According to NRS 388.408, all schools who are rated in the lowest 30 percent of public schools in this State in the achievement of pupils who are English learners, shall adopt, submit to the Department (NDE) and publish on an Internet website maintained by the school a corrective action plan. This template is designed to help schools write a plan that satisfies NRS 388.408 and integrates into their School Performance Plan.

School Contact Information

School Year:	**2024-2025**
School Name:	Freedom Classical Academy
District:	SPCSA
Principal:	Jeremy Christensen
Principal email:	jchristensen@freedomclassical.org
EL Specialist:	Cassandra Bouakka
EL Specialist email:	cbouakka@freedomclassical.org

Root Cause Analysis	*When considering the achievement of the English learners at your school, your team might ask the following questions to better understand the underlying reasons why your English learners aren't seeing greater academic success.*
Student Success	• What Student Success problems are we experiencing as we look at English learner success across content areas, grade-bands, and student sub-groups (e.g. newcomers, short-term ELs, long-term ELs, students with interrupted schooling)? During the COVID-19 pandemic, our current 5th and 4th grade students experienced their foundational kindergarten and 1st grade school years online, which posed challenges to developing essential early literacy and social-emotional skills. Similarly, our 3rd grade students missed critical opportunities to acquire necessary preschool skills that are foundational for academic success. The importance of in-person education during preschool through 1st grade cannot be overstated; this phase is vital for language acquisition, socialization, and foundational academic learning. Additionally, the identification and support of English Learners (ELLs) during the pandemic were significantly hindered, limiting the timely provision of language and academic interventions needed for their growth. As a result, we observe challenges across multiple areas: content mastery, grade-bands, and among various ELL sub-groups, including newcomers, long-term ELs, and students with interrupted schooling. These issues emphasize the urgent need for targeted support strategies to mitigate learning loss and foster the academic success of our EL students across content areas.

- How are English learners performing relative to the rest of the school on key measures (e.g. attendance, test scores, SEL, diplomas attained, graduation rate, credit attainment)?

Based on the data provided:

Attendance: English learners (ELLs) perform better than the rest of the school in terms of attendance. The daily absentee rate for ELLs has decreased significantly, with over 6.5% fewer ELL students absent daily compared to the overall school decrease of 4.4%. This indicates a positive trend in engagement and school participation for ELLs.

Growth Rate (WIDA): Regarding growth, 34% of ELL students met the growth rate from the WIDA assessment, while 43.2% met the growth rate from the previous year. Although there is growth year-over-year, the figures suggest that consistent attention is needed to sustain and further enhance growth.

Academic Achievement: Total elementary growth in student performance stands at 44%, aligning with engagement levels reflected in students logging into their My Student Data accounts, which is below the national average at 44%. While overall growth rates show some progress, ELLs may need more tailored academic support to meet or exceed these rates, with a particular emphasis on areas like math and English proficiency.

Engagement and SEL: Although engagement levels, as shown by student logins, are lower than the national average, the improvement in attendance for ELLs may reflect growing engagement and increased connection with school activities. More work is needed to deepen this engagement and ensure it translates into academic achievement and social-emotional learning (SEL) gains.

In summary, ELLs demonstrate promising improvement in attendance and some growth measures but continue to require focused support to ensure their academic performance, engagement, and social-emotional outcomes align with or exceed school wide benchmarks.

- How does performance vary across English learner groups and over time?

The data shows that performance for English learner groups is improving over time in both reading and math:

Fall 2023 MAPS Growth: ELL students showed 40th percentile growth in reading and 31st percentile growth in math.
Spring 2024 MAPS Growth: ELL performance improved, with a 45th percentile growth in reading and a notable increase to 47th percentile growth in math.
This indicates that ELL students experienced steady improvement in both areas, with math growth demonstrating significant gains between the Fall 2023 and Spring 2024 assessments. The data suggests a net growth of 10 percentile points sustained across both reading and math, signaling that targeted support and interventions are yielding positive results.

Overall, the variation in performance shows stronger growth rates for math over this period, with reading also showing consistent improvement. This trend reflects an encouraging upward trajectory in English learners' academic achievement and suggests that continued focus on both language development and subject-specific skills, particularly in math, will be crucial for sustaining and building on this growth.

- What does the data tell us about which areas (e.g. academic achievement, graduation rates, English language proficiency) we should be paying closer attention to?

The data highlights that none of the ELL students are currently proficient in math, emphasizing a significant need to develop and strengthen their understanding of mathematical vocabulary. This suggests that academic achievement in mathematics is a critical area to focus on. Addressing their challenges with math-related language comprehension could also positively impact their overall English language proficiency and broader academic performance. To close these gaps, targeted interventions that build both conceptual math knowledge and language skills in math contexts should be prioritized. Additionally, this may require enhanced support strategies, including specialized instructional methods and language-rich math learning opportunities tailored to ELL students' needs.

- What, if any, resource inequities (i.e. people, time, money) may be causing gaps in student performance? *"Resource equity" is the allocation and use of resources – people, time, and money – to create experiences that enable English learners to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)*

Several resource inequities contribute to the gaps in student performance within the FCA ELL program, particularly as we contend with rapid program growth:

1. **People**: As our ELL program has rapidly expanded, the need for highly trained staff and specialists has outpaced our available human resources. This shortage limits the capacity for individualized support and targeted interventions, which are crucial for our diverse ELL sub-groups, including newcomers and long-term ELs. Additionally, limited staff time to dedicate to professional development and collaboration impacts their ability to adopt innovative teaching practices and effectively differentiate instruction.
2. **Time**: Providing English learners with the necessary instructional and intervention time is critical but often constrained due to competing academic demands and scheduling challenges. ELL students need consistent, focused time for language development and academic support across content areas, but the rapid growth of our program has outstripped our ability to expand and align instructional time accordingly.
3. **Money**: Financial resources are crucial for sustaining and growing ELL initiatives, such as hiring additional staff, offering professional development, and acquiring high-quality curriculum and technology tailored

to diverse language needs. The rapid expansion of FCA's ELL population has stretched existing budgets thin, leading to potential gaps in program offerings and materials necessary for maximizing student outcomes.

Addressing these inequities is essential to ensure our English learners receive the resources they need for success, enabling rigorous and empowering learning experiences regardless of their backgrounds.

Adult Learning Culture	● What Adult Learning Culture problems are we experiencing as we look at English learner performance across content areas, grade-bands, and student sub-groups (e.g. newcomers, short-term ELs, long-term ELs, students with interrupted schooling)?

The growth in English learner (ELL) enrollment—from 39 students receiving services to 65, and then doubling to 130 students in the most recent year—demonstrates a rapid expansion of the program. This increase is a positive indicator of serving more students but also underscores key issues within the adult learning culture that impact EL performance:

Increased Demands on Educators: The significant rise in the number of students receiving ELL services places greater demands on teachers and support staff. This can create strain on existing resources, leading to a need for more targeted professional development and capacity-building initiatives. If these needs are not met, educators may struggle to provide consistent, high-quality instruction across content areas and grade bands.

Lack of Professional Development: With ELL enrollment more than tripling over time, many educators may not have received adequate professional development to support such a diverse and rapidly growing group of students. Effective instruction for newcomers, short-term ELs, long-term ELs, and students with interrupted schooling requires specialized skills, culturally responsive practices, and an understanding of language acquisition. The lack of ongoing training can result in gaps in effective instructional practices and reduced engagement for ELs across all sub-groups.

Adult Learning Culture Gaps: As the ELL program has grown, the adult learning culture may not have scaled effectively to meet the new demands. Limited collaboration time, insufficient training, and the absence of a culture of continuous learning can exacerbate challenges for educators trying to meet the unique needs of their EL students. This impacts not only the delivery of services but also the ability of teachers to adapt instruction, collaborate on strategies, and effectively assess and respond to student progress.

Substitute Teacher Shortage: Coupled with the rapid increase in ELL enrollment, the 40% substitute teacher shortage compounds these issues by placing additional pressure on regular classroom teachers, reducing opportunities for professional development, and limiting time for planning and collaboration. This directly affects |

EL instruction, as teachers have less capacity to build and implement the strategies necessary to support diverse EL sub-groups.

- How does teacher experience, qualification, and effectiveness vary across classes and English learner groups in the school?

The presence of half the staff still working toward completing their teaching licenses, currently operating as substitute teachers, creates substantial variability in teacher experience, qualifications, and effectiveness across classes and English learner (EL) groups in the school:

Variability in Teacher Experience: With a large proportion of staff still completing their licensing, there is a significant variation in teaching experience within the school. These teachers are in the early stages of their careers, which can impact their familiarity with best practices in curriculum design, classroom management, and differentiated instruction, especially for English learners. This variability can affect instructional consistency and the ability to meet diverse student needs effectively.

Differences in Qualifications: Fully licensed teachers typically have completed rigorous training, student teaching experiences, and often specialized coursework related to language acquisition and teaching strategies for ELs. In contrast, substitute teachers finishing their licenses may have limited training and practical experience with these methods. This gap in qualifications can lead to variations in the quality of instruction, particularly in content areas where EL students require tailored support to succeed.

Effectiveness with EL Groups: Effectively teaching English learners, often requires specialized strategies, cultural competency, and a deep understanding of language acquisition processes. Teachers still working on their licenses may lack the training and experience necessary to implement these strategies effectively, potentially leading to inconsistent academic outcomes across EL groups and content areas.

Professional Development Needs: The ongoing development of half the teaching staff means that there is a strong need for targeted professional development and mentorship to bridge knowledge and skill gaps. Without sufficient support, this variability in teacher preparedness may create disparities in student learning experiences, impacting EL students' progress in areas such as language proficiency, academic achievement, and engagement.

Impact on EL Instruction: Given the challenges posed by a high proportion of staff completing their licensure, EL students may experience inconsistent instructional quality across classes. This is particularly concerning for students who rely on well-structured, differentiated instruction to meet their language and academic needs. Teachers still developing their skills may require additional coaching and resources to effectively support ELs, who often benefit from culturally responsive teaching, scaffolding, and language-rich environments.

- How do educator experience, qualification, and effectiveness vary across classes and English learner groups in the school?

The rapid expansion of the ELL program over the past three years—from providing as-needed tutoring, to meeting students once weekly, and now serving K-5 students four times per week for 30 minutes and middle school students once weekly—has introduced significant variability in educator experience, qualifications, and effectiveness across classes and English learner (EL) groups. This variability can be understood through several key factors:

Rapid Growth and Program Transformation: The tripling of the ELL program and the shift from informal support to structured, curriculum-based instruction has placed new demands on educators. As the program evolved quickly, some teachers may not have received adequate training or professional development to implement language acquisition models effectively within their instructional practices. This can lead to variability in how well language development strategies are integrated across classrooms, particularly among teachers who are less familiar with ELL instructional methods.

Varying Experience Levels: The quick expansion of ELL services means that some educators may have significant experience working with ELs, while others are new to incorporating language acquisition techniques into their teaching. This difference in experience can impact the consistency and quality of EL instruction. Teachers with more experience and training in language development are likely to be more effective in embedding these strategies into their classrooms, while those with less experience may need additional support to reach the same level of effectiveness.

Professional Development and Training Gaps: The rapid program changes likely created a gap in ongoing professional development and support for educators. While the program now includes a structured curriculum, many teachers may still be adjusting to the new instructional demands and require additional training to effectively integrate language acquisition models into their classrooms. This gap can lead to differences in teacher qualifications and their ability to meet EL students' needs effectively.

Effectiveness Across EL Sub-Groups: Teachers' ability to support different EL sub-groups—such as newcomers, long-term ELs, and students with interrupted schooling—may vary depending on their familiarity with language acquisition principles and instructional differentiation. Educators who have not been adequately prepared to teach ELs may struggle to adapt their teaching strategies, leading to inconsistent outcomes across different student groups and grade levels.

Integration of Language Acquisition Models: The addition of a formalized curriculum and the expectation for classroom teachers to incorporate language acquisition strategies marks a significant shift in instructional practice. While this model has the potential to greatly benefit ELs, its successful implementation relies on educators having the right qualifications, training, and experience. Variability in how well teachers are equipped to adopt these strategies may create disparities in the effectiveness of EL instruction across classes.

- What does the data tell us about which areas (e.g. school-level systems, educator performance, access to high-quality curriculum and instruction) we should be paying closer attention to?

The data indicates that the school should focus on the following areas to address the increasing demand of the growing ELL population and to ensure consistency and growth:

Consistent ELL Curriculum: The rapid growth of the ELL population and the evolution of the program from sporadic tutoring to structured, weekly instruction with a formal curriculum highlights the need for a consistent, high-quality curriculum that aligns across grade bands. Implementing a cohesive and systematic curriculum ensures that students receive consistent support as they progress through different grades, which can lead to better long-term outcomes in language acquisition and academic success.

School-Level Systems: Establishing a school-wide system for integrating language acquisition strategies into daily instruction is critical. This system should involve all teachers, not just ELL specialists, in supporting language development. Such an approach promotes consistency across grade levels and content areas, helping ELL students transition smoothly and maintain progress. Building a strong school-wide framework for language support will ensure that every teacher is equipped to contribute to EL student success.

Educator Performance and Support: Given the variation in teacher experience and qualifications, attention must be paid to enhancing educator performance through targeted professional development and ongoing coaching. Teachers need structured training in language acquisition techniques, culturally responsive teaching, and differentiated instruction. By building educator capacity, the school can ensure that all teachers are effective in meeting the diverse needs of ELL students, regardless of their experience level.

Access to High-Quality Curriculum and Instruction: Ensuring that ELL students have access to a high-quality, research-based curriculum tailored to their language development needs is crucial. Consistency and alignment across grade bands are necessary to maintain progress as students advance through the school system. This also includes providing teachers with the resources, tools, and strategies needed to effectively implement the curriculum and adapt it for the varying needs of ELL sub-groups.

- What, if any, resource inequities (i.e. people, time, money) may be causing gaps in teacher, leader, or school performance regarding English learner achievement?

The rapid expansion of the ELL program at FCA, which has tripled in size over the past three years, likely reflects an urgent need to address resource inequities that are affecting the performance of teachers, leaders, and the overall school system in supporting English Learner (EL) achievement. These resource gaps can include:

Teacher-to-Student Ratios: The growth in the EL student population may outpace available teaching staff, leading to higher student-to-teacher ratios. This situation reduces individualized attention and the efficacy of tailored language instruction for EL students.

Professional Development: While FCA has embraced a multicultural curriculum and parent engagement efforts, the surge in EL numbers demands ongoing and targeted professional development for teachers and leaders. Training is essential to keep up with evolving instructional strategies, new technologies, and cultural competency to meet diverse EL needs.

Support Staff: There is insufficient numbers of specialized support staff, such as interventionists, instructional aides, and language specialists, to provide necessary language support and differentiated instruction to all ELs.

Instructional Time for Language Development: Teachers are constrained by limited instructional hours, making it challenging to meet both language acquisition needs and state content standards for a growing number of EL students

Insufficient Funding for Programs: A growing EL population requires additional resources, including teaching materials specifically designed for English learners, technology for language acquisition, and more interpreter services. Limited funds can make it challenging to provide adequate services for all students.

Connectedness	● *What Connectedness problems are we experiencing as we look at English learners across content areas, grade-bands, and student sub-groups* (e.g. newcomers, short-term ELs, long-term ELs, students with interrupted schooling)*?*

FCA's growing ELL program faces potential connectedness challenges as it seeks to support English learners across diverse content areas, grade bands, and student sub-groups. Here are some key issues related to connectedness and possible gaps in addressing the needs of EL students:

1. Content and Curriculum Alignment Across Grade Levels

Gaps in Transition: With FCA's current ELL program tripling in size, maintaining strong coordination and seamless transitions between grade bands can be challenging. The learning loss stemming from online schooling during COVID-19 (particularly among 5th, 4th, and 3rd graders) may exacerbate disconnectedness in curriculum continuity. This affects the ability of teachers to meet students where they are developmentally, linguistically, and academically.

Subject-Specific Support: English learners need targeted support in core content areas such as math, science, and social studies. However, a lack of specialized instructional strategies to integrate language acquisition with content knowledge can lead to fragmented experiences for ELs.

2. Differentiation Across Student Sub-Groups

Newcomers: For newly arrived ELs, FCA's curriculum may not consistently offer enough foundational language support to enable students to quickly acclimate and succeed in core content classes. Disconnectedness between language support and content instruction makes it difficult to engage and support newcomers effectively.

Long-Term ELs: FCA must ensure that long-term ELs are connected with meaningful and engaging learning opportunities that go beyond basic language acquisition. Addressing this sub-group's unique needs, such as potential stagnation in language development and academic engagement, requires consistent attention and differentiated approaches across content areas.

3. Social-Emotional and Cultural Connectedness

Integration Across Programs: FCA's efforts to foster multicultural engagement through events like literacy night and fall festivals are valuable but must be further integrated into daily instructional practices. Ensuring that ELs, regardless of their subgroup, feel represented and valued across all grade levels and classrooms is vital for building connectedness.

Parent and Family Engagement: While FCA's Parent Advisory Committee is diverse and interpreters for Spanish and Tagalog are provided, additional measures are needed to consistently connect EL families with school activities, curriculum discussions, and individual student progress. Building these connections can strengthen home-school relationships and support students holistically.

4. Coordination and Professional Development

Consistency Across Teachers and Grade Levels: As the ELL program grows, teacher professional development must ensure that all staff members understand and implement effective EL strategies consistently. Without sufficient training and time for collaboration, inconsistencies in how ELs are supported may lead to disconnected experiences as students move through grades.

Collaboration Among Educators: Connectedness relies on collaboration among classroom teachers, ELL specialists, and support staff. There may be gaps in the structures that allow for this collaboration, leading to fragmented supports for ELs, particularly when it comes to adapting lessons, tracking progress, and meeting individual student needs.

- *What is our school culture performance regarding English learners and their families relative to the rest of the district and state on key measures (e.g. school climate data, absenteeism, discipline, involvement in rigorous coursework and/or extracurricular activities)?*

FCA Elementary scored 60/100 while FCA middle school scored a similar score of 63/100 on the NV school climate social and emotional learning survey, highlighting that physical and emotional safety needs improvement for all students. Meanwhile, FCA MS needs to improve in all four categories of the survey. For English learners and their families, FCA's school culture performance in areas such as school climate, absenteeism, discipline, and involvement in rigorous coursework or extracurricular activities reveals mixed outcomes. While FCA has prioritized multicultural engagement, challenges with overall safety and inclusion might impact EL students' sense of belonging and academic participation compared to district and state averages. Efforts to enhance safety and engagement are crucial to fostering a more supportive environment for EL families.

- *What connectedness trends do we see across individual schools, grade-bands, and school years?*

In examining connectedness trends at FCA based on the NV school climate social and emotional learning survey data, a noticeable shift is observed compared to the prior year. Previously, both elementary and middle school students reported higher levels of connectedness, indicating stronger relationships and feelings of connection. Currently, while elementary students still experience adequate levels of connectedness, middle school students have seen a decline, with connectedness now rated as inadequate. This drop suggests potential challenges that may have emerged or intensified over the past year, necessitating a targeted effort to reinforce and rebuild connections as students advance through grade levels, particularly in middle school, to maintain a consistent sense of belonging and relational support.

- *What does the data tell us about which areas (e.g. family engagement, discipline practices, involvement in rigorous coursework and/or extracurricular activities) we should be paying closer attention to?*

The data highlighting emotional safety as an area needing improvement for both elementary and middle school students at FCA underscores several focal points for attention. Emotional safety challenges may indicate the need to enhance family engagement, ensuring parents and guardians are more involved in school culture and student well-being. Additionally, discipline practices should be examined to determine if they are equitable, supportive, and conducive to a positive emotional environment. Fostering a safe space for students may also require expanding opportunities for involvement in rigorous coursework and extracurricular activities to boost engagement, build stronger peer connections, and offer supportive environments where students feel valued and secure. Addressing these areas holistically can help create a more emotionally supportive school culture.

- *What, if any, resource inequities (i.e. people, time, money) may be causing gaps in English learner connectedness performance?*

The data indicates that resource inequities at FCA may be contributing to gaps in English learner (EL) connectedness and performance. One potential factor is the availability and allocation of personnel, such as counselors or staff trained to address social-emotional and cultural needs specific to EL students. With FCA scoring 60/100 on the school climate survey and showing inadequacies in emotional safety, limited staff resources could hinder efforts to build trust and

strong relationships with EL students. Additionally, time constraints may impact the ability to provide consistent language support, relationship-building opportunities, and tailored extracurricular activities. Budgetary limitations could also restrict investments in programs specifically aimed at boosting EL family engagement, multicultural initiatives, and interpreter services. Addressing these inequities would likely help foster a more inclusive, safe, and connected environment for EL students and their families.

English learner Achievement Root Cause Analysis Summary	A comprehensive review of FCA's ELL program has highlighted both successes and areas in need of growth. The Parent Advisory Committee's diverse engagement, supported by interpreter services in Spanish and Tagalog, reflects a strong commitment to empowering EL families. FCA also emphasizes multicultural integration through its curriculum and events, fostering a sense of inclusion and cultural appreciation. However, challenges remain. FCA scored 60/100 on the NV school climate social and emotional learning survey, indicating inadequacies in physical and emotional safety, which may impact EL students' connectedness and overall school climate. While elementary students experience adequate connectedness, this declines significantly in middle school, pointing to the need for sustained relational and emotional support across grade levels. Emotional safety issues, in particular, suggest that family engagement, equitable discipline practices, and opportunities for involvement in activities should be prioritized to create a more nurturing environment. Additionally, Math and ELA growth rates for EL students pose significant challenges, potentially limiting their academic success and overall school engagement. These gaps, coupled with resource inequities such as limited staffing, time constraints, and budget restrictions, hinder the ability to provide targeted support tailored to EL needs. Addressing these challenges comprehensively will be key to ensuring a safe, inclusive, and academically thriving environment for EL students and their families at FCA.
English Learner Achievement Problem Statement	English learners (ELs) at Freedom Classical Academy (FCA) face academic challenges due to foundational learning loss, resource inequities, and inconsistencies in instructional quality stemming from rapid ELL program expansion. Pandemic-era disruptions disproportionately affected EL students, particularly in early grades, resulting in significant gaps in early literacy, math, and social-emotional learning. Although EL attendance shows improvement, academic performance, particularly in math proficiency and language growth, remains below schoolwide averages. Limited access to specialized, consistent support and variability in teacher training further impede their progress. Addressing these challenges through targeted resources, professional development, and consistent engagement strategies is essential for fostering EL academic achievement.

ELA and Math goals, Objectives, Strategies, and Action Steps for English learners

A SMARTIE goal is a Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable performance target based on school data.

For compliance with NRS 388.408, goals must be _academic achievement goals, not language proficiency goals_. Please write at least two goals, one addressing mathematics, and one addressing ELA (which could be reading-focused).

Here is a sentence stem you can use: [By when] [our school] will [what] for [who/whom] by [how much]. Below are two examples of SMARTIE goals

By When?	What?	Who/Whom?	How Much?
By the Spring SBAC assessment	FCA will increase SBAC reading scores	for English learners	by 10 percent
By the Spring SBAC assessment	FCA will increase SBAC math scores	for English learners	by 30 percent

Annual Performance Objectives (APOs)
For each goal, enter one or more one-year performance objectives that will support progress toward the long-term goal using the SMARTIE format.

Improvement Strategies
Identify evidence-based improvement strategies that address your problem statements and root causes and move you toward your APO/goal. Consider the following:

Action Steps
List the steps you need to take to implement each improvement strategy.

Position Responsible
Name the person(s), and their role, who will be responsible for managing this improvement strategy.

English Learner Achievement Plan Goals, Strategies, Action Steps and Persons Responsible

SMARTIE Goal #1	By the Spring SBAC assessment, FCA will increase SBAC reading scores for English learners by 10 percent.
Performance Objective	● By the **end of Quarter 1**, 100% of teachers will receive professional development on implementing research-based reading interventions tailored for English learners. ● Monitor progress **bi-monthly** through fluency testing in MAPS and adjust interventions as needed.
Strategies for APO/Goal	1. Targeted Instructional Strategies Strategy: Provide professional development and coaching for teachers to implement effective, research-based reading strategies tailored to the needs of English learners (ELs). 2. Establish a systematic progress monitoring process using formative assessments to track EL reading growth and adjust interventions accordingly. 3. Design and deliver targeted reading interventions to ensure measurable growth by the SBAC assessment.

Action Steps for Strategies	Targeted Instructional Strategies
	  1. Review SBAC data to identify specific areas of need (e.g., vocabulary, comprehension).
	  2. Partner with EL specialists to design a PD series focused on reading interventions for ELs.
	  3. Schedule and deliver one PD session by October.
	  4. Support teachers in integrating strategies into daily lessons through collaborative planning sessions.
	
	Progress Monitoring
	  1. Administer a diagnostic MAPS reading assessment in August to establish individual growth targets.
	  2. Develop a bi-monthly assessment calendar to track student fluency progress.
	  3. Identify trends, strengths, and areas for targeted intervention.
	  4. Implement small-group or one-on-one sessions focused on areas needing improvement.
	
	Intervention Benchmark
	  1. Use baseline assessment data to identify ELs requiring additional support.
	  2. Group students by specific reading needs.
	  3. Develop intervention schedules with a minimum of four 30-minute sessions per week.
	  4. Utilize evidence-based program TEAMs - Teaching EL for Academic Masters, Continental Press.
	  5. Track student progress bi-monthly using MAPS.

6. Introduce SBAC-aligned reading practice, including reading strategies, RACE, and comprehension question strategies, by **February**.
7. Conduct mock SBAC assessments to familiarize students with the format and pacing.
8. Recognize students achieving their growth targets through certificates, assemblies, or parent notifications to maintain motivation.

Position Responsible	ELL Department, Assistant Director, and Literacy Coach

SMARTIE Goal #2	By the Spring SBAC assessment, FCA will increase SBAC math scores for English learners by 30 percent.
Performance Objective	● By **mid-Augst**, establish baseline math performance data for all ELs using MAPS. ● By **December**, host one workshop for parents, providing strategies and resources to support math learning at home. ● By **February**, ensure ELs can accurately use at least 75% of targeted math vocabulary in speaking, writing, and problem-solving activities.
Strategies for APO	1. Develop and implement a math-specific vocabulary program to improve EL comprehension and application of key math terms. 2. Provide workshops and ongoing communication to equip EL parents with tools and resources to support their children's math learning at home.
Action Steps for Strategies	Math Language Support ● Collaborate with grade-level teams to identify essential math vocabulary aligned to grade-level standards and SBAC requirements by **October**. ● Create a math vocabulary interactive notebook with definitions, connections and pictures of vocabulary. ● Embed vocabulary practice in daily math lessons, focusing on connecting terms to problem-solving tasks in the classroom. ● Implement peer discussion protocols where ELs practice using math terms in structured conversations, during ELL small groups. ● Track progress and reteach terms as needed through small-group sessions. Parental Engagement in Math ● Schedule one workshop by December focusing on strategies parents can use at home, including how to access help for the math program online in English and Spanish. ● Share links to free online math tools, apps, and videos that parents can use with their children. ● Collect feedback from parents after workshops to improve future sessions and resources.
Position Responsible	ELL Department, Assistant Director, and Instructional Coach