

**2021-22 School EL Implementation Plan for Improving the Language Proficiency of English Learners**

**District: SPCSA**

**School: Quest Preparatory Academy**

**School Leadership Team: Janelle Veith, Principal; Jackie Working, Student Support Director; Jeannie Epstein, EL Teacher; Katie Secord, Interventionist; Sharon Maynard, Counselor**

**Date of District Review: June 28th, 2021**

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**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?**

**Narrative Question B: Describe Your Program’s Demonstrated Need**

Quest Academy has an immediate and vital need to strengthen instruction, interventions and supports to dramatically improve school performance, to ensure that *all* students, to include EL and FRL learners, are achieving at proficient levels in math and ELA. Quest serves a high-need demographic. Quest is a Community Eligible School and therefore 100% of students qualify for free or reduced-priced lunch and approximately 9% have been identified as English language learners (EL). While these percentages are somewhat lower than those of Clark County where Quest is located, they are significantly higher than the State Public Charter School average; Quest has about double the percentage of students qualifying for ELL services and free or reduced priced lunch than the state charter school sector as a whole (see Table below).

	Asian	Hispanic	Black	White	Two or More Races	Students with Disabilities	ELL	FRL-Eligible
Quest Academy Northwest Campus (K-5)	2%	28%	50%	12%	6%	12%	9%	100%
SPCSA	7.69%	32.69%	10.51%	38%	9.01%	9.43%	6.32%	33.85%
CCSD	6.06%	46.57%	14.72%	23.76%	6.93%	12.73%	16.12%	75.54%

This EL improvement plan will provide Quest with the plan it needs now to rapidly improve achievement for all students and address the equity gap in performance among different groups of students, including EL students, of which more than 75% of whom failed to meet proficiency benchmarks. This plan will address these gaps, as well as the critically low performance of all groups of students at the school, by focusing relentlessly on strengthening human capital development and data-based decision-making in the short-term to build the capacity of the school for continued growth over the long-term. Quest Academy is prepared to modify and revamp any practices and policies that do not support its

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plans to raise achievement for all students. Through these efforts, which will all be supported by research-based evidence, the school lifted itself out of the bottom 25% of schools with WIDA Growth and created a learning environment where all students can succeed. This can be seen on the NSPF Report Card.

### **Findings from the deep data dive**

Data analysis was completed with the goal of identifying trends in each data source. WIDA ACCESS, SBAC, and school-based progress monitoring assessment data was analyzed. Across all data sets, proficiency rates were low and below the district. Quest underperformed in the 2017-2018 school year. In the 2018-2019 school year, Quest attained significant growth in EL performance as measured by WIDA. Due to the COVID-19 pandemic, the data deep dive continues to look at data information from 2018-2019 to drive a successful EL plan in 2020-2021.

### **ACCESS**

The most recent ACCESS scores (2020) showed that 71% of the students obtained a score that is better than their 2019 ACCESS scores. 16% of the students have been moved to Active Monitoring Year 1 after achieving an overall score of 4.5 or above. For all grades the area of Listening was a strength. Reading and Writing are the areas proved to be challenges to the students. **Since the 2021 ACCESS window does not close until September, 2021, the 2020 results are the most recent as of June, 2021.**

### **SBAC**

Due to school closures, administration of Smarter Balanced Assessments were canceled during the Spring of 2020.

In reviewing previous SBAC data, strengths included 4th and 7th grades had a proficiency rate of at least 40% on the Spring 2019 Math SBAC. For the 2019 SBAC data, students in the Elementary grades 3-5 scored better in Math than ELA, whereas the trends in Middle School (grades 6-8) scored better for ELA than Math. For areas of growth, students need support in fundamental skills in Math for Concepts and Procedures, and Problem Solving. Support in ELA is needed for Research/ Inquiry and Writing. 2018-19 SBAC results for 3rd graders indicate that 75%, or 55 out of a total of 73 students, scored a two or lower on the English Language Arts (ELA) portion of the assessment. The results were even more concerning for student subgroups: 75% of English learners, and 87% of students eligible for free or reduced-price lunch scored a 2 or lower on the ELA portion of the SBAC. In every grade, and among all students and each subgroup, Quest students are scoring 20-30% lower in reading and math, than their peers in the state. Additionally, 100% of ELL students in grades 4-5 in reading, and in grade 5 in math, are below proficient levels. Quest has a critical need for rapid and significant school reform to bring all students to proficiency in ELA and math on the SBAC.

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### School Specific Progress Monitoring

\_\_\_\_\_ It has been observed that there was an abnormal increase in both achievement and growth scores among many students (both EL and non-EL) during the Fall MAP assessments. Possible factors that contributed to this increase include students being provided assistance by parents/guardians as they took the assessments at home. Still, data from the 2020-21 MAP Reading Growth assessment showed that 35% EL students who took the Winter assessment and had available scores during the Fall MAP showed an increase in achievement, when most of the students have already been coming to school in-person. Although not all EL students have taken the Spring MAP Reading assessment, 27% of those that did demonstrated an increase in their achievement as shown in their Spring scores. More interaction with both peers and adults, getting back to a school routine, and being provided more assistance and opportunities to learn within a learning setting are some of the reasons that Quest believes as to why EL students are making progress.

In 2020-2021, MAP Growth assessment was utilized for K-3 reading. MAP data from the 2020-2021 school year show high percentages of K-3 students struggling in reading: 67.5% of students in grades K-3 scored at or below the 40th growth percentile on the MAP assessment. Also, disaggregated data by grade, indicate that 2nd and 3rd grade have a higher percent of struggling readers than 1st grade.

Additionally, data from the MAP Growth Reading Indicator also show that high percentages of ELL students and students eligible for free or reduced-price lunch are struggling readers: 52% of ELL students and 47% of students eligible for free or reduced-price lunch are struggling readers who are eligible for intensive support in reading. Again, this is particularly true for students in 2nd and 3rd grade, who are less likely to achieve proficiency targets in reading than younger students. The disparity between outcomes for the general school population and student subgroups is a significant equity issue that Quest will address through the EL implementation plan.

### **“Why Protocol”-identify root causes**

#### **❖ Use a protocol to identify the root causes of the data observed, such as the “Why Protocol”**

A School Performance Audit conducted during the 2016-2017 school year provided valuable information to the school to show a path forward to improve student outcomes, The comprehensive Performance Audit was commissioned by Quest's receiver to identify strengths, challenges, and recommendations for meeting the academic needs of the Quest community. It was found that the majority of teachers, 66%, were instructing at a basic level. Best teaching practices were not consistently observed in classrooms. One root cause affecting performance was lack of teacher professional development and quality instructional practice. There was no shared vision for what excellent instruction and student learning should look like. Quest lacked a robust professional development plan and there was no consistent instructional coaching process in place to improve teacher practice. Quest also lacked crucial data

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management systems present in high performing schools to track, manage, and use data to improve teaching and learning.

ELA: As stated above, in 2016-2017, one root cause affecting performance was lack of teacher professional development and quality instructional practice. There was no shared vision for what excellent instruction and student learning should look like. Some curriculum resources and materials were outdated and therefore not Common Core aligned. Quest also lacked crucial data management systems present in high performing schools to track, manage, and use data to improve teaching and learning. Another cause stems from significant turnover of staff resulting in a lack of continuity of instruction and knowledge of the curriculum. There has been a high turnover of staff resulting in a lack of continuity of instruction. In 2014-2015, Quest Academy transitioned to a common core curriculum geared towards Reading, Writing, Speaking & Listening, and Research & Inquiry. Additional ongoing professional development is needed to effectively implement the Nevada Academic Content Standards in English Language Arts for grades K-8 and to ensure readiness for success on the statewide assessments. Quest adopted in 2018 new middle school ELA curriculum to be common core aligned and will continue implementing My Perspectives for the upcoming school year.

Math: Similar root causes of poor performance were found in math. In 2016-2017, lack of teacher professional development and quality instructional practice affected math performance. Some curriculum resources and materials were outdated and therefore not Common Core aligned. Quest also lacked crucial data management systems present in high performing schools to track, manage, and use data to improve teaching and learning. Another cause stems from significant turnover of staff resulting in a lack of continuity of instruction and knowledge of the curriculum. Therefore, the program implementation has not been as effective as noted through teacher observations and student performance. At the middle school level, the curriculum was not common core aligned resulting in less rigor and application of knowledge. The middle school curriculum was also not vertically aligned to ensure coverage of all standards. In 2020-2021, a common core aligned instructional program was adopted to address this cause, IntoMath! These causes support Quest providing additional ongoing professional development to effectively implement the Nevada Academic Content Standards in Math for grades K-8 and ensure readiness for success on the statewide assessments.

❖ Draw specific conclusions that align with the root causes and state specifically the relationship of the conclusions to the root causes in this section.

From the performance audit findings and from a data analysis of EL and FRL student performance, conclusions can be made to the root causes.

- o Root cause #1: lack of professional development in EL instructional best practices
- o Root cause #2: curriculum implementation that is evidence-based
- o Root cause #3: insufficient support and intervention for EL learners with data-driven decision making

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**Section II. Addressing Root Causes: Given the school's previous strategies/approaches, what will the school do differently**

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### 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. **If the priority-focused statement is implemented, will that solve the problem?**

Quest Academy is poised to make substantial academic improvements in reading to support its diverse student population and community. Due to a series of legal challenges, the school was placed in Court Appointed Receivership in 2015. Quest has since addressed those challenges and has initiated a coherent and rapid approach to school improvement. Under the guidance of the Receiver, Quest has already begun to invest both the financial and human capital resources into the school to support these turnaround efforts, which align to the academic goals of Nevada. Quest Academy can fundamentally change the performance trajectory of its students and the larger communities that Quest serves by implementing the strategies and approaches listed in the priority-focused statements.

The priority focused statements that follow explain the interventions, strategies, and activities that the school will implement as well as descriptions of the school's plans to address equity gaps for EL students and use data-informed decision-making.

***Priority-focused statement 1: Quest will improve Tier I, II, and III instruction through content-based teacher training and observation, professional development in data-driven decision making, and professional development before and during the school year.***

**How will this priority-focused statement achieve significant improvements in students' English language proficiency and academic content achievement?**

This will significantly improve students' English language proficiency and academic content achievement by providing a high-quality teacher that uses best teaching practices in EL instruction. Quest will implement evidence-based professional development to support school leadership development through weekly content-based instructional feedback for teachers teaching ELA and math, weekly leadership meetings for school leaders to discuss positive student growth in K-8, and multiple data-driven professional development days prior to and throughout the school year. No factor in a school is more critical for student achievement than the presence of excellent teachers. This support is critical and effective reflection is essential to improve outcomes.

To ensure teachers have the support they need to perform at high levels, content-based instructional interventionists will use an approach that includes content coaching, peer coaching, and support for new teachers. Feedback will be non-evaluative to encourage teachers to take risks and engage in authentic learning during the coaching process. Interventionists will provide regular feedback and observations with the goal of strengthening teachers' instructional practices and thus improving student achievement. Interventionists will also use active feedback techniques to provide real-time coaching to improve student learning immediately rather than wait until after the lesson. The active teaching model allows for adjustments to be made to student learning at the time of instruction rather than focusing on re-teaching or "next time" instruction, and it will be

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applied to planning as well, so that teachers continue to improve lessons on the front end, before lessons are taught. Evidence on this approach to instructional coaching is strong. It meets the ESSA evidence Level 1 standard, and will be a vital component of Quest's strategy to build the knowledge and skills of teachers, and thus create rapid, and sustainable improvement in the school.

In addition to the job-embedded coaching, all Quest educators will participate in evidence-based professional development (PD) days. PD will begin with a summer Pre-service Institute, providing intensive training on ELA and math anchor curricula, resources, interventions and support, data-informed decision-making, school culture, and literacy training. The Preservice Institute will also directly address EL and best practices. Additionally, teachers will engage in weekly, facilitated, professional learning communities/teams (PLCs) throughout the school year, and on select "data days" educators will learn how to use data effectively to assess student learning and inform instruction. PD for the 2021-22 school year—and beyond—will include intensive work on the data cycle aligned to interim assessment administration, with a deep focus on teaching reading and math—improving rigor, and the effective implementation of curriculum resources and supports.

Additionally, PLCs will build the leadership capacity of the school. First, they will provide a chance for school leaders to give feedback to teachers. School leaders will take ownership of data cycles and dig into the data with teachers, support them with their analysis and planning, and then hold them accountable for teaching, re-teaching and re-assessment through observation and follow-up. Second, PLCs will build the capacity of teacher leaders and grade-level leads who will lead PLCs and will become more invested in the school improvement process. Research cited by the U.S. Department of Education points to PLCs as a means of bringing "coherence and continuous learning" to teachers' professional development, with a common purpose of "learning, collaboration, and reflective dialogue."

***Priority-focused statement 2: Quest will implement effective, evidence-based curriculum and resources to support academic success for all students, including high-need subgroups of students such as EL and FRL students.***

**How will this priority-focused statement achieve significant improvements in students' English language proficiency and academic content achievement?**

This will solve the problem of effective implementation of high-quality curriculum that is evidence-based. Quest will use rigorous education data and research to identify and select strong evidence-based interventions, strategies, and activities, such as its math and ELA curricula, and its Tier 2 and 3 supports, which are rated *strong* based on their evidence of effectiveness. This begins with the implementation of the school's Tier 1 ELA curriculum, Core Knowledge Language Arts (CKLA), for all students in grades K-5. CKLA is highly rated for its alignment to Common Core standards (and thus it is aligned to the Nevada Academic Content Standards). It includes a focus on reading, writing, speaking, and listening, and is designed to build students' knowledge in literature, history, geography, and science. CKLA meets the ESSA Level 2 standard: Moderate Evidence.

For EL and FRL students whose assessment results indicate that they need extra intervention supports in literacy, Quest will use the SmartyAnts system, in which teachers provide small-group support to students who need additional assistance to reach grade-level expectations in reading. Through the SmartyAnts program, teachers can also closely monitor students' progress and make data-informed decisions about how students are performing and any additional assistance they may need. Additionally, the school will use the Sound Partners and iLit systems for

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students needing Tier 3, intensive assistance in reading. Smarty Ants program, Sound Partners System and iLit are designed to provide targeted support to students with disabilities as well as all students needing additional evidence-based interventions in reading. SmartyAnts, Sound Partners System and iLit are rated as having Strong evidence under ESSA. Finally, Quest will ensure that English language learners (EL) have an equal opportunity to succeed in literacy.

Quest will provide EL students with one-on-one tutoring using the Sound Partners - English Learners program. Sound Partners is rated as having Level 1: Strong evidence under ESSA. A qualified EL teacher whose skills and expertise will be a significant resource for closing the achievement gap for EL students, will lead the Sound Partners program.

iLit (<https://mysavvastraining.com/products/ilit/overview>) is a comprehensive reading intervention program for students in Grades 4-10. It contains extensive supports and scaffolding for ELL's. It is ideal for pull-out classes, intervention classes with a high population of ELL students, or as a core or designated English Language Development (ELD) curriculum.

SmartyAnts (<https://www.achieve3000.com/learning-solutions/foundational-literacy/>), which is an online program, is used by our grades' K-3. This program aims to build reading skills in an interactive and interesting way. The program also provides positive and motivating feedback to the students as they go through the program's activities.

Achieve3000 (<https://www.achieve3000.com/>) is an online program used by our grades 4-8. This program aims to work on the student's individual reading levels and then move them up as they progress through the tasks. Texts are differentiated and the system adjusts levels automatically every month based on students' performance.

In addition, the school will use intensive, systematic instruction in small groups for differentiated reading instruction. Quest will make determinations regarding differentiated instruction based on formative data results, and teachers will be guided in the use of differentiated instruction through the coaching and professional development they receive. The research on differentiated reading instruction meets the ESSA Level 1 standard: Strong Evidence. To ensure that Quest meets the needs of our EL students, Quest will employ the Sound Partners-English Learners curriculum, which is rated as having Strong Evidence, under the ESSA evidence standard. This program provides students with one-on-one English tutoring, multiple times per week. The school will use paraprofessionals to provide this tutoring to EL students in collaboration with the ELL teacher. Quest recognizes that literacy for EL students must simultaneously address language acquisition as well as emerging literacy skills.

To build students' numeracy skills and math achievement, Quest will use Into Math!, an evidence-based curriculum as its primary, Tier 1 curriculum for all students in grades K-8. Into Math! is one of the highly rated math curricula that has been evaluated by EdReports.org as aligning with the Common Core in all grade spans K-8, ensuring vertical alignment for students as they progress in math. An experimental study of Into Math! found that students who participated in the Into Math! program group had larger gains in math than a control group of students who experienced a different math program, demonstrating strong evidence of the program's effectiveness. For Tier 2 and Tier 3 student support in math, Quest Academy will use a math intervention programs: DreamBox. DreamBox is an adaptive, online math program that offers personalized instruction, available in both English and Spanish, and provides real-time data to teachers to monitor student progress. Teachers will also use

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focusMath to provide intensive math instruction to K-8 students needing extra academic assistance. DreamBox meets the ESSA Level 1 standard: Strong Evidence. The use of these math intervention programs will also help address equity gaps in math achievement among Quest's students.

***Priority-focused statement 3: Quest will build a culture of high expectations and achievement for all students with individual evidence-based learning goals for all EL students.***

***How will this priority-focused statement achieve significant improvements in students' English language proficiency and academic content achievement?***

This will significantly improve students' English language proficiency and academic content achievement by utilizing data-driven decision making targeted to students' current levels and areas for growth. EL and FRL students will receive specialized small-group and one-on-one reading instruction. Establishing evidence-based student goals that address the literacy needs of all students and include targeted interventions to assist students who are struggling in reading will help close the achievement gap.

To improve literacy for *EL* and *FRL* students, Quest will systematically collect and use data to inform teaching and learning to establish individual student goals by: a) regularly assessing students' literacy levels and progress using the Brigance and MAP assessments (while ensuring that assessments are aligned to what is taught and to written resources and supports); b) establishing clear, evidence-based literacy goals for each student; c) empowering teachers and leaders to review assessment data in weekly PLCs as well as monthly data days, and using data to group students, provide appropriate interventions and supports, and re-teach lessons, if necessary; and d) continually differentiating and implementing targeted instruction, based on results supported by data. MAP data will be used to develop student literacy goals based on students' baseline RIT scores and projected growth by year-end.

As part of this process, Quest will create a School Performance Dashboard (SPD), which will be comprised of measurable goals aligned with Nevada and school-level accountability frameworks. The SPD will be used to guide all school team decision-making and will enable the team to track individual students' reading levels and progress. The SPD will also allow the school to monitor the progress of high-need subgroups of students, including EL students and students eligible for free or reduced-price meals. The SPD will compile data both at the student and aggregate campus level. This process of gathering, reviewing, interpreting, and using data to further student academic success has been shown by research from the U.S. Department of Education to have a positive effect on student achievement in reading—meeting the ESSA evidence Level 2 standard: Moderate Evidence.

To ensure that this work is coherent and connected, and fully supported by appropriate educational expertise, Quest will continue to utilize key personnel necessary to strengthen instructional practice and foster dramatically improved school outcomes. The school will employ an experienced EL Teacher to address the significant learning gaps among this population of students. The majority of EL students did not demonstrate proficiency on the 2019 SBAC assessment in either math or reading and the majority of EL students in K-3 were also in need of intensive reading support. The EL teacher will work directly with this population of students to boost their academic growth.

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The school will use student achievement data to establish clear achievement goals for each student and provide support to and hold teachers accountable for student outcomes. Quest will identify and diagnose EL and FRL students who are behind, ensure that they participate in evidence-based interventions and supports, and reward student growth as well as achievement through school-wide recognition programs. The school will also track and monitor other key indicators, including attendance, recognizing that the more students attend school and are engaged, the greater academic success they will have.

Finally, the Student Data Dashboard and these data analysis tools will allow Quest to track the progress of individual students and address any gaps in performance or disparities in other measures of school accountability to ensure that next school year, and throughout future years, particular subgroups of students are not falling behind their peers. If the school does encounter equity gaps, it will provide intensive math and reading interventions for those students and targeted interventions for students based on evidence of academic need.

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### Section III.:

Below are the specific academic goals identified for Quest Academy over the next three school years. After the school goals, specific S.M.A.R.T. goals are written targeting EL learners.

#### Quest Academic School Goals

On the Nevada School Performance Framework, Quest has long-term goals for EL learners on the ACCESS assessment.

### QUEST ACADEMIC GOALS

Area	Metric	SY 17-18 GOAL	Nevada Report Card (SY1718)	SY18-19 Goal	Nevada Report Card (SY18-19 )	SY19-20 Goal	Nevada Report Card (SY19-20 )	SY 20-21Goal	Nevada Report Card (SY20-21)
English Language	ELPA	30%	1	35%	2	35%	2	40%	4
Star Rating			1		1		2		3

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- ❖ 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

▪ **Quest Preparatory Academy SMART Goals:**

- o Quest Preparatory Academy ES will increase the percentage of ELs meeting AGP, as measured by ACCESS, from 33.33% (baseline data from Spring 2017 ACCESS) to 44.04% by May 2019 and to 50% by May 2022.
  
- o Quest Preparatory Academy MS will increase the percentage of ELs meeting AGP, as measured by ACCESS, from 15.38% (baseline data from Spring 2017 ACCESS) to 20.6% by May 2019 and to 50% by May 2022.
  
- o Quest Preparatory Academy will, as measured by SBAC, increase overall percentage of Math by at least 4.42 percentage points each year beginning in 2018 through 2022, meeting the state's long-term outcome goal of 31.6%, as measured by the Math state assessment.
  - This is an adjusted SMART Goal that establishes the needed proficiency each year to 2022.
- o Quest Preparatory Academy will, as measured by SBAC, increase the overall percentage of ELA by at least 6.06 percentage points each year beginning in 2018 through 2022, meeting the state's long-term outcome goal of 35.1%, as measured by the ELA state assessment.
  - This is an adjusted SMART Goal that establishes the needed proficiency each year to 2022.

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**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.

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❖ **Statement #1: Quest will improve direct, Tier I, II, and III instruction through content-based teacher coaching and observation, professional development in data-driven decision making, and professional development before and during the school year.**

### Action Steps:

1. A yearlong professional development plan will be followed that is cohesive and responsive to the needs of the instructional staff to improve student outcomes.
2. EL specific trainings: Pre-service professional development will include trainings on the effective use of the SIOP model and the integration of academic vocabulary/language supports in daily lessons.
3. Collaboration days are used as active work sessions where teachers collaborate in team meetings as well as with interventionists and administration to ensure instructional objectives are aligned with standards mastery and corresponding curriculum supports.
4. Interventionists will work directly with teachers in teaching cycles. This will enable a targeted approach to improve instruction and close skills gaps. Interventionists work with teachers on interpreting data to drive future instruction.
5. Increase the number of students proficient in math through focused professional development opportunities to plan for effective instruction, implement best practices, and differentiate based on student needs.
6. Increase the number of students proficient in English Language Arts (ELA) through focused professional development opportunities to plan for effective instruction, implement best practices, and differentiate based on student needs.
7. Quest will use evidence-based professional development to support school and district leadership development through weekly content-based instructional coaching for teachers teaching ELA and math, weekly leadership meetings for school leaders focused on ways to affect positive student growth in K-8, and multiple data-driven professional development days prior to and throughout the school year;
8. b) Professional Learning Communities/Teams (PLCs) to build the capacity of the education system through collaboration and knowledge sharing and ensure that professional development is supported by a systemic approach to change;

❖ 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?

Quest will know that the school is on track to meet the expected outcome goal by:

Long term plans for grade levels

Curriculum map scope and sequence

Monitoring and observation reports/walk-through tools

Professional development agenda, materials, schedules

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Progress monitoring for all students and students identified as EL  
 Teacher Goals for quarterly cycles  
 Teacher-Administration Debriefing and Observation Notes  
 Leadership Team Meeting Notes  
 Teacher Feedback Surveys

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

Principal  
 Student Support Director  
 EL Coordinator  
 Interventionists  
 Teachers

❖ Timeline Beginning - Timeline Ending:

Date	Action
June/July 2021	Leadership team will develop a year-long comprehensive PD plan
August 2nd-6th 2021	Pre-Service Professional Development session
October 2021	Long term plans complete, teachers
Ongoing	Observation reports/walk-through tools-ongoing, leadership team, principal
Monthly	Review of mini-PD sessions and quarterly full day PD sessions
Weekly	Leadership team will monitor with weekly meetings to review data

❖ Resources available to accomplish the specific focus:

PLC/Teams meeting time set aside weekly

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PD staff meetings monthly for 30 minutes  
Half-Day collaboration days  
5 full day professional development days

❖ **Statement #2 : Quest will implement effective, evidence-based curriculum and resources to support academic success for all students, including high-need subgroups of students such as EL and FRL students.**

### Action Steps:

1. Quest will also provide EL students with one-on-one tutoring using the Sound Partners - English Learners program and iLit. Both programs are rated as having Level 1: Strong evidence under ESSA.
2. CKLA Curriculum materials will continue to be utilized for ELA instruction in the K-5 classroom. CKLA Curriculum is aligned to Common Core Standards. MyPerspectives will continue to be utilized for grades 6-8.
3. Quest will also incorporate practices that have been cited by research as effective, ESSA Level 1 and 2 standards, in teaching literacy to EL students, including: teaching a set of vocabulary words intensively across several days, using a variety of instructional activities; integrating oral and written language instruction into content-area teaching; and providing small-group instruction to students struggling in literacy and language development
4. Into Math! curriculum will be upgraded to a more aligned and rigorous Into Math! Curriculum for math instruction for grades K-8. IntoMath! aligns to Common Core Standards, as well as emphasizes academic mathematics vocabulary. It has an interactive component and Personal Math Trainer that can be used to reach different kinds of learners along with EL Activity Guides
5. School leaders will work to oversee the implementation of Into Math!, Quest's Tier 1 math curriculum, and effective instructional practices used to implement the curriculum. Support will include: building students' fluent retrieval of basic math facts; instruction on solving word problems based on common underlying structures; and opportunities for students to work with visual representations of math ideas. The evidence on these instructional and intervention practices is Moderate and Strong.
6. To support students needing extra assistance in math, the school will also purchase a research-based intervention program: DreamBox. Dreambox math intervention programs meet ESSA's Level 1 evidence standard.

❖ 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?

Quest will know that the school is on track to meet the expected outcome goal by:

Progress monitoring data from MAP Growth data and School Intervention programs

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Lesson Plans Reflecting use of CKLA/My Perspectives Curriculum Components  
 Lesson Plans reflecting use of Into Math! curriculum components  
 Team Meeting minutes (data teams, leadership teams)  
 Teacher observation and walk-through data  
 Agendas/Handouts

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

Teachers  
 Principal  
 Interventionists  
 Assessment Coordinator  
 EL Coordinator

❖ Timeline Beginning - Timeline Ending:

July 2021	Order new curriculum
August 2021	Provide Training on EL curriculum: Sound Partners, iLit
August 2021-May 2022	Lesson plans Ongoing instructional support of teachers from Leadership Team

❖ Resources available to accomplish the specific focus:

Curriculum	Tier	Program Structure	Students Served	Evidence Level
Core Knowledge Language Arts (2nd edition)	Tier I	Whole Class	All EL students in K-5	Moderate
MyPerspectives	Tier I	Whole Class	All EL students in 6-8	Strong
Smarty Ants	Tier II, III	Small group, Individual	All EL students in K-3	Strong
Achieve 3000	Tier II, III	Small group, individual	All EL students in 4-8	Strong

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Curriculum	Tier	Program Structure	Students Served	Evidence Level
Into Math!	Tier I	Whole Class	All EL students in K-8	Strong
Dreambox	Tier II, III	Small group, Individual, online	All EL students in K-8	Strong

**❖ Statement #3: Quest will build a culture of high expectations and achievement for all students with individual evidence-based learning goals for all EL students.**

Action Steps:

1. Teachers will monitor EL students' progress via grade checks, progress monitoring testing approximately every six weeks, and RTI grade-level meetings.
2. Quest will ensure that English language learners (EL) have an equal opportunity to succeed in literacy by utilizing a qualified EL teacher whose skills and expertise will be a significant resource for closing the achievement gap for EL students.
3. MAP Growth licenses will be purchased to help in monitoring progress for ELA and Math in all grades K-8.
4. RTI and Student Support Team (SST) procedures will be implemented to monitor growth of students in both reading and math. Quarterly and mid-quarter assessments (fluency, math, and comprehension) are used to track student progress and intervention groups have been put in place to address the needs of struggling students.
5. In Middle School, math and reading blocks have been extended to 80 minutes to allow longer time to focus on implementation of interventions.
6. EL and selected RTI students will have after-school tutoring for additional assistance.
7. Sound Partners and iLit-English Learners will be used to help English Language Learners (EL) improve their English proficiency, as well as Reading proficiency.
8. Leadership of key staff overseeing reform to create and sustain coherent and aligned systems of support and instructional practice that drive strong school outcomes, including an Assessment Coordinator, who will analyze data, and build systems to track student results and monitor assessment outcomes ; with high expectations that all students can succeed at high levels.
9. Quest will also create a School Performance Dashboard (SPD) for each campus to track, monitor, and celebrate academic improvement by students. The Dashboard, developed in collaboration with an experienced Data Support Consultant, will include measurable goals aligned with Nevada and school-level accountability frameworks and will be used to guide all school improvement decision-making. It will include

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benchmarks for subgroups, and Quest will also use it to monitor the effectiveness of student interventions and behavioral supports by tracking student attendance, suspensions, transiency, and disproportionality across student populations.

10. Quest will also communicate with all EL parents whose child has been identified, through the Student Support Team process, as needing additional academic or behavioral support to enhance his or her chances of academic success. The SST will work with parents and families, as well as teachers and leaders, to ensure that intervention plans are appropriately implemented, and that interim data and results are regularly reviewed to determine the effectiveness of targeted interventions for individual students. Parents will also be active and welcome partners in the special education process and in the assessment and placement of students identified as EL.

### ❖ 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?

Quest will know that the school is on track to meet the expected outcome goal by:

Monthly data days, which will include SPD analysis

MAP Growth scores, analyzed after each progress to monitor student growth and achievement and begin the RTI process with students in need

EL Teacher lesson plans

Lesson plans showing differentiated instruction for EL

Leadership meeting notes

Student Support Team data and notes

Teachers and leaders will also use this data to monitor the effectiveness of classroom instruction and curriculum implementation to evaluate whether these activities are having a positive impact on student achievement. The use of formative assessments has been shown to have a positive effect on student achievement.

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

Principal

Interventionists

Student Support Director

Teachers

EL Coordinator

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### Learning Strategist

#### ❖ Timeline Beginning - Timeline Ending:

The testing windows for MAP testing in 2021-22 will likely be as follows (final testing windows will be based on RBG3 guidance from the NDE):

- Fall testing: Week of August 2021 (3rd week of school)
- Winter testing: Week of December 2021 (18th week of school)
- Spring testing: Week of March 2021 (33rd week of school)

These windows follow the guidelines put forth by the NWEA and will enable Quest Academy to make valid comparisons to MAP norm data.

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

MAP Growth licenses for ELA and Math K-8

Sound Partners-English Learners program

iLit - English Learners program

Tutors for after-school tutoring

Scheduled intervention times for Elementary classrooms as well as extended math and reading classes in the Middle School.