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Working together to achieve Academic success, respectful Behavior and Career readiness in a Safe Environment.

November 1, 2023

Dear Dr. Richard E. Hasty,

This letter is designed to meet Rule 15 requirements and provide you with a written summary report on the implementation of the PCSD 2022-2023 EL Plan and the meeting of Rule 15 requirements. This letter will be uploaded to the district EL website and be available upon request to PCSD constituents.

Dr. Cherie Larson
Director of Instructional Services

Written Summary Report

2022-2023 Program Review

Date: November 1, 2023

Submitted by: Dr. Cherie Larson, Director of Instructional Services

Goals

Plattsmouth Community School District EL Student Goals

1. All EL students will exit the program within the recommended timeframe or earlier.
2. All EL students will make consistent progress towards meeting academic standards in their classes and on state EL and other academic assessments.
3. All EL students will exhibit behaviors that suggest they feel supported and are comfortable in the school environment.
4. All EL monitor students will meet academic standards in classes and on state assessments.

Plattsmouth Community School District EL CIP Goal:

1. EL students at each grade level will meet or exceed the norm group average on the fall Measures of Academic Progress reading and math assessments.

Summary of the Review Process

EL Committee Members

EL Committee members include the Director of Instructional Services, the Plattsmouth Early Childhood/Head Start Director and the Plattsmouth Early Childhood/Head Start Instructional Coach,

the Plattsmouth Elementary principal, the middle school principal, the high school assistant principal, and the district EL teacher. Two middle school students, one in EL in 22-23 and two who exited in the spring of 2022 were present and made presentations. All members were present at the program review meeting.

Pre-Meeting Guidance

On September 25, 2023, the committee members were emailed an overview of the EL program review process and sent a copy of Rule 15, the PCSD English Learner Plan, a link to the district EL webpage, and a visual of the program model. These documents addressed all Rule 15 requirements.

Meeting Overview

The EL Committee met on October 10, 2023. The Director of Instructional Services facilitated the review using the PCSD Program Review Checklist. This checklist was a copy of a Rule 15 aligned template provided by ESU#3. In addition, team members reviewed documented evidence and the PCSD EL Program Review 2022-2023 power point that addressed all required academic and social indicators.

EL Program Review Meeting Detail

The PCSD EL Program Review Meeting began with presentations from two middle school EL students (one who was in the program during the 22-23 school year and one who exited in 2022). The students explained the impact the program had on their learning and future. They answered questions. The Plattsmouth Community School District (PCSD) Director of Instructional Services (Dr. Cherie Larson) and English Learner Teacher (Ms. Cynthia Duechting) then used the PCSD EL Program Review 2022 PowerPoint to overview the program goals and to provide a detailed review of each of the Rule 15 criteria. Links to supporting evidence were referred to within the PCSD EL Program Review Checklist. After each section of the checklist, committee members were given time to review the information and evidence as well as to ask any questions and make comments. After the entire checklist was discussed, including the PCSD EL 2023 data, committee members identified program strengths and next steps. Finally, the committee agreed to the EL goals for 2023-2024.

Summary of Review Findings

***Students:** The 2023-2023 program had fourteen EL students being served with supplemental programming. There were also six EL students in PECC, one student being served within the kindergarten program. The program also supported three foreign exchange students. There were thirteen students being monitored.*

Identification: PCSD complies with all identification requirements.

Current procedures and practices: Printed Home Language Survey forms supplemented the Infinite Campus documentation. These forms met all requirements and PCSD staff were trained in the identification processes. PCSD used the ELPA21 screener that is recommended by the Nebraska Department of Education and meets all requirements. All relevant staff members were trained on the implementation of the screener. ELs identified in another Nebraska district were provided continued program services and monitoring support. The records of students not from Nebraska were reviewed and these students were screened with the ELPA21 screener if they did not have a recent ELPA21 score. PCSD complied with all notification requirements. A table with relevant dates and information was kept to monitor compliance with timelines.

Changes: There were no changes in 2022-2023.

Areas of Improvement: There were no suggested improvements.

Language Instruction Educational Program (LIEP): PCSD complies with all program requirements. *Current procedures and practices:* PCSD implemented its EL Plan. This plan reflects a systematic approach, is educationally sound, and is designed to increase language proficiency in reading, writing, speaking, and listening. The plan is based on a review of EL best practice guidelines as well as state and national programming. The 2022-2023 students were provided appropriate minutes of support based on their grade-level and their language proficiency. This included students in remote learning. The primary focus of the PCSD EL program model is to provide a system of support that meets student needs by providing push-in and pull-out services. PCSD used effective EL curriculum materials that were aligned to the Nebraska English Language Proficiency Standards and programming was designed to support these standards. The program model also focused on ensuring that classroom teachers had the training and support needed to work on language objectives during core instruction. The visual below provides an overview of the PCSD EL Plan.

Changes: There were no changes to the language instruction education program in 2022-2023.

Areas of Improvement: There were no suggested improvements. The committee commended Ms. Duechting and Mr. Minford for their differentiated work students. The committee also commended the collaborative relationship between EL staff, classroom teachers, and administrators.

Staffing: PCSD complies with all program requirements. *Current procedures and practices:* In the 2022-2023 school year, EL staff included a .75 FTE EL certified teacher, a .5 FTE EL Para-educator, and the Director of Instructional services who oversaw kindergarten through first-grade instruction, programming, testing, and documentation. PCSD's EL Plan and visual of the EL Plan model clearly defined the appropriate roles for teachers, para-educators, the EL teacher, EL Specialists, and the Director of Instructional Services. The district provided professional development to all staff working with EL students. Ms. Duechting met with individual teachers to share training materials and information about each student. Staff were sent monthly emails with EL program support. The PCSD model used core teachers to support the EL Educational Learning Plan and to implement the LIEP. Thus, the district provided professional development for core teachers and support staff related to instructional strategies designed to support learners and ensure equity.

Changes: There were no changes in the 2022-2023 EL program staffing and educator support plan.

Areas of Improvement: The committee recommended continued support of the classroom teachers working with EL students. They specifically identified the need for a focus on the ELA standards in the context of EL support. The committee commended Ms. Duechting and Mr. Minford for their work with students and teachers.

Standards, Assessments, and Accommodations: PCSD complies with all assessment requirements. *Current procedures and practices:* English learners had access to research-based and researched EL curriculum that was aligned to the state ELP standards. In 2022-2023 the Reach program, Imagine Learning, EL teacher-designed lessons, and educational supplements related to reading and writing skills were used to address specific student needs. English learners were provided with appropriate

support for meeting Nebraska English Learner Proficiencies and completing assessments. Each EL student was provided instruction with research-based practices and materials. Each student had an Educational Learning Plan. These students had classroom teachers who implemented the plan and were provided with professional development and support related to working with English Learners. EL students were supported by ensuring their parents/guardians had the information they needed. Parent communication tools, including welcome packets, Spanish to English flashcards, access to a translator, and translated emails and documents. Each EL student took the district assessments (NWEA, classroom) and state tests with the appropriate accommodations. They also participated in the ELPA21 assessment. A certified and EL trained teacher provided all classroom student assessment, instruction, and support. The Director of Instructional Services tested all students with the ELPA21. She was trained in the ELPA21 and has kept up to date with training. She worked with the EL teacher, classroom teachers, and EL students to ensure students were prepared for the testing situation.

Changes: There were no changes in student classroom support in 2022-2023. However, Ms. Duechting again used state designed resources to help students practice the skills and question types related to the ELPA21. Students were again provided with training on how to effectively answer questions on the ELA21 Summative assessment and teachers were provided guidance on the types of questions asked within that assessment. Parents/guardians were given more support resources during that school year.

Areas of Improvement: Professional development will be provided to teachers and interventions will be used to increase the percentage of students who meet state expectations in reading and math.

Note: Overall, 83.3% of EL students met ELPA21 growth target. 8.3% met target, 41.7% exceeded target, and 33.3% tested out of the program. In the fall 2023 NWEA MAP test, 16.6% met their growth target in Math; 50% Met in Reading. For state testing, 0% were on track in math and 25% were on track in reading, and 50% were on track in science.

EL Monitor status students met success in 22-23. In the fall 2023 NWEA MAP test, 33% met their growth target in Math; 54.5% Met in Reading, and 42.8% in science. For state testing, 78% of monitor students met standards in NSCAS math. 50% of monitor students met standards in NSCAS ELA.

Exit Criteria: PCSD complies with all exit criteria requirements. *Current procedures and practices:* PCSD had procedures and a timeline for reviewing assessment results. The timeline included a review of ELPA21 data, quarterly monitoring of academic achievement for both EL students and students on monitor status, and an annual comprehensive data review. Multiple staff members were involved in the data reviews. In 2022-2023 five students exited from the program based on the ELPA21 results. The district has an EL specific MTSS flowchart and related materials and procedures that ensure EL students were supported and were not exited from the EL program without determining that learning issues were not related to language proficiency. The flowchart, processes, and materials also ensured students were not placed in special education because of issues related to language proficiency. A flowchart for EL MTSS procedures was developed to document those procedures.

Changes: No changes in procedures were implemented in 2022-2023.

Areas of Improvement: There were no suggested improvements.

Data Analysis: PCSD complies with all data analysis requirements. *Current procedures and practices:* The committee reviewed all relevant data and was pleased with the progress of EL and EL monitor

students on ELPA21 and on the NWEA MAP assessments. They were also pleased with the graduation and drop-out rates. The data review process was updated to include information about program participation, including HAL and extra-curricular activities. A PowerPoint of EL data was used to represent all critical data more clearly.

Changes: No changes in procedures were implemented in 2022-2023.

Areas of Improvement: No areas of improvement were identified.

Program Strengths: The committee identified multiple strengths of the 2022-2023 program. Including the following program elements.

2021-2022 Program Strengths

- The significant level of expertise of the EL educators.
- Staff support for EL students and the EL program.
- The teaching strategies used by the EL teacher and classroom teachers.
- The progress EL students are making on the ELPA 21 assessment.
- The EL Graduation Rate and support provided to ensure a non-English speaking student who arrived her freshman year graduated on time.
- The positive presence the EL students have in the buildings.

Review of 2022-2023 Program Recommendations/Modifications:

The committee reviewed the 22-23 suggestions and found that three were completely done, one was partially done, and one was something that had been determined not to be needed. The partially completed goal was moved into the recommendations for 23-24.

2023-2024 Program Recommendations/Modifications:

The committee identified the following next steps for the PCSD EL program.

- Continue to encourage EL students to be parts of clubs and activities.
- Support the families and provide information related to school activities (sports, music, leadership groups, clubs, etc.)
- Host an EL breakfast-
 - § Bring in community leaders.
 - § Bring in representatives from other organizations.
 - One World
 - Little Agenda
 - Youth Sports
 - § Have it at a school where they are comfortable.
 - § Involve EL students in the planning and implementation.
 - § Have babysitters available (consider high school students)
 - § Bring in teachers.
 - § Use IC to help all families be aware of what is going on.
 - § Ensure that fliers are translated for families and sent home.
- Explore translation possibilities with Facebook and Twitter and educate families on how to translate these social media posts.
- Meet with staff of EL active and monitor students to discuss ways to address NSCAS challenges.
- During the Summer- Present the ELA standards in context of EL student support
- Formalize and strength the transitions from Preschool to Kindergarten
 - Build in opportunities for PECC and PES staff to reconnect as appropriate.

- Ensure transition information and support is provided specific to EL.

- **Approved Plattsmouth Community School District EL CIP Goal:**

- EL students at each grade level will meet or exceed the norm group average on the fall Measures of Academic Progress reading and math assessments.

The status of the goal in 22-23: Current EL students: 27% at or above norm group average in math and 27% at or above in reading. EL students on monitor status: 50% at or above in math and 71% at or above in reading. Total current EL and monitor status students: 40% at or above norm group average in math and 52% at or above in reading.