

2021-2022 School ELL Implementation Plan for Improving the Language Proficiency of English Learners

District: Clark County School District (CCSD)

School: Monaco Middle School

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Section I. Root Cause Analysis:

DATA DIVE FINDINGS:

- In 2021-2022, Monaco Middle School (MS) has 345 English Language Learners (ELL) students, 270 Long Term ELLs (LTEL) students, and 32 newcomers.
- WIDA Assessment data:
 - Percentage of current ELL students who demonstrated language growth (between .1 to 1.3 levels) as measured by the students' overall WIDA language proficiency assessment overall score in the 2020-2021 school year: 25%
- MAP Assessment Data:
 - Percentage of current ELL students who demonstrated a score of 60% or greater on the winter English Language Arts (ELA) MAP assessment: 2%
 - Percentage of current ELL students who demonstrated a score of 60% or greater on the winter math MAP assessment: 1%
 - Percentage of current ELL students who demonstrated a score of 40% or greater on the winter ELA MAP assessment: 10%
 - Percentage of current ELL students who demonstrated a score of 40% or greater on the winter math MAP assessment: 8%
 - Percentage of current ELL students who are meeting their projected growth on the winter ELA MAP assessment: 40%
 - Percentage of current ELL students who are meeting their projected growth on the winter math MAP assessment: 53%
- SBAC Assessment Data:
 - Percentage of current ELL students who demonstrated proficiency on the SBAC ELA assessment: 2017-2018- 2.2% (10 students); 2018-2019- 2.5% (10 students); 2019-2020- no SBAC; 2020-2021-3.3% (7 students)
 - Percentage of current ELL students who demonstrated proficiency on the SBAC math assessment: 2017-2018- 2.7% (11 students); 2018-2019- 3.5% (14 students); 2019-2020- no SBAC; 2020-2021-0% (0 students)
 - Due to school closures and the COVID pandemic, assessment scores and student participation for the 2020-2021 school year may have been impacted.
- As documented on the Nevada State Performance Framework (NSPF), the number of ELLs who have met Aggregate Growth Percentile (AGP) has decreased each year from 2015; 2015: 36% met AGP, 2016: 18% met AGP, 2017: 14% met AGP, 2018: 22.2%, and 2019: 10.5% met AGP but finally increased to 19.7 % in 2020.

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ROOT CAUSE ANALYSIS:

- Best practices such as reciprocal discourse, open ended sentences, use of sentence stems, and gap data remedial instruction are practices that are not consistent during the delivery of instruction.
- Small group instruction to differentiate instruction did not occur on a regular basis as noted through observations.
- Implementing high levels of instructional discourse in the classroom, as noted during ELL walks and during classroom observations, is a practice that needs to be improved.

Working:

- Newcomer classes, ELL designed classes, and Reading Edge which may be positively impacting the percentage of ELLs meeting their projected growth targets in both SBAC ELA and SBAC math .
- Instructional Rounds data indicated an increase in the student to student interactions and lessons providing opportunities for student discourse.
- Professional Learning (PL) to build teacher capacity around the writing RACES strategy (Restate-Answer-Cite-Explain-Summarize), Role Cards, and Rubrics.

What does the data show or reveal?

- The discourse that is occurring in the core classrooms is limited and not occurring at a high level.
- Best practices such as reciprocal discourse, open ended sentences, anchor charts, use of sentence stems, and gap data remedial instruction are practices that are not consistent during the delivery of instruction.



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 focus on the following evidence-based strategies to address the root causes:

1. Monaco MS will implement targeted language development support for newcomers and targeted LTELLs during Tier I instruction.
2. Monaco MS will implement targeted and focused instruction to increase student discourse opportunities in all core content classrooms.
3. Monaco MS will implement a station-rotation model in all core classes with stations focusing specifically on engaging students in academic discourse.



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Section III. The school's SMART goals to meet the state's outcome goals

1. Monaco MS will increase the percentage of ELLs meeting AGP, as measured by WIDA ACCESS, from 19.7% to 36% by May 2022.
2. Monaco MS will increase the percentage of ELLs scoring proficient in SBAC math from 0% to 10% by May 2022, as measured by the SBAC assessment.
3. Monaco MS will increase the percentage of ELLs scoring proficient in SBAC ELA from 3.3% to 13.3% by May, 2022, as measured by the SBAC assessment.
4. Monaco MS will increase the percentage of LTELLs exiting from 1.4% to 10% by May 2022.



Section IV. Specific Action Steps: Strategies to address the root causes to meet the expected outcomes

Strategy #1: State the specific strategy that is aligned with the root cause(s)

GOAL 1: Additional language development support for newcomers and targeted LTELLs.

- Continue with ELA block in the master schedule to allow a specialized class for newcomers that includes sheltered instruction for accelerated language development utilizing Reading Edge and station rotations.
- A block for targeted LTELLS to allow for focused ELA instruction and targeted discourse opportunities to accelerate language acquisition.
- Implement targeted instruction focused on the language domains of reading and speaking for our newcomers and LTELLs who have an overall WIDA assessment score of 1 or 2. Teachers will have a prep buyout to instruct a small group of ELL students (≤ 15) to support their language development.

Evidence of Practice (Use of Quantitative and Qualitative Data):

Data Collection: Progress monitoring utilizing EASYCBM for RED students, monthly Mobymax progress, the quarterly 4sight assessment, and common formative assessments from the Reading Edge program. Observation data will be collected by administration and the learning strategists.

Monitoring: Data will be provided to the strategists and the leadership team in order for them to measure success, make recommendations, and provide additional support if applicable. Administration and learning strategists will conduct observations and will meet with teachers during their PLC's to review the leadership team's recommendations and ensure that lesson planning and implementation are addressing the school's SMART Goals. Classroom walks will occur utilizing a best practice checklist.

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

Administration, learning strategists, and lead/departement chair teachers.

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Timeline Beginning - Timeline Ending:

August 2021 through May 2022

Resources available to accomplish the specific focus:

- The 4sight assessment, Reading Edge program, Mobymax, and EASYCBM
- Title-I and discretionary funds to purchase strategists and prep buyouts
- Title-III funds to purchase prep buyouts

Strategy #2: State the specific strategy that is aligned with the root cause(s)

GOAL 2: Implement targeted and focused instruction to increase student discourse opportunities in all core content classrooms.

- Block classes to increase all ELA and math periods to 80 minutes. Increasing the content instructional minutes each day allows time for flexible small group instruction in heterogeneous classrooms.
- Continue the use of Reading Edge across all grade levels. Provide training to staff and ensure implementation. Monitor implementation through classroom observations by strategists and the administration using the CCSD ELL developed Lookfors Observation Tool.

Evidence of Practice (Use of Quantitative and Qualitative Data):

Data Collection: All teachers will be utilizing 4sight, EASYCBM, Mobymax, and WIDA ACCESS data to determine the student ability levels in each class.

Monitoring: Administration, teachers and learning strategists will meet during PLC's to review data and ensure that lesson planning and implementation will meet our SLG goals. Classroom walkthrough and observations will focus on monitoring the impact on student academic growth as measured by 4sight and MAP assessments.

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

All content area teachers will be implementing the block schedule. Learning strategists, lead teachers, and administration will be responsible for planning and monitoring the delivery of instruction.

Timeline Beginning - Timeline Ending:

August 2021 through May 2022

Resources available to accomplish the specific focus:

- The Reading Edge program, Mobymax, and authentic grade level texts
- Title III and discretionary funds to purchase software, literature, and reading program components
- Title funds to fund strategists and outside consultants
- Title and discretionary funds to fund additional teachers needed to implement a blocked schedule

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Strategy #3: State the specific strategy that is aligned with the root cause(s)

GOAL 3: Monaco MS will implement a station-rotation model in all core classes with stations focusing specifically on engaging students in academic discourse.

- Teachers will strengthen lessons to include stations and small group activities that allow for student-to-student academic discourse, while focusing on gap data remediation.
- Provide PL for planning and implementation of station activities into the scope of an 80-minute class period, specifically to differentiate lessons and plan for small group instruction.
- Provide PL and support in the area of oral and written discourse.
- Teacher mentors will contact students for 20 minute sessions each week to support students with classroom assignments and engage students in activities that develop speaking skills.

Evidence of Practice (Use of Quantitative and Qualitative Data):

Data Collection: Teachers will monitor growth monthly utilizing the data from the 4sight assessment and Mobymax. Ongoing formative activities/assessments will provide data indicators for remediation planning. Classroom observations will be completed by core strategists and administration.

Monitoring: Administration, learning strategists, and teacher leaders will meet with classroom teachers during PLC's to review data and ensure that lesson planning and implementation meet our SLG goals. Additionally, to monitor the effectiveness of the provided PL, teachers will be required to implement specific PL strategies within a designated timeline and report the data during grade level department PL meetings. Classroom observations with specific feedback will be provided to the teachers.

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

All content core area teachers, learning strategists, lead teachers, and administration will monitor progress through observations using the developed CCSD ELL Lookfors Observation tool.

Timeline Beginning - Timeline Ending:

August 2021 through May 2022

Resources available to accomplish the specific focus:

- Mobymax, Reading Edge program, block schedule for reading and PL times
- Title-1 and discretionary funds to purchase software and Reading Edge components
- Title and discretionary funds to fund strategists, prep buyouts, and outside consultants
- ELL Lookfors Observation tool