

The Achievement Gap: English Language Learner

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At my school site I am able to access the data. We also have a data technician but I have been running data and writing queries for years. I have been trained at the AERIES convention twice and feel very confident that I can pull any data and analyze it. I cannot find an online improvement plan for my school but I did find Murdy Elementary's School Accountability Report Card, (Griffith 2022-2023). They have 50.4% English learners and boast a dual immersion Vietnamese program. While there is a constant influx of English learners an effective improvement plan should have something in place to reduce the English learners to 40%. Suspension and expulsion rates are below 1%. There were 76 chronically absent students which made up 12.8% of their population. An excellent goal for this school is to reduce chronic absenteeism to 5% or less which could be achieved with effective School Attendance Review Team, (SART) meetings. Teachers have four professional development days scheduled throughout the year.

Suspension and expulsion rates are far below district and state averages suggesting an effective discipline plan on campus. Of the students who were suspended they were males who were English learners from socioeconomically disadvantaged backgrounds which could have contributed to the suspension issues. I would like to put something in place to support English learners to reduce stress and encourage positive social interactions with other students.

Specific Data Priorities

1. 76 students with chronic absenteeism: Establish an effective School Attendance Review Team, (SART) process to address tardiness and chronic absenteeism. This will help with achievement goals and English language acquisition.
2. 33% of students have not met the state standards for math and English: I would teach study skills to help fill the gap.

3. 42% of students are English language learners.
4. 35% of students come from socioeconomically disadvantaged homes.

Students who have barriers to learning often avoid learning by showing up late or missing a lot of class through unexcused absences. Addressing these issues early in the school year and early each month of school helps families to get help that they need to remove barriers to learning. Meeting with families and connecting them to community resources will go a long way to help students reach educational goals. Students at Murdy elementary school are working on language acquisition. They have some of the best teachers in the district. The dual language program helps students to make connections between both languages and keep pace with their learning. Absenteeism is their biggest barrier.

Indirect services to address these barriers are rigorous SART meetings, parenting classes, and ELAC meetings. As a counselor, I would also advocate for lunch with the counselor meetings to collaborate with parents on their specific needs. Connection to community partners is essential for closing the gaps in learning. All parents need to feel heard and while this population is primarily Vietnamese, there are Filipino, Hispanic, mixed race and African-Americans on campus. I would want to connect with all of the ethnic groups to address cultural expectations and challenges. Direct services include meeting with students throughout the day so that they know that they have an advocate and have a place to express their concerns.

Resources

Karlson, S. (2021, April 15). *School Improvement Plan Goals: 5 Strategies with Examples*. Learning Sciences International.

<https://www.learningsciences.com/blog/school-improvement-plan-goals/#:~:text=A%20school%20improvement%20plan%2C%20or%20SIP%2C%20has%20requirements>

Griffith, M. (2022-23) Accessed on May 21, 2023. [murdy-english.pdf \(ggusd.us\)](#)