

English Learners: AB 219 Corrective Action Plan

Please complete your schools AB219 Corrective Action Plan (CAP) by completing all sections of this document and referring to the specified guidance. The spaces in this document will automatically expand to accommodate your answer, and you may add additional rows to the tables in each section as needed.

1 SCHOOL CONTACT INFORMATION

School Name:	E.W. Fritsch Elementary School
District:	Carson City School District
School Website:	Carsoncityschools.com
Principal:	Dan Brown
Email:	Dbrown@carson.k12.nv.us
Phone:	(775) 283-1400
School Year:	2022-2023

2 ROOT CAUSES

Identify and plan to address the root causes of the low levels of achievement among pupils who are English Learners. For assistance with Root Cause Analysis refer to the guidance at

<https://nde.padlet.org/glamarre2/sn0ymasiqvvdwpx1/wish/2153902037>

A root cause for the lack of EL students being proficient in reading is related to the deficiency in phonics skills EL students are demonstrating. As for math, EL Students are indicating a deficiency in math fluency.

3 GOALS

Develop attainable quantitative goal(s) for improvement in the achievement of pupils who are English Learners and timelines for meeting those goals. For assistance with formatting SMART goals refer to the guidance at

<https://nde.padlet.org/glamarre2/x5ds8wrqki2fjyi9/wish/2327938875>

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| Goal: | <ul style="list-style-type: none">• Increase SBAC proficiency rates for EL students in both ELA and Math.• Create an instructional block within the day to focus on identified deficiencies students are demonstrating in both math and reading.• Maintain an 18% exit rate for English Language Learners as measured on the ACCESS assessment |
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4 STRATEGY SELECTION

Develop a plan to address root causes.

Your plans to address root causes should use strategies that are Evidence Based Interventions (EBI). You must include an evidence level (1-4) and a citation. For assistance with strategy selection and EBI levels please refer to the guidance at <https://nde.padlet.org/glamarre2/f17z1c9g39x9dqta/wish/2156510063>

Improvement Strategy:	PLC meetings are dedicated to analyzing student data. Grade level teams will determine appropriate interventions for the identified students' needs. Teachers will create meaningful formative assessments to progress monitor student growth and monitor the effectiveness of the intervention in place.
Evidence Level:	Tier 3. Tier 2
Citation:	Tier 3 Need to monitor effectiveness by evaluating formative assessments and the level of rigor they are being prepared at. Observations will be conducted to gather data on the instructional practices taking place in the classroom. Tier 2 Providing appropriate professional learning opportunities to staff members

5 ACTION STEPS

Identify specific actions to improve the achievement of pupils who are English learners, plans to monitor those actions and identification of persons responsible for taking and monitoring those actions.

Action Step:	Seek and provide opportunities for the instructional coach to gain an understanding on how to differentiate instructional practices to support students' needs.	Monitoring Plan:	Site Implementation Coach will participate in monthly training and will share new knowledge with teachers during designated PLC meeting. A PLC agenda will identify purpose of the meeting, who is responsible for items needed for meeting, and next steps.	Person(s) Responsible:	Carson City School District Instructional coaches. Site Instructional Coach.
Action Step:	Provide PD on analyzing student data and how to determine the appropriate intervention needed to effectively assist the need of the student. PD on the ELLevations program will be conducted so teachers can use the resource.	Monitoring Plan:	Staff will analyze data at the completion of assessment term. Teachers will use data to create organize instructional groups to support students identified needs. Teachers will progress monitor students every 4-6 weeks using formative assessments to measure the effectiveness of the intervention.	Person(s) Responsible:	Director of Assessment and Accountability Administration Site Instructional coach Site EL Designee
Action Step:	Monitor EL students' academic progress by using an Individual Learning Plan (ILEP).	Monitoring Plan:	Teachers will create an ILEP for each student identified. Administration/E Site EL Designee will monitor plans	Person(s) Responsible:	Administration Instructional Coach Site EL Designee

			for current updates and progress.		
Action Step:	Newly hired teaches will participate ALAC (Academic Language Acquisition Content) training	Monitoring Plan:	Teachers will participate in the training class. Sign-in sheets will be collected as evidence for attending	Person(s) Responsible:	Dr. Tanya Scott Assistant Director of Equity and English Learner Programming
Action Step:	Coaching teachers with EL students on class roster	Monitoring Plan:	Monitor EL students' progress and meet with teachers to enhance instruction to support student learning.	Person(s) Responsible:	Kristyanne Wertz Site EL Designee
Action Step:	ESL Family Parent meeting	Monitoring Plan:	Meet with parents to bridge learning from school to home. Topics for meeting are parent support, parent conferences, school supports, community resources available, and to familiarize parents on testing requirements.	Person(s) Responsible:	Kristyanne Wertz Site EL Designee Administration ESL assistant.

6 PROFESSIONAL DEVELOPMENT

Describe the professional development that will occur that is designed to address the needs of pupils who are English learners. The audience for your professional development should include administrators, teachers, and other educational staff (paraprofessionals, EL coordinators, etc.).

Professional Development:	Thinking Maps Training	Audience:	All staff
Professional Development:	MAP Data Dig	Audience:	k-5/ resource/ ESL staff
Professional Development:	Math practices/ Number Talks/ math fluency/ math vocabulary	Audience:	All staff
Professional Development:	ELlevations	Audience:	All staff
Professional Development:	Analyzing WIDA Model Results/ Supports for EL Students	Audience:	All Staff