Washoe County School District

Agnes Risley Elementary School

Classification: 2 Star School

Title I, ≥ 10% of enrolled students are English Learners

2026-2027 School Improvement Plan

District Approval Date:
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Comprehensive Needs Assessment

Student Success

Areas of Strength

Based on iReady 2025-2026 Reading Diagnostic Data, 6% more students were on grade at the end of the year and the percentage of students two or more grade levels below dropped from 25% to 22%.

In Math, 6% more students were on grade level at the end of the school year and the percentage of students two or more grade levels below dropped from 15% to 13%.

16 students exited from EL which is an increase from 13 students from 2025-2026.

Areas for Growth

Based on the baseline Reading iReady Diagnostic the 2026 data indicated that 17% of our students were on grade level. On the end of the year assessment 53% of our students were on grade level in Reading. 68% of Risley's students met their typical growth in iReady and 36% made their stretch growth.

On the 2025 baseline Math iReady Diagnostic 5% of our students were on grade level and on the end of year diagnostic 48% of Risley's students were on grade level. 66% of Risley students met their typical growth and 35% met their stretch growth.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Multi Language Learners have additional barriers as they learn to navigate in the English setting.	Teacher use strategies to increase comprehension and engagement in ML Learners.
Foster/Homeless	Student in Foster Care or Homeless have additional barriers.	School counselor and Admin team have identified students in Foster Care or those experiencing homelessness and offer additional community support and identifying them as CIT when necessary.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Racial/Ethnic Minority students may face challenges as they assimilate to a different environment and cultural norms.	New to country students are offered additional support by EL staff and offered additional support if needed.
Students with IEPs	Students with an IEP need additional support to meet their IEP goals while gaining access to tier 1 instruction.	Special Education Teacher schedules push in and pull-out sessions with students on an IEP to ensure they do not miss Tier 1 instruction.

Problem Statements Identifying Student Success Needs

	Problem Statement	Critical Root Cause
1 ★	32% of students did not meet their typical growth on the end of year iReady Reading Diagnostic. 34% of students did not meet their typical growth on the end of year iReady Math Diagnostic.	Self-motivation Lack of family support Low academics Student Stamina Perseverance School Wide accountability New curriculum
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

★ = Priority

Adult Learning Culture

Areas of Strength

All teachers participate in PLCs to plan learning intentions and success criteria as evident in weekly lesson plans, walk throughs, and PLC agendas.

Math Reveal Professional Development with high participation and collaboration.

Teacher Clarity Professional Development carried over into daily instruction as evident by informal observation and walkthroughs.

2025-2026 Staff Climate is above 85% favorable in all areas with the exception of Quality of WCSD 72% and Parent Involvement 58%.

Areas for Growth

In the 2026–2027 school year, the staff at Agnes Risley will continue professional learning focused on Teacher Clarity. Clear expectations for learning intentions, success criteria, and relevance will be embedded in planning and instruction, with an increased emphasis on student self-monitoring and reflection to support ownership of learning.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Planning for scaffolded instruction to include strategies for our MLL students.	During PLCs intentionally plan strategies to support our MLL during Tier 1 instruction.
Foster/Homeless	Student in foster care, facing family CIT challenges and/or homelessness often face additional challenges to access learning.	School team will identify students facing challenges and offer support and resources through the counseling team.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	

Student Group	Challenge	Solution
Racial/Ethnic Minorities	Minority students are ensured the same accessibility to all academic, social emotional, and behavioral standards as non-minorities. All students will have equal access all opportunities available.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students
Students with IEPs	Teachers with students on an IEP need to be provided with information specific to each student's needs and goals outlined in the IEP to provide additional supports and follow documented accommodations and modifications.	Resource teacher and administrators will provide teachers with student's IEP information and monitor daily instruction in the general education classroom to ensure supports are in place.

Problem Statements Identifying Adult Learning Culture Needs

	Problem Statement	Critical Root Cause
1 ★	Utilizing PLC time to plan for more student structured opportunities to evaluate their understanding, reflect on their learning, and monitor their growth.	Limited planning for student self-reflection and peer feedback Lower-level questioning Limited exposure for tools for students to evaluate their learning Minimal emphasis on metacognitive opportunities

★ = Priority

Connectedness

Areas of Strength

Based on observational data, when opportunities were provided for families to engage in school-based projects, there was increased participation on academic events.

Areas for Growth

Based off the parent climate survey, a majority of our families indicated 4:00-6:00pm is an optimal time to attend events. During the 26-27 school year we will strengthen family partnerships by increasing opportunities for families to engage in student learning, scheduling events at times that better accommodate family needs, and improving consistent communication between school and home regarding student academic progress and achievement.

Equity Resource Supports

Student Group	Challenge	Solution
English Learners	Language barriers can make it difficult for families and staff to communicate.	Translation services are provided by Spanish speaking staff. Class Dojo is used to communicate because of the ease in translation.
Foster/Homeless	Barriers can make it difficult for families to attend events.	Additional supports and resources for students having transportation needs or other barriers will be offered supports, including bus passes.
Free and Reduced Lunch	Due to 100% of students qualifying for Free and Reduced Lunch (FRL), economically disadvantaged students represent the entire student population. As a result, the goals, strategies, action steps, and supports identified throughout this School Improvement Plan are designed to address the needs of FRL students.	The school will continue to analyze data, monitor progress, and adjust supports to ensure equitable access, opportunities, and outcomes for all students.
Migrant/Title1-C Eligible	N/A	
Racial/Ethnic Minorities	Minority students and families may feel underrepresented at events.	Creating a culture of community and inclusion provides all families and students a safe and culturally sensitive environment to feel welcome.

Student Group	Challenge	Solution
Students with IEPs	Students on IEPs face additional challenges when attending school events. Specifically, our students identified on the autism spectrum.	Opportunities for families and students facing social challenges will be offered additional resources to make attending events successful.

Problem Statements Identifying Connectedness Needs

	Problem Statement	Critical Root Cause
1 ★	Low participation on academic family events.	Limited opportunities for family partnerships to engage in student learning. Timing of events were non optimal for families' schedules. Communication between school and home regarding student academic achievement is inconsistent.

★ = Priority

Priority Problem Statements

	Problem Statement	Critical Root Cause
1 ★	32% of students did not meet their typical growth on the end of year iReady Reading Diagnostic. 34% of students did not meet their typical growth on the end of year iReady Math Diagnostic.	Self-motivation Lack of family support Low academics Student Stamina Perseverance School Wide accountability New curriculum
2 ★	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.
3 ★	Utilizing PLC time to plan for more student structured opportunities to evaluate their understanding, reflect on their learning, and monitor their growth.	Limited planning for student self-reflection and peer feedback Lower-level questioning Limited exposure for tools for students to evaluate their learning Minimal emphasis on metacognitive opportunities
4 ★	Low participation on academic family events.	Limited opportunities for family partnerships to engage in student learning. Timing of events were non optimal for families' schedules. Communication between school and home regarding student academic achievement is inconsistent.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Student Success

- [x] **I-Ready**
- [x] **Multi-Tiered System of Supports (MTSS)**
- [x] **Student Climate Survey, Student Voice**

Adult Learning Culture

- [x] **Administrator evaluation**
- [x] **Lesson Plans**
- [x] **Professional learning communities (PLC) data/agenda/notes**
- [x] **Staff surveys and/or other feedback**
- [x] **Walk-through data**

Connectedness

- [x] **Attendance**
- [x] **Home Visits**
- [x] **Perception/survey data**

Inquiry Areas

Inquiry Area 1 Student Success

SMART Goal 1

AB 335 EL Goal: By the end of the 2026-27 school year, 100 % of English Learner students at Risley Elementary School who are projected to meet English learner exit criteria based on their 2025-26 ACCESS assessment scores will successfully achieve reclassification (exit status) by meeting or exceeding the required proficiency levels in speaking, listening, reading, writing, and composite domains.

Formative Measures: Language walkthrough data, i-Ready Diagnostics, Tools for Instruction, Personalized Learning, Literacy Tasks

Improvement Strategy 1

i-Ready

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Targeted MLL supports in ELA and Math. Small group EL instruction for level 3 and 4 in 3rd, 4th, and 5th grade. Lexia Learning for level 1 students.	Classroom teachers and Administration	SY 26-27	

Position Responsible: Principal

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 2

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
2	State assessment performance data reveals a persistent achievement gap between students identified as English learners and other identified student groups at the school, district, and state levels.	The school's assessment data indicates that English learner students may benefit from increased opportunities for rigorous, language-rich instruction, stronger intervention structures, and enhanced collaboration among instructional staff to address both academic and language acquisition needs.

SMART Goal 2

One hundred percent of students in grades K-5 will meet their typical growth target in reading on the third iReady Diagnostic. 50% of students who are two or more grade levels below on the first reading iReady Diagnostic will meet their stretch growth target on the third Diagnostic.

One hundred percent of students in grades K-5 will meet their typical growth target in math on the third iReady Diagnostic. 50% of students who are two or more grade levels below on the first math iReady Diagnostic will meet their stretch growth target on the third Diagnostic

Formative Measures: iReady final Diagnostic

Improvement Strategy 1

iReady

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Students and teachers will utilize a lesson data tracker to monitor Personalized Path Lesson passage and minutes. Develop master schedule with specific time allocated for students to complete iReady personalized Path lessons. Conduct weekly reviews of student usage and lesson passage with the goal of students passing 3 or more reading and 3 or more math lessons each week.	Classroom teachers and administration	SY 2026-27	

Position Responsible: Classroom teachers and administration

Evidence Level

Level 3: Promising:
i-Ready

Problem Statements: Student Success 1

Status Checks

In progress

November	February	May

SMART Goal 2 Problem Statements Identifying Student Success

	Problem Statement	Root Cause
1	32% of students did not meet their typical growth on the end of year iReady Reading Diagnostic. 34% of students did not meet their typical growth on the end of year iReady Math Diagnostic.	Self-motivation Lack of family support Low academics Student Stamina Perseverance School Wide accountability New curriculum

Inquiry Area 2

Adult Learning Culture

SMART Goal 1

Classroom walk-throughs will indicate 100% of teachers consistently implement one or more of the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning)

Formative Measures: walkthrough form

Improvement Strategy 1

PLCs

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. Lesson plans will identify formative assessments that will be used to inform and adjust instruction. Within PLCs, teachers will collaborate to analyze student data and adjust Tier 1 instruction in a timely manner. Design PLC agendas to include incorporating Teacher Clarity into instructional practices across grade levels and subject areas.	Administration, Instructional Coach, and Teachers	SY 2026-27	

Position Responsible: Administration, Instructional Coach, and Teachers

Evidence Level

Level 2: Moderate:
PLC

Problem Statements: Adult Learning Culture 1

Status Checks

In progress	Implemented	Implemented
November	**February**	**May**

SMART Goal 1 Problem Statements Identifying Adult Learning Culture

	Problem Statement	Root Cause
1	Utilizing PLC time to plan for more student structured opportunities to evaluate their understanding, reflect on their learning, and monitor their growth.	Limited planning for student self-reflection and peer feedback Lower-level questioning Limited exposure for tools for students to evaluate their learning Minimal emphasis on metacognitive opportunities

Inquiry Area 3

Connectedness

SMART Goal 1

The percentage of students identified as chronically absent in the 25-26 school year will decrease by 3 % when compared to the 26-27 percent identified as chronically absent.

Formative Measures: Attendance Records

Improvement Strategy 1

Home Visits/Family Engagement

Actions for Implementation

Action #	Actions for Implementation	Person(s) Responsible	Timeline	Complete
1	Use historical attendance data to identify students who are at risk of chronic absenteeism. Parent Teacher Home visits Weekly attendance meeting	Principal Assistant Principal Attendance Team	SY 2026-27	

Position Responsible: Principal Attendance Team

Evidence Level

Level 1: Strong:
Parent/Teacher Home Visits/PBIS

Level 3: Promising:
Family Engagement

Problem Statements: Connectedness 1

Status Checks

In progress

November **February** **May**

SMART Goal 1 Problem Statements Identifying Connectedness

	Problem Statement	Root Cause
1	Low participation on academic family events.	Limited opportunities for family partnerships to engage in student learning. Timing of events were non optimal for families' schedules. Communication between school and home regarding student academic achievement is inconsistent.

Schoolwide and Targeted Assistance Title I Element Summary

Schoolwide and Targeted Assistance Title I Elements

1.1 Comprehensive Needs Assessment

For all Title 1 Elements, please see addendum.

Community Outreach Activities

Activity	Date	Lesson Learned
Meet your Teacher	August 6, 2026	
Back to School Night	September 8, 2026	Many parents that came to Meet Your Teacher, did not attend
Skate Night	September 22, 2026	Great attendance
Fall Festival	October 23, 2026	
Family Game Night	November TBA	

Addendums

ESSA Title I Schoolwide and Targeted Assistance Title I Elements

School Improvement Plan (SIP) Washoe County School District

1.1Write 1-2 sentences describing the comprehensive needs assessment process at your school.

The Comprehensive Needs Assessment (CNA) is conducted as part of the Continuous Improvement Process (CIP). Acts 1 and Events 1-3— including Data Dive, Root Cause Analysis, Problem Statements, and ESSA-approved Improvement Strategies— ensure a thorough CNA, which serves as the foundation for developing the School Improvement Plan (SIP).

2.1 Write 1-2 sentences describing how staff, families, and community members are included in the plan development process, including how feedback is solicited about the plan.

Staff, families, and community members are actively involved in the plan development process through surveys, meetings, collaborative discussions and other community outreach events. Their feedback is solicited via stakeholder input sessions, advisory committees, and open forums to ensure the plan reflects the needs and priorities of the entire school community. At the secondary level Student Voice is required when crafting the plan.

2.2 Write 1-2 sentences describing the process of how plans are regularly monitored and revised.

At least three times a year, through CIP Events 5-7, schools meet with stakeholders to review their School Improvement Plan (SIP), assess progress, reflect on lessons learned, and determine next steps. Many schools utilize school improvement stipends to support data analysis and necessary course corrections.

2.3 Write 1-2 sentences describing how you make the plan available to parents and community in an understandable format and language. Ex.

The plan is posted on our school website in English and Spanish, as well as sent to families in the newsletter and available at the front desk. Elementary schools inform families of the plan through Class Dojo.

2.4 Briefly describe the Title I funded major initiatives in your plan in which all children are given opportunities to meet State standards.

Supplementary materials for ELA foundational skills instruction such as UFLI and Magnetic Reading Foundations are used to reinforce and expand core concepts, offer students targeted opportunities to practice and strengthen their reading, writing, and language skills. Students engage in varied learning activities that support key foundational skills like

phonics, vocabulary development, and fluency. These resources align with grade-level standards and provide students with a structured pathway to meet grade-level expectations.

2.5 Briefly describe the Title I funded major initiatives in your plan in which children are provided increased learning time and well-rounded education.

Teacher Clarity by Corwin emphasized the importance of clear, purposeful instruction in improving student outcomes. The incorporation of Teacher Clarity ensures that students know exactly what they are expected to learn, how they will learn it and why it matters. Teachers utilize the Teacher Clarity Playbook to guide their practice.

2.6 Briefly describe the Title I funded major initiatives in your plan in which you address the needs of all students, particularly at-risk.

Targeting chronic absenteeism creates a supportive environment that encourages consistent attendance and addresses underlying barriers. A range of resources and strategies are tailored to different students' needs such as identifying root causes, engaging families and communities, early identification, timely interventions, and creating a positive school culture.

3.1 Write 1-2 sentences describing the process for how you evaluate the School Performance Plan (SPP)

The School Improvement Office conducts a thorough review of all 114 School Improvement Plans (SIPs), meeting individually with each principal and key stakeholders to ensure alignment with district and state requirements. Special focus is given to SMART goals, ESSA-approved improvement strategies, and actionable steps to drive plan success.

4.1 Write 1-2 sentences describing how you develop and distribute the Parent Involvement and Family Engagement Policy, and who is involved in the process.

The parent and family engagement policy are developed with family members and school staff including administrators. Staff and families discuss key points of family engagement at their school, i.e., communication, meetings, building staff and family capacity around family engagement, and indicate on the policy how those points will be addressed. Depending on school needs, the policy is created in both English and Spanish. Schools distribute the policy through their website, newsletters, or other communication methods by October 1 of each year. The policy is revised annually in the Spring with staff and family members to update it for the next year.

4.2 Describe how you provide a flexible number of parent involvement opportunities. e.g. multiple events are held at different times during the day on various days.

Schools provide parent meetings with Morning Mugs, parent and teacher meetings, and one-on-one meetings at different times during the day. Schools schedule Parent University

or other classes or during the school day and at night based on what families have indicated they prefer and aligned to the school performance plan and administrator vision.

5.1Determine which students will be served by following local policy

WCSD uses the Title I Rank and Serve process based upon FRL Percentages. The Federal mandate is that schools with an FRL Percentage 75% or higher automatically must be served as a Title I school. For the 2025-2026 school year, all schools that have an FRL Percentage 68.81% or higher will be served as Title I schools. WCSD utilizes a School-wide program for all schools that receive Title I funding.

School English Learner Academic Achievement Plan

According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:	
School Name:	Agnes Risley ES
District:	Washoe County School District
Principal:	Melissa Sullivan
Principal email:	msullivan@washoeschools.net
EL Specialist:	Laura Tremain
EL Specialist email:	LTremain@washoeschools.ney

Root Cause Analysis	*When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*
Student Success	• During the 23-24 SY, Agnes Risley was not expecting the dramatic increase in Newcomers to our school. This led to an increased awareness of our MLL population • Our SBAC data in ELA stayed the same from 22-23 to 23-24 with 3% of our MLLs meeting Proficiency. • Math SABC proficiency for our MLL population increased from 3% in 22-23SY to 5% in 23-24SY. • Additional support for teachers with planning and implementing strategies for MLL students is needed.

Adult Learning Culture	• The increased number of MLL students at Risley in 23-24, was stressful for our teachers as indicated by an end-of-the-year survey. • Teachers lack opportunities to collaborate on MLL strategies or to share best practices for supporting MLL students in diverse classroom settings. Teachers lack the tools they need to differentiate effectively. • Several teachers engaged in Professional Learning opportunities during the 23-24 SY to create GLAD units for our students and three General Education Teachers participated in formal GLAD training. • Lack of speaking and listening opportunities for our students as indicated by walkthrough data.
Connectedness	• *Teachers want to help increase our ability to connect with MLL families and students. Teachers look for opportunities to connect through Class Dojo and email. Grade-level teachers do not use face-to-face or voice-to-voice communication, which can lead to misunderstandings or a lack of connectedness with families.* • *Family engagement is high during Parent Conferences and Fall Festival. However, academic nights have low attendance.* • *Participation in Climate Surveys is low. Through informal discussions with parents, the survey is too long, and they do see the value in the survey.*
English learner Achievement Root Cause Analysis Summary	English learners often face unique linguistic challenges that can slow their progress in content areas. As they work to acquire proficiency in English, they may struggle to grasp complex vocabulary and academic language, impacting their overall academic achievement. MLL students do not have adequate speaking or listening opportunities during Tier 1 instruction, as noted during walkthroughs. Tier 1 ELA curriculum does not address MLL students' academic needs. Math academic vocabulary and “reading heavy” math curriculum increase the difficulty for MLL students.
English Learner Achievement Problem Statement	MLL students face ongoing academic challenges in reaching grade-level proficiency, particularly in reading and math. Many of these students, who come from diverse linguistic and cultural backgrounds, encounter language barriers that impact their comprehension and engagement with core subjects. These MLL students often perform below their peers on standardized tests. MLL students at Agnes Risley need opportunities to engage in Tier 1 math and ELA curriculum with differentiated scaffolds and supports to meet state standards.

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

SMARTIE Goal #1	By the end of the 24-25 school year, Agnes Risley will increase the proficiency rate of MLL on the ELA SBAC by 3%.
Performance Objective	Through targeted EL interventions, including differentiated instruction, data-driven progress monitoring via i-Ready benchmark standards, and dedicated language support from general education teachers, EL support, and Instructional Coach. Success will be measured by analyzing interim assessment data from i-Ready assessments and final SBAC results to ensure EL students demonstrate improved comprehension and application of grade-level English Language Standards.
Strategies for APO/Goal	Weekly monitoring of students on iReady My path. Small group push-in sessions focused on literacy skills, including phonics and vocabulary. Weekly planning sessions with grade level teachers, EL support, Instructional Coach and Admin, using Success Criteria
Action Steps for Strategies	Use prior assessment scores (WIDA Test Scores, SBAC Test Scores, MAP Test Scores (K-3), i-Ready diagnostic tools and i-Ready growth checks and formative assessments) to establish each MLL student's current proficiency level. Set personalized goals with each MLL Student. Small group intervention based on skill need. Teacher professional development in EL strategies, listening and speaking opportunities. Weekly planning sessions for collaborative teams.
Position Responsible	Classroom teachers, EL teachers, administration
SMARTIE Goal #2	By the end of the 24-25 school year, Agnes Risley will increase the proficiency rate of MLL on the Math SBAC by 3%.
Performance Objective	*Through targeted interventions, including differentiated instruction, data-driven progress monitoring, and dedicated language support within math instruction. Success will be measured by analyzing interim assessment data from i-Ready assessments and final SBAC results to ensure EL students demonstrate improved comprehension and application of grade-level math concepts.*
Strategies for APO	Weekly monitoring of students on iReady My path. Small group push-in sessions focused on literacy skills, including phonics and vocabulary. Weekly planning sessions with grade level teachers, EL support, Instructional Coach and Admin, using Success Criteria

Action Steps for Strategies	Develop lesson plans that include both math and language objectives. Analyze student performance data to group MLL students by skill level or language proficiency for small-group instruction. Provide PLC opportunities where teachers can review each student's progress and adapt instruction accordingly. Design lesson activities that are scaffolded for each group's needs, with a mix of math skills practice and language development.
Position Responsible	Classroom teachers, EL teachers, and Administration