

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:	Amargosa Valley Elementary School
District:	Nye County School District
School Website:	https://amargosa.nye.k12.nv.us/
Principal:	Amanda Arceo
Email:	aarceo@nyeschools.org
Phone:	775-372-5234
School Year:	2022-23 CAP

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/sn0ymasiquvvdwxp1/wish/2153902037>

Root causes:

- While many of our support staff are bilingual, **our teaching staff is only English-speaking and has not been adequately trained in strategies to improve academic achievement with EL students** who are building English language skills, therefore there is a lack of consistency and knowledge in implementing embedding EL strategies within any tier of our multi-tiered system of instruction.

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">By the end of the 2022-2023 year, we will have an EL proficiency rate of at least 20% on the SBAC summative assessment in both reading/ELA and math. |
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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

Improvement Strategy:	Screen for reading problems and monitor for progress.
Evidence Level:	Tier 3
Citation:	https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/20074011.pdf#page=21

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:	Screen all students for reading problems and identify which students need Tier 2 or small group interventions to address reading problems.	Monitoring Plan:	Identification will happen within the first six weeks with periodic reviews no less often than every 3 weeks to determine appropriateness of placement.	Person(s) Responsible:	Sher Miller: Interventionist and EL Parapro ; monitor: Amanda Arceo, admin
Action Step:	SIOP strategies will be taught to the teachers monthly.	Monitoring Plan:	Once monthly PLC will focus on presenting a SIOP strategy. These strategies are planned out for the year and will be observed during classroom walkthroughs and observations.	Person(s) Responsible:	Sher Miller: Interventionist ; monitor: Amanda Arceo, admin
Action Step:	All EL students will have focused intervention once/week during "WIDA breakfast". All domains are covered during this additional intervention time.	Monitoring Plan:	Progress monitored monthly.	Person(s) Responsible:	Sher Miller: Interventionist ; monitor: Amanda Arceo, admin

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:	SIOP strategies, monthly	Audience:	grade level teachers & administrator
Professional Development:	Kagan Workshop	Audience:	grade level teachers
Professional Development:	Various EL trainings	Audience:	grade level teachers & interventionist