to the NVACS was observed during instructional rounds. These teaching and learning conditions continue to be in need of improvement. The percentage of Chronically Absent EL students was reduced from 20.3% in 2018 to 17.1% in 2019, and 16.5% in 2020 but this is lower than the elementary district average of 17.14%.

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Summarize the finding in this section:

The three year trend data shows a decline in proficiency in ELA for our EL students from 12.0% in 2016-17 to 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. Tier I instruction was not providing the students with differentiation to meet the needs of our diverse learners. Teacher transiency and the number of long-term substitute teachers affected Tier I instruction. Additionally, there was a high percentage of chronically absent students which affected proficiency rates. These concerns continued through the 2019-2020 school year however for the 2020-2021 school year, licensed instructional staff were hired to fill all vacancies resulting in the elimination for the need of long term substitute teachers.

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.
- 3) Chronic absenteeism of EL students is inconsistently monitored.

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 STPT. 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. Additionally, our school counselor and social worker will make home visits to those chronically absent students to determine the reason for their absences and provide resources and assistance in helping parents send their children to school on a regular basis.

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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 2020.
- The students in the EL subgroup will increase proficiency in Math from 14% to 30.75% by 2020 as measured by the state summative assessments and reported on the Nevada School Performance Framework..
 - This is an adjusted SMART Goal that establishes the needed proficiency each year to 2022.
- The students in the EL subgroup will increase proficiency in ELA from 9% to 59.0% by 2020 as measured by the state summative assessments and reported on the Nevada School Performance Framework..
 - This is an adjusted SMART Goal that establishes the needed proficiency each year to 2022.
- The number of students in the EL subgroup who are chronically absent will decrease to 10% by 2020 as measured through CCSD Datalab.



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 3 ALCA-M 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.

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- 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.
- 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: Will provide professional development on the ALCA-M Sessions and facilitate the follow-up sessions, and participate in instructional rounds.

Timeline Beginning - Timeline Ending:

- ALCA-M Sessions - will begin in January 2021 and end in May 2021 for staff that have not previously completed sessions.
- Professional Development on Unwrapping the Standards began in October 2019 and end in March 2020.
- Instructional Rounds began in October 2019 and will end in March 2020.

Resources available to accomplish the specific focus:

- ALCA-M Sessions, prep buyouts (funded through Victory), PLC sessions, SBCT sessions, learning strategists, administration, teachers.

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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 3 ALCA-M sessions to increase teachers' knowledge and use of effective instructional strategies for staff that have not previously completed sessions.
- Provide professional development on unwrapping the standards in Math and the 8 Mathematical Practices.
- 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.
- 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.
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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.
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Resources available to accomplish the specific focus:

- ALCA-M Sessions, prep buyouts (funded through Victory), PLC sessions, SBCT sessions, learning strategists, administration, teachers.

Statement #3: To reduce the number of chronically absent EL students, McCall ES will utilize an Attendance Committee to oversee attendance of chronically absent EL students.

- Identify students who are chronically absent.
- Provide student incentives for perfect attendance and coming to school regularly.
- Send letters home after the 5th, 7th, and 10th absences.
- Conduct parent conferences.
- Make home visits to those who are chronically absent to determine reasons why and provide resources and assistance.

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

- Attendance lists of chronically absent students, parent letters, home visit reports, incentive reports, Infinite Campus, CCSD Datalab

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

- Attendance Committee: Administration, school counselor, school social worker, teachers, office clerk

Timeline Beginning - Timeline Ending:

- General parent assembly meeting and on attendance issues - August 2019

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- Monthly SOT meetings
- Monthly Perfect Attendance awards - beginning in Sept 2019 and ending in May 2021.
- Attendance letters sent on regular basis after 5th, 7th, and 10th absences beginning in September 2019 and ending in May 2021.
- Home visits beginning in November 2019 and ending in May 2021.
- Parent Conferences beginning in October 2019 and ending in May 2021.

Resources available to accomplish the specific focus:

- Administration, school clerk, school social worker, school counselor, teachers; attendance awards and incentives (Victory funds)