

ABSTRACT

Lora Street, IMPROVING READING PROFICIENCY FOR ENGLISH LANGUAGE LEARNERS (Under the direction of Dr. Marjorie Ringler). Department of Educational Leadership, March 2019.

This problem of practice study was focused on providing a plan for the implementation of strategies to meet the needs of Benhaven English Learner and Hispanic students who were showing a gap in grade level proficiency in reading as compared to their white peers. The plan utilized a twofold process which included: (a) targeted staff development for the Benhaven staff focused on strategies to improve reading comprehension and vocabulary skills and (b) provide target assistance to EL and Hispanic students with tutors during the instructional day. Hispanic students in grades 3-5 at Benhaven have shown a 20% growth to proficiency in half a year. This was with only the first part of the plan implemented. Professional development was provided for staff on strategies to improve instruction in the classroom. Focused tutors began in early February. The improvement science study will continue at Benhaven until the end of May.

IMPROVING READING PROFICIENCY FOR ENGLISH LANGUAGE LEARNERS

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by

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DEDICATION

I would not have been able to complete this process without the support and love from my family and friends. You have made this accomplishment possible. To my husband, Greg: You encouraged me to pursue this degree. You always believe in me and support me in what I do. You are always there to listen even when I use my education language. Your encouragement and love kept me going during this process.

To my children, Drew and Elizabeth: Education has always been important to your dad and I. It was fun to all be in school together at the same time. I am proud of both of you for your accomplishments. Remember to always keep learning.

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CHAPTER 1: INTRODUCTION OF STUDY

According to Calderon, Slavin, and Sanchez (2011), the fastest growing population of students in the United States is children of immigrants. Almost half of these students do not speak the English language fluently and are labeled as English Language Learners. Between 1993 and 2003, English Language Learners population grew 84% in the United States (Syrja, 2013). The same study showed that the North Carolina population of EL grew by 153% (Syrja, 2013). English Learners, or EL students as they are commonly known are often served in a “*pull-out program*” for anywhere from 30 to 45 minutes a day. They are provided service by a teacher certified in English as a Second Language. The rest of the day is in a general education classroom. Often these classroom teachers have little to no training in how to work with an EL student.

The question arises, are the needs of this ever growing population of students being met? For a numerous schools and districts, the answer was no as evidenced by data that demonstrates this group of learners were consistently scoring lower on standardized tests than their English-speaking peers. Based on data from North Carolina in 2015-2016 End of Grade Results (Retrieved from <http://www.dpi.state.nc.us>), 37.3% of Hispanic students and only 16.7% of Limited English Proficient or LEP scored college and career ready. In 2016-2017 End of Grade Results (Retrieved from <http://www.dpi.state.nc.us>), 37.2% of Hispanic students and 15.1% of LEP students were college and career ready. College and career ready is determined by students scoring at least a level 4 or 5 on the End of Grade (EOG) tests. 47% of Hispanic and 24.3% of LEP students (Retrieved from <http://www.dpi.state.nc.us>) were considered grade level proficient (scoring a level 3, 4, or 5 on the EOG). The data was not much better according to the 2016-2017 data. 48.1% of Hispanics scored at or above grade level and 22.4% of LEP

students (Retrieved from <http://www.dpi.state.nc.us>). This was a big difference from their white peers who scored 50.5% for college and career ready and 60.4% for grade level proficiency in 2016 (Retrieved from <http://www.dpi.state.nc.us>). In 2017, 61.7% of white students were college and career ready and 71.1% were grade level proficient (Retrieved from <http://www.dpi.state.nc.us>).

To determine continued eligibility in the English as a Second Language (ESL) program, students are assessed by the State using WIDA- ACCESS Placement Testing or W-APT. This testing is provided through WIDA, World-Class Instructional Design and Assessment. The W-APT tests reading, writing, listening, and speaking and is administered within the first thirty days of school or when a student enrolls from a non WIDA state. Students are scored on six proficiency levels: the lowest level is one which is entering, level two is emerging, level three is developing, level four is expanding, level five is bridging, and level six is reaching. Students receive a score in each language domain: reading, writing, speaking, and listening. The results are used to determine eligibility and placement in the ESL program (Retrieved from <https://wida.wisc.edu>).

ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (Retrieved from <http://www.wida.us/assessment/ACCESS20.aspx>). ACCESS testing assesses reading, writing, speaking, and listening. It is given in the Spring semester and determines eligibility for ESL classes from the following school year as well as determines if testing accommodations should be provided. The report shows the growth the students have gained for that school year. The Can Do Descriptors, from ACCESS testing, highlights what language learners can do at various stages of language development as they engage in teaching

and learning in academic context (Retrieved from http://www.wida.us/standards/CAN_DOs). The Can Do Descriptors can help educators see what English language learners can do with language in different situations, and in different content areas, throughout their journey toward English language proficiency. It provides examples of content language use by students in kindergarten through grade 12, in the domains of Listening, Speaking, Reading, and Writing, at each level of proficiency, from Level 1, Entering, through Level 6, Reaching (Retrieved from http://www.wida.us/standards/CAN_DOs). This is helpful to classroom teachers because it lets them know what a student can do at each level of reading and writing. ACCESS generates information that the district uses to determine whether EL students have attained language proficiency needed to participate in the regular classroom setting without support. This test is the sole factor in determining whether a student continues in the ESL program. Once exited from the program, students are monitored for two years, but the daily support is nonexistent (R. Wells, personal communication, October 5, 2016). Classroom teachers provide feedback to the ESL teachers to see if a student needs to be reassessed. According to Rebecca Wells, Benhaven ESL teacher, (R. Wells, personal communication, October 5, 2016), many of Benhaven's students that were exited in third, fourth, or fifth grade from the ESL program have been reclassified back to the ESL program in middle school because the gap in reading has grown so large.

Problem of Practice Statement

The problem found at Benhaven Elementary, and many other elementary schools in Harnett County that have large Hispanic populations, was many Hispanic students are being released from the ESL program before they have a solid grasp of the academic English language. This usually happened around third or fourth grade. This was also the time that students are beginning to be assessed on NC End of Grade Tests (EOG). All services, modifications, and

accommodations on tests were removed from these students. Students can be reassessed using the ACCESS testing but the data does not change. Students reached a certain proficiency level on the ACCESS tests but cannot pass the EOG tests. There were more visuals for students on ACCESS testing. The supports needed such as visual cues, are not provided on End of Grade tests.

Language continued to be an issue for many EL students that were exited, but the services they use to receive for support were no longer available to them. Students were not receiving the support at home as well. According to Mrs. Wells, many parents of EL students do not have a solid grasp of the English language themselves (R. Wells, personal communication, October 5, 2016). Therefore, it becomes difficult to support their students academically in the English language. Often times, Spanish was the primary language at home, not English, so the skills were not being reinforced.

How do we close the gap for reading proficiency? Districts benefit from considering several factors when selecting a model. According to Jeanne Rennie (1993), it is critical to consider the following variables that will influence the type of program that will be most effective for a district. First you must look at demographics. Consider the different languages that are served and the distribution across the grade levels and schools. Secondly, Rennie (1993) said consider the students' characteristics. Some students enter the United States with a strong academic preparation in their native language; others enter with little to no school experience. The needs may be different in each of these cases. Social, economic, and cultural factors also influenced the educational background of these students. Lastly, the resources that a district or school have must be considered. Schools that have a large EL population for a long period of time, may have staff members who are well trained in serving limited English proficient

students. A district may have access to community resources such as ESL programs in community colleges.

Once a school or district understands their population, they have to consider what program model will work best to meet the needs of their students. English as a Second Language programs were used in districts where the language minority population is very diverse and represents many different languages. ESL pull-out was used frequently in elementary school settings. In a pull-out setting, EL students received services for 30 to 45 minutes a day with a teacher that was certified to teach English as a Second Language. ESL programs usually focused on the structures and patterns of the English Language as the instruction is in English to help students master the language. Also, there could be different language backgrounds in one classroom. ESL served more languages than Spanish. An ESL classroom could have students whose native language is Spanish, Korean, or German. ESL teachers, though trained in how to serve LEP students, do not have to be proficient in the native language of their students. The focus was on the English language. ESL classes were the most commonly used program in Harnett County Schools and in many school districts in North Carolina according to Mrs. Wells (R. Wells, personal communication, October 5, 2016).

No program took the place of good instruction. Strategies that work with native English-speaking students also worked with EL students. However, teachers had to understand the needs of the EL students and provide services. Whereas reading is important, EL students also needed to work on speaking, listening, and writing skills. It took the entire school community to ensure that these students were receiving the language development support. Language development happened in the ESL classroom but it also developed in the regular education classroom. That does not mean watering down the curriculum. EL students needed the rigor that helped build

their confidence in the English language which can be a challenge for EL students. They needed the support of the entire school community to grow and become productive citizens that were college and career ready.

Purpose of This Study

The problem investigated in this study was what support was given to Hispanic students after they were exited from the LEP program or students that did not qualify for services. Benhaven's EOG data showed that 39% of Hispanic students and 16.7% of LEP students were college and career ready based on 2015-16 data. Only 47.6% of Hispanic students and 24.3% of LEP students were grade level proficient (Retrieved from <http://www.dpi.state.nc.us>). That was compared to 50.3% of white students that were college and career ready and 60.4% that were grade level proficient (Retrieved from <http://www.dpi.state.nc.us>). The data showed that the needs of this group of students were not being met. Benhaven's 2016-17 EOG data showed that 41.2% of Hispanic students and 10% of LEP students were college and career ready. 55.9% of Hispanic students and 25% of LEP students were grade level proficient (Retrieved from <http://www.dpi.state.nc.us>). That was compared to 45.33% of white (Retrieved from <http://www.dpi.state.nc.us>, 2017). There was growth but the gap in proficiency still remained.

Successfully monitoring EL students' progress after they were released from the program was important to the success of these students. According to the Department of Education, (Retrieved from <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>), establishing rigorous monitoring systems that include periodic benchmark allows Local Educational Agencies, or LEAs, to monitor EL's progress over time. This helped an LEA determine when students did not make appropriate progress and provided additional support to enable EL students to reach English proficiency and gain grade level content knowledge. State

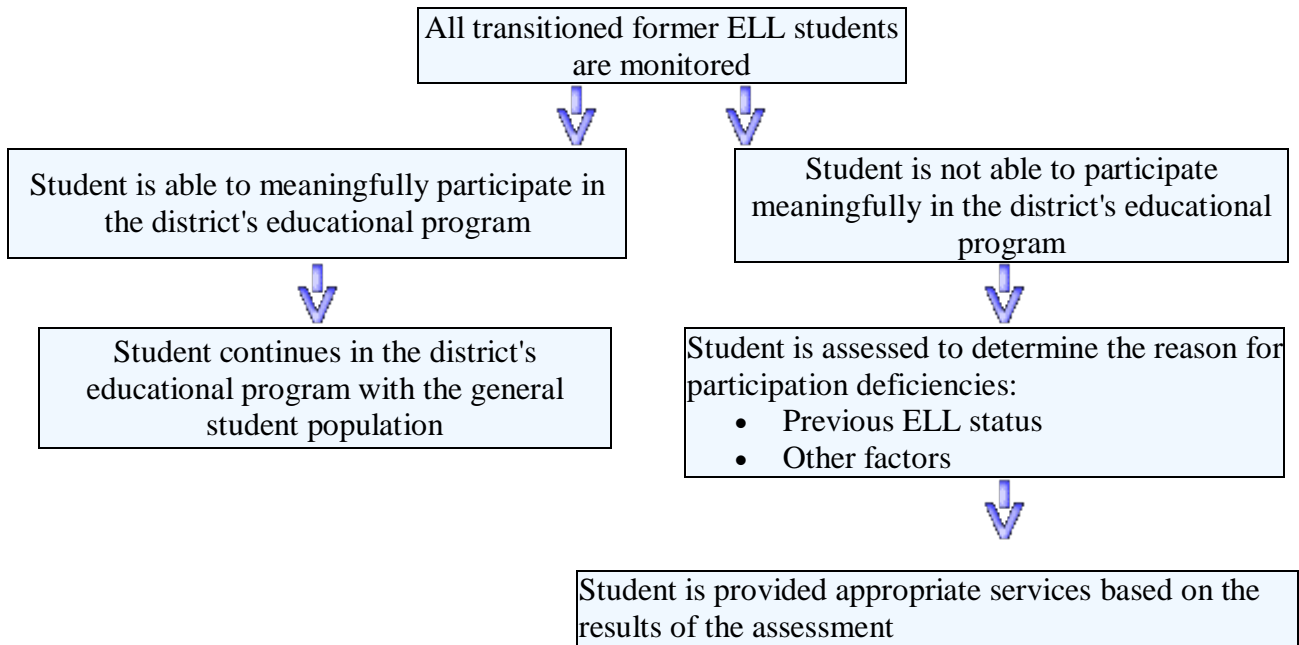
Educational Agencies, or SEAs, monitor LEAs to ensure that they provided ELs meaningful access to grade-level core content instruction and remedying any academic deficits in a timely manner. The Office of Civil Rights developed a chart to monitor transitioning EL students (“Developing ELL programs: Monitoring chart,” 2003) (see Figure 1).

The English Language Learner Toolkit (2015) suggested English Learners could benefit from multi-tiered systems of support. One such system for supporting students, including ELs, was Response to Intervention (RTI). RTI was not an EL program and does not substitute for one. However, RTI provided additional systems of support for ELs in areas such as assessment, screening, intervention, and monitoring, which when combined, helped improve instructional outcomes for EL. Monitoring services was key to understanding what services EL students benefited from and what resources need to be provided to teachers to meet these needs.

The problem of how to meet the needs of EL students as they leave the program can be addressed by helping teachers understand how to meet the needs of this subgroup in the classroom and by providing tutoring services. To solve this problem, Benhaven implemented a two-fold plan: provide during the school day tutoring for this subgroup and provide training for the staff in how to best meet the needs of EL learner.

Study Design

According to the Center for Public Education (Retrieved from <http://www.centerforpubliceducation.org>), a well-trained staff able to address the unique needs of EL students was a characteristic of schools with a high level of EL proficiency. The Center for Public Education stated that teachers need to understand how to increase ELs’ opportunity to learn academic English. Teachers should use a comprehensive framework for delivering



Note. Adapted from Developing ELL programs: Monitoring chart (2003, September 12). Retrieved from <http://www2.ed.gov/about/offices/list/ocr/ell/cmonitoring.htm>

Figure 1. Process for monitoring transitioned students from ELL.

academic instruction, and to differentiate instruction to promote the success of all students, including ELs. Middle schools and secondary school teachers, in particular, needed professional development and support in helping ELs improve their reading comprehension, and their proficiency in academic English, through explicit instruction in literacy strategies, vocabulary, and background knowledge (Retrieved from <http://www.centerforpubliceducation.org>).

Benhaven created a professional development plan that provided teachers with the resources and background needed to meet the needs of this growing subgroup. Teachers needed to understand that just because a student has been exited from an ESL program or does not qualify according to ACCESS testing, does not mean they are English proficient. Reclassification was often based on oral, rather than academic language proficiency, and does not guarantee readiness to succeed in the English-only classroom. Studies estimated that, on average, ELs take four to seven years to become proficient in academic English-the kind of language used in textbooks and educational settings but not necessarily in social situations (Retrieved from <http://www.centerforpubliceducation.org>). Benhaven used ESL staff as well as district ESL support staff to help develop professional development that provided teachers with tools needed to assist this at risk group. SIOP training was an option the district implemented many years ago that was revised. SIOP, Sheltered Instructional Observation Protocol, creates sheltered instruction by offering teachers a model for lesson planning and implementation that provides English Language Learners with access to grade level content standards (Echevarría, Vogt, & Short, 2008). Instructional Coaches in the district were trainers so this resource was easily accessible.

Schools continued to monitor ELs' progress even after they have been reclassified as English proficient. The methods currently used to classify and place ELs may result in some

students' being removed from English language support programs too soon. To help these students get back on track, schools monitored the academic progress of ELs who exited language support programs and provided extra help when needed (Retrieved from <http://www.centerforpubliceducation.org>). This was done by reviewing EOG or other testing data as well as teachers' formal and informal classroom data. To meet this need, Benhaven implemented tutoring for this at risk group of students. When looking at tutoring services, after school tutoring was an option. The district suggested using Title III funds to provide after school tutoring for our EL students. Title III funds are monies given to local educational agencies or LEAs for language instruction for Limited English Proficient and immigrant students and was part of the No Child Left Behind legislation (Retrieved from <http://www2.ed.gov/policy/elsec/leg/esea02/pg39.html>). The problem with providing tutoring services after school in Benhaven's attendance area was transportation. Most of the students that needed the services did not have someone to pick them up after school and providing transportation would cost more than the funding allowed. Benhaven targeted EL students that had been exited or did not qualify for ESL services during the day with a tutor at least three days a week. The tutors focused on vocabulary and strengthening comprehension skills. Benhaven used Title I funding and low wealth funding to provide tutoring for this subgroup. Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provided financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to ensure that all children meet challenging state academic standards (Retrieved from <https://www2.ed.gov/programs/titleiparta/index.html>). The purpose of low wealth funding from the state was to provide supplemental funds in counties that do not have the ability to generate local revenue to support public schools. Local boards of

education were encouraged to use at least 25% of the funds received pursuant to this section to improve the academic performance of children who are performing at Level I or II on either reading or mathematics end-of-grade tests in grades 3–8 and children who are performing at Level I or II on the writing tests in grades 4 and 7 (Cook, Fowler, & Harris, 2008). The goal was to close the gap for these students and provide support that was removed from them based on ACCESS test results.

Exiting EL students either too soon or too late raised civil rights concerns according to the Toolkit for English Learners (Retrieved from <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>). The Toolkit for English Learners (Retrieved from <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>) cautioned that EL students who are exited too soon are denied access to EL services while EL students who are exited too late may be denied access to parts of the general curriculum. “Denied or delayed access to the general curriculum can impede academic growth and contribute to a higher risk of dropping out of school,” (Retrieved from <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html>) according to the Toolkit for English Learners. After students have exited an EL program, LEAs monitored their academic progress for at least two years.

Summary

The problem at Benhaven Elementary where students were exited from the ESL program, was that students were lacking reading skills and strategies needed to access the general curriculum. Benhaven established a program that helped ensure that students were monitored and support was provided to meet the needs of the English Learner as they work to grasp and understand the general curriculum. By providing tutoring services for these students during the school day, Benhaven hoped to target the needs of EL students as they arose especially in the

area of reading comprehension and vocabulary development. Quality staff development like SIOP helped provide teachers the tools to meet the needs of this growing populations. Benhaven wanted EL students to continue to grow. They also wanted to provide the interventions needed to help them master the general curriculum like their peers where English is their native language.

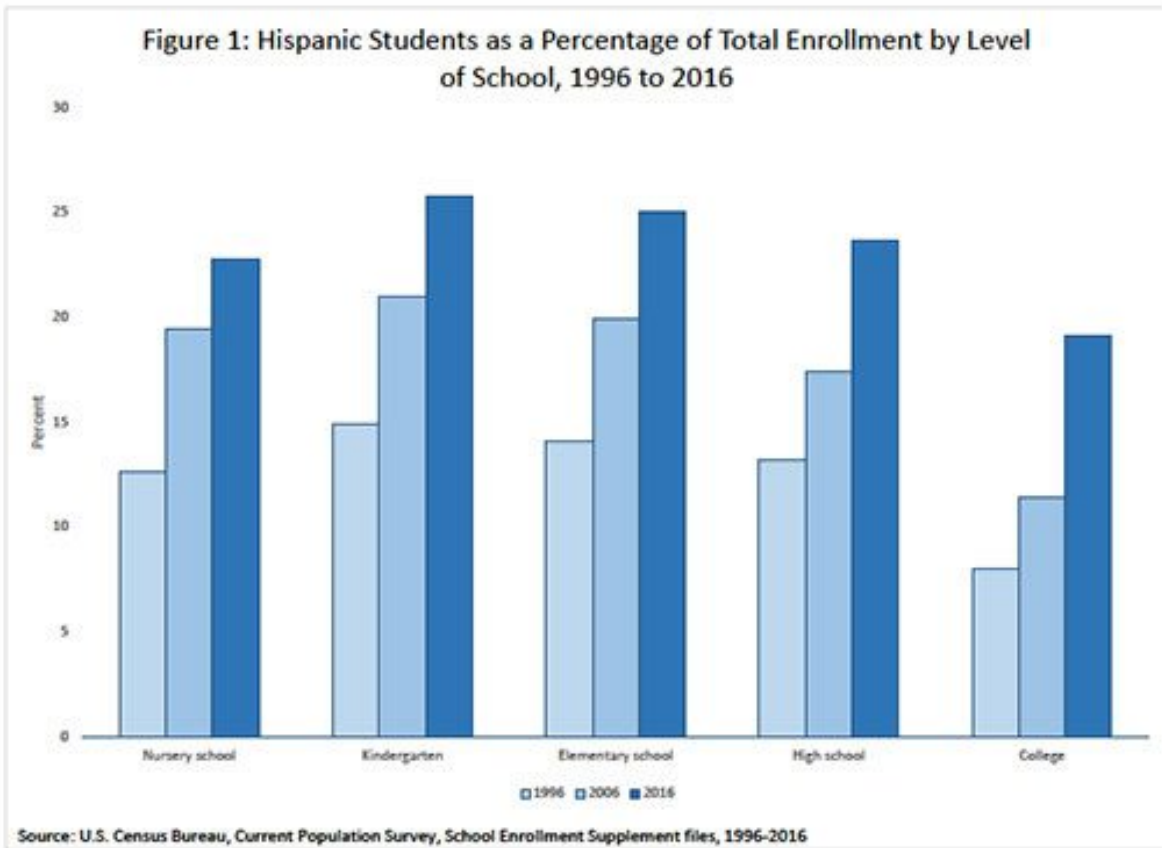
CHAPTER 2: LITERATURE REVIEW

Data and Statistics

According to the July 1, 2015 U.S. Census Data, the Hispanic population in the US was 56.6 million making people of Hispanic origin the nation's largest ethnic or racial minority (Bauman, 2017). As of the 2016 U.S. Census data, Hispanics constituted 17.6% of the nation's total population. The number of Hispanics added to the nation's population between July 1, 2014 and July 1, 2015 was nearly half of the appropriately 2.5 million people added to the nation's total population (Bauman, 2017). According to the same data, 72.9% of Hispanic U.S. residents age 5 and older spoke Spanish at home. This was a 131.2% increase since 1990. This made up 13.3% of U.S. residents age 5 and older (Bauman, 2017).

In 2015, 24.3% of elementary and high school students were Hispanic (Bauman, 2017). The increase in Hispanic enrollment was seen at all levels of education from nursery school to college. The share of nursery school students who are Hispanic increased from 12.7% to 22.7% in the period 1996 to 2016. At the kindergarten level, the Hispanic share rose from 14.9% to 25.7%. The share of elementary school students (grades 1 to 8) went from 14.1% to 25.0%, high school went from 13.2% to 23.7%, and college and university students went from 8.0% to 19.1% (see Figure 2).

In PreK through grade 12, school's Hispanic population increased about 14%. The total preK-12 population which includes all students, grew only 2% (Echevarría, Vogt, & Short, 2017). It was important to understand that the numbers recognized those students identified as ELs. In many situations, students were no longer in EL programs because they tested out of the EL programs (Echevarría et al., 2017).



Note. Retrieved from https://www.census.gov/newsroom/blogs/random-samplings/2017/08/school_enrollmentof.html

Figure 2. Hispanic students as a percentage of total enrollment by level of school, 1996-2016.

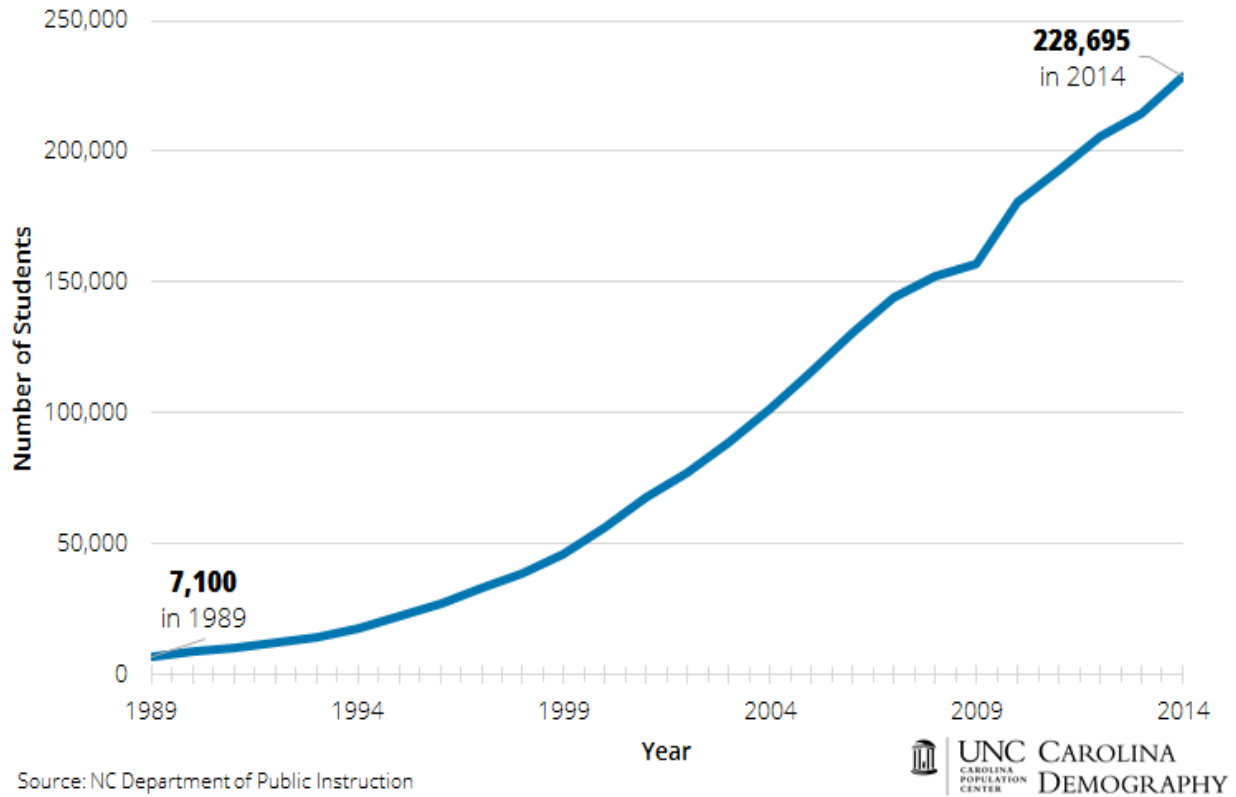
Richard Fry and Felisa Gonzales (2006) highlighted some characteristics of Hispanic Public School Student. Eighty-four percent of Hispanic public school students were born in the United States. Seventy percent of Hispanic students spoke a language other than English in the home (Fry & Gonzales, 2006). According to the data, 22% of Hispanic public school students lived in a household where English was not spoken very well. Hispanic students were twelve times as likely as non-Hispanic students to live in a linguistically isolated household. The number of Hispanic students who live in homes in which English is not spoken well decreased considerably with each generation (Fry & Gonzales, 2006).

Nearly three in four American classrooms included at least one English Language Learner; this made up roughly one in 10 public school students (Sparks, 2016). In North Carolina, Hispanic enrollment in public schools has steadily increased over the past 25 years (see Figure 3). Between 2000 and 2014, Hispanic enrollment increased from just over 56,000 to nearly 229,000, an absolute increase of 307% (Tippett, 2015). This increase in Hispanic enrollment accounted for nearly all (97%) of North Carolina's school enrollment increase from 2000 to 2014 (Tippett, 2015). According to the Colorin colorado! (Retrieved from <http://www.colorincolorado.org>), as of the 2012-13 school year, North Carolina's schools were home to more than 102,000 English learners (ELs), which marked a 71% increase from the 2002-2003 school year.

Language Acquisition

Linguist Noam Chomsky (1965) believed that we are all born with an innate knowledge of grammar that served as the basis for all language acquisition. Humans were born with

Hispanic Enrollment in NC Public Schools, 1989-2014



Note. Posted on October 12, 2015 by Rebecca Tippett.

Figure 3. Hispanic enrollment in NC public schools, 1989-2014.

language as a basic instinct. Chomsky taught that language is like walking. We were all born with a fundamental understanding of the mechanisms of language. Chomsky's theory called universal grammar, was the basis of why humans can recognize grammatically correct phrases (Chomsky, 1965). Language was an action, not a form or function alone. Students learned to do things with language when they participated in meaningful activities that engage and challenge them (Hill & Miller, 2013). According to Hill and Miller (2013), second language acquisition was similar to native language acquisition, but not in all ways. In a study by Stephen Krashen and Tracy Terrell (1995) in their book, *The Natural Approach: Language Acquisition in the Classroom*, there were five stages through which students advance when they acquired a second language: Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency.

By knowing the stages, teachers engage students more effectively. If teachers have an understanding of how language is acquired, it helped them understand at what point their EL student was and how to plan to differentiate to meet their needs in the regular classroom setting. Teachers needed to understand how to scaffold EL students to move them toward higher performance reading and math. This was done differently at various stages of acquisition by modeling correct grammar or pronunciation, asking challenging questions, and/or providing direct instruction. By asking tiered questions, a teacher engaged students better in the content and provided opportunities for them to practice their new language (Hill & Miller, 2013).

The WIDA English Language Development (ELD) Standards represented the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. Figure 4 lists the five English Language Development Standards.

Standard 1 drew on students’ personal experiences as they interact with teachers and peers. It worked in conjunction with Standards 2–5 that address the language of the content areas.

The English Language Development Standards

	Standard	Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Note. 2012 Amplification of The English Language Development Standards. Retrieved from <https://wida.wisc.edu/teach/standards/eld>.

Figure 4. The English Language Development Standards.

How Schools Teach English Language Learners

School used different practices to meet the needs of English Learners. The practices most U.S. schools used were Pullout/Push in Tutoring, Sheltered English Instruction, and Bilingual Instruction. Pullout was generally used in elementary school settings. Students spent part of the school day in a mainstream classroom, but were pulled out for a portion of each day to receive instruction in English as a second language (Retrieved from <http://www.colorincolorado.org>). In contrast with pull-out ESL instruction, push in ESL program, a certified ESL teacher provided ELs with instruction in a mainstream or content-area classroom. Bilingual program models used the students' home language, in addition to English, for instruction. These programs were most easily implemented in districts with a large number of students from the same language background (Retrieved from <http://www.colorincolorado.org>).

Pullout tutoring had EL students attend core academic classes in English while providing separate support by an EL specialist. The benefit to a pullout program was the small group instruction provided by a certified ESL teacher. However, pulling students out separated them from their peers as well as caused them to miss instruction in their core academic classes. A push in program was more effective in that the ESL teacher comes into the classroom to provide support for the students in the regular classroom setting (Sparks, 2016). Dual Language provided students with ongoing language and subject matter instruction in English and their native language. According to Kathryn Lindholm-Leary (2001), exposure to optimal dual language input had four characteristics:

- It is adjusted to the comprehension level of the the learner.
- It is interesting and relevant.

- There is sufficient quantity.
- It is challenging.

To accomplish this objective involved carefully planning in the integration of language instruction and subject matter presentation (Lindholm-Leary, 2001). Dual Language instruction provided for a period of a least four to six years (Lindholm-Leary, 2001).

Using a content based approach ensured that there was a focus on the content at the same time that there was a focus on the academic language needed for school success. These approaches included the following concepts or strategies:

- Teach a set of academic vocabulary words, intensively, over several days and a variety of activities).
- Integrate instruction in spoken and written English into content-area teaching.
- Provide ongoing, structured scaffolding to develop writing skills.
- Provide small-group interventions for students struggling with specific problems in literacy or language development.

Social Language vs Academic Language

Cognitive/academic language proficiency (CALP) and basic interpersonal communicative skills (BICS) as defined by Jim Cummins (2000) were what he referred to as academic language and social language. Cummins (2000) stated that the distinction between conversational and academic dimensions of proficiency have been instrumental in highlighting how standardized tests and premature exiting from bilingual programs based on conversational rather than academic development in English have been a discriminatory force in education. Cummins (2000) believed that linguistic interactions in home and school, and interactions related to print, affect children's linguistic, cognitive, and academic development. He explained that

students from bilingual backgrounds who do not understand the language instruction in school, and receive no support to help them do so, were unlikely to develop high levels of academic proficiency or literacy knowledge in either language (Cummins, 2000). Cummins (2000) went on to say that no form of language is cognitively or linguistically superior to any other forms of language. However, in the school setting, knowledge of academic language was clearly relevant to educational success.

One of the most common myths regarding language acquisition was that once language learners are able to speak reasonably fluently, their problems in school were likely to be over (Mota-Altman, 2006). According to Mota-Altman (2006), the ability to speak a second language, especially in conversational setting, did not guarantee that a student would be able to use the language effectively in academic settings. Academic English often bore little resemblance to the social, everyday language one needs to communicate effectively in most situations (Maxwell, 2013). Academic language consisted of precise vocabulary, complex grammatical structure, and sophisticated forms of discourse (Maxwell, 2013). When EL learners were in the early stages of learning to read, the focus was on learning phonological skills, letter-sound combinations, and decoding. The progress mirrored closely to that of their English-speaking peers (Coleman & Goldenberg, 2010). When the reading required higher levels of language skills, such as those needed to comprehend complex text, the challenges arose. This was when the gap between EL and English-speaking students became increasingly large (Coleman & Goldenberg, 2010). It was important that teachers work to develop ELs' content knowledge and English oral language, especially vocabulary, as soon as they start school.

Although definitions in the research differ, there was a general agreement that academic language was both generic and content specific (Vogt, Echevarría, & Short, 2010). Academic

language was more than specific content vocabulary words related to a particular topic. It represented the entire range of language used in academic settings (Vogt et al., 2010). Teachers needed to teach the complexities of academic language and its components: process/function words as well as the complex morphology and content specific language.

Social language was usually supported by contextual clues like gestures, facial expressions, or body language that help the listener interpret what was being said. Figure 5 helped to demonstrate all the components that make up academic language.

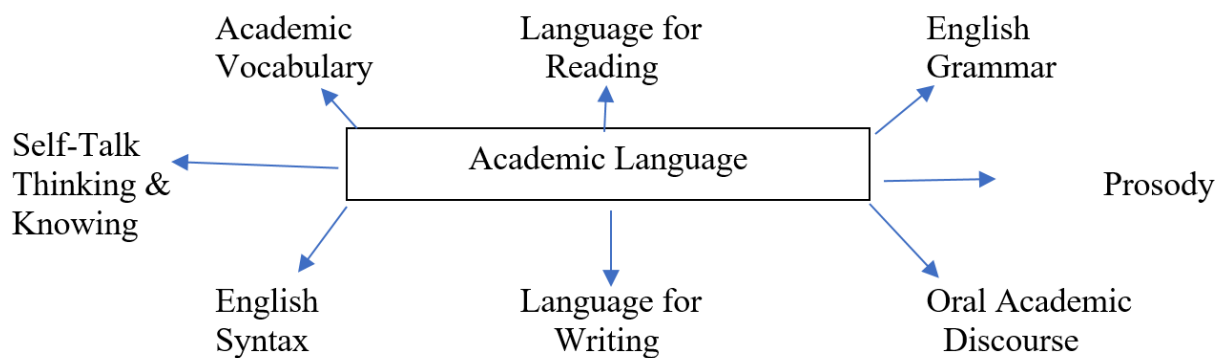
Academic language differed greatly from conversational language like what students used on the playground or in social settings. Jim Cummins (2014) explained that it was important to teach academic language explicitly across the curriculum but cautions there needed to be other evidence-based dimensions of effective pedagogy for it to be successful. Those dimensions included:

- Ensuring that students experience ample access to print and are able to engage actively with literacy.
- Effective scaffolding of students' language comprehension and production.
- Connecting instruction and curriculum to students' lives and background knowledge.
- Creating instructional context of identity affirmation and empowerment.

This can be better summarized in the Literacy Engagement Framework by Jim Cummins (2014).

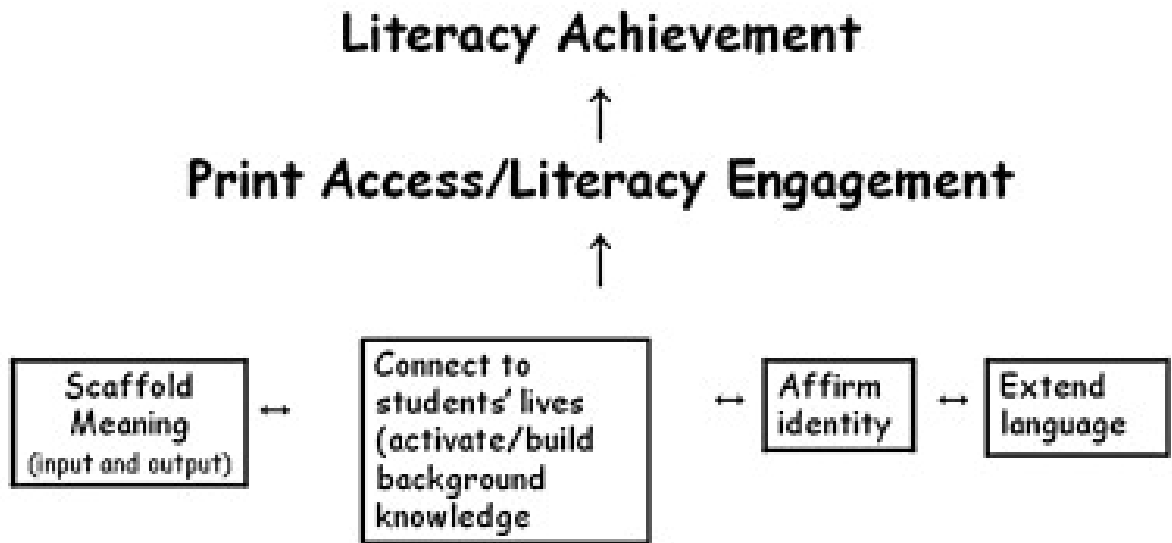
The framework pointed to print access/literacy engagement as a direct determinant of literacy attainment. According to Cummins (2014) without abundant access to books and printed materials in home or school, children were unlikely to engage with literacy. The four broad instructional dimensions were critical to enabling students to actively engage with literacy at an early stage. In Figure 6 (Cummings, 2014), literacy engagement was enhanced when:

Academic Language Model



Note. The SIOP Model for Teaching English-Language Arts to English Learners (Vogt et al., 2010, p. 4).

Figure 5. The spectrum of academic language.



Note. Cummins (2014).

Figure 6. The literacy engagement framework.

- students' ability to understand and use academic language is scaffolded by the use of visual and graphic organizers, reinforcement of effective learning strategies, and encouraging students to use their L1 to clarify content;
- instruction connects to students' lives by activating their background knowledge which is often encoded in their L1.
- instruction affirms students' academic, linguistic and cultural identities by enabling them to showcase their literacy accomplishments in both L1 and L2.
- students' knowledge of and control over language is extended across the curriculum through instructional strategies.

An important part of academic language included three components described by the SIOP Model (Echevarría et al., 2008, p. 59). These included:

1. **Content Words: Key vocabulary words, terms, and concepts associated with a particular topic.**
2. **Process/Function Words: Words or phrases having to do with functional language use, such as how request information, justify opinions, state a conclusion, uncover author's message, summarize, persuade, question, and interpret.**
3. **Words and Word Parts That Teach English Structure: Words or word parts that enable a student to learn new vocabulary, primarily based on English morphology.**

English Learners needed instruction and practice in all three components of academic language to be successful.

One way a teacher improved students' proficiency in academic English, was to spend a significant amount of time teaching vocabulary required to understand the topic of a particular lesson. Students not given opportunities to develop oral and written vocabulary skills in the

classroom, did not make improvements to academic proficiency. Vogt et al. (2010) stated students needed lessons that are meaningful and engaging and that provided ample opportunities to practice using language orally and in writing in order to acquire academic language. Sitting and listening to the teacher talk, did not encourage engagement. Grouping students in teams for discussion, using partners for specific task, increased student engagement and oral and written language development (Vogt et al., 2010).

Once a student acquired Basic Interpersonal Communication Skills (BICS), schools assumed that students were able to use English effectively in academic settings (Mota-Altman, 2006). However, if ELs were never engaged critically with the curriculum or taught to use higher order thinking skills, they cannot be expected to effectively express themselves in academic settings (Mota-Altman, 2006). The aim was for teachers to teach at CALP for students to develop academic language proficiency.

Summary

Hispanic enrollment in North Carolina public school has steadily increased over the past 25 years. Nearly three in four American classrooms now include at least one English Language Learner; this makes up roughly one in 10 public school students (Sparks, 2016). Noam Chomsky (1965) believed humans were born with language as a basic language. He taught that language was like walking. Language was an action. Students learned to do things with language when they participated in meaningful activities that engaged and challenged them (Hill & Miller, 2013). As teachers develop an understanding of how language is acquired, it helped them understand how to plan and differentiate for their EL students.

CHAPTER 3: APPROACHING THE PROBLEM

Understanding an English Learner and second language acquisition helped a teacher plan for content and language objectives to help a student become proficient in academic English language. Often because students were fluent in social language, teachers erroneously assumed they were fluent in academic language. Teachers needed professional development on strategies that help EL students to grow and become proficient in academic content defined by state standards and measured by state assessments. ELs at Benhaven were scoring lower than their white peers. Benhaven's EOG data showed that 39% of Hispanic students and 16.7% of LEP students were college and career ready based on 2015-16 data. Only 47.6% of Hispanic students and 24.3% of LEP students were grade level proficient (Retrieved from <http://www.dpi.state.nc.us>). That was compared to 50.3% of white students that were college and career ready and 60.4% that were grade level proficient (Retrieved from <http://www.dpi.state.nc.us>). The data showed that the needs of this group of students were not being met. Benhaven's 2016-17 EOG data showed that 41.2% of Hispanic students and 10% of LEP students were college and career ready. 55.9% of Hispanic students and 25% of LEP students were grade level proficient (Retrieved from <http://www.dpi.state.nc.us>). That was compared to 45.33% of white students that are college and career ready and 61.9% that were grade level proficient (Retrieved from <http://www.dpi.state.nc.us>).

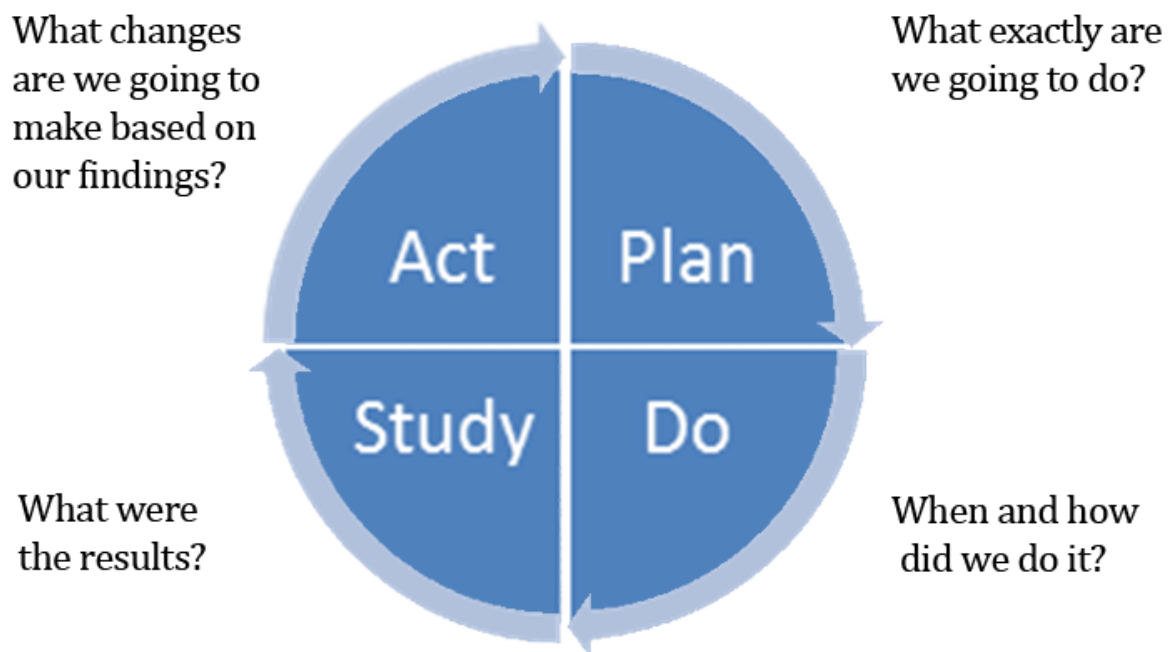
Improvement Science theorized that two different types of knowledge are needed to improve student performance: basic knowledge of the discipline of education and profound knowledge needed to enact basic disciplinary knowledge within an organization (Lewis, 2015). Improvement science looked at three fundamental questions: What are you trying to accomplish, how will you know that a change is an improvement, and what change can you make that will

result in improvement (Lewis, 2015). As you study the GAPPSI (Gap Analysis for Problem-solving, Planning, and School Improvement) Method, you understand the framework needed for improvement science. First, you had to define the problem, formulate and investigate questions, and create knowledge to guide planning and decision making (Archbald, 2014). GAPPSI projects can be applied to the educational setting. The GAPPSI method focused on the Plan-Do-Study-Act (PDSA) cycle for improvement (see Figure 7). The steps of the PDSA cycle were: Plan- Plan the tests or observations, including data collection; Do- Try out the test on a small scale; Study- Analyze the data and study the results; Act- Revise or refine the change based on what you learned.

The improvement science plan for English Learners at Benhaven was to provide quality professional development for teachers to help them understand the academic language needs of this group of students. The professional development addressed two areas: SIOP learning and implementation for mainstream teachers. This ensured that content classrooms utilize language learning strategies to teach their content. The second part of the plan was to provide targeted tutoring services during the instructional day for this group of students. Tutors received instruction from our Instructional Coach and direction for the classroom teachers on how to target the needs of EL students.

Professional Development

Chomsky (1965) believed that you were born with language as a basic instinct. It was not a function alone. Language was acquired in different stages. If teachers had an understanding of how language is acquired, it helped them understand how to meet the needs of their EL students.



Note. Retrieved from <https://www.cms.gov/medicare/provider-enrollment-and-certification/qapi/downloads/pdsacycledebedits.pdf>

Figure 7. PDSA Cycle for Improvement.

Professional development provided academic language strategies teachers can use to meet the needs of English learners in the regular classroom environment. By providing teachers with approaches like Content Based Instruction, they had a vehicle to improve language development through content knowledge, and cognitive and study skills (Echevarría et al., 2017). According to Larry Ferlazzo (2016), there were strategies that teachers may use to help respond to the linguistic needs of these students. In an excerpt from his book with fellow teacher Katie Hull Spynieski, *The ESL/ELL Teacher's Survival Guide* (Ferlazzo & Spynieski, 2012), Larry Ferlazzo looked at a few basic ways to reach students who are learning English as well as the subject at hand. Ferlazzo and Spynieski (2012) suggested to model for students what they expect them to do or produce, especially new skills. Rate of speech and wait time were important. It was important to remember EL students are thinking and producing in two languages; thus, students should be given the time needed to process. Visuals or nonverbal cues were important to help EL students access the curriculum. Written and verbal instructions helped all learners, but especially ELs. According the National Education Association (Retrieved from <http://www.nea.org>), schools effectively addressed the needs of EL by following these strategies:

- A research-based process for the effective teaching of ELs such as Pullout/Push in Tutoring, Sheltered English Instruction, and Bilingual Instruction.
- Curriculum design and lesson planning based on sound pedagogical principles, practices, and high standards such as SIOP lesson plans.
- Strategic methods to employ for making grade-level materials and resources to improve reading comprehension and understanding.
- Research-based professional development on theory, culture, diversity, social status, and policy of language acquisition.

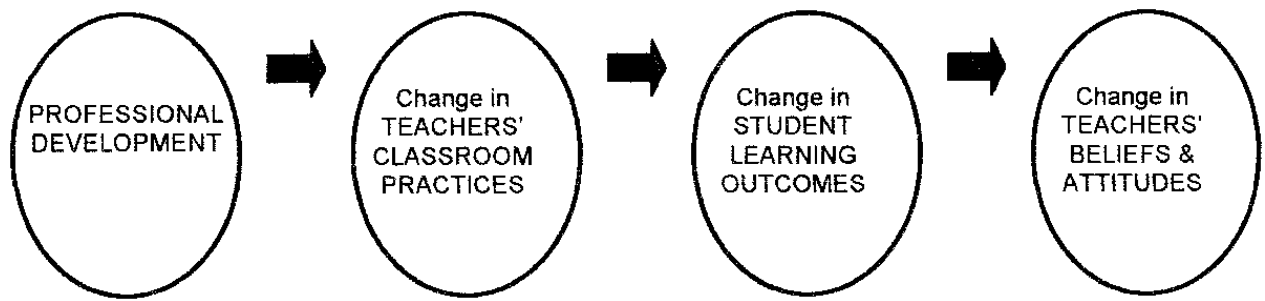
- Professional development, technical assistance, and/or funding for programs and services for EL students.
- Advocacy that will increase awareness as to the coalitions that support educators who work with ELs.
- Resources that will help educators learn more about effective, differentiated teaching strategies specifically addressing ELs.

Cummins (2002) stressed focus on reading development since reading was critical to all aspects of academic achievement. Cummins (2002) also stated that you have to clarify what is meant by language proficiency. You must address the relationship between proficiency in English to students' academic achievement in English and the length of time it typically required a student in academic learning and English language development. The NEA suggested that educators find innovative ways to motivate ELs to practice academic language skills that are carefully structured and require students to demonstrate growing proficiency (Retrieved from <http://www.nea.org/home/32346.htm>).

Evaluating Professional Development

High quality professional development was a central component in improving education (Guskey, 2002). What attracted teachers to professional development according to Thomas Guskey (2002) was that they want to expand their knowledge and skills to be more effective teachers. Three major goals of professional development were change in the classroom practices of teachers, change in their attitudes and beliefs, and change in the learning outcomes of students (Guskey, 2002).

According to the model (see Figure 8), significant change in teachers' attitudes and beliefs occurred primarily after they gained evidence of improvements in student learning. These



Note. Guskey (2002).

Figure 8. A model of teacher change.

improvements typically resulted from changes teachers have made in their classroom practices (Guskey, 2002). Teachers became committed to a new instructional approach when they had seen it work in their classroom. Guskey (2002) explained the following principles were essential in planning effective professional development. First, recognize that change was a gradual and difficult process for teachers. Learning something new took time and effort. This added to a teachers' already busy workload. It was also a risk for the teacher. What if students don't learn? Second, ensure that teachers received regular feedback on student learning progress. Teachers had to use the feedback to make changes to instruction when necessary. Feedback was not limited to students' scores on tests and classroom assessments. Student engagement and involvement in a lesson was a powerful tool in determining success of an instructional practice. Finally, provide continued follow-up, support, and pressure. Support coupled with pressure was essential for continued educational improvement Guskey (2002) explained. Support allowed those engaged to tolerate the anxiety of occasional failures. While pressure was often necessary to initiate change for those who didn't necessarily like to change. It provided encouragement, motivation, and the occasional nudge for that teachers required to persist in a challenging task.

In order to evaluate the effectiveness of professional learning, Guskey (2017) suggested beginning by answering three essential questions:

1. What do we want to accomplish?
2. How will we know it if we do?
3. What else might happen, good or bad?

The first question helped clarify the destination and goals. The primary goal in education was improvement in student learning outcomes. For Benhaven, the improvement was for ELs to improve their reading comprehension and understanding of the English language. The second

question identified what evidence we trusted to verify that we had reached the achieved goals. Student achievement on assessments in reading such as NC Check Ins for ELA and i-Ready diagnostic tests helped to see if Benhaven was reaching the goal. The third question required you to look beyond the stated goals and consider the unintended consequences. Is the process helping or hindering students? You had to consider the “what ifs” and decide if the goal was truly being reached or have you discovered additional problems along the way.

Evaluating the effectiveness of professional learning experiences required careful and thoughtful planning (Guskey, 2017). The key to success was recognizing that if you planned well, began with a clear idea of the destination, most evaluation issues were self-evident (Guskey, 2017). High-quality professional learning was the foundation on which improvement effort in education were built. But to be successful in determining the effectiveness of those efforts, you must plan backward. You must begin with the student learning outcomes you want to affect. From there, you can consider what strategies and practices can be implemented to achieve those goals, the organizational support required, the knowledge and skills educators must have, and optimal professional learning experiences that will help educators gain that knowledge and skills. Plan well, and evaluation takes care of itself (Guskey, 2017).

At Benhaven, data was collected from i-Ready diagnostic test to determine if professional development strategies were improving student achievement with our EL students. The administrative team conducted surveys with teachers to determine which strategies are being used in classrooms and the success of these strategies. Walk through and observation data from administrators were used to document strategies being observed in the classroom.

A Research Based Professional Development Model: SIOP

Sheltered Instruction Observation Protocol, or SIOP, was developed as an approach for teachers to integrate content and language instruction for EL students (Echevarría et al., 2017). This research-based model of instruction provided teaching ideas for eight components. It also suggested ways to differentiate instruction in a multi-level classroom. SIOP provided best practices for English Learner, but the strategies benefited all learners.

SIOP Components

According to Echevarría et al. (2017) the components that made a good SIOP lesson were as follows: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment

Lesson Preparation included content and language objective, used supplementary materials, and created meaningful activities. Planning produced lessons that enabled students to make connections between their own knowledge and experiences and the new information being taught. Well-planned lessons included content area objectives as well as language objectives. Concepts were appropriate for the age and educational level of the student. The teacher and students used supplementary materials such as charts, graphs, pictures, illustrations, multimedia and manipulatives, as well as demonstrations. Graphic organizers, such as outlines and labeling, were used, in addition to study guides, marginal notes, adapted text, and highlighted text.

Building Background made connections with students' background experiences and prior learning and developed their academic vocabulary. Concepts were directly related to the students' background experiences, when possible, whether personal, cultural, or academic. Teachers made explicit and direct links between past learning and new concepts. Teachers emphasized key vocabulary, and presented new vocabulary only in context. Studies have shown

that there was a strong correlation between vocabulary knowledge and student achievement. It was necessary to explicitly teach academic language and academic content vocabulary.

Comprehensible Input was how teachers adjust their speech, model academic task, and use multimodal techniques to enhance comprehension. Teachers used speech that was appropriate to the students' language proficiency level. The teacher spoke slowly, enunciated clearly, repeated more frequently, and adjusted speech as needed. The teacher avoided jargon and idioms and used body language, gestures, and pictures to accompany spoken words. The explanation of a task was made clear in a step- by- step manner using visuals. Teachers used a variety of techniques to make concepts clear, including paraphrasing and repetition.

Strategies emphasized teaching learning strategies to students, scaffolding instruction, and promoted higher-order thinking skills. Strategies included techniques, methods, and mental processes that enhanced comprehension for learning and retaining information. Learning strategies included meta-cognitive, cognitive, and social/affective strategies. Students were provided ample opportunities to use learning strategies, which had been taught through explicit instruction. Teachers consistently used scaffolding throughout a lesson and decreased support as students acquire experience. The goal was for students to become more independent in self-monitoring their own learning strategies. Common strategies included thinking aloud, preview and prediction, prompting, elaboration, and questioning that promoted higher order thinking skills.

Interaction encouraged students to elaborate their speech and grouping students appropriately for language and content development. English learners benefited from opportunities to use English in multiple settings across content areas. Learning was certainly more effective when students had an opportunity to participate fully, actively discussing ideas

and information. Instead of teachers talking and students listening, sheltered content classes were conducted in a way that allows students to interact in their collaborative exploration of the content. Through meaningful interaction, students practiced speaking and making themselves understood by asking and answering questions, negotiating meaning, clarifying ideas, and other techniques. Important teacher strategies were used to promote interaction include a variety of grouping options which support language and content objectives, ample wait time for responses, and opportunities for clarification in the student's native language when possible.

Practice and Application were activities to practice and extend language and content teaching. Lessons included multiple opportunities to use hands-on materials or manipulatives to learn and practice the content and included activities for students to apply content and language knowledge in their learning. Hands-on activities and materials enabled students to forge connections between abstract and concrete concepts. Students made these connections most effectively when they were engaged in activities that integrated all language skills such as listening, speaking, reading, and writing.

Lesson Delivery was presenting a lesson that meets planned objectives and promotes student engagement. Lesson delivery included how well the stated content and language objectives were supported during the lesson, to what extent students were engaged in the lesson, and how appropriate the pace of the lesson was to students' abilities. The research relating to engaged time on task stated that instruction that was understandable to ELs, that created opportunities to talk about the lesson's concepts, and that provided hands-on activities to reinforce learning, captures students' attention and kept them more actively engaged.

Review and Assessment was reviewing key language and content concepts, accessing student learning, and providing specific academic feedback to students on their output.

Throughout the lesson, and especially at the end, it was important to determine how well students have understood and have retained key vocabulary and content concepts. The determination of whether to move on or offer additional instruction and support was the key to effective assessment and instruction. It was essential for the success of English language learners. It was important for teachers to incorporate review and assessment into the daily lesson to assess student learning and effective teaching. Effective sheltered instruction involved reviewing important concepts, providing constructive feedback through clarification, and making instructional decisions based on student response.

Harnett County Schools provided SIOP professional development for all teachers in the district in August 2007 with follow up sessions throughout the 2007-2008 school year. Almost 90% of the Benhaven staff surveyed were not trained by the district. Benhaven's assistant principal was an instructional coach at the time of the professional development and was a SIOP trainer. The staff received differentiated training based on their background at the beginning of the school year. Staff that were not originally trained were provided training. A refresher training was provided for the rest of the staff. Once this training was complete, SIOP strategies were highlighted in staff meetings to allow teachers time to share how they have used these strategies in the classroom. Follow up sessions were held during PLC or planning meetings by the instructional coach. SIOP strategies were best practices but it helped to review and reinforce best practices for classroom teachers. Even though the administrative team presented all eight SIOP strategies, the focus was on Building Background to strengthen academic vocabulary throughout the school year.

Academic Language

According to Echevarría et al. (2017), academic language was an area English learners needed support in developing. They suggested academic language was a second language for all students. Academic language involved the use of higher-level vocabulary, more complex sentence structures, and more sophisticated forms of expression than in generally found in everyday conversation (Echevarría et al., 2017). Harnett County Schools provided staff development for teachers in the Learning Focused Instructional Framework. The Learning Focused Framework was based on five high yielding strategies: Higher-Order Thinking, Summarizing, Vocabulary in Context, Advanced Organizers, and Nonverbal Representations (Retrieved from <http://www.learningfocused.com>). These strategies were key with helping learners to access the curriculum and become proficient on grade level objectives. These strategies were especially helpful to English Language Learners. The Instruction Coach provided staff development to our teachers during PLCs reviewing these strategies and focused on text structures. Text structure referred to how informational text was written and organized using specific patterns. Text structure questions made the connection from the text structure to the comprehension strategy used to understand that type of text (Retrieved from <http://www.learningfocused.com/a-focus-on-focused-questons>). SIOP strategies continued to be the focus in staff meetings and PLCs to reinforce best practices for improving academic language with our EL students.

Support Staff: ESL Teachers

Using the expertise of ESL staff helped teachers understand the English Learner and how to best meet their needs in the classroom. ESL teachers provided ideas and strategies to use with EL in the regular classroom. They were a resource for teachers to use when working with EL

students in the regular classroom. The district ESL lead teachers provided staff development for beginning teachers during mentee trainings. Some sessions were held during staff meetings to answer questions teachers may have or provide ideas and strategies to meet the needs of EL students in the regular classroom. Not all English Learners received ESL services or they were exited from the program before they truly had a grasp of academic language. Hispanic students made up 23% of the total school population at Benhaven. Of the number of Hispanic students in grades 3-5 only 23% received ESL services. Students that had an i-Ready beginning and midyear diagnostic score were included in this study (See Appendix F-H).

Targeting English Learners

The second part of the improvement science plan was to provide tutoring services targeting EL in grades 3-5. Many English Learners were exiting from ESL services around third or fourth grade. These students met proficiency guidelines according ACCESS testing; however, they have not mastered the academic language needed to master the curriculum.

Benhaven targeted the EL students that have been exited or do not qualify for ESL services during the day with a tutor at least three days a week. The tutors' focus was on vocabulary and strengthening comprehension skills. Title I funding and low wealth funding were used to provide tutoring for this subgroup. The goal was to close the gap for these students and provide support that was removed from them based on ACCESS test results.

The tutor supported what was going on in the classroom. Tutoring focused on improving academic vocabulary and strengthening the comprehension skills of our students. Tutoring was scheduled for during the day instead of after school. For many of EL students, transportation was an issue. By providing the services during the day, this ensured every student that needs assistance can have the opportunity.

Data Analysis

Data was collected from i-Ready Diagnostic Assessment. i-Ready diagnostic test was given at the beginning and middle of the school year. The diagnostic test is given three times a year but for the purpose of this study a comparison of data from the beginning of the year and midyear was used to determine growth in grade level proficiency in reading. Teachers reviewed diagnostic test results during PLCs to determine reading levels of students especially the target group in this study, Hispanic students. Teachers were able to further desegregate the data into different areas of phonological awareness, phonics, high-frequency words, vocabulary, comprehension: literature, and comprehension: informational text. Built for the Common Core Standards, i-Ready combined a valid and reliable growth measure and individualized instruction in a single online product (Retrieved from <http://www.curriculumassociates.com>). The Common Core State Standards described the learning goals for each grade level in math and English Language Arts, with a focus on preparing students for college and the real world (Retrieved from https://www.education.com/commoncore/?msclkid=5417453add411209fa6d1f8a90117c69&utm_source=bing&utm_medium=cpc&utm_campaign=Bing_Search_USA%3ACommonCore_&utm_term=common%20core&utm_content=Common%20Core%20-%20Exact). The diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring, showed whether students were on track to achieve end-of-year targets (Retrieved from <http://www.curriculumassociates.com>). Individual assignments and lessons were given to students to work on throughout the year. i-Ready provided personalized student instruction targeted to students' unique areas of needs and mobile apps to boost achievement (Retrieved from <http://www.curriculumassociates.com>). i-Ready also provided the

next steps for students. The data was used with tutors to provide extra instruction and target set skills and needs.

Summary

According to 2016-2017 End of Grade data, Hispanic students were falling below their white peers on grade level proficiency in reading. In 2016-2017, Benhaven Hispanic students scored 59.6% at or above grade level on the End of Grade Reading tests compared to white students who scored 65% at or above grade level. In 2015-2016, 53.2% of Hispanic scored at or above grade level on End of Grade compared to 64.9% of white students (Retrieved from <http://www.dpi.state.nc.us>). The proficiency score was growing but it was growing for both groups and the gap still remained. By providing targeted assistances for Hispanic students with tutors during the day, the hope was to close this gap. Providing staff development for teachers on how to meet the needs of this subgroup provided tools for teachers to use. Understanding target group and the unique needs of these students helped Benhaven provide the support needed to help these students increase their grade level reading proficiency and score at the same level as Benhaven's white subgroup.

CHAPTER 4: REVIEW AND ANALYSIS OF DATA

Review of Problem of Practice

This problem of practice was focused on providing a plan for the implementation of strategies to meet the needs of Benhaven English Learner and Hispanic students who were showing a gap in grade level proficiency in reading as compared to their white peers. Benhaven's EOG data shows that 39% of Hispanic students and 16.7% of Limited English Proficient (LEP) students were college and career ready in reading based on 2015-16 data. Only 47.6% of Hispanic students and 24.3% of LEP students were grade level proficient (Retrieved from <http://www.dpi.state.nc.us>). That is compared to 50.3% of white students that were college and career ready and 60.4% that were grade level proficient (Retrieved from <http://www.dpi.state.nc.us>). The data showed that the needs of this group of students in reading were not being met. Benhaven's 2016-17 EOG data showed that 41.2% of Hispanic students and 10% of LEP students were college and career ready. 55.9% of Hispanic students and 25% of LEP students were grade level proficient (Retrieved from <http://www.dpi.state.nc.us>). That is compared to 45.33% of white students that were college and career ready and 61.9% that were grade level proficient (Retrieved from <http://www.dpi.state.nc.us>). These students showed growth but were still scoring well below their white peers. Based on this growth, several EL students were exited from ESL services. This exiting pulled the supports from these students that were assisting in making growth.

The plan utilized was a twofold process which included: (a) targeted staff development for the Benhaven staff focused on strategies to improve reading comprehension and vocabulary skills and (b) provide target assistance to EL and Hispanic students with tutors during the instructional day. i-Ready diagnostic test data was utilized to determine if professional

development strategies and targeted tutoring services were improving student achievement with our EL students. Data from teacher surveys and administrative walk-through and observation data were used to determine effectiveness of the plan. The Plan-Do-Study-Act Cycle was the framework used for this improvement science study.

PDSA Cycle for Improvement

For this study, the Plan, Do, Study, Act Cycle for Improvement was the framework used. However, the original design as described in Chapter 3 did not go as planned. In education, flexibility is a key factor in having success. The following was the original plan as it began in the summer of 2018 and how and why it was changed through the study. Factors out of a person's control can often affect the plan of action for school improvement. Understanding that you have to be flexible and adjust or change a plan based on a situation or circumstances was important to the success of a plan.

Plan: Staff Development

The first step in the cycle for improvement was to plan and look at what exactly are you going to do. The first step was to plan with the administrative team including the two assistant principals and instructional coach, to look at the best way to provide quality staff development for the teachers that focus on vocabulary and academic language. The team decided to focus on SIOP strategies to improve instruction in the classroom. SIOP was developed as an approach for teachers to integrate content and language instruction for EL students (Echevarría et al., 2017). One of the assistant principals was trained by the Harnett County Schools as a SIOP instructor. The team surveyed all teachers to see who had experience with SIOP training in the past so that the team could develop differentiated professional development based on the needs. Less than 10% of all teachers had experience with SIOP. The team planned a refresher for those that had

been trained to review the components of SIOP: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment (Echevarría et al., 2017). For teachers who had not been trained, a condensed version of the training would be given to give teachers an overview of the SIOP components and follow up in PLCs. The team also developed survey questions for after training to get input from teachers and to see where we needed to go next (see Appendix B). This survey helped lead the administrative team for future professional development needs. The team learned once SIOP training occurred that teachers enjoyed sharing SIOP strategies and wanted to find ways to better analyze the effectiveness of the strategies in reading growth especially vocabulary and higher order questions (See Appendix B). The need for more time to prepare activities and lessons would be helpful to teachers.

The administrative team planned training the week of August 20 which was the first week back for teachers. Follow up sessions were scheduled for September 28 which was a half day for students and during staff meetings on the third Monday of the month. The assistant principal provided training for teachers on SIOP training with support from the instructional coach. Plans were to use Harnett County EL lead teachers to provide support for our plan.

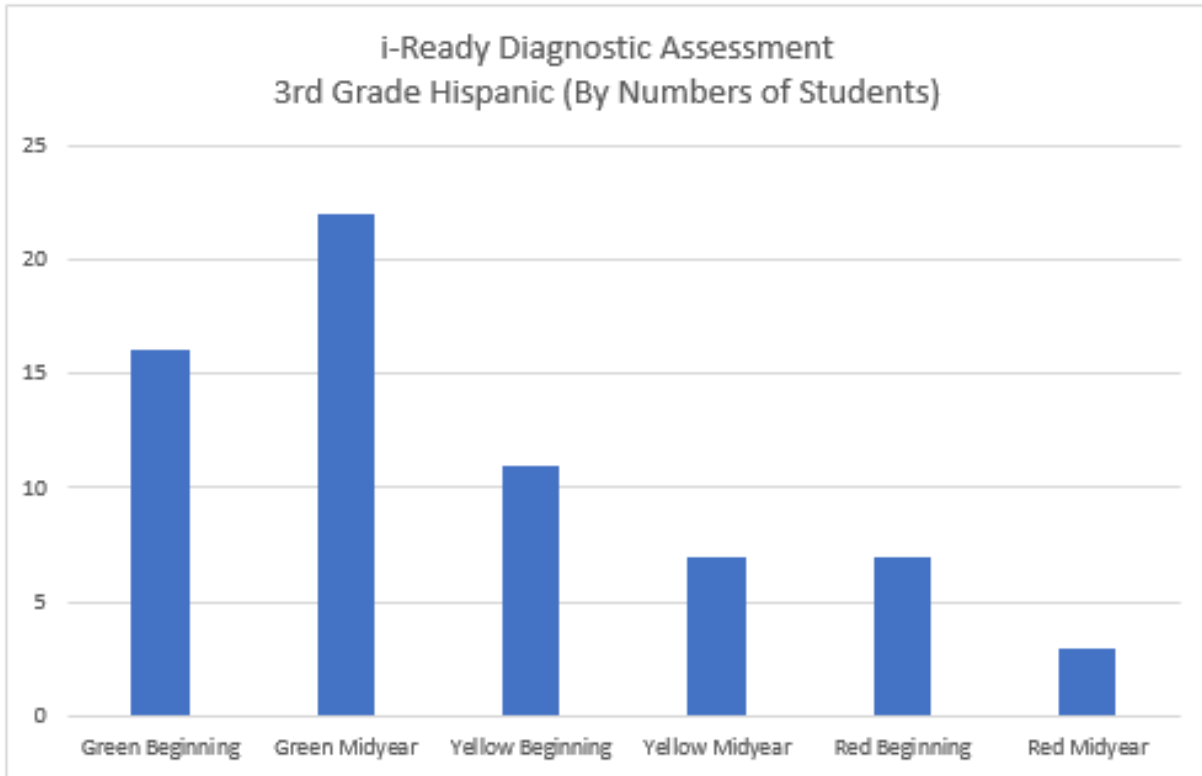
Walk-through data and observation data was scheduled to be reviewed to see if teachers were using the strategies in the classroom. i-Ready diagnostic test was scheduled to be given in September and January to determine if the strategies were making improvements for EL students.

Plan: Targeting Tutoring

The second part of the plan was to provide targeted assistances with tutors during the day. A meeting with the School Improvement Team was held at the end of July, 2018 to review

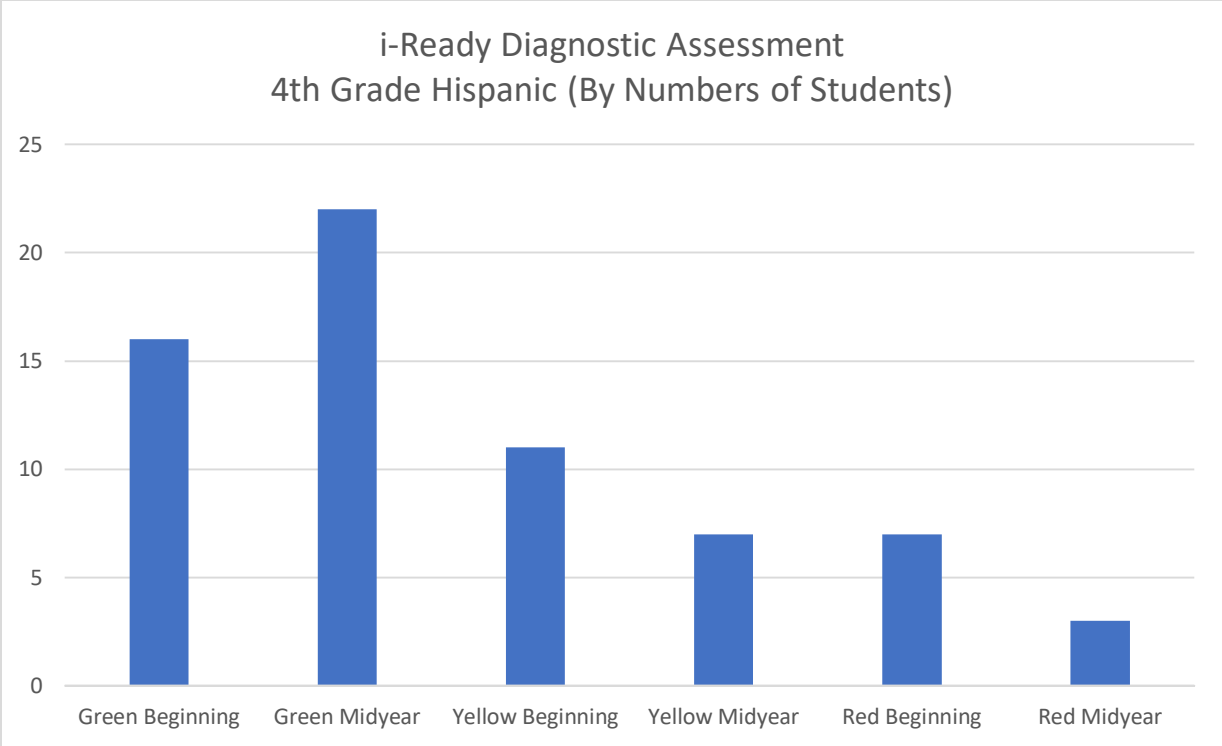
funding and plan for the use of tutors (see Appendix C). Since the majority of tutoring funds come from Title I funding, funding plans were based on funding trends from the past to determine the funding available for tutors. Based on past trends, plans were developed to start our tutors in October during the day from 8:30-11:30 a.m. for three to four days a week. Three tutors were scheduled to work with students in grades 3-5 with a target on EL students that are below grade level. The focus was on students that did not receive ESL services but did not exclude any EL student that could use the support. Teachers used i-Ready diagnostic data from September (see Figures 9-11) to determine students that would need the support. i-Ready data also provided tutors with data of needs and a plan to assist students.

The administrative team developed a plan for implementing tutors and providing them with the skills needed to meet the needs of our students. The team decided to use four tutors three days a week for three hours. Tutors were scheduled to work with Hispanic students in grades 3-5 for 45 minutes. Teachers would provide expected outcomes and materials needed to improve reading strategies. The instructional coach planned to meet with tutors before they began in October to provide strategies and ideas to assist students. She planned to provide the i-Ready data for tutors to review with follow up each month with tutors on students' progress. She also planned to follow up with classroom teachers to monitor students' progress. Groups would be adjusted or changed as needed based on the students' needs. i-Ready diagnostic test was schedule to be given in January 2019 to monitor progress and make adjustments to tutoring groups.



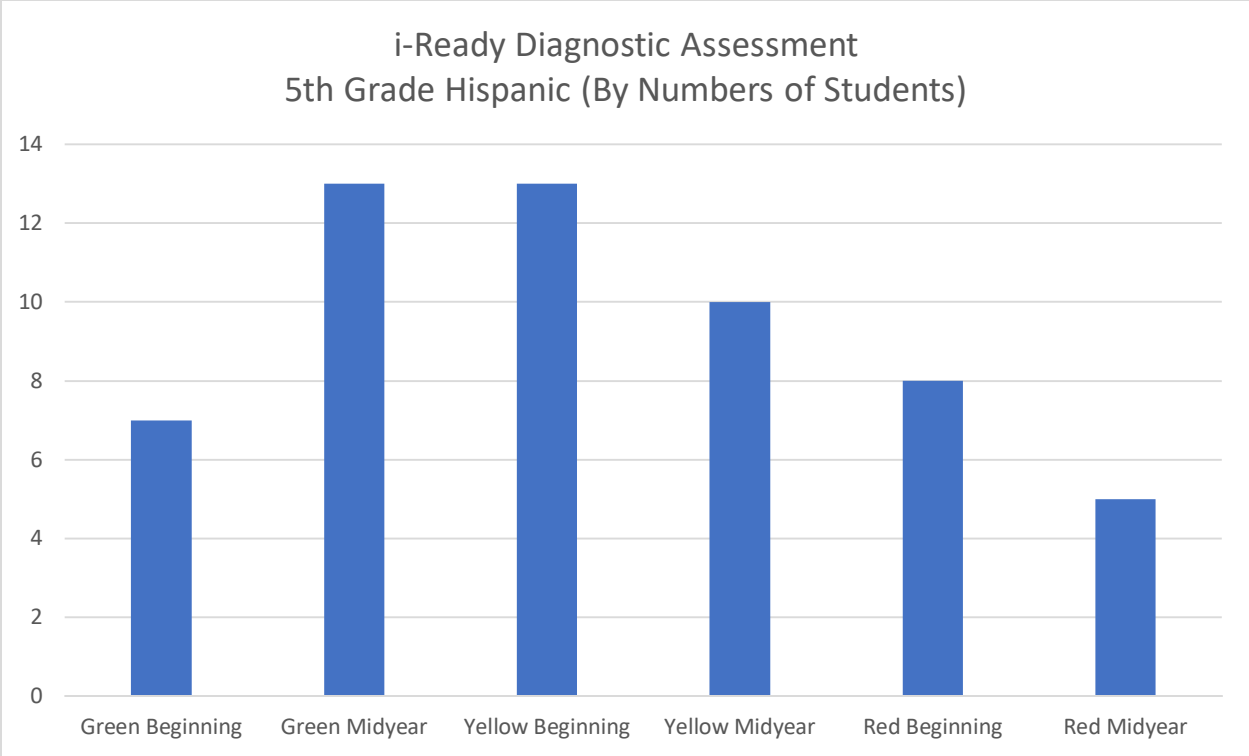
Key:
 Green- At or Above Grade Level
 Yellow- One Grade Level Below
 Red- 2 or More Grade Levels Below

Figure 9. i-Ready diagnostic assessment: Beginning and midyear 3rd grade Hispanic students, September 2018/January 2019.



Key:
 Green- At or Above Grade Level
 Yellow- One Grade Level Below
 Red- 2 or More Grade Levels Below

Figure 10. i-Ready diagnostic assessment: Beginning and midyear 4th grade Hispanic students, September 2018/January 2019.



Key:
 Green- At or Above Grade Level
 Yellow- One Grade Level Below
 Red- 2 or More Grade Levels Below

Figure 11. i-Ready diagnostic assessment: Beginning and midyear 5th grade Hispanic students, September 2018/January 2019.

Do: Best Laid Plans

The best-laid plans often go awry. No matter how carefully a project is planned, something may go wrong that is out of a person's control. This school year this saying was surely a reality. For the 2018-19 school year, the new building was scheduled to open in August. The schedule was to move in the building the first week of August. The opening was rescheduled to August 13-17 which would have been fine for the plans for staff development. Teachers would be able to move in the week before they were scheduled to return for the staff workdays August 20-25, which was the days scheduled for staff development. In preparing to move in that third week, the building inspector stopped the process of finishing moving the teachers' items into the building. Teachers returned on August 20 but the staff meeting had to be held at the old school which at this point was packed up and ready to move. Internet connection was not available since it had already been moved to the new school and all resources were in boxes or had been moved to the new site. The meeting was held at the old site in the cafeteria since that was the largest place that could hold the staff and didn't have boxes everywhere. A projector was found in a box and was used to present our preliminary plans as well as the plan for the school year. The afternoon was the first visit as a staff to the new site. It was an exciting time but a hectic time as well since the staff was moving into a construction site one week before students were scheduled to begin. Teachers had to use the rest of the week moving their items in, unpacking, and setting up a classroom for Open House for parents which was that Saturday. Professional development was the last thing on their minds as well as the principal's mind. How in the world would school be ready to start school on the following Monday?

On the Friday afternoon before Open House, the building inspector took care of this question. The school was not cleared to open on Monday, August 27 with the rest of Harnett

County Schools but opened two days later than everyone else in the district. Thus, no meetings were held on the staff workdays. The half day scheduled in September was gone because Benhaven had to make up the days missed as student days. The September half day for staff development and October half day for parent conferences were full days for Benhaven to make up student hours missed with the late start. The workday at the end of October could be used. Well, again best laid plans... Hurricanes Florence and Michael put a kink in that plan. Harnett County missed seven days of school for Florence and one day for Micheal in the fall of 2018. Now Benhaven make up days became everyone's make up days including the workday at the end of October planned to be used for staff development.

Do: Professional Development

The administrative team and instructional coach had to revise the plan one more time. Since workdays were not available for staff development, the focus moved to staff meetings and three-hour staff planning times in November and January. On October 15, 2018, a staff meeting was used to provide professional development on Academic Language Acquisition conducted by Harnett County lead EL teachers for the district (see Appendix D). The ESL lead teachers focused on the work of Kathie Nunley (2004), *The Layered Curriculum*, to help teachers understand how students can turn abstract to concrete. Teachers learned how to take semantic memory, words learned from text in isolation to episodic memory, words learned through multiple pathways. This interactive session provided teachers with strategies and ideas to use in their classroom the next day. ESL lead teachers also provided real world samples from students who transferred the knowledge to episodic memory.

Since workdays were not available to use for staff development, each grade level had a three-hour planning time in November and January. The instruction coach and assistant principal

used part of that time to reinforce strategies that were introduced. They focused on what SIOP is and how students learn (see Appendix E). Based on follow up surveys, teachers requested more strategies and ideas for meeting the need of EL students. Differentiated staff development was scheduled for the early release day in March for more staff development on SIOP strategies for supporting instruction in the classroom.

Do: Targeted Tutoring for EL Students

At the end of July, 2018 meeting, the School Improvement Team based the tutoring numbers on past trends as a target number to work with for funds for tutors. Title I Targeted Support and Improvement (TSI) funds were not reported until the end of October. The amount of funds available for Benhaven for the 2018-19 school year was half of what it had been in the past. The change came about with the new categories of Title I designation and the new ESSA plan. Again “best laid plans”. The School Improvement Team and grade level chairs reviewed the options and what would be the best use of the funds. Tutors could begin in November but would run out of funds around March or tutoring could begin in the first of February after midyear i-Ready diagnostic test were completed and run until May. The teams decided the best interest of the students would be to wait until February to begin targeted tutoring. With all the transitions this fall with school starting late and hurricane delays, the team felt it would be a better use of time and money to focus on data at the midyear. The plan became to start the tutors after the end of the second nine weeks and go until May. i-Ready data would still be used and tutors would be trained on strategies to meet the needs of students. Tutors were scheduled to work three days a week from 8:30-11:30 a.m. focusing on reading comprehension and vocabulary strategies.

At the beginning of January, our third, fourth, and fifth grade level chairs met with the administrators and our instructional coach to develop a plan for using the tutors. The team developed the plan for tutors to work Tuesday through Thursday working with each grade level for forty-five minutes. Four tutors will be used focusing on vocabulary development and reading comprehension skills. Grade level teams would provide lesson plans and resources based on data from i-Ready diagnostic test as well as NC Check ins for ELA.

Study: i-Ready Diagnostic Data

i-Ready Diagnostic Test was an adaptive assessment designed to provide teachers with insight into students' needs. The Diagnostic offered a complete picture of student performance and growth. Diagnostic results also set a personalized learning path for each student (Retrieved from <https://www.curriculumassociates.com/Products/i-Ready/Assessment/Diagnostic>).

Benhaven students took the i-Ready diagnostic assessment the first three weeks of school. Students independently took the assessment and teachers used the data as a base line for their students' performance and needs. i-Ready instructional path was set for each student based on their needs. After students complete the first Diagnostic, i-Ready generated two growth measures for every student. Throughout the year, a teacher can monitor student progress toward these measures in order to understand how students were growing compared to students like them and how much they needed to grow to close the gap to proficiency. The growth measures that i-Ready provided were Typical Growth and Stretch Growth. Typical Growth was the average growth of students at each grade and placement level. Typical Growth allowed a teacher to see how a student was growing compared to average student growth at the same grade and placement level. Stretch Growth was the growth recommended to put below-grade students on a path to proficiency and on-grade students on a path to advanced proficiency levels. For students

at or above grade level, typical growth was 21 points and stretch growth was 30 points. Students at the early grade level, typical growth was 25 points and stretch growth was 34 points. Students one grade level below, typical growth was 26 points and stretch growth was 35 points. Typical growth for students 2 grade levels below was 27 points and 43 points for stretch growth. Students 3 or more grade levels below, typical growth was 30 points and stretch growth was 55 points. Some of these targets were multiyear goals for proficiency. These targets will be discussed in more detail later in this chapter.

In January 2019, third, fourth, and fifth grade took the midyear i-Ready diagnostic test. This data was used to determine growth in students. The graphs showed the beginning of the year data for Hispanic and EL students at Benhaven as compared to the midyear diagnostic. The graphs (see Figures 9-11) showed the number of students at or above grade level, one grade level below, or two or more grade levels below.

In third grade, at the beginning of the year 48.5% of Hispanic students were at or above grade level on the i-Ready diagnostic test in Reading. By midyear the number of Hispanic students reading at or above grade level had increased to 66.7%, a more than 18 percentage point increase. Improvements were also seen in the number of students below or well below grade level. At the beginning of the year, 33.3% of Hispanic students were one grade level and 21.2% were well below (2 or more grade levels below). Both of those percentages decreased at the midyear assessment. At midyear, 21.2% were one grade level below and 9.1% two or more grade levels below. These decreases showed that students are making growth toward grade level proficiency in reading.

For students that were still categorized as below grade level in third grade, 82 % of these Hispanic students made growth from the beginning of the year diagnostic assessment. Of those

students, 65% had met their typical growth for the year and 47 % had reached their stretch growth toward grade level proficiency. Ten students that were below grade level at the beginning of the year were now at or above grade level on the midyear assessment (see Appendix F). Third students were making growth with the strategies being implemented.

Fourth grade data showed growth as well. At the beginning of the year, 26.7% of Hispanic students at Benhaven were at or above grade level on Reading Diagnostic Assessment. 48.8 % were one grade level below and 24.4% were well below grade level. On the midyear diagnostic assessment, the percentage of Hispanic students at or above grade level increased to 37.8%. The percentage of students below grade level stayed at 48.8 % but the well below percentage dropped to 20%. That was because students moved from the red well below (2 or more grade levels below) into the yellow one grade level below.

Fourth Grade Hispanic students were making growth from the beginning of the year. 72.5% of Hispanic students that were below grade level at the beginning of year made grow on the midyear diagnostic assessment (see Appendix G). Of the students that were below grade level at the beginning of the year, 23% had met their typical growth at midyear and 10% had met their stretch growth. Fourth graders were moving toward grade level proficiency as well.

Fifth grade Hispanic students continued the trend of growth. On the beginning of the year i-Ready Reading Diagnostic, 25% of Hispanic Fifth Graders were at or above grade level in reading. 46.4% of students were in the yellow or one grade level below while 28.6% of Hispanic students were in the red, two or more levels below grade level. At midyear assessments, 46.4% of 5th Grade Hispanic students were now at or above grade level. The percentage below grade level decreased. Hispanic students one grade level below decreased to 35.7% and the percentage of students two or more levels below dropped to 17.9%.

When looking at the students that were below grade level at the beginning of the year, 29% of these 5th grade Hispanic students grew to grade level or above (see Appendix H). Of this same group of students 81% made growth from the beginning of the year. When it comes to typical growth for this same group, 24% had already met their typical growth for the year and 4% had met their stretch growth. Fifth grade Hispanic students had continued the growth trend.

Based on the data of Hispanic students at Benhaven in grades 3-5, there was a 20% average growth for the students to score at or above grade level in reading. The data also showed a decrease of students in the well below category by an average 2% in grades 3-5 and 8% decrease of students one grade level below. The data was moving toward closing the gap to grade level proficiency for Hispanic students.

Act: Continue the Path

Based on the data and the growth observed, plans for implementation continued. Professional development continued with sessions in March. Tutors in grades 3-5 began the first week of February, 2019. Tutors worked with each grade level for forty-five minutes, three days a week from February through the middle of May. Classroom teachers provided resources and lessons for tutors to continue strengthening vocabulary development and comprehension skills for our targeted group. ESL teachers also provided support for our EL students that qualify for ESL services with a focus similar to our tutors.

Summary

The two-fold plan of providing professional development and targeted tutoring services provided support needed for our Hispanic students to improve reading proficiency and close the gap with their white peers. Unforeseen issues with the start of the 2018-19 school year and the hurricane in September, 2018, caused the plan had to be revised. Professional development was

provided for the staff but on an abbreviated timeline. The implementation of tutors during the school day had to be delayed due to a decrease in funding. However, they were implemented in February, 2019. The addition of tutors provided needed support for Hispanic students to improve reading proficiency with a focus on vocabulary and comprehension skills. With these supports in place and the continued growth of classroom teachers in strategies to meet the needs of our EL students, continued growth should be observed at the end of the year i-Ready Assessment data in late April 2019. This data was not available at the time of this study was completed.

CHAPTER 5 CONCLUSION, RECOMMENDATIONS, AND SUMMARY

Conclusions

The focus of this problem of practice was to determine how to meet the needs of the Hispanic students at Benhaven and close the gap in reading proficiency between the Hispanic subgroup and the largest peer subgroup white students. A well-trained staff able to address the unique needs of EL students was a characteristic of schools with a high level of EL proficiency (Retrieved from www.centerforpubliceducation.org). The Center for Public Education stated that teachers need to understand how to increase ELs' opportunity to learn academic English. Teachers used a comprehensive framework for delivering academic instruction, and to differentiate instruction to promote the success of all students, including ELs. Providing quality staff development was one of the components of this study. Providing targeted tutoring services for our Hispanic students was the second component of the study. Using tutors during the day instead of afterschool helped remove obstacles for students such as transportation and provided targeted assistance for Hispanic students.

Hispanic Students by the Numbers

In a study conducted by Calderon et al. (2011), the fastest growing population of students in the United States was children of immigrants. Almost half of these students did not speak the English language fluently and were labeled as English Learners. Between 1993 and 2003, English Learners population grew 84% in the United States (Syrja, 2013). The same study showed that the North Carolina population of EL grew by 153% (Syrja, 2013). This problem of practice focused on the Hispanic population and English Learners at Benhaven Elementary School in Harnett County, North Carolina.

In North Carolina, Hispanic students and students categorized as English Learners or ELs show gaps in proficiency when compared to white peers. According to the 2017 Reading End of Grade (EOG) data, 48.1% of Hispanics scored at or above grade level and 22.4% of Limited English Proficient or LEP students (Retrieved from <http://www.dpi.state.nc.us>). When compared to their white peers, Hispanic students were more than twenty percentage points lower than their white peers who scored 61.7% for college and career ready and 71.1% for grade level proficient (Retrieved from <http://www.dpi.state.nc.us>). The trend was similar at Benhaven Elementary. Benhaven's 2017 EOG data showed that 41.2% of Hispanic students and 10% of LEP students were college and career ready. 55.9% of Hispanic students and 25% of LEP students were grade level proficient (Retrieved from <http://www.dpi.state.nc.us>). That was compared to 45.33% of white students that were college and career ready and 61.9% that were grade level proficient (Retrieved from <http://www.dpi.state.nc.us>). The gap was not as large but it still existed.

Growing Teachers Through Professional Development

The first part of this study provided teachers the tools needed to understand and improve instruction for Hispanic students. One way a teacher improved students' proficiency in academic English, was to spend a significant amount of time teaching vocabulary required to understand the topic of a particular lesson (Vogt et al., 2010). Students not given opportunities to develop oral and written vocabulary skills in the classroom, did not improve academic proficiency. Vogt et al. (2010) stated students need lessons that are meaningful and engaging and that provided ample opportunities to practice using language orally and in writing in order to acquire academic language. Sitting and listening to the teacher talk, did not encourage engagement. These strategies from SIOP were the focus of the professional development for teachers at Benhaven. Though the plan was to provide staff development before school began, that unfortunately was

not the case. Due to the delay in the opening of school and the loss of days due to the hurricanes, professional development did not start until mid-October, 2018.

After the hurricane, professional development was provided to staff. Harnett County Lead ESL teachers provided interactive session with strategies and ideas to use immediately in their classroom (see Appendix D). The ESL lead teachers provided real world samples from students who transferred the knowledge to episodic memory. They also focused on SIOP strategies which would be the continued focus for the teachers throughout their PLC time and planning. SIOP focused on the components that make a good SIOP lesson: Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment (Echevarría et al., 2017). The focus for Benhaven's professional development was on Building Background and Comprehensible Input. This allowed teachers to strengthen vocabulary and comprehension skills for Hispanic students. By continuing the professional development with the instructional coach and administration during PLCs and planning times, teachers were able to get some tools needed to assist in the classroom to effectively meet the needs of the Hispanic population as they grow as English Learners. Though the original plan was to provide some differentiated professional development (PD) in SIOP, the constraints of time due to the late start and days missed by the hurricane made this part of the plan difficult. The team had to focus on components of SIOP that could best be used in the classroom setting. The school team continued the focus started by the district team and worked with teachers on strategies that could easily be used in the classroom (See Appendix E).

In November, 2018, Benhaven's instructional coach received feedback from teachers on how SIOP strategies are working in their classroom and what they would like to see continue for

the rest of the school year (see Appendix B). When teams were asked to complete a survey how SIOP strategies affect their data, the third grade team replied they felt SIOP definitely engages students and helps us to teach them to dig deeper. Looking at Reading Standards Mastery data helped because these were tough texts with difficult vocabulary and deep questions. The Third Grade Team felt the key was to get ELs to understand what the question was asking (see Appendix B). Allowing teams to analyze data and reflect on teaching strategies was important in understanding students' growth.

Targeting English Learners

The second focus of this study was to target Hispanic students in grades 3-5 for tutoring services. The tutors focused on vocabulary and comprehension skills to help close the reading proficiency gap for Hispanic students at Benhaven. The tutoring services were provided during the day. This alleviated the difficulty of transportation that came from after school tutoring. The plan was to use Title I funds and low wealth funds based on past trends of funding. Tutors were scheduled to begin in October, 2018 and work for three to four days a week for 3 hours a day. Tutors were scheduled to work with the targeted group for forty-five to fifty minutes for each grade level. However, when Title I funds were distributed in late October 2018, Benhaven's funding was half of the trend from previous years. With input from grade level chairs, School Improvement Team members, and administration, the plan was revised to start after the end of the first semester.

Tutoring began the first week of February, 2019. Teachers used data from i-Ready midyear diagnostic and formative assessment data in the classroom to determine groups for tutors. Benhaven was using four tutors three days a week. Each grade level provided lessons based on students' needs and tutors work with each grade level for forty-five minutes. Based on

the funding, tutors were scheduled to work with students for fifteen weeks. At the end of April, students will take the end of the year i-Ready diagnostic test. Teachers will be able to analysis the data and determine areas to focus on before the NC End of Grade Test the last week of May.

Lessons Learned

Flexibility has always been a best practice for education. This lesson became true when completing this study. Using the framework Plan, Do, Study, Act allowed the team to revise the original plan and continue with the focus of improving reading proficiency for Hispanic students at Benhaven. When the planning was being conducted, who could have predicted that the school construction would delay the start of school and how that would affect the plan for professional development. Flexibility was the key. The professional development planned was good but the timing now was completely off. Even when the team worked to revise the plan, curve ball after curve ball remained. With the delay of moving in to the school, the focus for the teacher workdays had to change from staff development to staff survival. Understanding that the focus of teachers at that point in the year was not growing as an educator through staff development but rather moving in to a new school and getting ready for students. When the team revised the scheduled PD for early release days in September, who would have thought that students would miss a week and half of school due to a hurricane. Flexibility was the key word again. The administrative team with the support of the teachers was able to provide quality professional development during staff meetings and on planning days that allowed teachers to gain knowledge in strategies to improve instruction in the classroom.

Using past data for projecting funding was the plan for determining tutors for Hispanic students. Again, flexibility became the key word. Administration and lead teachers had to revised the plan use of funds and the amount of time for tutors to provide services. Teachers weighed out

the benefits of starting tutors early and ending early or waiting until midyear diagnostic data was available and starting tutors then. The team's decision to wait until midyear data was available worked better for Benhaven. It allowed teachers to target in on skills needed for the second half of the school year to improve reading skills.

Recommendations

Based on the data at the midyear i-Ready diagnostic test, Hispanic students were making growth and moving toward reading proficiency. With the addition of tutors to the plan, growth toward proficiency should continue with the focus on vocabulary and comprehension skills. The following are recommendations for this plan for the rest of the year and moving into next school year as well as recommendations for administrators for improving proficiency for Hispanic students.

Professional Development

Additional professional development was planned for the early release day in March. Sessions were offered to teachers to sign up for based on their needs. Teachers selected two forty-five sessions. These sessions provided follow up work in SIOP strategies as well as sessions on analyzing reading issues and determining the appropriate strategy, and differentiation in the classroom. Sessions were led by the instructional coach and teacher leaders at Benhaven.

High quality professional development was central component in improving educations (Guskey, 2002). According to Larry Ferlazzo (2016), there are strategies that teachers may use to help respond to the linguistic needs of these students. Cummins (2002) stressed that you focus on reading development since reading is critical to all aspects of academic achievement. Cummins (2002) also stated that you have to clarify what is meant by language proficiency. You must address the relationship between proficiency in English to students' academic achievement in

English and the length of time it typically requires a student in academic learning and English language development.

By providing teachers with approaches like Content Based Instruction, they have a vehicle to improve language development through content knowledge, and cognitive and study skills (Echevarría et al., 2017). Sheltered Instruction Observation Protocol, or SIOP, was developed as an approach for teachers to integrate content and language instruction for EL students (Echevarría et al., 2017). This research-based model of instruction provided teaching ideas for eight components. It also suggested ways to differentiate instruction in a multi-level classroom. SIOP provided best practices for English Learner, but the strategies also benefited all learners.

Tutors

During the day tutors will continue through the first week of May. Groups will be reviewed every three weeks to revised targeted plan or students in the group. Teachers will collect data from tutors of students' progress as well as data from formal and informal assessments in the classroom. Teachers will use i-Ready Standards Mastery Data on selected standards covered in the classroom. i-Ready Standards Mastery provides flexible assessments designed to measure specific grade-level standards (Retrieved from www.curriculumassociates.com).

The tutor will support what is going on in the classroom. Tutoring will focus on improving academic vocabulary and strengthening the comprehension skills of our students. Tutoring will be during the day instead of after school. For many of EL students, transportation was an issue. By providing the services during the day, this ensured every student that needs assistance can have the opportunity.

Future Implementation

Reflecting on the plan, there are changes for the future implementation. Professional development should begin earlier. PD should be set up for workdays at the end of the school year or over the summer. A stipend would be provided for teachers to attend summer training. Follow up sessions would be on the workdays at the beginning of the school year. This would provide staff with the knowledge ahead of time. It would allow teachers time to reflect on using strategies in the classroom and provide grade levels time to plan for implementation at the beginning of school.

As for funding for tutors, Administration and School Improvement Teams should look at different sources for funding. Teams should create a timeline of implementation of tutors and the funding amount needed to meet that goal. Teams could then look at different funding sources to meet the needs of the timeline for tutor implementation. Title I funding does provide needed federal funds for schools. However, they do come with strings attached. Funds are contingent of federal funding which could change from year to year.

Implications for School Leaders

Change

Change happens in education. It is great to have a plan of action and when that plan comes to fruition it is great. However, school leaders know that best laid plans don't always go as planned. School leaders have to learn to take what you have been dealt and work to change the plan. No one plans for a late start to moving into a new building. But it happens. The ability to change the team at Benhaven exhibited this year helped to keep the plan for improvement for Hispanic students viable.

As a school leader, you have to lead that change. The role you reflect as leader will determine how your staff will follow. When you recognize what is important for the time, you have to understand the course of action you need to take. It was important to understand with the delay in school starting and moving into a new school, teachers were not focused on professional development. They were in survival mode. As a school leader, you have to recognize the needs for the time and revise your best laid plans.

Although these changes happened during this study, it has strengthened my leadership skills. These real world experiences happen every day as a school leader. How you react to the changes determines how well you do as a leader. These real world experiences are what shape you as a school leader and help you grow.

Flexibility

Change happens in education and as an educator flexibility is key. This is surely a lesson learned this year by the staff at Benhaven. The team had to be flexible when it came to the plans for the school year. When the funding for tutors was not available as planned, we had to think of different strategies to still meet the needs of our students. Going back to your leadership teams to get input on how to best meet the needs of your students is important. Your teachers are the ones that work with students day in and day out. They know them best. You need to rely on their expertise. Having the flexibility to revise the plan and move tutoring to the second semester was a better use of funding. Leaders have to have that flexibility to be successful. You can't be so rigid in a plan that you can't allow for the flexibility to revise your plan as needed. Things happen that are out of your control. You have to be flexible with your plan.

A school leader has to be a good steward of funding provided. Sometimes that means revising your plan based on the funds you have not what you expected. When that funding is not

what you need, a school leader has to review the needs and how to best meet them based on the funds. You have to have flexibility in your plan to make the changes needed based on your available funding. You want to get “the best bang for your buck”.

It is important to seek advice from administrative teams and teacher leaders. As a school leader you have to look for other ways to get the funding needed. Don’t put all your eggs in one basket. Review the funding sources available to you, and use what you have. That may mean pulling from different funding sources: federal, state, or local. Have flexibility in your plan so that when problems arise you can address them successfully and are not pinned into one set plan.

Flexibility is key. That is true in a classroom for a teacher and it is very true for a school leader. The best-laid plans often go awry. No matter how carefully a project is planned, something may go wrong with it. This school year this saying seems to be reality. This reality is what helps you grow and develop as a school leader.

Tutors

Using tutors during the day was important for the demographic of students we were serving. Transportation was an obstacle for our Hispanic population. Many did not have someone to pick them up for after school tutoring. With the funding decreases, the school providing transportation was not an option. Often times students are burned out after school so staying one more hour for additional instruction is not always as productive as catching students during the day. Using tutors during the day ensures that students have access to the remediation and are not dependent on transportation.

Hiring retired teachers or certified teachers who only want to work part time to serve as tutors provided us with high quality staff with the tools needed to provide direct instruction to our Hispanic students. Teachers do not have to stop and explain how to teach a strategy.

Certified teachers understand what is needed and how to work with students in small group settings. We are fortunate in my school to have access to this resource. Finding quality staff such as certified teachers, helps make during the day tutoring more successful.

Summary

This problem of practice had what seemed to be two simple plans: provide quality professional development and targeted tutoring assistance. These were anything but simple. Having flexibility with how to implement the plan and keeping your eye on the main focus student growth to proficiency was key in making the plan a success. Hispanic students in grades 3-5 at Benhaven have shown a 20% increase to proficiency in reading in half a year. This was with only the first part of the plan implemented. The professional growth provided to teachers has helped them add to their toolkit of strategies. By providing background for teachers in how students learn has also given teachers a different perspective and allowed them to change instruction in their classroom. Benhaven teachers continued the learning process. With the planned PD in March and feedback from teachers on addition PD needed, the team hoped to provide teachers with a variety of strategies and understanding to continue to improve instruction in their classroom to meet the needs of Hispanic students at Benhaven. As time with tutors continues, students' academic vocabulary and comprehension skills will continue to improve. It has not been an easy road but it was a necessary path for teachers to take to continue to meet the needs of the Hispanic students at Benhaven.

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APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL



EAST CAROLINA UNIVERSITY

University & Medical Center Institutional Review Board Office

4N-70 Brody Medical Sciences Building- Mail Stop 682

600 Moyer Boulevard · Greenville, NC 27834

Office 252-744-2914 ☎ · Fax 252-744-2284 ☎ · www.ecu.edu/ORIC/irb

Not Human Subject Research Certification

From: Social/Behavioral IRB

To: Lora Street

CC: Marjorie Ringler

Date: 12/19/2018

Re: UMCIRB 18-002596

Social/Behavioral IRB

On 12/19/18, the IRB Staff reviewed your proposed research and determined that it does not meet the federal definitions of research involving human participants, as applied by East Carolina University.

Therefore, it is with this determination that you may proceed with your research activity and no further action will be required. However, if you should want to modify your research activity, you must submit notification to the IRB before amending or altering this research activity to ensure that the proposed changes do not require additional UMCIRB review.

The UMCIRB appreciates your dedication to the ethical conduct of research. It is your responsibility to ensure that this research is being conducted in accordance with University policies and procedures, the ethical principles set forth in the Belmont Report, and the ethical standards of your profession. If you have questions or require additional information, please feel free to contact the UMCIRB office at 252-744-2914.

IRB00000705 East Carolina U IRB #1 (Biomedical) IORG0000418
IRB00003781 East Carolina U IRB #2 (Behavioral/SS) IORG0000418

APPENDIX B: SIOP SURVEY

11/23/18 - Third grade team members met to discuss SIOP activities. Blount, Powell, Butts, Zak, Thomas.

Please respond to the following questions/comments in your color.

1. My overall goal today was to lead reflective discussions regarding SIOP. How do you think discussions went? It's nice to discuss (with team members) the different ways we use each SIOP strategy and how to make each one work better. Of course your additional input and expertise is so very helpful!

I really enjoyed hearing how everyone used the SIOP activities differently and to hear the reflections on how each one went.

I like that we can all take the same SIOP activity and adjust it to meet our class needs. Having this discussion gave us the opportunity to also hear more suggestions from Amy.

2. How might we include data during our next meeting time, while thinking about how SIOP affects our data? I think SIOP definitely engages students and helps us to teach them to dig deeper, so looking at Reading Standards Mastery data might help because these are tough texts with difficult vocabulary and deep questions. The key is to get our ELLs to understand what the question is asking.

I think the type of data we look at is really important. Standards Mastery and the Ready Book testlet passages are two areas that we really see how background knowledge and vocabulary are huge concerns. One difficulty I have is choosing which SIOP activity to use to address particular strategies.

3. What PD would you like to continue into the 2018-19 School year? SIOP! We are just getting started and we need time to create the activities. There's also a "Worksheets Don't Grow Dendrites" series that I would like to look at for more ideas.

I love doing the SIOP pd's and I feel like we really get to use so much of what we're learning about and put it into practice. The 'make and take' one's are great, so that we walk out of the room with our activities ready-to-go!

I'd like to continue SIOP and include the Make and Take sessions. (As much as I try to use them, internalizing and preparing activities for SIOP takes time which is in short supply.) Having time to prepare activities would allow more SIOP opportunities.

4. Next steps to adjust your core instruction? I would like to really push DOK/critical thinking questions the rest of the year with SIOP and then work to create SIOP activities over the summer to use with texts that we will use again each year.

I think we need more opportunities to share HOW we teach with each other. Our meetings together are so filled with information that we don't have enough time to discuss the HOWs of teaching. An idea may be to have chart paper up at a staff meeting and have everyone show how

they would teach the concept. (EX: subtraction with regrouping) This may help see new strategies to use--especially for beginning teachers.

Along these lines, it would AWESOME if we could do “walk throughs” of other teachers’ classrooms. There are so many great ideas that we could be sharing!

APPENDIX C: SCHOOL IMPROVEMENT TEAM AGENDA

Benhaven Elementary

Agenda

Meeting Date: 07/19/2018 - 8:30am Title: Summer SIT^{[[L]]}_{SEP} Location:

I. Attendance^{[[L]]}_{SEP} Team Members:^{[[L]]}_{SEP} Sherry Joiner, Robin Wells, Courtney Batton, Deanna Bost, Sarah Cessna, Audrey Crissman, Rochelle Goodwin, Christal Honeycutt, Billie Keye, Jennifer Littlefield, Lisa Long, Melissa Martin, Leslie Paschal, Kayla Put, Lora Street, Cheri Stubbs, Amy Thomas, Katrina Turlington, Erica Westbrook^{[[L]]}_{SEP} Guests:

II. Celebrate recent successes^{[[L]]}_{SEP} Completion of a school year. Test results look good.

III. Review and respond to coaching comments No comments.

IV. Approval of last meeting's minutes V. Old Business

None

VI. Indicators to Assess-Create-Monitor Assess Indicators^{[[L]]}_{SEP} Create Plans and Tasks^{[[L]]}_{SEP} Monitor (see Tasks Report)

Team discussed progress of goals. The team decided to revised/review again at beginning of new year with the transition to the new school.

VII. Other Business^{[[L]]}_{SEP} Set dates for 2018-19 school year events.

Review EOG data.^{[[L]]}_{SEP} Discuss schedules for 2018-19 school year.^{[[L]]}_{SEP} Look at PD for school year. Focus on SIOP and Vocabulary strategies.

Making the Connections

Accelerate Language and Learning

Academic Language Acquisition

Benhaven Elementary

Oct 15

Making the Connections

Accelerate Language and Learning

Acquiring...

36 times in context

(Freebody and Anderson, 1983)

Making the Connections

Accelerate Language and Learning

Multiple Modalities...

- movement, physical, tactile, hands-on... } **Kinesthetic**
- illustrations, diagrams, realia notes... } **Visual**
- verbal representations, student-made definitions, dialogue, games, experiences } **Auditory**

Making the Connections

Accelerate Language and Learning

Non-linguistic Representation...

Illustrations, symbols, logographs, actions, signs, and *realia*.

27% overall gain

36% greater gains than definitions from dictionary, or creating sentences with words...

Marzano

Abstract to Concrete!

Making the Connections

Accelerate Language and Learning

Non-linguistic Representation...

DEEP Memory

Abstract to Concrete!

Research says...

Semantic Memory

Words learned from text books, in isolation, for memorization



Episodic Memory

Words learned through multiple pathways (emotional memory, kinesthetic memory, episodes/experiences, etc.)

Kathy Nunley: Brain.org

Research says...

Semantic Memory

“I tell, you choose to remember.”



Episodic Memory

“I give you meaningful experiences, and you remember, whether you meant to or not.”

Kathy Nunley: Brain.org

Research says...

Semantic Memory

Intentional



Episodic Memory

Unintentional

Kathy Nunley: Brain.org

Research says...

1. **Less is more!** Limit the amount of selected vocabulary to be taught.
2. **Use non-linguistic representations!** Make the vocabulary **come alive**, use mnemonic devices, create context and meaning, etc...for deep memory.
3. **Use the vocabulary in every-day language! (36 times in context)**

Language Alive!

Vocabulary for Life

Use It or Lose It!

I so despise pizza every day for lunch!


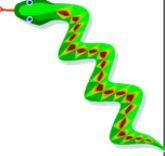
Boys and girls, your teacher is decomposing today! *I am so exhausted!*

We are not going to be sedentary today! The Benhaven playgrounds are USDA approved and ready for play!!

Language Alive!

Vocabulary for Life

Year Long Sorts!

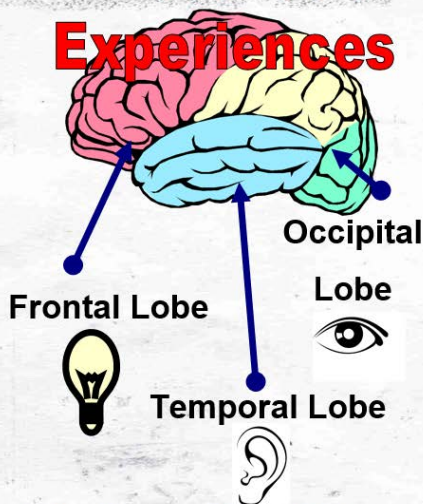
Mammals	Reptiles	Fish	Birds	Amphibians	Arachnids
cow Clifford 	snake 	shark	pigeon loon eagle	frog	Black Widow

Use it or lose it!




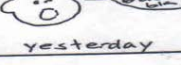




Teacher and students use words all year long!



Kinesthetic Experiences



Episodic Memory

	little
	on
	off
	said
	the
	to
	From
	I

Making the Connections

Accelerate Language and Learning

Chareads

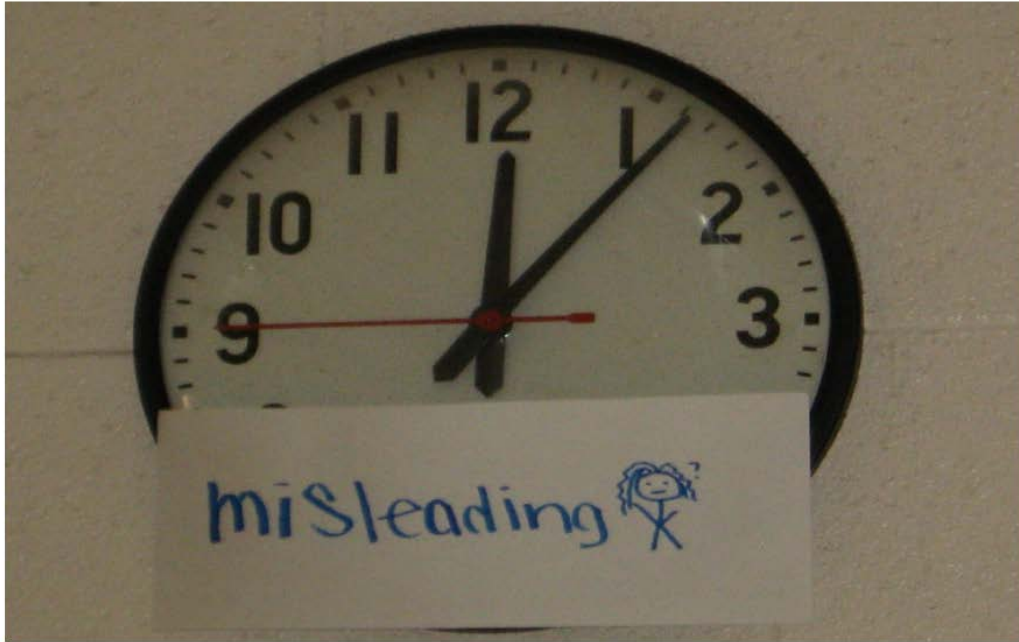
Making the Connections

Accelerate Language and Learning



Making the Connections

Accelerate Language and Learning



GROWING SUCCESS FOR ELLs

ACTIVITY: Frontloading

Partner A: What do you think about chocolate?

Partner B: According to me chocolate is _____.

For the share out:

According to _____ chocolate is _____.

According to me chocolate is _____.



ACTIVITY: Frontloading

(According to the text...)

According to...

With a partner, ask/answer the following question and prepare for the share out.



Making the Connections

Accelerate Language and Learning

What is this?

1. rock -



2. weathering -

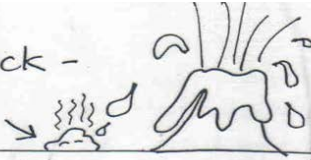



3. erosion -



Student Pictionaries

4. igneous rock -




(ignite - )

When lava cools it makes an igneous rock.

Student Pictionaries

5. sedimentary rock -

(sit - )
Sedentary



Sedimentary rocks are formed when dirt and broken rocks sit on top of other dirt and broken rocks over many years.


Language Alive!

Vocabulary for Life

Train Wreck!



APPENDIX E: SIOP POWERPOINT PRESENTATION



SIOP
Sheltered Instruction Observation Protocol

Introduction



There are, it may be, so many kinds of voices in the world, and none of them is without importance and meaning.

Therefore, if I know not the meaning of the voice, I shall be unto him that speaketh a barbarian, and he that speaketh shall be a barbarian unto me.

Ancient Text, 55 A.D.



Continents of the World



SLOP Introduction...

Making Content
COMPREHENSIBLE!

Content Objectives

Today we will :

- Familiarize ourselves with the SIOP model of instruction
- Gain a deeper understanding of:
 - the at-risk students we serve
 - the link between their success and the SIOP model of instruction



Language Objectives

We will...

- **Evaluate the SIOP model of instruction by:**
 - Getting to know the 8 components through a Trade-Trade-Chat activity
 - Interpreting Best Practice Research and comparing its findings to the 8 components via Jig Saw
- **Analyze the potential power of the SIOP strategies for our at risk students by:**
 - Taking a walk in their shoes
 - Generating a Quick Write based on our new learning



Welcome!



Who are we?

Why are we here?

**What do we hope
to accomplish?**



SIOP Introduction

What is SIOP?

Sheltered **I**nstruction **O**bservation **P**rotocol

- Sheltered Instruction
- Observation Protocol

*Researched lesson components that are
proven to support students'
academic and language needs!*



SIOP



Sheltered Instruction Observation Protocol

Lesson Preparation

*Building
Background*

*Comprehensible
Input*

Strategies

Interactions

*Practice and
Application*

Lesson Delivery

*Review and
Assessment*

8 Components

SIOP: Example Strategy Activity

Trade • Trade → Chat

1. Take a trading card...
2. As the music plays, walk around the room trading cards as quickly as you can...
3. When the music stops, pair up with the closest person...
4. Tell the person as much as you can about the word on your card...

SIOP



Sheltered Instruction Observation Protocol

Lesson Preparation

**Building
Background**

**Comprehensible
Input**

Strategies

Interactions

**Practice and
Application**

Lesson Delivery

**Review and
Assessment**

8 Components

SIOP

Introduction

A researched model of sheltered instruction for LEP students:

*A means for making **grade-level academic content** more **accessible** for LEP students while at the same time promoting their **English language development**.*

Center for Applied Linguistics (CAL)



APPENDIX F: THIRD GRADE HISPANIC STUDENTS

Student ID	Teacher	Diag. 1	Diag. 1 level	diag. 2	diag. 2 level	ESL
5358369163	301	483	gr 2 yellow	504	gr 2 yellow	*
9577662978	307	575	late 3 green	586	late 3 green	
5153664538	304	499	gr 2 yellow	537	E 3 Yellow	
5657698983	303	525	e 3 green	498	gr 2 yellow	
3139245157	304	556	mid 3 green	557	mid 3 green	
7529384554	305	417	gr k red	426	gr 1 red	
1249277868	303	471	Gr 1 Red	514	e 3 green	*
6734315134	304	482	gr 2 yellow	514	e 3 green	*
6689985253	305	481	gr 2 yellow	529	e 3 green	
5164168375	307	475	gr 2 yellow	539	e 3 green	*
4254818327	301	523	e 3 green	534	e 3 green	
3943254119	303	459	Gr 1 Red	526	e 3 green	
1732912653	305	456	Gr 1 Red	514	e 3 green	
9455171856	302	584	late 3 green	584	late 3 green	
1312913436	307	487	gr 2 yellow	517	e 3 green	
5416787384	306	538	e 3 green	578	late 3 green	
1274498511	304	420	Gr 1 Red	408	gr k red	*
3263879847	306	480	gr 2 yellow	485	gr 2 yellow	*
2435734972	302	512	e 3 green	547	mid 3 green	
9447781861	306	496	gr 2 yellow	548	mid 3 green	
6332171189	306	549	mid 3 green	534	E 3 Yellow	
9682941792	302	534	e 3 green	484	gr 2 yellow	*
4419662557	303	576	late 3 green	567	late 3 green	
8348443835	307	481	gr 2 yellow	466	gr 1 red	*
5756753311	307	551	mid 3 green	549	mid 3 green	
6585765966	306	519	e 3 green	502	gr 2 yellow	*
4882257238	303	556	mid 3 green	617	gr 4 green	
9692273679	303	502	gr 2 yellow	495	gr 2 yellow	*
5264181233	305	532	e 3 green	552	mid 3 green	
8891313653	301	564	late 3 green	534	e 3 green	
2783818388	307	453	Gr 1 Red	520	e 3 green	

1185196749	306	504	gr 2 yellow	545	mid 3 green
8785532193	305	539	e 3 green	545	mid 3 green
8785532193	305	539	e 3 yellow	545	mid 3 green

APPENDIX G: FOURTH GRADE HISPANIC STUDENTS 2018-19

Student ID	Teacher	diag 1	diag lv 1	diag 2	diag lv 2	Growth	ESL
5564746953	404	487	gr 2 red	507	gr 3 yellow	20	
7148198755	401	553	gr 3 yellow	569	e 4 green	16	*
1651884757	404	518	gr 3 yellow	515	gr 3 yellow	-3	
8178799162	402	538	gr 3 yellow	542	gr 3 yellow	4	
4698917131	404	577	e 4 green	602	mid 4 green	25	
8564353393	405	513	gr 3 yellow	485	gr 2 red	-27	
7432441715	408	545	gr 3 yellow	553	gr 3 yellow	8	
7925947667	408	534	gr 3 yellow	504	gr 3 yellow	-30	
3372279468	403	575	e 4 green	627	late 4 green	52	*
5481424819	407	457	gr 1 red	457	gr 1 red	0	
1656689898	405	559	e 4 green	600	mid 4 green	1	
5141232891	404	567	e 4 green	602	mid 4 green	35	
7262841963	408	580	mid 4 green	582	mid 4 green	2	
4787715763	404	383	gr k red	366	gr k red	-17	
8168549414	402	486	gr 2 red	472	gr 1 red	-14	*
7125935451	402	552	gr 3 yellow	565	e 4 green	13	
6639564629	408	527	gr 3 yellow	562	e 4 green	35	
6467414462	405	546	gr 3 yellow	559	e 4 green	13	
7224969524	402	526	gr 3 yellow	546	gr 3 yellow	20	
1970053	403	498	gr 3 yellow	499	gr 3 yellow	1	*
12702778	407	488	gr 2 red	453	gr 1 red	-35	*
3511778158	402	533	gr 3 yellow	544	gr 3 yellow	11	
5831236781	408	543	gr 3 yellow	569	e 4 green	26	*
7315367721	407	586	mid 4 green	554	gr 3 yellow	-32	
6878799678	402	501	gr 3 yellow	518	gr 3 yellow	17	*
8172735839	401	584	mid 4 green	623	late 4 green	39	
12736984	404	525	gr 3 yellow	516	gr 3 yellow	-9	*
6892523714	405	459	gr 1 red	486	gr 2 red	27	*
3611525928	404	569	e 4 green	555	gr 3 yellow	-14	
1126967289	404	514	gr 3 yellow	516	gr 3 yellow	2	
3984536569	407	467	gr 1 red	504	gr 3 yellow	37	
7858689797	403	393	gr k red	338	gr k red	-55	*

3295739358	407	330	gr k red	417	gr k red	87	*
4758258368	401	512	gr 3 yellow	540	gr 3 yellow	28	
9335472719	403	455	gr 1 red	479	gr 2 red	24	
9195335153	407	566	e 4 green	591	mid 4 green	25	
1243858877	408	518	gr 3 yellow	534	gr 3 yellow	16	*
5958454943	405	517	gr 3 yellow	534	gr 3 yellow	17	
8468135453	403	571	e 4 green	574	e 4 green	3	
8411573273	404	476	gr 2 red	487	gr 2 red	11	
7492575955	404	591	mid 4 green	579	mid 4 green	-12	
6631656419	405	535	gr 3 yellow	575	e 4 green	40	
1521938792	405	538	gr 3 yellow	543	gr 3 yellow	5	
9742365881	403	508	gr 3 yellow	505	gr 3 yellow	-3	*
7114529767	402	592	mid 4 green	571	e 4 green	-21	

APPENDIX H: FIFTH GRADE HISPANIC STUDENTS 2018-19

Student ID	Teacher	Diag 1	Diag 1 level	Diag 2	Diag 2 Level	Growth	ESL
4735484582	502	544	gr 4 yellow	535	gr 3 red	-9	
12734961	505	570	gr 4 yellow	600	early 5 yellow	30	
12699648	504	483	gr 2 red	526	gr 3 red	43	*
5778344643	502	593	early 5 green	623	mid 5 green	30	
12602478	506	470	gr 1 red	439	gr 1 red	-31	*
12593081	503	505	gr 3 red	574	gr 4 yellow	69	
3465374673	505	505	gr 1 red	476	gr 2 red	9	*
12730354	501	636	late 5 green	630	late 5 green	-6	
6715655359	506	548	gr 4 yellow	556	gr 4 yellow	8	
3748943997	506	596	early 5 green	618	mid 5 green	22	
5468822814	504	555	gr 4 yellow	581	early 5 green	26	
12604756	506	612	mid 5 green	618	mid 5 green	6	
5427445935	501	568	gr 4 yellow	572	gr 4 yellow	4	
1712762761	502	570	gr 4 yellow	586	early 5 green	16	
9773116948	505	566	gr 4 yellow	572	gr 4 yellow	6	
7566124986	504	542	gr 4 yellow	547	gr 4 yellow	6	
1342294211	503	529	gr 3 red	549	gr 4 yellow	20	
7611654659	502	579	gr 4 yellow	515	gr 3 red	-64	
2751874886	503	418	gr k red	445	gr 1 red	27	*
6463382949	503	566	gr 4 yellow	584	early 5 green	18	
12712057	503	558	gr 4 yellow	571	gr 4 yellow	13	*
6171219975	503	567	gr 4 yellow	572	gr 4 yellow	5	
4433925829	501	632	late 5 green	631	late 5 green	-1	
12716370	505	637	late 5 green	656	gr 7 green	19	
12734942	501	569	gr 4 yellow	584	early 5 green	15	
6231933768	503	478	gr 2 red	560	gr 4 yellow	-18	
12716484	505	527	gr 3 red	555	gr 4 yellow	28	
6126213815	501	583	early 5 green	627	mid 5 green	44	

