Washoe County School District

Libby Booth Elementary School

2024-2025 School Performance Plan

Classification: 1 Star School

Title I
CSI

Mission Statement

Libby Booth Mission:

The mission of Libby Booth Elementary School is to offer high-quality educational and social experiences that promote academic gains and improved outcomes for students and their families.

Vision

Libby Booth Vision:

a.Libby Booth will be known as a school with an engaging and positive school culture; students and their families will choose to come back each year.
b.Libby Booth will achieve operational and academic excellence.
c.Libby Booth will provide exceptional support for students & families.

Demographics & Performance Information

Nevada Report Card

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at (Add a link to the school's School Rating Report.)

https://nevadareportcard.nv.gov/DI/nv/washoe/libby_booth_elementary/2024

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Comprehensive Needs Assessment

Student Success

Student Success Summary

As measured by the 2023-2024 iReady EOY Reading Diagnostic, 52% of students made 100% or greater progress towards Annual Typical Growth (ATG) in reading; 10% of students made 80-99% of ATG in reading. The results of the 2023-2024 iReady EOY Reading Diagnostic indicate that 62% of students at Libby Booth achieved 80% or greater progress towards ATG in reading.

As measured by the 2023-2024 iReady EOY Math Diagnostic, 50% of students made 100% or greater progress towards Annual Typical Growth (ATG) in Math; 10% of students made 80-99% of ATG in math. The results of the 2023-2024 iReady EOY Math Diagnostic indicate that 60% of students at Libby Booth achieved 80% or greater progress towards ATG in math.

Student Success Strengths

As measured by the 2023-2024 iReady EOY Reading Diagnostic, 22% of students made 100% or greater progress towards Annual Stretch Growth (ASG) in reading; 13% of students made 80-99% of ASG in reading. The results of the 2023-2024 iReady EOY Reading Diagnostic indicate that 35% of students at Libby Booth achieved 80% or greater progress towards ASG in reading.

As measured by the 2023-2024 iReady EOY Math Diagnostic, 22% of students made 100% or greater progress towards Annual Stretch Growth (ASG) in Math; 15% of students made 80-99% of ASG in math. The results of the 2023-2024 iReady EOY Math Diagnostic indicate that 37% of students at Libby Booth achieved 80% or greater progress towards ASG in math.

Problem Statements Identifying Student Success Needs

Problem Statement 1 (Prioritized): Libby Booth is a chronically underperforming school. As measured by the 2024-2025 iReady BOY Diagnostic, 86% of the students assessed were one or more grade levels below criterion in reading; 95% of students assessed were one or more grade levels below in math. In order to bring students up to grade level, 85% of students must meet their ASG targets in reading; 95% in math.
Critical Root Cause: There are many variables at play here, including societal issues that are beyond our control. Identified root causes at the school level include rates of chronic absenteeism, inadequate PLC planning time, scheduling Tier 1 standards-based instruction, and Teacher Clarity.

Adult Learning Culture

Adult Learning Culture Summary

The 23-24 Staff Climate and Safety Survey indicated that staff at Libby Booth felt significantly less favorable with regard to staff collaboration (-34%). For example, only 60% of staff indicated that they felt a sense of teamwork among all school staff and only 60% of staff felt involved in making plans and decisions that effect our school. Administrative duties were perceived to interfere with staffs' essential roles of educating students (only 40% agreed that administrative duties do not interfere).

Adult Learning Culture Strengths

This school year, time has been set aside for PLC teams to meet regularly to engage in the work of planning, reflecting on instructional practice, and responding to how students show progress or lack of progress.

Problem Statements Identifying Adult Learning Culture Needs

Problem Statement 1 (Prioritized): When surveyed during the 23-24 school year, teachers indicated that there was inadequate time to work in PLCs to achieve both planning and engage in the inquiry process. 70% of staff who responded to the climate survey agreed with the statement, "The professional learning provided adequately prepared me to use i-Ready to monitor student progress."
Critical Root Cause: Lack of protected time for instructional planning and PLC work was identified by teachers. There is a need for continued professional development and support for teachers to use iReady to develop small group lesson plans and monitor student progress.

Connectedness

Connectedness Summary

Last school year, there were noticeable drops in the Student Climate Survey including:

- 54% of students indicated they are engaged in learning (down 24% from the previous year).
- 75% of students indicated school is safe (down 12% from the previous year).
- 44% of students indicated that other students treat peers and adults with respect (down 24% from the previous year).

Connectedness Strengths

The counselor, administrators, office staff, and clinic staff are aligned with regard to procedures for documenting student attendance. This supports the ability for the team to address student needs as they are and to communicate with families regarding what kinds of absences count as exempt vs. non-exempt. Targeted intervention can be more aligned. 93% of parents who took the Parent Climate Survey indicated that Booth is a supportive place for their children.

Problem Statements Identifying Connectedness Needs

Problem Statement 1 (Prioritized): Students at Libby Booth have historically experienced high rates of Chronic Absenteeism (CA). From a high of 44.33% CA in 2021, Libby Booth has achieved a decrease to 26.97% CA during the 2023-24 school year. To achieve AYG and ASG on their iReady Diagnostic, students need to achieve Satisfactory Attendance (0-7% absence rate).
Critical Root Cause: Many factors contribute to chronic absenteeism. Confusion over the attendance policy, health exclusions, transportation barriers and other home issues, and misunderstanding about the importance of regular school attendance all contribute to the rate of chronic absenteeism.

Priority Problem Statements

Problem Statement 1: Libby Booth is a chronically underperforming school. As measured by the 2024-2025 iReady BOY Diagnostic, 86% of the students assessed were one or more grade levels below criterion in reading; 95% of students assessed were one or more grade levels below in math. In order to bring students up to grade level, 85% of students must meet their ASG targets in reading; 95% in math.

Critical Root Cause 1: There are many variables at play here, including societal issues that are beyond our control. Identified root causes at the school level include rates of chronic absenteeism, inadequate PLC planning time, scheduling Tier 1 standards-based instruction, and Teacher Clarity.

Problem Statement 1 Areas: Student Success

Problem Statement 2: Students at Libby Booth have historically experienced high rates of Chronic Absenteeism (CA). From a high of 44.33% CA in 2021, Libby Booth has achieved a decrease to 26.97% CA during the 2023-24 school year. To achieve AYG and ASG on their iReady Diagnostic, students need to achieve Satisfactory Attendance (0-7% absence rate).

Critical Root Cause 2: Many factors contribute to chronic absenteeism. Confusion over the attendance policy, health exclusions, transportation barriers and other home issues, and misunderstanding about the importance of regular school attendance all contribute to the rate of chronic absenteeism.

Problem Statement 2 Areas: Connectedness

Problem Statement 3: When surveyed during the 23-24 school year, teachers indicated that there was inadequate time to work in PLCs to achieve both planning and engage in the inquiry process. 70% of staff who responded to the climate survey agreed with the statement, "The professional learning provided adequately prepared me to use i-Ready to monitor student progress."

Critical Root Cause 3: Lack of protected time for instructional planning and PLC work was identified by teachers. There is a need for continued professional development and support for teachers to use iReady to develop small group lesson plans and monitor student progress.

Problem Statement 3 Areas: Adult Learning Culture

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Performance objectives (SMART goals)
- Prior year improvement plans - Actions and strategies

Accountability Data

- State assessment performance report
  - SBAC; WIDA Access
- Comprehensive, Targeted, and/or Additional Targeted Support data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

Student Data: Student Groups

- Economically disadvantaged

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Professional learning communities (PLC) data
- School department and/or faculty meeting discussions and data
- Teacher evaluation
- Administrator evaluation

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation
- Volunteer opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: Student Success
    Aligns with District Priority

Annual Performance Objective 1: (January status check) Edited from below the line to:

By the end of the 2024-25 academic year, our students will meet or exceed 100% of typical growth on the iReady diagnostic in reading and math. All students will grow at least one year within this year.

Original goal:

All students enrolled at Libby Booth will meet or exceed 100% of their Typical Growth target on iReady Diagnostic testing in Reading and Math. 100% of students who are one or more grade levels below on the BOY diagnostic will meet their stretch goal by the EOY diagnostic. Ultimately, Grade Level Proficiency or higher is the goal for every student at Libby Booth.

By the end of the 2024-25 academic year 75% of students will achieve 80% or greater progress towards Annual Typical Growth in Reading on the iReady Diagnostic; 50% of students will achieve 80% or greater progress toward Annual Stretch Growth.

    Evaluation Data Sources: iReady Diagnostic in Reading

Improvement Strategy 1 Details	Status Checks

Improvement Strategy 1: iReady	**Status Check**		
Conduct weekly reviews of student usage and lesson passage with the goal of 70% of students completing 30-50 minutes in iReady Personalized Path Reading lessons with 70% accuracy.	**Jan**	**Apr**	**June**
Develop master schedule with specific time allocated for students to complete iReady Personalized Path lessons. Design master schedule to ensure all special groups are allocated specific time to meet weekly lesson passage goal. Provide staff professional learning focused on best practices for incorporating iReady Personalized Path lesson completion into daily class schedule. Create an incentive program/system to support students in meeting weekly lesson passage goals. Students will utilize a lesson data tracker to monitor Personalized Path Lesson passage.	10%	85%	
Formative Measures: Formative Measures: Student lesson tracker, Weekly Personalized Instruction Summary, Master Schedule			
Position Responsible: Principal			
Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk **- Evidence Level:** Promising			
Problem Statements/Critical Root Causes: Student Success 1			

Improvement Strategy 2 Details	Status Checks

Improvement Strategy 2: Data chats with students and teachers as well as teachers and administrator.	**Status Check**		
Formative Measures: Data chat graphs and notes (students and adults).	**Jan**	**Apr**	**June**
Position Responsible: administrator and teachers			
Student Groups This Strategy Targets: FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk **- Evidence Level:** Moderate, Has Rationale			
Problem Statements/Critical Root Causes: Student Success 1			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Annual Performance Objective 1 Problem Statements:

Student Success

Problem Statement 1: Libby Booth is a chronically underperforming school. As measured by the 2024-2025 iReady BOY Diagnostic, 86% of the students assessed were one or more grade levels below criterion in reading; 95% of students assessed were one or more grade levels below in math. In order to bring students up to grade level, 85% of students must meet their ASG targets in reading; 95% in math. **Critical Root Cause**: There are many variables at play here, including societal issues that are beyond our control. Identified root causes at the school level include rates of chronic absenteeism, inadequate PLC planning time, scheduling Tier 1 standards-based instruction, and Teacher Clarity.

Goal 2: Adult Learning Culture
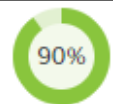   **Aligns with District Priority**

Annual Performance Objective 1: (January status check) Edited from below the line to:

Classroom walk-throughs will indicate that, at least 75% of the time, there is a match between posted and/ or articulated lesson intentions and what students indicate they are learning.

Original goal:

At Libby Booth, classroom walk-throughs will indicate at least 75% of teachers consistently implement the four components of Teacher Clarity (Clarity of organization, clarity of explanation, clarity of examples and guided practice, clarity of assessment of student learning).

    Evaluation Data Sources: Formative Measures: PLC agendas & artifacts, lesson plans, common formative assessment data

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: PLCs	**Status Check**		
Implement structured weekly PLC meetings with explicit agendas to discuss instructional practices, student data, and components of The Teacher Clarity Playbook. Analyze and dissect grade level subject standards to determine appropriate rigor of instruction. Within PLC meeting, teachers will collaborate to define clear learning intentions for daily lessons across all subject areas, aligned with curriculum standards and student needs. Lesson plans will identify formative assessments that will be used to inform and adjust instruction. Implement formal & informal observation and feedback protocols and share observation takeaways during PLC meetings to promote continuous improvement. **Formative Measures:** PLC agendas, walkthrough forms **Position Responsible:** Interim Principal **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk **- Evidence Level:** Moderate **Problem Statements/Critical Root Causes:** Adult Learning Culture 1	**Jan** 10%	**Apr** 90%	**June**

0% **No Progress**   100% **Accomplished**   → **Continue/Modify**   ✕ **Discontinue**

Annual Performance Objective 1 Problem Statements:

Adult Learning Culture
Problem Statement 1: When surveyed during the 23-24 school year, teachers indicated that there was inadequate time to work in PLCs to achieve both planning and engage in the inquiry process. 70% of staff who responded to the climate survey agreed with the statement, "The professional learning provided adequately prepared me to use i-Ready to monitor student progress."   **Critical Root Cause**: Lack of protected time for instructional planning and PLC work was identified by teachers. There is a need for continued professional development and support for teachers to use iReady to develop small group lesson plans and monitor student progress.

Goal 3: Connectedness
Aligns with District Priority

Annual Performance Objective 1: During the 2024-25 SY students at Libby Booth experiencing Chronic Absenteeism will decrease by 10%. Overall Chronic Absenteeism will decrease from 29% to 19%.

Evaluation Data Sources: Formative Measures: Contracts/agreements, attendance reports, attendance review data, outreach communication, process/protocols, MTSS tab.

Improvement Strategy 1 Details	Status Checks		
Improvement Strategy 1: Family Engagement	**Status Check**		
Use historical attendance data to identify students who are at risk of chronic absenteeism. Conduct bi-weekly reviews of attendance data to identify students with 2-3 consecutive absences, with 10% or more days absent, with more than one unverified absence. Form attendance team to coordinate efforts to develop individualized attendance contracts/agreements with students identified through the bi-weekly attendance reviews. Develop a comprehensive outreach campaign to inform families about the importance of regular attendance and the potential consequences of chronic absenteeism. Utilize various communication channels such as email, newsletters, phone calls and social media platforms to reach out to parents. Establish process/protocol for teachers to communicate with attendance team regarding student absences. Establish protocols/process for communicating with families regarding student absences in a timely manner. **Formative Measures:** IC and BIG attendance data **Position Responsible:** Interim Principal **Student Groups This Strategy Targets:** FRL, EL, Students with Disabilities, Foster/Homeless, Racial/Ethnic Groups, Chronically Absent, At Risk - **Evidence Level:** Promising **Problem Statements/Critical Root Causes:** Connectedness 1	**Jan**	**Apr**	**June**
	50%	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Annual Performance Objective 1 Problem Statements:

Connectedness
Problem Statement 1: Students at Libby Booth have historically experienced high rates of Chronic Absenteeism (CA). From a high of 44.33% CA in 2021, Libby Booth has achieved a decrease to 26.97% CA during the 2023-24 school year. To achieve AYG and ASG on their iReady Diagnostic, students need to achieve Satisfactory Attendance (0-7% absence rate).   **Critical Root Cause**: Many factors contribute to chronic absenteeism. Confusion over the attendance policy, health exclusions, transportation barriers and other home issues, and misunderstanding about the importance of regular school attendance all contribute to the rate of chronic absenteeism.

Addendums

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:	
School Name:	Libby Booth Elementary
District:	Washoe
Principal:	Kristen Amy (interim – Mary Culpepper)
Principal email:	mculpepper@washoeschools.net
EL Specialist:	Kristopher Kelly & Brandi Carrico
EL Specialist email:	kkelly@washoeschools.net & bcarrico@washoeschools.net

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	- Our English learners show low (3% overall in ELA and 6% in Math) proficiency rates on SBAC. Additionally, student growth percentiles also dropped significantly from last school year (from 38 to 19 in ELA and from 57 to 45 in math). - Relative to the rest of the school, our English learners are underperforming in ELA by 17% and in math by 13%. - In the 2023-24 school year, attendance for our English learners was better than our overall school's rates (21% of our English learners were chronically absent compared to 29% of our whole school). - Our student in 5th grade last year made negative growth on ACCESS last school year overall (average -0.13 points overall from 2023-2024). Our 4th grade students, however, made the most overall growth from 2023-2024 (average 0.6 points). Average growth for our English learners from 2023-2024 decreased as 2023 overall increased. Specifically, students who scored at entering in 2023 grew an average of 0.46 points, students who scored at emerging in 2023 grew an average of 0.37, students who scored at developing in 2023 grew an average of 0.13. There was only one student who scored at expanding in 2023, and that student declined by 0.2 points, dropping the student back to developing.

- Analysis of Language Learning Walks indicate that potential inequities contributing to gaps in performance for our English learners when compared to our school as a whole may include:
  - Primary grades teachers at Booth tend to use language development instructional strategies (e.g. GLAD) more often when compared to intermediate grades teachers.
  - Teachers may be over-scaffolding language output opportunities for students so that they struggle when in situations where they are required to perform without those scaffolds.
  - Adults (teachers, staff, parents) may not be giving students enough processing time to respond to prompts (written or oral), so students' practice opportunities are being truncated.

Adult Learning Culture	• Based on teacher surveys, teachers at Booth have indicated that PLC team meetings are not productive and instead are performative. Additionally, teachers have expressed that they do not feel included in the decision-making process around professional learning content around best practices for English learners or school goals for improving student achievement.
	• Additionally, some staff indicate apathy toward testing results (SBAC, ACCESS, MAP specifically). For example, they will make comments that standardized testing is inappropriate or does not show how our students make growth. However, this attitude may impact teacher expectations around what students, especially our English learners, are capable of doing.
	• Language Learning Walks indicate that at least 92% of the time, there are **not** opportunities for students to engage in opportunities for student-to-student discussion that enhance content understanding, questions asked that require the use of a sentence(s) to answer, or questions asked that require the use of academic language.
	• Teachers at Booth tend to be either veterans (more than 5 years of teaching, often at Booth or a school with similar student needs) or novice (within their first three years of teaching). Because students are placed in classrooms with fairly equal demographics in each classroom across the grade level, it is difficult to observe differences in student outcomes according to classes. Instead, the entry date comparisons (which strongly correlate to grade level and roughly correlated to 2023 overall ACCESS) are a better tool for assessing English learner outcomes.
	• SBAC, ACCESS, and teacher survey data indicates that more attention should be paid to providing professional learning (to include professional development, in-classroom coaching, co-teaching, and observation and feedback) to teachers in the intermediate grades around best practices for working with English learners.
	• Potential inequities contributing to gaps in performance for our English learners when compared to our school as a whole may include:
	• Historically, primary grades are viewed as the time when teachers are expected to teach students how to read and intermediate grades are viewed as the time when students use reading to learn. Thus, more emphasis tends to be placed on acquiring language in the primary grades (where Booth's ACCESS results indicate more growth) than in the intermediate grades.
	• In the past three school years, Booth has had three different principals. This impacts continuity for teachers and staff around allocation of resources aligned to mission/ vision and takes time to refocus strategies,

	especially with regard to addressing the specific needs of our English learners.

Connectedness	• Connectedness data disaggregated by special populations is limited to chronic absenteeism and discipline only. School climate data (which indicates that students, staff, and families felt less connected to school in 2023) is not disaggregated.
	• Chronic absenteeism indicates that our English learners are 8% less likely to be chronically absent and 4% less likely to be severely chronically absent. This indicates that although our English learners are less likely to show proficiency on SBAC in ELA or Math, they are more likely to be at school.
	  • With regard to discipline data, our English learners are also less likely to engage in major behaviors or earn a suspension due to behaviors. Specifically:
	    • Overall major discipline events per 100 = 19; EL major discipline events per 100 = 3
	    • Overall suspensions per 100 = 3; EL suspensions per 100 = 0
	• While there is not recorded qualitative data to support this, anecdotal information indicates that our English learners and their families may be more connected to the school community. They do tend to attend school more frequently, as indicated by chronic absenteeism data. However, families do indicate in conversation with school staff that they feel unsure about how to support their students academically or that they did not know how underperforming their students are.
	• This data indicates that Booth has an amazing opportunity to build connections with our English learners' families and that we may be able to leverage positive trends in absenteeism and discipline measures.

English learner Achievement Root Cause Analysis Summary	Our English learners show disparities in SBAC achievement in both ELA and Math when compared to the whole school. Our SBAC and ACCESS data indicate that students are not growing from year to year. We should be paying closer attention to how our students are developing language at the Tier 1 level. On ACCESS, students tend to make more growth when they start the year at lower proficiency levels, and there is a correlation between entry date, grade level, and overall proficiency and growth. Teachers across all grade levels are not consistently using language acquisition strategies to support our English learners. This may be contributing to a gap in proficiency and growth and indicate the need for increased awareness around English learner performance and strategies to support our English learners. One strength that our English learners have as indicated by recorded data is with regard to attendance and discipline. Our English learners are more

	likely to be at school and less likely to engage in major behaviors or earn suspension.
English Learner Achievement Problem Statement	Our English learners are more likely to be at school but less likely to show proficiency on SBAC in ELA or Math. Chronic absenteeism and discipline can be ruled out as major factors in the disparities around proficiency for our English learners. The Tier 1 environment is not supportive to our English learners.

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

SMARTIE Goal #1	In the 2024 school year, the ELA SBAC for English learners will increase from 3% in 2023 to 6%.
Performance Objective	By the end of the 2024 school year, iReady Reading Personalized Instruction Summaries for English Learners will indicate growth in 2 or more domains of at least one school year each.
Strategies for APO/Goal	Teachers will increase their capacity around using iReady tools (including MyPath, Teacher-Assigned Lessons, Progress Monitoring, Standards Mastery). Teachers will increase opportunities for students to engage in academic speaking, reading, listening, and writing. Teachers will engage in continued focus around Teacher Clarity (specifically identifying standards-based success criteria and planning aligned assessment and activities to support backwards planning).
Action Steps for Strategies	• Targeted conferencing with EL students and families to share progress and discuss students' specific needs • Teaching parents how to use IC as a tool or checking iReady progress, etc. • Professional learning (including targeted feedback) around Teacher Clarity to include providing teachers with guidance around language expectations to address the needs of our EL students • Opportunities for coaching around engaging EL students in collaborative conversations
Position Responsible	• Principal • Dean • Counselor • EL Teacher • EL Facilitator • Classroom Teachers
SMARTIE Goal #2	In the 2024 school year, the Math SBAC for English learners will increase from 6% in 2023 to 10%.
Performance Objective	By the end of the 2024 school year, iReady Math Personalized Instruction Summaries for English Learners will indicate growth in 2 or more domains of at least one school year each.
Strategies for APO	Teachers will increase their capacity around using iReady tools (including MyPath, Teacher-Assigned Lessons, Progress Monitoring, Standards Mastery). Teachers will increase opportunities for students to engage in academic speaking, reading, listening, and writing. Teachers will engage in continued focus around Teacher Clarity (specifically identifying standards-based success criteria and planning aligned assessment and activities to support backwards planning).
Action Steps for Strategies	• Targeted conferencing with EL students and families to share progress and discuss students' specific needs • Teaching parents how to use IC as a tool or checking iReady progress, etc.

	• Professional learning (including targeted feedback) around Teacher Clarity to include providing teachers with guidance around language expectations to address the needs of our EL students • Opportunities for coaching around engaging EL students in collaborative conversations • Opportunities for coaching around engaging EL students in conversations that require the use of academic language • Opportunities for coaching around engaging students in reasoning with language
Position Responsible	• Principal • Dean • Counselor • EL Teacher • EL Facilitator • Classroom Teachers