

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current Florida Department of Education (FDOE) [Database Manuals](#). *(Check all that apply)*

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- Maintenance and Developmental Bilingual Education
- Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

Sheltered English and Sheltered-Core/Basic Subject Areas:

ELLs are grouped by grade levels and receive comprehensible instruction from teachers in Language Arts through ESOL. Bilingual teachers or paraprofessionals provide native language support. Other subject area instruction is provided by a teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students are mainstreamed in classes such as art, music, and physical education.

Mainstream/Inclusion:

Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. ELLs receive comprehensible instruction through ESOL instructional strategies. Language skills are developed through the content areas (i.e. language arts, math, science, social studies).

Dual Language

The Dual Language Program will begin in Kindergarten or First Grade. Students who participate in the program will continue at the next grade level the following year. Students will learn the second language in context. Language Arts, Social Studies and Math are taught in English and the target language.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

Regardless of the approach implemented, ELLs receive instruction that is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate standards,

benchmarks, and course descriptions. Textbooks and other instructional materials used with ELLs are the same as those used with non-ELLs in the same grade. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book.

How does the LEA determine if the instructional models are positively affecting student performance?

The Bilingual/ESOL Department works collaboratively with Principals and School Performance & Accountability Directors to monitor data, scheduling, and the identification of the appropriate instructional model. If the instructional model implemented does not show positive student performance, a different model is considered.

How are ELLs assured equal access to all programs, services and facilities that are available to non-ELLs?

The Bilingual/ESOL Department reviews ELL class schedules as part of school monitoring visits. The District office works closely with School Performance & Accountability Directors responsible for overseeing schools and Principals to ensure that ELLs are provided equal access to all programs and facilities. District Bilingual/ESOL administrators and ESOL Instructional Facilitators are available to assist schools in ensuring that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in Gifted, Honors, College Preparatory, and Advanced Placement courses. Information addressing instruction of ELLs is also provided through face to face and web based ESOL Contact meetings and trainings.

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

ELLs receive instruction using ESOL Instructional Strategies. School site administrators are responsible for monitoring the implementation and documentation of ESOL strategies by the classroom teacher. Evidence is obtained during classroom observations, evaluations and classroom walk-throughs, including review of documentation/notation in lesson plans, and evidence of appropriate use of materials and audiovisuals. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book using the codes from the District's ESOL Instructional Strategies Matrix.

The following are some of the approaches used by teachers to ensure that comprehensible instruction is provided for the ELLs:

- Teacher/paraprofessional-student interaction in both languages when possible
- Curriculum is structured so that prior knowledge is considered.
- Methods and materials used in the program reflect second language acquisition strategies and needs.
- All subject matter is introduced in English, using ESOL instructional strategies, to ensure comprehensible instruction.

It is the responsibility of the teacher to ensure the student understands the instruction being provided.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs? What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

To ensure that instruction provided to ELLs is equal in amount, sequence and scope, the school principal and guidance department staff or designee, take appropriate steps in the placement of ELLs. Programmatic assessment and academic placement reviews are documented on the ELL folder at time of entry and prior to placement into the ESOL program. District staff is available to assist schools in ensuring that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in honors, college preparatory, and advanced placement courses. Information addressing instruction of ELLs is also provided through face to face and web-based ESOL Contact meetings and trainings. School administrators conduct ongoing classroom visitations and walk-throughs.

Program goals, objectives, and content of the curriculum for ELLs must be the same in scope, sequence and quality as the instruction provided to non-ELLs. ELLs must meet the standards, established by the Florida Department of Education. This is accomplished by following the curricula frameworks and by the utilization of the following resources:

- Grade-level State/District adopted materials
- District-recommended supplementary ESOL materials
- Content area textbooks in the student’s native language may be used
- ESOL Instructional Strategies Matrix and Addendum
- Developmental Language Arts ESOL – Reading Units of Study
- WIDA Framework and Resources available at www.wida.us
- CPALMS

Instructional delivery, not content, is tailored to meet the needs of ELLs. Teachers of social studies, science, mathematics and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training, as required by the State. Teachers of Language Arts/Reading and elementary grades are also certified in their areas, and are required by the state to obtain the ESOL Endorsement, which is added to their Florida State Teaching Certificate.

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? (Check all that apply)

- Student Portfolios
- Other Criterion Referenced Test (Specify) _____
- Native Language Assessment (Specify) Running Records in Spanish (grades K-2)
- LEA/school-wide assessments (Specify) District Performance Tasks

Other (Specify) FAIR, assessments within instructional programs such as but not limited to iStation, IReady, Imagine Learning

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

Yes Please provide a link to the LEA's SPP with specifics to ELLs highlighted.
Policy 6000.1 www.broward.k12.fl.us/sbbcpolicies/index.asp

No (Specify) _____

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

ELLs in third grade who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Parents must be notified in their home language, when feasible.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

Formal retention recommendations for ELLs requires the review and approval by an ELL committee, in which the parent must be invited (Meta Consent Decree, 1990)

- ELLs cannot be retained solely due to lack of proficiency in English.
- Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student's ELL Plan.