

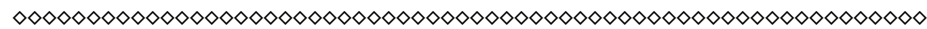
2020-21 School EL Implementation Plan for Improving the Language & Academic Proficiency of English Learners

District: CCSD

School: Paradise PDS

School Leadership Team: Annemarie Stover, Jo. Anna Grant, Satyra Thompkins, Rosemary Granata, Tami Lazzara and Alea Henderson (ELLD)

Date of District Review: 11.6.20



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.

Data demonstrated that

- Paradise PDS presently has 127 active ELL students, 12 LTEL students, and 14 Newcomers for a total of 153 students.
- ELA proficiency decreased from the 2016-2017 school year to the 2018-2019 school year by 4.8% (38.8% to 34.0%).
- Math proficiency decreased from the 2016-2017 school year to the 2018-2019 school year by 2.5% (25.8% to 23.3%).
- For the last three years (SY 16-17, SY 17-18, and SY 18-19), ELL students have demonstrated approximately 13% proficiency on the SBAC Math Assessment while Non-ELL students have demonstrated approximately 30% proficiency.
- Approximately 18% of ELL students have demonstrated proficiency on the ELA SBAC assessment for the last three years (SY 16-17 to SY 18-19).
- The proficiency of ELL students who are being monitored after being exited from their ELL designation has steadily increased in both ELA and Math from the 2016-2017 school year to the 2018-2019 school year (73.3% to 85.0% in ELA and 46.7% to 60.0% in Math).

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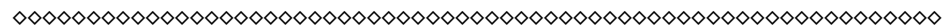
- Paradise PDS increased from an AGP of 50 to 64.2 on the WIDA Assessment from the 2016-2017 school year to the 2018-2019 school year with an increase of 2.4%. From the 2018-2019 school year to the 2019-2020 school year, the WIDA AGP decreased to 47.8. WIDA proficiency decreased slightly from 16.9% proficient in the 2018-2019 school year to 16.0% in the 2019-2020 school year.

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- The NSPF ELL Points increased from 7 points in the 2016-2017 school year to 10 points by the 2018-2019 school year. Due to school closures during Spring 2020, Paradise PDS maintained the same NSPF rating as SY 2018-2019.
- Of the four domains, speaking and writing continue to be an area of concern.

ROOT CAUSES

1. WIDA subcategory data in speaking and writing and SBAC data indicate a need for a continued focus on the teaching of content and language simultaneously within Tier I instruction.
2. Paradise PDS teachers would benefit from additional support in purposeful planning to increase academic and language achievement.



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.
 - 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.

Statement #1: WIDA subcategory data in speaking and writing and SBAC data indicate a need for a continued focus on the teaching of content and language simultaneously within Tier I instruction.

Addressing Root Cause #1:

- Paradise PDS teachers lesson plan with their grade level teams on a weekly basis and use common grade level assessments to determine student mastery of grade level standards.
- Write Tools professional development has been provided to increase Tier I writing Instruction of expository writing structures and narrative writing structures as well as writing a text dependent analysis.
- Paradise PDS implemented Imagine Math/Imagine Math Facts (Grades K-2) and MAP Accelerator (Grades 3-5) as well as

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I-Ready Reading to increase reading and math proficiency using a differentiated Tier I blended learning model.

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- Paradise PDS staff members have received professional development in building student discourse through the ALCA Model (Years 1 and 2) as well as Kagan Cooperative Learning Structures.
- School Administration conduct walkthroughs as well as the classroom observation cycle to monitor and support implementation of the NEPF and NVACs. School administration then shares grade level trends and school wide trends as well as conferences with individual teachers about their instruction.

Statement #2: Paradise PDS teachers would benefit from additional support in purposeful planning to increase academic and language achievement.

Addressing Root Cause #2:

- Paradise PDS teachers lesson plan with their grade level teams on a weekly basis and use common grade level assessments to determine student mastery of grade level standards.
- Learning Strategists use purposeful planning to provide small group support (Tier 2 and 3) in ELA to students in Grades K-5 who are significantly below grade level and missing foundational literacy skills.
- Zoom Reading Center Project Facilitator is providing professional development sessions on ELL instructional strategies to support increased academic discourse across the curriculum.



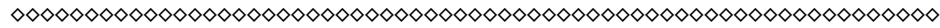
Section III. SMART Goals Aligned to Identified Root Cause(s):

- ❖ Include a SMART goal for growth toward English language proficiency as measured by ACCESS AGP. The state’s expectations 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**

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SMART Goals:

1. Increase the percentage of students proficient in English Language Arts (ELA) from 34.17% to 49.5%, and in math from 23.5% to 40.8% by May 2021, as measured by state summative assessments (SBAC).
2. Increase the percent of ELLs meeting WIDA AGP from 47.8% to 63.9% by May 2021, as measured by WIDA AGP.



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

- ❖ 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.

Statement #1: WIDA subcategory data in speaking and writing and SBAC data indicate a need for a continued focus on the teaching of content and language simultaneously within Tier I instruction.

- School Administration will continue to conduct weekly walkthroughs as well as the classroom observation cycle to monitor and support implementation of the NEPF and NVACs through the lens of content and language development. School administration will continue to share grade level trends and school wide trends as well as conferences with individual teachers about their instruction.
- Teachers will be provided professional development on purposeful planning to ensure grade level standards are unwrapped as well as provide opportunities to provide student discourse to enhance content and language development.
- Teachers will continue to be provided professional development on the implementation of Write Tools for narrative writing, expository writing, and text analysis.
- School administration will continue to partner with ANET to provide professional development on PLC structures and student task selection to administration and grade level teams.
- Teachers will be provided professional learning on the eight mathematical practices discourse mats; administrators will then conduct walkthroughs to ensure the use of the discourse mats during Tier I ELA and Math instruction.
- Teachers will be provided professional learning on the structure and implementation of the Tell Me More discourse task; administrators will monitor implementation of the task by walkthroughs.
- Teachers in Grades 3-5 will be provided professional learning on QTEL instructional strategies to support language development across the curriculum.

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- ❖ 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?

Qualitative Measures:

The qualitative measures used to track the AB 219 corrective Action Plan at Paradise PDS will include the following:

- Professional Development and Collaboration (SBCT/Staff meetings/PD days) agendas, minutes, sign in sheets and Title 1 surveys
- Administrator observation notes
- Region Instructional Rounds
- Region Observation Instructional form/Google form
- Lesson Plans
- PLC notes and action steps

Quantitative Measures:

The quantitative measures used to track the AB 219 corrective Action Plan at Paradise PDS will include the following:

- WIDA ACCESS 2.0
- NWEA MAP (Reading and Math)
- Common grade level assessments
- iReady Reading
- Imagine Learning Literacy (ELL Students with a WIDA score of 2.9 or below)
- Imagine Math/Imagine Math Facts (Grades K-2)
- MAP Accelerator (Grades 3-5)

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

- Administration
- Learning Strategists (LLS/ Read by 3)
- Teachers

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- Zoom Personnel (for targeted PD)

❖ Timeline Beginning - Timeline Ending: August 2020-May 2021

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❖ Resources available to accomplish the specific focus:

- Title I and Title III are funding professional development on the Write Tools (focus on narrative writing, expository writing, and text dependent analysis)
- Zoom is funding Learning Strategists (RBG3 & LLS) and I-Ready Reading
- ALCA-M session materials and content will be provided by ELLD
- Weekly PLC/Professional Development Time on Wednesday afternoons will focus on purposeful planning and discourse.
- Monday afternoon professional development sessions will focus on ELL strategies and supports as well as distance learning strategies to increase engagement and discourse across the curriculum.
- State funded ANET partnership

❖ **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.

Statement #2: Paradise PDS teachers would benefit from additional support in purposeful planning to increase academic and language achievement.

- School Administration conduct weekly walkthroughs as well as the classroom observation cycle to monitor and support implementation of purposeful planning and the NVACs through the lens of content and language development. School administration will continue to share grade level and school wide trends for planning purposes.
- Teachers will be provided professional development on purposeful planning to ensure grade level standards are unwrapped as well as provide opportunities to provide student discourse to enhance content and language development.
- School administration and learning strategists will support teachers in unwrapping standards using the CCSRs and mathematical shifts in grade level content through implementation of ANET and Achieve the Core structures to increase the rigor within student task selection.
- School administration has worked with ANet coach and grade level leads to restructure the PLC model at Paradise

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to allow for additional collaborative purposeful planning.

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- ❖ 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?

Qualitative Measures:

The qualitative measures used to track the AB 219 corrective Action Plan at Paradise PDS will include the following:

- Professional Development and Collaboration (SBCT/Staff meetings/PD days) agendas, minutes, sign in sheets and Title 1 surveys
- Administrator observation notes
- Region Instructional Rounds
- Region Observation Instructional form/Google form
- Lesson Plans
- PLC notes and action steps

Quantitative Measures:

The quantitative measures used to track the AB 219 corrective Action Plan at Paradise PDS will include the following:

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

- Administration
- Learning Strategists (LLS/Read by 3)
- Teachers

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- Zoom Personnel (for targeted PD)

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- ❖ Timeline Beginning - Timeline Ending: August 2020-May 2021
- ❖ Resources available to accomplish the specific focus:
 - Paradise PDS Strategic Budget is funding professional development on the Write Tools (focus on narrative writing, expository writing, and text dependent analysis)
 - Zoom is funding Learning Strategists (RBG3 & LLS) and I-Ready Reading
 - ALCA-M session materials and content will be provided by ELLD
 - Weekly PLC/Professional Development Time on Wednesday afternoons will focus on purposeful planning and discourse.
 - Monday afternoon professional development sessions will focus on ELL strategies and supports as well as distance learning strategies to increase engagement and discourse across the curriculum.
 - State funded ANET partnership