2020-21 School EL Implementation Plan for Improving the Language & Academic Proficiency of English Learners

District: Clark County School District
School: C.W. Woodbury Middle School
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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?

Data Dive Findings:

- 48 ELL students, 135 LTELL students, and 21 Newcomers. Total of 204 students.
- The amount of students scoring in both the Entering and Emerging levels has increased from 2018 to 2019. In the Entering level, there was an increase of 5 students (2.4%), and in the Emerging level, an increase of 8 students (3.9%). The Developing level remained the same, while the Expanding level saw a decrease of 13 students (-6.3%).
- The number of students exiting WIDA increased in 2018 to 8.3% from 6.6% in 2017, and decreased to 2.1% in 2019.
- SBAC scores decreased for ELLs in both ELA and Math in 2018-2019 from 2017-2018, and decreased for Non-ELLs in Math and increased in ELA.
  ELA: Non ELLs: 1.4% ELLs: -2.2%   Math: Non ELLs: -9.7% ELLs: -2.8%
- SBAC scores show that the gap between Non-ELLs and ELLs in ELA increased in 2018-2019 from 2017-2018 due to the decrease in overall scores for ELLs. SBAC also shows that the gap between Non-ELLs and ELLs in Math decreased due to a decrease in overall scores for both groups.
  ELA: 39.1% (increase of 3.6%)   Math: 16.9% (decrease of 6.9%)
- As documented on the NSPF, the number of ELLs who have met AGP has increased in 2018 from 2017, but decreased in 2019. In 2017, 22.8% met AGP, in 2018, 29.8% met AGP, and in 2019, 10.5% met AGP.

Working:

- ELL block classes have provided more opportunities for students to listen to English discourse and increase their comprehension as documented in the growth of WIDA listening scores from 2017 to 2019.
- ELL division consultations with ELL department has provided more opportunities for students to student discourse based on data from ELA instructional rounds.

What does the data show or reveal?

- The student to student discourse in core classes needs to improve in quality, quantity, and rigor in order to effectively impact students.

- Instruction must be further targeted to meet the specific language acquisition needs of ELLs and must be NVACS based and on grade level.

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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?

Root Causes To Address:

- As evidenced in the data (WIDA and SBAC), one root cause of the low performance of English language learners in language proficiency and content achievement is the need for additional knowledge and skills to deliver effective, grade-level instruction in Tier I designed to provide English learners' access to the content that builds English language development and content simultaneously.
- As evidenced by the data and classroom observations, a second root cause of the low performance of English language learners in language proficiency and content achievement is that students lack opportunities throughout the day for extended discourse on grade-level content.

Priority Focus Statements:

1. To increase the performance of English Language Learners in language proficiency and content achievement, Woodbury Middle School will build teacher capacity by providing teachers with professional development to enhance their skills and knowledge to deliver effective grade-level instruction in Tier I designed to provide English Language Learners' access to the content.
    a. Administrators will ensure that opportunities are provided during professional development training for teachers to receive instruction on appropriate scaffolded Tier 1 instruction for ELLs. This professional development will include student to student discourse strategies, student literacy and context considerations, as well as lesson planning with grade-level content and appropriate scaffolded strategies for student access.

2. To increase the performance of English language learners in language proficiency and content achievement, Woodbury Middle School will shift teacher-centered instruction to student-centered instruction by ensuring that students are provided more opportunities throughout the day to engage in extended discourse on grade-level content.
    a. The administration will hold teachers accountable for engaging ELL students in academic discourse and ensuring that teachers' lesson plans reflect the appropriate structures, strategies, and routines needed to effectively implement the student discourse they have purposefully planned. Engaging students in the extended discourse on

grade-level content will support, encourage, and facilitate ELLs ability to obtain higher grades, higher SBAC scores, and score higher on their English language proficiency test

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

- Woodbury Middle School will increase the percentage of ELs meeting AGP, as measured by ACCESS, from 10.5% to 15.5% by May 2021.
- Woodbury Middle School will increase the overall percentage of Math from 1.6% to 6.6% by May of 2021 as measured by the SBAC.
- Woodbury Middle School will increase the overall percentage of ELA from 3.3% to 9.3% by May of 2021 as measured by SBAC.

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

Woodbury Statement #1: To increase the performance of English Language Learners in language proficiency and content achievement, Woodbury Middle School will build teacher capacity by providing teachers with professional development training to enhance their skills and knowledge to deliver effective grade-level instruction in Tier I designed to provide English Language Learners' access to grade-level content.

Woodbury Strategy #1: Woodbury Middle school will use data gathered from observation tools as provided by ELLD and ANET to monitor the impact of strategies presented during teacher professional development on student learning and academic achievement. In addition, lesson plan review data will be used to monitor teachers' application of professional development strategies to ensure it is aligned with expected instructional strategies that most benefit students.

Woodbury Action Steps for Statement #1:

1. Deliver professional development to build capacity on student-centered instruction and discourse structures to increase academic discourse among ELL students.

2. Use both classroom observations and lesson plans to monitor how teachers provide students daily opportunities to participate in grade-level academic discourse.
3. Provide coaching and feedback on instructional strategies that promote academic student discourse as evidenced by lesson plans, observations, and walkthrough data.

Evidence of Practice

1. Classroom observations will be used to observe ELLs learning and use of academic language. Qualitative and quantitative data will be collected and synthesized. Teachers will receive direct feedback related to increased academic discourse and student access to rigorous grade-level content by the use of targeted scaffolded strategies.
2. Data gathered from observation tools will be used to monitor the impact of the implemented strategy on student learning and achievement.
3. Lesson plan review data will be used to monitor teacher application of professional development knowledge and purposeful planning of strategies to engage ELL students.
4. Measures of Academic Progress (MAPs) Data will be used to monitor the impact of the implemented strategies on student learning and achievement.

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

- ELL department, administration, and the Student Success Advocate will be responsible for delivering training to the entire staff. All staff members are required to participate, and administrators will oversee implementation (monitoring, feedback, coaching, and alignment).

Timeline Beginning - Timeline Ending:

- August 2020-May 2021

Resources available to accomplish the specific focus:

ELLD personnel, MAPS Accelerator, and the administrative team after school ELL tutoring, and Student Success Advocate.

Woodbury Statement #2: To increase the performance of English language learners in language proficiency and content achievement, Woodbury Middle School will shift teacher-centered instruction to student-centered instruction by ensuring that students are provided more opportunities throughout the day to engage in extended discourse on grade-level content.

Woodbury Strategy #2: Woodbury Middle School will shift from teacher-centered instruction to student-centered instruction by focusing on strategies that allow increased opportunities for students to engage in academic discourse as part of their Tier 1 instruction in all classes.

Woodbury Action Steps for Statement #2

1. Conduct classroom observations and lesson plan reviews to monitor how and when teachers are providing students the opportunities to engage in daily grade-level academic discourse.
2. Provide coaching and feedback on the use of discourse structures following classroom observation and lesson plan reviews.
3. Teachers will receive direct feedback and appropriate coaching as related to the increased academic discourse on grade-level content.

Evidence of Practice

1. MAPs growth data will be used to monitor the impact of discourse strategies on student learning and achievement.
2. Classroom observations and lesson plan review data will be used to monitor how and when teachers are providing students the opportunities to engage in extended academic discourse.
3. Weekly lesson plan review data will be used to document structures, strategies, and routines used by teachers to effectively engage students in academic discourse.

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

- ELL department, administration, and the Student Success advocate will be responsible for delivering training to the entire staff. All staff members are required to participate, and administrators will oversee implementation (monitoring, feedback, coaching, and alignment).

Timeline Beginning - Timeline Ending:
August 2020-May 2021

Resources available to accomplish the specific focus:
ELLD personnel, MAPS Accelerator, administrative team, after school ELL tutoring, and Student Success Advocate.