



## 2021-2022 School EL Implementation Plan for Improving the Language & Academic Proficiency of English Learners

Principal:	Tiffany Burlacu
Region Supervisor:	Kelly O'Rourke, School Associate Superintendent
ELLD Coordinator:	Perla Carbajal
Newcomer Count:	17
Short-Term ELL Count:	209
Long-Term ELL Count:	51
Total ELL Count:	277
Monitored Student Count:	22
2017-2018 Percent Meeting WIDA AGP:	58.0
2018-2019 Percent Meeting WIDA AGP:	49.7
2019-2020 Percent Meeting WIDA AGP:	43.9
Growth:	-14.1

Of Squires' ELLs who have two years of WIDA ACCESS data from 2019-2020 and 2020-2021, 50.9 % made growth in Overall Proficiency levels. 49% did not make growth as measured by these same assessments.

All teachers held student goal setting meetings with their ELLs and focused on Winter to Spring MAP growth.

English language learners (ELLs) at C.P. Squires Elementary School demonstrated a decline in the percentage of ELLs meeting the WIDA AGP target over time as indicated by the following WIDA AGP data trend for Squires ES. C.P. The percentage of Squires Elementary School ELLs meeting WIDA AGP targets decreased from 58% in 2018 to 49.7% in 2019, and 43.9% in 2020. C.P. Squires ELLs demonstrated growth on WIDA AGP in 2018 by increasing the percentage of ELLs meeting AGP from 33.3% in 2017 to 58% in 2018. Of the four domains of English language acquisition, the Speaking and Writing domains continue to be the most challenging for students. The data indicates a need to continue to focus on Tier I instruction and the teaching of content and language simultaneously.

On the 2018-2019 SBAC, Squires current ELL students underperformed in terms of both math and ELA proficiency compared to district and state averages, with 15.9% of ELLs proficient in math and 15.9% proficient in ELA. In terms of growth, however, current ELLs surpassed district and state Median Growth Percentile (MGP) in both math and ELA, with 49% of ELLs making MGP in both math and ELA. This data







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- Observation notes from instructional walks
- Teacher reflections tools and lesson plans

### **Quantitative:**

The quantitative measures used to track the Squires' Corrective Action Plan will include the following:

- MAP assessment data
- WIDA Access 2.0 data
- SBAC
- ELA and Math data

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

- Teachers
- Learning Strategists
- Squires Administration
- English Language Learner Division
- LLS

**Timeline Beginning - Timeline Ending:** August, 2019- May, 2022

### **Resources available to accomplish the specific focus:**

- Title I and EL Pupil Centered Funding to fund strategist positions
- Title III to support QTEL professional learning

**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: WIDA Access 2.0 Speaking and Writing domains results indicate a need to continue to focus on productive language opportunities for students.**

- Administration at C.P. Squires Elementary School will continue to conduct classroom observations with a focus on student discourse (NEPF Standard 3) and writing.
- Teachers will continue to be provided with additional planning time to plan Tier I lessons with a focus on embedded writing and

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speaking support across content areas.

- Teachers will receive professional learning specific to effective Tier I writing and speaking instruction for English Language Learners through engagement in QTEL aligned professional learning sessions.
- C.P. Squires Administrative team will conduct lesson plan audits verifying the inclusion of structured opportunities for oral and written discourse with language supports.
- Learning strategists will provide on-site coaching, and modeling of lessons for all classroom teachers.

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:**

The qualitative measures used to track the C.P. Squires Corrective Action Plan will include the following:

- Walk Through observation notes
- Lesson plans with embedded supports for English Language Learners
- Administration observation notes in alignment with the NEPF

### **Quantitative:**

The quantitative measures used to track the C.P. Squires Corrective Action plan will include the following:

- WIDA ACCESS 2.0 data
- SBAC
- MAP data
- R.A.C.E. data collected three times per year

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

- Squires Administrators
- Read by Grade 3 Strategists
- Teachers
- LLS

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