



**2021-2022 School EL Implementation Plan for Improving the Language & Academic Proficiency of English Learners  
Louis Wiener, Jr. Elementary School**

**CRT Overview**

	ELA SBAC Proficiency			Mathematics SBAC Proficiency		
	Non-ELL	ELL	Monitored	Non-ELL	ELL	Monitored
2017	65.9%	13.3%	73.7%	55.2%	13.3%	63.2%
2018	72.7%	29.2%	88.0%	52.6%	20.8%	56.0%
2019	72.7%	18.5%	100.0%	48.3%	3.7%	45.5%

**NSPF WIDA Met AGP**

2017	39.5%
2018	54.5%
2019	52.2%
2020	52.6%

**WIDA Overall Results** (Average Change in Levels Based on Fall 2020 Enrollments)

2019 to 2020 (29 Students)	+0.62
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**Fall 2020 WIDA Overall Levels By Grade** (Currently Enrolled Students)

	1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	WAPT
Kindergarten	1				8
Grade 1	4	1	2	0	7
Grade 2	0	2	4	2	0
Grade 3	0	2	4	2	7
Grade 4	1	1	4	3	0
Grade 5	0	1	7	3	0

**WIDA Average Levels By Section**

	20-21 Enrollment	19-20 Enrollment	18-19 Historical Enrollment
Listening	4.64	4.45	4.84

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Reading	3.58	3.68	3.64
Speaking	3.33	3.01	3.12
Writing	2.89	3.01	3.07

**WIDA Speaking Results** (Average Change In Levels, Currently Enrolled Students)

4 Years, 2017 to 2020 (17 Students)	+0.50
3 Years, 2018 to 2020 (6 Students)	+1.07
2 Years, 2019 to 2020 (7 Students)	-0.17

**WIDA Writing Results** (Average Change In Levels, Currently Enrolled Students)

4 Years, 2017 to 2020 (17 Students)	+1.36
3 Years, 2018 to 2020 (6 Students)	+1.00
2 Years, 2019 to 2020 (8 Students)	+0.76

The findings related to the review of these data include:

- Students performed the strongest on the WIDA in listening and reading.
- Students struggled the most on the WIDA with speaking and writing. Students demonstrated growth in writing but had stagnant progress in speaking.
- ELL students significantly underperformed compared to non-ELL students on both the ELA and Mathematics CRTs. Students who were monitored after their exit from the ELL program performed at levels comparable to or above the performance of the non-ELL group.

**Root Cause Analysis**

*Why did ELL students significantly underperform on the SBAC when compared with the non-ELL group?*

Students demonstrated speaking and writing skills on the WIDA that were much lower than their listening and reading skills.

*Why does this have an impact on CRT performance?*

Both the ELA and Mathematics CRT assessments include significant writing components in which students must employ content knowledge in conjunction with language skills and problem solving skills.

*Why do ELL students not have stronger language (speaking and writing) skills?*

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Not all ELL students have learned and developed speaking and writing skills that demonstrate grade-level mastery of the NVACS.

*Why have ELL students not developed speaking and writing skills at grade-level mastery of the NVACS?*

Students have been in the CCSD for varying lengths of time. Tier I instruction has been delivered with different types of supports and at times inconsistently for students. Students have experienced varying degrees of intervention during their academic careers. Students have experienced varying levels of success with interventions.

*Why have students experienced varying levels of success with Tier I instruction and interventions?*

Both academic and language supports have been provided inconsistently during Tier I instruction and interventions. Progress monitoring has been conducted but not always applied to further planning. A consistent system for the development of supports (academic and language) and for monitoring has not been refined across grade levels.



### **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 or 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.

### **School Systems/Educator Training**

A schoolwide system will be implemented that supports faculty in planning for purposeful speaking and writing tasks across curricular settings and matching differentiated supports to individual ELL students which will be implemented through the school's Multi-Tiered System of Supports (MTSS) for Tier I instruction, intervention, and progress monitoring. This will include training for faculty using the CCSD Understanding Language Development (ULD) trainings and making connections between content and problem solving skills explicit. In addition, the planning of interventions



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- 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**

**ELPA AGP Goal**

LWJES will increase the percentage of ELL students meeting AGP, as measured by WIDA ACCESS, from 52.6% in 2020 to 60% by May 2022.

**ELA Goal**

LWJES will increase the overall percentage of ELL students achieving proficiency on the ELA CRT by 16 percentage points from 18.5% to 34.5% in 2021, and increase by 15.3 percentage points the next year to achieve at least 49.8% proficiency by 2022. *This is an adjusted goal that establishes the needed proficiency each year until 2022.*

**Math Goal**

LWJES will increase the overall percentage of ELL students achieving proficiency on the ELA CRT by 20.6 percentage points from 3.7% to 24.3% in 2020, and increase by 20.6 percentage points the next year to achieve at least 44.9% proficiency by 2022. *This is an adjusted goal that establishes the needed proficiency each year until 2022.*



**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.

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### **School Systems/Educator Training**

A schoolwide system will be implemented that supports faculty in planning for purposeful speaking and writing tasks across curricular settings and matching differentiated supports to individual ELL students which will be implemented through the school's Multi-Tiered System of Supports (MTSS) for Tier I instruction, intervention, and progress monitoring. This will include training for faculty using the CCSD ULD trainings and making connections between content and problem solving skills explicit. In addition, the planning of interventions will be modified to explicitly identify how language development will be approached for individuals not achieving at or above grade level expectations. This strategy will support student learning and achievement of mastery of standards with consistent structures for learning from class to class and from grade to grade and to support generalization of problem solving skills into all content areas and performance tasks.

### ACTION PLAN

- ✓ Complete CCSD ULD trainings with specific connections to ELA (writing and speaking) and mathematics in both Tier I instruction and interventions. Language development and the selection and application of differentiated supports will be contained in each training. These trainings will also connect cooperative learning structures to provide strategies for teachers to use when planning for tasks that integrate speaking and writing across content areas.
- ✓ Prepare and deliver training that connects problem solving skills to various content areas. This will include how the 8 Standards for Mathematical Practice provide problem solving opportunities, how comprehension strategies apply to writing and mathematics, and how thinking skills connect to the solving of problems and planning for completion of tasks.
- ✓ Revise the MTSS to account specifically for enhanced support and monitoring of ELL students, especially for those students who are not demonstrating grade level proficiency. This will include revising intervention plans, adding to intervention plans, and a second look at progress monitoring data supported by benchmarking data.
  
- ❖ 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?

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- ✓ Participation in trainings will be tracked via ELMS. Trainings will also have a component of taking the knowledge from the training and applying it immediately to instruction and then debriefing about the impact and outcomes the following session.
  - ✓ Intervention plans will be collected and reviewed to ensure they specifically include opportunities for writing and speaking to meet the needs of ELL students.
  - ✓ Progress monitoring will be formally reviewed quarterly for ELL students with their teachers. This review will inform both Tier I instructional planning for the classroom along with possible changes needed in interventions for ELL students. Progress monitoring will include STAR assessments, Easy CBM assessments, student work, and teacher observations, as applicable to the current learning context.
  - ✓ The revisions to the MTSS will be formalized and documented in a written format which will be gathered for review as needed.
- ❖ Individual(s) Responsible (Who will be doing it?)
- ✓ Administration (Planning and Delivering Training, Observing Lessons for Differentiated Supports in Tier I Instruction and Interventions, Collaborating with Faculty, Reviewing Progress of ELL students, Revising MTSS)
  - ✓ Learning Strategist (Planning and Delivering Training, Collaborating with Faculty, Reviewing Progress of ELL students)
  - ✓ Teachers (Implementing Differentiated Supports in Tier I Instruction and Intervention, Revise Intervention Plans as Needed, Make Ongoing Instructional Decisions Based on Progress Monitoring and Other Data, Implement MTSS)
- ❖ Timeline Beginning - Timeline Ending
- ✓ Begin: August 2021
  - ✓ End: May 2022
- ❖ Resources available to accomplish the specific focus
- ✓ Personnel: Administration, Strategist, Teachers, Support Staff
  - ✓ Software: Renaissance (STAR), Easy CBM
  - ✓ Training: CCSD ULD Modules
  - ✓ Structures: MTSS Documents, Intervention Plans and Progress Monitoring Selection

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- ❖ **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.

### **Mathematics Supports**

As part of the updates to the school's MTSS, students will participate in regularly scheduled mathematics instruction using software platforms they have been under-utilized. In grades K-2, students will be assigned to complete instruction and practice at their level utilizing Zearn. In grades 3-5, students will be assigned to complete instruction and practice at their level using MAP Accelerator. This practice is in addition to the Tier I instruction provided utilizing enVision Math K-5 for all students supported by ST Math K-5. This strategy will provide additional learning opportunities at students' present levels of achievement which will allow them to accelerate their learning and progress toward mastery of grade level standards.

### ACTION PLAN

- ✓ Prepare faculty for the implementation of MAP Accelerator in Grades 3-5 and for Zearn in K-2.
  - ✓ Launch and implement ongoing usage of MAP Accelerator and Zearn for ELL students.
  - ✓ Conduct regular monitoring of student progress in online platforms and provide support as needed to overcome hurdles.
  - ✓ Provide training to continue to refine the implementation of Tier I mathematics instruction and the usage of enVision Math and ST Math with a focus on how to provide differentiated supports to students who need intervention or enrichment.
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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?
    - ✓ Participation in trainings will be tracked with sign in sheets. Trainings will also have a component of taking the knowledge from the training and applying it immediately to instruction and then debriefing about the impact and outcomes the following session. These reflections will be collected, reviewed, and analyzed to determine next steps.
    - ✓ Reports from MAP Accelerator and Zearn will be reviewed quarterly for usage and for the amount of progress being made.

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- ✓ Progress monitoring will be formally reviewed quarterly for ELL students with their teachers. This review will inform both Tier I instructional planning for the classroom along with possible changes needed in interventions for ELL students. Progress monitoring will consider if students have made adequate progress in the online platforms based on the amount of time spent working on the platform.
  
- ❖ Individual(s) Responsible (Who will be doing it?)
  - ✓ Administration (Planning and Delivering Training, Observing Lessons for Differentiated Supports in Mathematics Tier I Instruction and Interventions, Observing Classrooms for Utilization of Online Platforms, Collaborating with Faculty, Reviewing Progress of ELL students)
  - ✓ Learning Strategist (Planning and Delivering Training, Collaborating with Faculty, Reviewing Progress of ELL students)
  - ✓ Teachers (Implementing Differentiated Supports in Mathematics Tier I Instruction and Intervention, Continue to utilize enVision Math and ST Math, Provide Students Time To Work With Online Platforms, Make Ongoing Instructional Decisions Based on Progress Monitoring and Other Data)
  
- ❖ Timeline Beginning - Timeline Ending
  - ✓ Begin: August 2021
  - ✓ End: May 2022
  
- ❖ Resources available to accomplish the specific focus
  - ✓ Personnel: Administration, Strategist, Teachers, Support Staff
  - ✓ Software: MAP Accelerator 3-5, Zearn K-2
  - ✓ Training: ST Math Online Modules, School-Generated Sessions
  - ✓ Structures: enVision Math, ST Math, Schedules
  
- ❖ **Statement #3** 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.

### ELA and Language Learning Supports/Speaking Supports

As part of the updates to the school's MTSS, students will participate in regularly scheduled ELA instruction using software platforms they had been under-utilized and targeted, structured speaking and writing performance

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tasks. Students with an active ELL code will complete at least 100 minutes of practice using Imagine Learning each week. Additionally, students will practice the application of thinking and content skills with regular performance tasks that integrate the speaking and writing Nevada English Language Development Framework indicators/standards to build their current level of performance. This strategy will provide additional learning opportunities at students' present levels of achievement which will allow them to accelerate their learning and progress toward mastery of grade level standards.

### ACTION PLAN

- ✓ Prepare faculty for the implementation of Imagine Learning K-5 for ELL students along with how to monitor student participation and how to pull resources to use in classroom instruction.
  - ✓ Launch and implement ongoing usage of Imagine Learning for ELL students.
  - ✓ Conduct regular monitoring of student progress in online platforms and provide support as needed to overcome hurdles.
  - ✓ Prepare and deliver training related to making connections explicit between thinking and problem solving skills and between content areas.
  - ✓ Provide training to continue to refine the implementation of language supports in Tier I ELA instruction through learning about the Nevada English Language Development Framework with a focus on how to provide differentiated supports in Tier I instruction in all content areas and to students who need intervention or enrichment with writing and speaking. In addition, train teachers about how to use the NVELDF as a tool to determine student performance and upcoming needs
  - ✓ Develop a common approach for planning and delivering performance tasks that expect speaking and writing as production outcomes. Train teachers on using a rubric to provide feedback to students and to plan instructional opportunities to build speaking and listening skills.
- ❖ Evidence of Practice (Use of Quantitative and Qualitative Data) How will you know that the school is on track to meet the expected achievement goals? State specifically how Statement #3 will be monitored. How will data be collected to inform decision-making?
- ✓ Participation in trainings will be tracked with sign in sheets. Trainings will also have a component of taking the knowledge from the training and applying it immediately to instruction and then debriefing about the impact and outcomes the following session. These reflections will be collected, reviewed, and analyzed to determine next steps.

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- ✓ Reports from Imagine Learning will be reviewed quarterly for usage and for the amount of progress being made.
- ✓ Progress monitoring will be formally reviewed quarterly for ELL students with their teachers. This review will inform both Tier I instructional planning for the classroom along with possible changes needed in interventions for ELL students. Progress monitoring will consider if students have made adequate progress in the online platforms based on the amount of time spent working on the platform.
  
- ❖ Individual(s) Responsible (Who will be doing it?)
  - ✓ Administration (Planning and Delivering Training, Observing Lessons for Differentiated Supports for language development in Tier I Instruction and Interventions, Observing Classrooms for Utilization of Online Platform, Collaborating with Faculty, Reviewing Progress of ELL students)
  - ✓ Learning Strategist (Planning and Delivering Training, Collaborating with Faculty, Reviewing Progress of ELL students)
  - ✓ Teachers (Implementing Differentiated Supports in Tier I Instruction (focus on speaking and writing) and Intervention, Provide Students Time To Work With Online Platform, Make Ongoing Instructional Decisions Based on Progress Monitoring and Other Data)
  
- ❖ Timeline Beginning - Timeline Ending
  - ✓ Begin: August 2021
  - ✓ End: May 2022
  
- ❖ Resources available to accomplish the specific focus
  - ✓ Personnel: Administration, Strategist, Teachers, Support Staff
  - ✓ Software: Imagine Learning K-5
  - ✓ Training: Imagine Learning Online Learning For Teachers, School-Generated Sessions
  - ✓ Structures: ELD Standards Framework for developing Language of Language Arts Grades K-2 and 3-5, Amplify Materials K-2, Novel Units 2-5, Scholastic News K-5, FOSS K-5, Schedules