

2021-2022 School EL Implementation Plan for Improving the Language & Academic Proficiency of English Learners

District: Clark County

School: Rhodes Elementary School

School Leadership Team: Robert Rosenblatt, Principal; Kathy Hoyt, Assistant Principal, Lexi Watts, Read by Grade 3 Learning Strategist; Ericka Morales, 4th grade teacher (and ELL Success Advocate)

Date of District Review: 3/25/22



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?

Rhodes ES Data Dive:

ELLs= 32 students

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|-----------|-------------|
| K grade | 2 students |
| 1st grade | 11 students |
| 2nd grade | 4 students |
| 3rd grade | 10 students |
| 4th grade | 5 students |
| 5th grade | 0 students |

2019-2020 Percentage meeting WIDA AGP: 58.8%

2018-2019 Percentage meeting WIDA AGP: 46.6%

2017-2018 Percentage meeting WIDA AGP: 61.5%

GROWTH: -2.7

MAP Winter Reading Met Projected Growth 2021-2022

Yes: 15 No: 13

MAP Winter Math Met Projected Growth 2021-2022

Yes: 18 No: 9

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What is Working:

- The percentage of proficient Rhodes ES EL students on the WIDA assessment in 2020-2021 was 26.6%. This is an increase from 25.8% in 2019-2020.
- Teachers are working to analyze and use assessment data (MAP, aimsWeb, and ReadyGEN reading and performance- based assessments) to help determine student proficiency and instructional needs.
- The data used to measure student learning is used to guide decisions for instructional planning with individual teachers and grade level teams in PLC collaboration sessions.

What does the Data Reveal:

- ELL Instructional Round data from the 2019-2020 school year indicated that the discourse and instructional practices used to meet student needs are not consistently and effectively used in all classes, for all students.
- There has been inconsistent instructional focus on the language acquisition needs of all EL students.

Root Causes:

- Teachers need targeted curriculum and material supports and further collaboration focused on targeted instructional planning to enhance their knowledge and skills and to ensure that instruction meets the needs of all learners.
- Differentiated learning experiences are needed to ensure that teachers incorporate scaffolds and supports for varied student levels.
- As evidenced by data and Instructional Rounds, teachers need to continuously incorporate engaging strategies that promote extensive, meaningful student discourse.
- Varied data needs to continually be analyzed to purposefully plan targeted lessons.



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?

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Priority Focus Statements

1. In order to improve Tier I instruction, teachers will consistently unwrap standards, while purposefully planning lessons, utilizing structured curriculum supports, and instructional practices, to help them meet the needs of all learners.
 - a. Impact: These actions will positively impact students' language proficiency and achievement, as students will have more structured access to targeted instruction and supports in the areas of reading, writing, speaking and listening.
2. To increase the performance of English Language learners, teachers will purposefully plan and incorporate engaging structures and experiences in all content areas daily. They will focus on building opportunities for discourse within distance learning lessons to promote language growth.
 - a. Impact: This focus action will positively impact students' language proficiency and achievement, as students will be more strategically engaged in extended discourse on grade-level content, enhancing their language acquisition skills.



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

- Rhodes ES will increase the percentage of ELs meeting AGP, as measured by ACCESS, from 58.8% to 65% by May 2022.
- Rhodes ES will increase the overall percentage of ELL students meeting SBAC proficiency in ELA from 16.7% to 27%, and will continue to grow towards the state's long-term outcome goal of 49.8% by 2022.
- Rhodes ES will increase the overall percentage of ELL students meeting SBAC proficiency in Math from 8.3% to 21%, and will continue to grow towards the state's long-term outcome goal of 44.9% by 2022.



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

Rhodes ES Statement #1:

In order to improve Tier I instruction, teachers will consistently unwrap standards, while purposefully planning lessons, and will utilize structured curriculum supports and instructional practices to help them meet the needs of all learners.

ACTION STEPS and Evidence (Monitoring):

- Rhodes ES teachers will participate in weekly PLCs with their grade level teams and strategically focus on unwrapping standards and discussing strategies for differentiation and supports for varied learners. **Monitoring:** PLC agendas and

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reflection documents will track the action step. Administration will gather data and information from direct observation of PLC collaboration sessions.

- Teachers will participate in collaborative meetings and planning sessions throughout the school year to enhance their knowledge of grade level content, digital learning instructional strategies, curriculum tools, and scaffolds to support student learning of the content. **Monitoring:** Agendas of PLC and collaborative planning sessions, classroom observation data, and lesson plan audits will provide evidence of the implementation of the Tier I and differentiated instructional practices.
- MAP data will be used to monitor the impact of the implemented practices on student learning and achievement.
- Complete Understanding Language Development (ULD) sessions provided by ELLD.

- **Impact:** These actions will positively impact students' language proficiency and achievement, as students will have more structured access to targeted instruction and supports in the areas of reading, writing, speaking and listening.
 - ❖ Individual(s) Responsible (Who will be doing it?):
 - Administrators
 - RBG3 strategists
 - LEAD Team (grade and team chairs)
 - Classroom teachers

 - ❖ Timeline Beginning - Timeline Ending: September 2021-May 2022

 - ❖ Resources available to accomplish the specific focus:
 - MAP data, ReadyGen curriculum and unit and Performance-Based Assessments, PLC and collaborative training sessions, agendas and reflection documents, ELL/At Risk funding, RBG3 strategist, administrator observation data, ELLD (ULD Sessions)

Rhodes ES Statement #2:

To increase the performance of English Language learners, teachers will purposefully plan and incorporate engaging discourse structures and experiences in all content areas daily.

ACTION STEPS and Evidence (Monitoring):

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- Rhodes ES teachers will participate in collaborative training sessions to enhance their knowledge and use of purposeful discourse structures. **Monitoring:** Administration, the strategist, and the Leadership Team will collect data on instructional practices through instructional rounds. The data will be used to help guide coaching, training, and support for teachers as they work to enhance their engagement and discourse practices. Training and support will be given for staff to incorporate the structures within distance learning lessons.
 - Conduct classroom observations and lesson plan audits to monitor how and when teachers are providing opportunities for students to engage in meaning-making and extended academic discourse. **Monitoring:** Instructional Round data will be used to observe the level of discourse of EL students and their use of academic language. Classroom observation data will monitor teacher application of discourse opportunities and structures. Lesson plan audit data will be used to monitor teachers' application of the discourse structures.
 - Analyze MAP data to monitor the impact of the implemented practices on student learning and achievement.
 - Complete Understanding Language Development (ULD) sessions provided by ELLD.
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- **Impact:** This focus action will positively impact students' language proficiency and achievement, as students will be more strategically engaged in extended discourse on grade-level content, enhancing their language acquisition skills.
- ❖ Individual(s) Responsible (Who will be doing it?):
 - Administrators
 - RBG3 strategists
 - LEAD Team (grade and team chairs)
 - Classroom teachers
 - ❖ Timeline Beginning - Timeline Ending: September 2021-May 2022
 - ❖ Resources available to accomplish the specific focus:
 - Engagement and discourse collaboration sessions, Digital Tool trainings (ex. NearPod), MAP data, ReadyGen, PLC collaboration sessions, agendas and reflection documents, RBG3 strategist, administrator observation data, ELLD (ULD Sessions)