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:	Battle Born Academy
District:	SPCSA Sponsored Charter School
Principal:	Kathy Rudd
Principal email:	kathy.rudd@battlebornacademy.org
EL Specialist:	Jennifer Burggraf
EL Specialist email:	jennifer.burggraf@battlebornacademy.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)?

EL students are performing on par with their grade-level peers. Unfortunately, that is far below academic achievement standards for all students, not just ELs.

- 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)?

EL students are performing on par with their grade-level peers. Unfortunately, that is far below academic achievement standards for all students, not just ELs.

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

BBA only has two years of historical data on English learner groups. In the first year we saw higher growth for ELs, in part because our ELA data was higher across all students and in part because of staffing for the program. The EL program had a full-time dedicated teacher our first year. Unfortunately, due to staffing concerns, the EL program then had only a part-time admin/teacher and Teaching Assistant the second year.

- 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?

Academic achievement is on par with native English peers. Language proficiency needs to continue to see increases.

- 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)*

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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)?

Teachers received three PD sessions on SIOP best practices in the 2023-2024 school year. This training resulted in EL students performing on par with grade-level peers but below academic proficiency or sufficient EL gains.

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

Given a teaching assistant was providing primary interventions under the supervision of a licensed teacher, the qualification and experience level was minimal and that was reflected in the performance.

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

Given a teaching assistant was providing primary interventions under the supervision of a licensed teacher, the qualification and experience level was minimal and that was reflected in the performance.

- 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?

Given EL students perform on par with grade-level peers, we need to pay attention to whole-school systems and quality curriculum implemented with fidelity.

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

BBA only has two years of historical data on English learner groups. In the first year we saw higher growth for ELs, in part because our ELA data was higher across all students and in part because of staffing for the program. The EL program had a full-time dedicated teacher our first year. Unfortunately, due to staffing concerns, the EL program then had only a part-time admin/teacher and Teaching Assistant the second year.

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)*?* • *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)?* • *What connectedness trends do we see across individual schools, grade-bands, and school years?* • *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?* • *What, if any, resource inequities (i.e. people, time, money) may be causing gaps in English learner connectedness performance?* *EL students and families attend school and attend family conferences at the same rate as their grade-level peers, with slightly higher absenteeism for kindergarten EL students. EL students do not perform substantially differently on the Nevada School Climate survey than their grade-level peers.*
English learner Achievement Root Cause Analysis Summary	The root causes of EL low academic performance at the school are two fold: 1. Low academic performance due to insufficient Tier 1 instruction, affecting all students in all grades including EL students 2. Inadequate staffing to support the needs of EL students
English Learner Achievement Problem Statement	At Battle Born Academy, English Language learners need access to high-quality, rigorous Tier 1 grade level instruction throughout the day and the support of dedicated, qualified professionals in the EL department to ensure the are growing and achieving academic success.

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 MAP assessment	[our school] will increase average reading RIT scores	for English learners	by 3 points.
By the end of semester 2	[our school] will increase accuracy on ACT practice questions	for ninth and tenth grade English learners	by 15 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 MAP assessment, BBA English Learner students will increase their RIT scores by an average of 7 points on the ELA exam.
Performance Objective	By the spring MAP assessment, BBA English Learner students will increase their RIT scores by an average of 7 points on the ELA exam.
Strategies for APO/Goal	Aligned, high-quality Tier 1 instruction implemented with fidelity in all classrooms with SIOP practices to ensure EL access.
Action Steps for Strategies	Curriculum adoption with fidelity across K-8 spectrum, teacher training and coaching on curriculum, implementation of online differentiated supports for students (iXL) and in-person pre/re-teach strategies to ensure grade-level standard access for all students.
Position Responsible	Assistant Principal, Curriculum & Instruction (Tier 1 strategies) EL Coordinator (teacher training on EL strategies; SIOP protocols)
SMARTIE Goal #2	By the spring MAP assessment, BBA English Language learner students will increase their RIT scores by an average of 5 points on the math exam.
Performance Objective	Aligned, high-quality Tier 1 instruction implemented with fidelity in all classrooms with SIOP practices to ensure EL access.
Strategies for APO	Aligned, high-quality Tier 1 instruction implemented with fidelity in all classrooms with SIOP practices to ensure EL access.
Action Steps for Strategies	Curriculum adoption with fidelity across K-8 spectrum, teacher training and coaching on curriculum, implementation of online differentiated supports for students (iXL) and in-person pre/re-teach strategies to ensure grade-level standard access for all students.
Position Responsible	Assistant Principal, Curriculum & Instruction (Tier 1 strategies) EL Coordinator (teacher training on EL strategies; SIOP protocols)