

<p>Student Success</p>	<p>In addition to the school wide goal and considered equity supports, McCall Elementary has adopted the following Student Success Action Plan in alignment to AB 219</p> <p>AB 219 Data Reviewed</p> <p>ELL ELA Proficiency: Data shows that 31.4 percent of English Learner students were proficient in ELA, while 35.2 percent of all students were proficient on the 2022-2023 SBAC ELA assessment.</p> <p>ELL Math Proficiency: Data shows that 20 percent of English Learner students were proficient in Math, while 22.5 percent of all students were proficient on the 2022-2023 SBAC Math assessment.</p> <p>ELL WIDA Met AGP: 31.2 percent of ELL students made AGP in the 2022-2023 school year.</p> <p>AB 219 Student Success Goals:</p> <ul style="list-style-type: none"> ● Language Arts Summative Assessment <ul style="list-style-type: none"> ○ Increase the number of ELL students proficient in ELA from 31.4% (2022-2023) to 50% (2023-2024) as measured by the ELA SBAC assessment. ● Mathematics Summative Assessment <ul style="list-style-type: none"> ○ Increase the number of ELL students proficient in mathematics from 20% (2022-2023) to 40% (2023-2024) as measured by the Math SBAC assessment. ● Language Summative Assessment <ul style="list-style-type: none"> ○ MC Call ES will increase the percentage of ELLs meeting AGP, as measured by WIDA ACCESS, from 31.2 % to 50% <p>AB 219 Student Success Root Causes:</p> <ul style="list-style-type: none"> ● As evidenced by the SBAC and WIDA assessments, the problem is that English language learners are performing in the bottom 30th percentile in the Clark County School District. A root cause of low performance of English language learners in language proficiency and content achievement is the need for additional knowledge and skills for educators to deliver effective, grade-level instruction in Tier I designed to provide English learners access to content that builds English language development and content simultaneously. In addition, to 10 newcomers enrolling this 2023-2024 school year. <ul style="list-style-type: none"> ○ Students need to be provided differentiated learning when needed to close the achievement gaps. ○ Students need consistency with Tier I language scaffolds and peer academic discourse to increase language development and content simultaneously.
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Student Improvement Strategy and Evidence Level

- Mathematics Summative Assessment
- Language Arts Summative Assessment
- Language Summative Assessment
- 95 Phonics Core Program - EBI Level 1
- Amplify Science - EBI Level 1
- Boys Town - EBI Level 2
- Coaching - EBI Level 2
- Counselor - EBI Level 1
- Courseware (Edmentum) - EBI Level 4
- enVisionmath2.0 - EBI Level 3
- Exact Path (Edmentum) - EBI Level 3
- HMH Into Reading K-5 - EBI Level 4
- Leader in Me - EBI Level 4
- LETRS (Language Essentials for Teachers of Reading and Spelling) - EBI Level 3
- MAP Growth Assessment - EBI Level 4
- Positive Behavior Interventions and Supports (PBIS) - EBI Level 1
- Social Worker - EBI Level 4

AB 219 Student Success Action

- **Action Step I:** Mountain Math will be used during the Tier 1 Math instruction to help English Language Learners develop academic vocabulary and mathematical thinking to be able to solve equations and word problems.
 - **Monitoring Plan**-Administrators will ensure that teachers are addressing the success criteria, learning intentions, and refer to them so that students can engage in metacognition as measured by observation data.
 - **Person Responsible:** Administrator and Teachers
- **Action Step II:** TableTop Mini-lessons, built in ELL strategies from the teacher's guide, Into Reading, and Lexia English will be used to help English Language Learners increase comprehension, vocabulary, and text analysis.
 - **Monitoring Plan:** Classroom Assessments and Lesson Plans
 - **Person Responsible:** Classroom teachers and administrators
- **Action Step III:** Teachers will complete ULD trainings and implement ULD strategies during Tier I and small group instruction

- **Monitoring Plan:** Administrative classroom observations, bi-weekly and weekly review of teacher lesson plans.
- **Person Responsible:** Administration & Reading Strategist
- **Action Step IV:** Students will be provided with structured foundational skills through the CORE 95 Phonics Kindergarten through third grade:
 - Grade K prepares the foundation for reading with phonemic awareness, concepts of print, and the alphabetic principle.
 - Grade 1 builds upon this foundation with sound-spelling correspondences and spelling strategy development.
 - Grades 2 and 3 reinforce and expand upon fluency, decoding and encoding skills for automatic recognition.
- **Action Step V:** Instructional assistant, who is Spanish-speaking, is pulling out groups of K-5 newcomer students and working with them on conversational English. He is using HMH tabletop mini-lessons to increase student discourse.

AB 219 Student Success Professional Learning

- Review Understanding Language Development (ULD Sessions) professional development that enhances teachers' skills on three moments of an effective lesson, specific tasks for scaffolding instruction, and on quality interactions that allow for sustained and reciprocal communication helping students become autonomous.
- Provide teachers with ongoing and research-based professional development and coaching on oral language development, literacy, students' home language, contextual considerations, and on the cultural background of students to help teachers design appropriate grade-level content based lessons for ELL students.

English Learners: Small group differentiated instruction provided to close the achievement gap.

Foster/Homeless: Counselor support as needed to provide wrap around services as needed.

Free and Reduced Lunch: Small group differentiated instruction provided as needed to close the achievement gap.

Migrant: Utilize the Language Supports manual in the enVisions curriculum, Additional math manipulatives, flash cards provided as needed. Counselor support as needed to provide wrap around services as needed. Small group differentiated instruction provided as needed to close achieve gap

Racial/Ethnic Minorities: FACES family resources - Assistant Principal

	<p>Students with IEPs: Special Education teachers and General Education teachers will be aware of IEP goals in reading and work collaboratively together. Additional curriculum resources were purchased to ensure all staff had access to the same curriculum.</p>
<p>Adult Learning Culture</p>	<p>In addition to the school wide goal and considered equity supports, McCall Elementary has adopted the following Adult Learning Culture Action Plan in alignment to AB 219</p> <p><i>AB 219 Data Reviewed</i></p> <p>Classroom Observations and Walkthroughs conducted throughout the year Quality Teaching of English Learners Professional Learning Participation Understanding Language Development Professional Learning Participation</p> <ul style="list-style-type: none"> ● 93% of teachers have completed ULD Session 1 ● 78% of teachers have completed ULD Session 2 ● 78% of teachers have completed ULD Session 3 ● 74% of teachers have completed ULD Session 4 <p>AB 219 Adult Learning Culture Root Causes: As evidenced by observations and look fors, the problem is that EL students are not provided effective grade-level standards-based instruction with effective ELL strategies/approaches and discourse structures to build their language proficiency and increase their content achievement. A root cause of low performance of English language learners in language proficiency and content achievement is due to teachers lacking the knowledge and skills to deliver effective, grade-level instruction in Tier I while using discourse structures to build their language proficiency and increase their content achievement. Students need for their teachers to have increased skill in the knowledge of discourse strategies, learning academic vocabulary, and differentiating student learning during instruction.</p> <p>AB 219 Adult Learning Culture Goals:</p> <ul style="list-style-type: none"> ● Instructional Materials- Increase the percentage of classroom observations that show evidence that all teachers are consistently using curriculum including HMH Into Reading, 95 Core Phonics, EnVision Math, Mountain Math, and Amplify Science. ● Instructional Design and Delivery -Teachers will improve consistency in the delivery of rigorous differentiated instruction of Tier 1 to meet the needs of ELL learners using the new school programs HMH Into Reading and the ELL component, such as the tabletop mini lessons.

- **Professional Learning and Collaboration-** *Teachers will complete all the ULD courses to learn instructional practices that enhance ELL student learning.*

AB 219 Adult Learning Culture Improvement Strategy:

- Teachers will continue to meet with their PLC teams and administrators to analyze data using the PLC Plus model and discuss discourse strategies for ELLs.

AB 219 Adult Learning Culture Action

- **Action Step I:** Teachers and Administrators will implement QTEL and ULD strategies with fidelity across all content areas.
 - **Monitoring Plan:** Observations and Lesson Plans
 - **Person Responsible:** Administrators and Teachers
- **Action Step II:** Teachers will analyze WIDA data and implement best practices for ELL students looking at the different language domains.
 - **Monitoring Plan:** During monthly RTI meetings
 - **Person Responsible:** RTI Team and Teachers
- **Action Step III:** Tier I ELA instruction will be planned with appropriate scaffolds for EL identified student groups (Newcomers, Long-term English Learners [LTELs]) in which skills and concepts build upon one another with increasing rigor while maintaining high expectations and providing timely feedback to help students make adjustments to learning.
 - **Monitoring Plan:** PLC observations, PLC Meeting Notes
 - **Person Responsible:** Administrators and Teachers

AB 219 Adult Learning Culture Professional Learning

Professional Learning [1] for [audience]:

- All teachers will complete the ULD professional development sessions.
- Provide professional learning opportunities in purposeful planning within the NVACS. PLC's will include regular data review to guide instructional decision-making with administration guidance.
- Teachers will participate in Quality Teaching of English Learners Professional Development(Qtel) training to build capacity within the building and share effective ELL strategies with teachers in order to increase language and content knowledge.

	<ul style="list-style-type: none"> Professional learning opportunities in purposeful planning within the NVACS.
<p>Connectedness</p>	<p>In addition to the school wide goal and considered equity supports, McCall Elementary has adopted the following Connectedness Action Plan in alignment to AB 219</p> <p>AB 219 Data Reviewed</p> <p>Chronic Absenteeism: 26.6% from 2022-2023</p> <p>Family Engagement:: In the Family Engagement Survey 59 percent of families stated that parents know what goes on inside at the school.</p> <p>AB 219 Connectedness Root Causes: Low performance of English language learners in language proficiency and content achievement is affected by fluctuating attendance and chronic tardiness.</p> <ul style="list-style-type: none"> Because ELL students and parents/guardians lack the knowledge of attendance protocols / procedures. Because ELL students are new to the country and do not understand the attendance expectations in the US schools . Because families/guardians do not understand or are unaware of the attendance requirements and consequences of Clark County School District. Because communication regarding attendance procedures has not been clearly communicated to the families. Because systems and procedures regarding attendance have not been clearly established and communicated. <p>AB 219 Connectedness Goals:</p> <ul style="list-style-type: none"> Chronic Absenteeism/Behavior <ul style="list-style-type: none"> Reduce the percent of students chronically absent from 26.6.0% in 2023 to 16% by 2024, as measured by attendance data. Family Engagement <ul style="list-style-type: none"> Increase the percentage of parents who feel that they know what goes on at school from 59% in 2023 to 80% in 2024. <p>AB 219 Connectedness Improvement Strategy: Attendance Positive Reinforcement</p> <p>AB 219 Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):</p> <p>AB 219 Connectedness Action</p> <ul style="list-style-type: none"> Action Step [1]: Parent meetings with the school and outside supports like Boys Town Action Step [2]: Counselor Meetings and referrals to the Harbor and TPOP Action Step [3]: Monthly attendance incentive for perfect attendance issued by the principal.

- **Action Step [4]** Opportunities for students to participate in enrichment activities that require students to have positive attendance for participation eligibility.
- **Action Step [5];** Daily parents links are sent to families of students who were absent with an online link for families to complete in order to have absences excused with a brief description of why the student was absent and a tool to directly upload physicians notes.
- Action Steps [6]: Class Dojo, the website, paper notes, parent link messages, and a marquee are used to communicate with parents about what is going on at the school.
 - **Monitoring Plan:** Daily Attendance Report
 - **Person Responsible:** Administration, Clerk, Teachers

AB 219 Connectedness Professional Learning

- **Professional Learning [1] for [audience]:**
 - Teachers and staff will be provided professional development on using the parent communication tool through Infinite Campus
 - English Learners: Small group differentiated instruction provided as needed to close the achievement gap.
 - Counselor support as needed to provide wrap around services as needed. Small group differentiated instruction provided as needed to close the achievement gap.
 - Foster/Homeless: Counselor support as needed to provide wraparound services as needed.
 - Free and Reduced Lunch: Small group differentiated instruction provided as needed to close the achievement gap.
 - Migrant: Utilize the Language Supports manual in the enVisions curriculum, additional math manipulatives, flash cards provided as needed.