

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

District: CCSD

School: Antonello Elementary School

School Leadership Team: Domenic Russo, Principal; Kathi-Anne Rozek, Assistant Principal; Lena Scolaro, RTI/SSA/RBG3; Pam MadridRBG3 Strategist

Date of District Review: March 9, 2022

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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 findings 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.

WIDA: 2019-2020

As of 2020-2021 61 tested

15.25% (9 students) are in the entering stage,	(8 students)	13.11% decrease of 2.14%
13.56% (8 students) are in the emerging stage,	(11 students)	18.03% increase of 4.47%
57.63% (34 students) are in the developing stage,	(23 students)	37.70 % decrease of 19.93%
13.56% (8 students) are in the expanding stage	(10 students)	16.39% increase of 2.83%
and no students are in the bridging stage of language acquisition.		

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There has been a decrease in the percent of students over a four-year trend that met WIDA AGP from 52.7% in 16-17 to 49% in 17-18 to 40.7% in 18-19 to 48.3% in 19-20; resulting in a -0.8% decrease in students that met WIDA AGP.

The 4-year trend data for WIDA exit rate data showed a decrease as well;

20.3% in 16-17,

17.1% in 17-18;

15.7% in 18-19; and 15.1% in

19-20 resulting in a 5.2% decrease in WIDA exit rate.

In the area of LTEL exited WIDA, there was a decrease over the three-year trend data;

69.2% in 16-17,

41% in 17-18 and

33.3% in 18-19 resulting in a 35.9% decrease in LTEL percent exited WIDA.

2021-2022 84 ELL students enrolled

2020-2021 4 students WIDA overall is at 4.0-4.4 = Ready to Exit

48 students WIDA overall is at 2.9 and Below

2019-2020 Percentage meeting WIDA AGP: 48.3

2018-2019 Percentage meeting WIDA AGP: 40.7

2017-2018 Percentage meeting WIDA AGP: 49.1

GROWTH: -0.8

MAP Winter Reading Met Projected Growth 2021-2022

Yes: 41 No: 39 Null: 3 blanks: 1

MAP Winter Math Met Projected Growth 2021-2022

Yes: 50 No: 30 Null: 3 blanks: 1

Root Cause 1 - Discourse is inconsistently structured for all students to produce extended productive discourse between teacher/students and peer/peer as it relates to the understanding of the content.

Root Cause 2- New foundational skills program implementation inconsistent

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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 Statements:

- To increase the performance of English language learners (ELL) in language proficiency and content achievement, Antonello ES will shift from teacher-centered instruction to student-centered instruction by ensuring that students are provided opportunities throughout the day to engage in extended discourse on grade-level content.
 - Lesson plans will be reviewed by the administration to ensure purposeful planning includes scaffold and differentiated supports for EL students. The evidence would include opportunities for choice, color-coding, sentence frames, grouping strategies, use of materials, etc. These plans will be monitored by administration.
 - By focusing on this, EL students will be driven to higher SBAC scores, WIDA scores, and other proficiency tests.
- To increase the performance of English language learners in language proficiency and content achievement, Antonello ES will ensure that students are provided with structured foundational skills through Open Court Kindergarten through third grade:
 - Grade K prepares the foundation for reading with phonemic awareness, concepts of print, and the alphabetic principle.
 - Grade 1 builds upon this foundation with sound-spelling correspondences and spelling strategy development.
 - Grades 2 and 3 reinforce and expand upon fluency, decoding and encoding skills for automatic recognition.
- To increase the performance of English language learners in language proficiency and content achievement, Antonello ES will ensure that students are provided with structured foundational skills.
 - EL students will be identified for tutoring during the instructional day, through small group reading intervention based on WIDA. Students will be assigned to work with a CTT specifically for listening, reading, speaking and writing.

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If we should return to distance learning, students will have assigned meeting times. During traditional face to face we will pull students into small group intervention time. EL students will be assigned 20 minutes of Imagine Learning time/per day for a total of 100 minutes per week.

- All students who take the WIDA will be assigned to our Extended School Day program.



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**
 - Antonello ES will increase the percentage of ELs meeting AGP, as measured by WIDA, from 48.3 to 52.9% by May 2022.
 - Antonello ES will increase the percentage of Math by at least 10 percentage points from 7% to 17% as measured by MAP assessment by May 2022.
 - Antonello ES will increase the percentage of ELA by at least 10 percentage points from 11% to 21% as measured by the SBAC assessment by May 2022.



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

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- ❖ These are the 2-3 specific statements (listed in Section II) that the school will monitor to address the root causes.
- ❖ **Statement #1:** 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.
- Antonello ES will shift from teacher-centered instruction to student-centered instruction by ensuring that students are provided opportunities throughout the day to engage in extended discourse on grade-level content.
 - Provide coaching and feedback on the use of discourse structures following observation and lesson plan audits.
 - Deliver PD on creating discourse in the classroom via high-yield effective teaching practices. We will include PD to include what discourse looks like for our online platform.
 - Professional development provided by the ELL/SAA department.
 - PLC sessions will include focus on Kagan Structures to support discourse by learning strategist
 - Complete Understanding Language Development (ULD) sessions provided by ELLD.
- ❖ Evidence of Practice (Use of Quantitative and Qualitative Data): How will you know that the school is on track to meet the expected outcome goal? State specifically how Statement #1 will be monitored? How will data be collected to inform decision-making?
 - Instructional rounds and student shadowing data will be used to observe implementation of schoolwide initiatives.
*We will either put this on hold and bring it back as soon as face to face commences or explore options if distance learning moves into 2nd semester.
 - Data gathered from observation tools will be used to monitor the impact of the implemented strategy on student learning and achievement.
 - Lesson plan audits data will be used to monitor teacher's application of professional development knowledge.
- ❖ Individual(s) Responsible (Who will be doing it?): administration, learning strategist and teachers
- ❖ Timeline Beginning - Timeline Ending: Beginning January 2020 through Spring 2022
- ❖ Resources available to accomplish the specific focus:
additional PD that we have given in the school

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ELLD resources

ULD

- ❖ **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.
 - Teachers will receive coaching and direct instruction on effective instructional practices utilizing:
 - 1) Vertical Alignment PLC
 - 2) Student Goal Setting (incorporating school wide/vertical goal setting)
 - 3) Refresh Kagan Strategies, Phonics strategies, and Thinking Maps
 - 4) Read By Three Professional Development including RTI
 - 5) Academic language instruction
 - 6) Whole group instruction based on SBAC Interim Assessment Blocks
 - 7) Utilize common language for engagement strategies and supplemental materials to differentiate instruction.
 - Teachers will receive ongoing support for the foundational skills program, Open Court through 1)modeled lessons, 2) coaching, 3)PLC 4)professional development on program-specific routines
 - Complete Understanding Language Development (ULD) sessions provided by ELLD.
- ❖ **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?
 - Instructional rounds and student shadowing data will be used to observe implementation of schoolwide initiatives.
 - Data gathered from observation tools will be used to monitor the impact of the implemented strategy on student learning and achievement.
 - Lesson plan audits data will be used to monitor teacher's application of professional development knowledge.
 - MAP data
 - WIDA data
- ❖ **Individual(s) Responsible (Who will be doing it?):** Administration and learning strategist
- ❖ **Timeline Beginning - Timeline Ending:** Beginning January 2020 through Spring 2022
- ❖ **Resources available to accomplish the specific focus:**

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- ❖ Time
- ❖ training
- ❖ Open Court workbooks and decodables