

**Rialto Middle School
English Learner Plan
2021-2022**

The mission of Rialto Middle School, the home of the Tigers who roar with integrity and determination, is to ensure that every student uses their individual talents to achieve academic success, through a vital system distinguished by:

- An emotionally and physically safe environment
- Rigorous, relevant, and engaging instruction
- Family involvement with a sense of community
- An appreciation for diversity
- Developing every students' passion for ongoing learning

Objectives:

- Every student will demonstrate academic growth and proficiency
- Every student will discover and strengthen their personal talents
- Every student will be respectful and responsible members of a diverse society

Tactics:

- We will implement rigorous, relevant and differentiated instruction that engages and inspires students
- We will provide diverse opportunities for students to explore, develop and showcase their individual talents
- We will provide a physically and emotionally safe school-community

EL Action Team Goals:

- Increase the number of reclassified students at all three grade levels (6th-8th grade) by 10% by the end of the 2021-2022 academic school year.
- Identify and create targeted academic supports based on the ELD Frameworks in (Speaking, Reading, Writing, and Listening), to increase academic achievement in all core classes based on quarter and semester letter grades (A-F)
- Increase EL student ELPAC proficiency by (5-10%) in the areas of (Reading and Writing) during each assessment window.
- All EL students will demonstrate incremental growth of (5-10%) in Reading during each scheduled i-Ready assessment (fall, winter, and spring)
- Identify ELPAC growth targets for each EL student based on their i-Ready assessment results in the fall, winter, and spring testing cycles.
- Have all RFEP students experience academic success by having C's or higher in all core classes.
- Increase parental outreach related to EL achievement beyond the required scheduled ELAC meetings.

EL Action Team Members:

- Brisa Silos-EL Strategist/ELD Teacher
- Robbin Santiago-ELA

- Margaret Simmons-Rivera-Assistant Principal
- Principal - Mr. Ricardo Garcia-Felix
- CCP Elective Teachers
- All ELA Teachers (6th-8th grade)
- A selected group of parents from each grade level (9 parents, three from each grade level)

EL Demographics 2021-2022:

- English Learners: 274
- Number of English Learners by grade:
 - 6th: 98
 - 7th: 87
 - 8th: 89
- Number of dually identified students: 68
- Number of EL students by level:
 - EL 1: 54
 - EL 2: 114
 - EL 3: 68
 - EL 4: 30
- Number of LTELs or at risk of becoming LTEL: 252
- Number of English Learners by language:
 - Spanish: 269
 - Arabic 1

- D/F Rate RFEP-3rd Quarter 2021
 - ELA
 - 6th grade 28 students 33%
 - 7th grade 27 students 31%
 - 8th grade 49 students 47%
 - Math
 - 6th grade 17 students 20%
 - 7th grade 34 students 40%
 - 8th grade 46 students 44%

- D/F Rate: EL-3rd Quarter 2021
 - ELA
 - 6th grade 28 students 33%
 - 7th grade 27 students 31%
 - 8th grade 49 students 47%
 - Math
 - 6th grade 17 students 20%
 - 7th grade 34 students 40%
 - 8th grade 46 students 44%

Analysis of the Data - What is the data telling you? Identify trends, areas of need, areas of strength

- RMS has a high D/F rate for the 2021-2022 school year during the COVID pandemic
- The majority of EI students are LTEL (252)
- A need to address the needs of EL 4 students so they can reclassify (22) (Direct outreach needed for those identified students)
- The majority of EL students at RMS are level 2 and 3
- EL 1 are the most successful in moving levels

2021-2022

During the RUSD Bridge Academy, a significant number of EL students demonstrated limited academic growth in the area of ELA and math achievement. Moreover, the site observed a substantial percentage of Ds and Fs in several Core classes including ELA, Math, Science, and Social Studies.

More importantly, the site's attendance rate also observed a significant decline as many students failed to log in and participate in Distance Learning consistently. Nevertheless, some students actively participated in intervention opportunities including teacher office hours, tutoring blocks, and online tutoring delivered by Ignite the Mind Tutoring.

The instructional delivery and intervention support provided within all RMS CCP courses must increase in complexity and instructional rigor to support and enhance the academic attainment of all EL students.

Upon Entry (Newcomers/Recently enrolled):

How does the school welcome new English Learners? What strategies are in place for parents to know what their role is in being the parent of an English Learner? How are teachers notified and what supports are put in place for students to start out their academic career in Rialto schools successfully?

- Develop a student support team to ensure Newcomers are welcomed. (2022)
- Develop parent support meetings and/or PIQE for all parents. (2022)
 - Explaining parents' role in the Multilingual Program.
 - How to navigate the School System in the US
- Establish EL parent support groups led by parents for parents at the site during the 21-22 school year.

What Academic Programs are available to English Learners at your school site?

- iLit for Newcomers
- Achieve3000 for Bridging and Expanding English Learners (CCP class).
- Tiger Time (After School)
- Language! Live (2022)
- AVID for EL students (2022)

How are you ensuring equitable access for English Learners to advanced instructional

programs?

All students have access to advanced classes and interventions and support as needed during the instructional day.

What data is used to determine if English Learners are making progress toward English language proficiency and reclassification?

- Quarterly Grades
- CAASPP
- iReady (fall, winter, and spring)
- ELPAC

How are English Learners Progress Monitored at your school site?

- Quarterly use of Ellevation to progress monitor and make recommendations for support
- BARR weekly teacher meetings (2022)
- Quarterly data analysis completed by Admin, Instructional Coaches, and Counselors.

What steps are taken when English Learners are not making progress?

- Student counseled
- Referred for intervention classes
- PTCs and SSTs
- Intervention and Mentoring

What social and emotional supports are you putting in place to support English Learners at your school site?

RMS has a Tier I plan in place to support all students Social Emotional Learning.

- BARR (2022)
- PBIS Rewards
- Site-based data analysis

Staffing and Professional Development:

How are teachers placed within your site EL Program? What site professional development is given to teachers and Bilingual Instructional Assistants to improve their instructional practices with English Learners?

All staff are placed within the EL Program based on the credential held by the teacher and/or need of the site.

All staff will participate in PD for the 2021-2022 school year:

- EL progress monitoring
- Language proficiency tests (ELPAC)
- Instructional strategies (RACE, Step-Up to Writing)
- Understanding the ELD Standards and their correlation to Common Core ELA Standards
- BARR Training

Parent Engagement:

How are parents encouraged to attend English Learner Advisory Committee meetings? What training is offered to parents through ELAC? What additional training is offered to parents of English Learners?

Parents are encouraged to attend ELAC by:

- Black Board Links
- REMIND APP
- Email Thru Synergy
- Individual Parent Phone Calls (2022)
- Student Invitations to parents (2022)

ELAC Trainings offered:

- ELPAC
- Reclassification
- School Dashboard
- Reclassification Ceremony

Additional classes offered:

- Technology (2022)
- English Language Classes (2022)
- VAPE
- PIQE

Funding:

How are school site funds coordinated to provide support for English Learners?

School site funds are coordinated in the School Plan for Student Achievement to support all students.

Other: Write in other actions that you are putting in place to assist English Learners in making academic progress.