

Nye County School District

English Learner Plan

Comprehensive Overview of Strategy, Implementation & Student
Achievement Framework

EL Plan Requirements

NRS 388.407 & NAC 388.525-388.555

Item Criteria
EL Policy and Plan Development Criterion
Process
Most recent update and approval by Board of Trustees
List of name/role of stakeholders who participated in the review process
Minimum Component Criteria
Vision/Purpose/Philosophy Statement
Statement of Desired Outcomes/Expectations
Definitions of Terms and Acronyms
Associated Documents
Minimum Content Criteria
Provide for identification of EL students
Provide for the periodic reassessment of English proficiency and applicable content assessments of each EL qualified student
Interim Assessment(s)/Evaluation:
Formal (interpret results of district/school tools relative to EL students' English proficiency levels.)
Informal (evaluate EL students' Academic Language Acquisition progress.)
Classroom Assessment(s)
Design services to eliminate achievement gaps and ensure equitable access to educational programs including:
Use of Data
Leadership and Staffing (eliminate achievement gaps and ensure equitable access)
Curriculum: research-based selection of curricula that consider language development needs of ELs
Professional Development/Learning on English language development pedagogy and practice (eliminate achievement gaps and ensure equitable access)
Language Instruction Educational Programs (LIEP) provided at school/student level
Provide opportunities for parents or legal guardians of ELs to participate in the program and receive required communication
Support parents or legal guardians of English learners to enroll their children in other educational and extra-curricular programs
Describe how English learners with disabilities are supported by English learner specialists

NCSD Stakeholders

Name / Group	Role & Governance Contribution
Genoveva Lopez-Angelo	Assistant Superintendent
David Lamb	EL and Family Engagement District Coordinator
Terri Hee	Site-based Instructional Coach and EL Facilitator
Jennifer Garcia	Site-based Instructional Coach and EL Facilitator
April Sutton	Site-based Administrators
Laurence Blumer	Parent Representatives & EL Advisory Stakeholders

Core Terminology & Standards

Student & Program Terms

EL (English Learner): Student identified as needing language support based on state-approved assessments under Title III ESEA.

EL Program: District-wide method delivering structured language acquisition services to all eligible students.

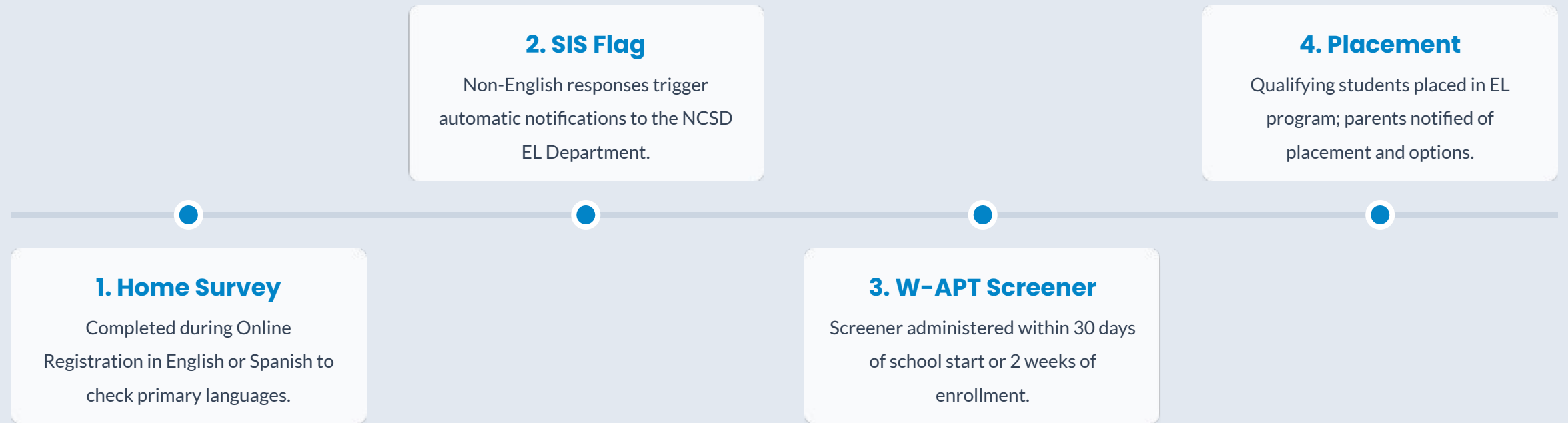
ELAD / TESL Endorsement: State endorsement certifying teachers as highly qualified in English Language Acquisition & Development.

Assessment & Standards

ELPA (English Language Proficiency Assessment): Nevada's approved annual language proficiency assessment instrument.

ELD Standards: Nevada State-approved English Language Development standards, adopting the WIDA Framework across core domains.

Student Identification & Screening



Strategic Vision & Expected Outcomes



Vision

Provide equal educational opportunities to English Learners (ELs) by delivering an EL program aligned with District priority goals, removing language barriers per Nevada and federal law.



Expectations

Maintain explicit emphasis on language and literacy instruction, holding ELs to high academic standards through shared responsibility among students, educators, and families.



Key Outcomes

Ensure every EL student graduates college/career ready, achieves rapid English language proficiency, and meets Nevada State academic standards.

Sound Educational Theory



Integrated Skill Delivery: Language development occurs naturally when language learning objectives directly support academic content standards.



Sociocultural Theory: Grounded in Vygotsky's theory, emphasizing social interaction, scaffolding, and collaborative learning across Listening, Speaking, Reading, and Writing.



Asset-Based Approach: Instruction actively leverages students' linguistic, cultural, experiential, and social-emotional backgrounds as assets. This is congruent with WIDA's Can-do Philosophy.



Collaborative Coaching Model: Learning efficacy increases as content teachers partner continuously with Instructional Coaches and EL Facilitators.

Rights & Program Exit Criteria

Parents' Right to Refuse Services

Parents may decline direct EL program services annually. However, under federal law, identified EL students must still participate in annual WIDA ACCESS testing until proficiency is achieved.

Exit & Reclassification Criteria

Primary Exit Criterion: Composite score of **4.5 or higher** on the annual ELPA.

Secondary Option: Score of 4.0–4.4 combined with proficiency on annual state high-stakes content assessments.

Exited students are reclassified as Former EL and monitored for **4 full years** to ensure ongoing academic success.

2025–2026 Exit Statistics

- 27 Students scored 4.5 or higher
- 6 NAA students exited
- 2 students exited alternatively



Reassessment & Progress Evaluation

Formal State & District Testing

Annual ELPA: All EL students assessed annually using WIDA ACCESS or Alternate ACCESS (for IEP students).

Content Testing: Participation in state assessments using designated linguistic supports that maintain test validity.

Data Disaggregation: Site-level review of Adequate Growth Percentiles (AGP) and disaggregated data for ELs with disabilities.

Informal & Classroom Evaluation

WIDA CAN-DO Descriptors: Formative tools used by teachers to differentiate instruction based on language levels.

Asset-based Portfolios: Quarterly reviews of student portfolios created collaboratively by teachers, facilitators, and parents.

PLC Triangulation: Weekly grade-level PLC data disaggregation to adjust classroom instruction dynamically.

Closing Achievement Gaps

Equitable Program Access

EL students have full and equal access to Advanced Placement (AP), Dual-Credit classes, and Special Education services.

Criteria for advanced programs are reviewed regularly to eliminate unnecessary barriers to entry based on language proficiency.

Data-Driven School Improvement

The District EL Coordinator collaborates with site School Performance Program (SPP) teams to review ELPA trends and interim classroom metrics.

Resource allocation and teacher professional development are continuously refined based on state AMAO accountability performance.

Instructional Models & Leadership



Structured Discourse

Content teachers make instruction comprehensible via structured academic discourse. Complies with Assembly Bill 335 training requirements for licensed educators.



Standards-Based Tier 1

Aligned with NEPF standards: accessing prior knowledge, multiple representations, structured discourse, metacognition, and scaffolded assessments.



Coaching & Facilitation

EL Facilitators coach classroom teachers, co-plan lessons, manage testing, and lead district-wide professional learning communities (PLCs).

Family Outreach & Engagement



Mandated Parent Communications: Written notifications provided in accessible languages regarding screening, placement, ELPA scores, and program exit.



Multilingual Interpretation Services: Translation tools and in-person interpreters made available for conferences, IEP meetings, and district events.



Parent Advisory Participation: Active recruitment of EL parents for the EL Stakeholder Committee and District decision-making bodies.



Family Engagement Events: School sites host dedicated annual EL family engagement events and structured parent-teacher conferences.

Questions & Discussion

Thank you for your leadership and dedication to the students of Nye County School District.

Nye County School District — English Learner Department

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Coordinator