English for Speakers of Other Languages (ESOL) Program

Introduction to ESOL (description)

Vision: Support our culturally diverse population to compete in a global workforce.

Mission: The Bilingual/ESOL Department is committed to providing rigorous academics, promoting community involvement, and delivering quality services to English Language Learners(ELLs), multilingual families, schools, and district offices.

The goal of the ESOL Program is to ensure that all students, entering Broward County Public Schools with varying levels of limited English proficiency, receive comparable and comprehensible instruction. This instruction helps these students to develop communicative and academic skills necessary for meeting national, state, and district educational standards.

All schools with students classified as English Language Learners (ELL) must provide an appropriate ESOL program to meet the specific students' needs in language learning, academic achievement, and in cultural integration.

Students in the ESOL program are required to meet the same curriculum standards as non-ELLs in English/Language Arts and content area instruction. The content of the curriculum is established by the Florida Standards. ESOL strategies, supplementary materials, and native language assistance are used to ensure that comprehensible instruction is being provided to every ELL.

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Student Achievement	• Proficiency and Learning Gains on ACCESS for ELLs: By June 2022, scores in each grade level will return to pre-pandemic levels or higher.	• Proficiency and Learning Gains on ACCESS for ELLs: By June 2024, scores in each grade level will increase by 2% over the previous year.	• Proficiency and Learning Gains on ACCESS for ELLs: By June 2026, scores in each grade level will increase by 2% over the previous year.
Student Achievement Action Plan	**Focus: Instructional Materials** • ELL students are exposed to the same content/core curriculum as their native peers. ELL support in Year 1 consists of assisting classroom teachers in becoming knowledgeable about the process of acquiring a second language including the WIDA Framework , and how to deliver culturally relevant content, literacy, and language instruction. • Orient teachers, coaches, and school leaders on the framework and components of the newly adopted core curriculum.	**Focus: Strengthening the Core (Tier 1 Instruction)** • Strengthen Tier 1 instruction by providing evidence-based supplemental materials, including but not limited to, supplemental books, manipulatives, and native language supplemental materials to aid in making content comprehensible. • Support teachers in the facilitation of targeted practices to increase English language proficiency in each of the language domains(listening, speaking, reading and writing), and to scaffold	**Focus: Accelerating Students' Learning** • Provide meaningful opportunities for students to demonstrate their knowledge through inquiry-based research that requires critical thinking, collaboration, and effective oral and written communication. • Extend the opportunity for schools to implement a Language Enrichment Camp (LEC) for ELLs in reading, mathematics, writing and/or science. • Extend the opportunity to participate in the ESOL Academic Competition which provides an opportunity for

	• Assist classroom teachers and system leaders to effectively plan for and implement ELD components of the newly adopted core curriculum to make content comprehensible for ELLs.	the need to read complex texts and meet high standards of literacy. • Promote the use of Imagine Learning and ELLevation Strategies to supplement the core textbook and integrate more authentic reading, writing, listening, and speaking opportunities into every content lesson. • Support teachers' pedagogy and focus on language acquisition using the WIDA Framework.	ELLs of all language proficiency levels to practice and showcase their English language skills in front of peers and adults and to be acknowledged and celebrated for their growth toward English proficiency.	

Secondary Focus: Developmental Language Arts-ESOL (DLA) Course Grades 6-12
Instructional Materials
- Assist classroom teachers and school-based administrators with the Implementation of newly adopted core and intervention materials with fidelity
- Assist classroom teachers with integrating research-based best practices to help students learn by determining what students must know and scaffolding instruction using the WIDA Can Do Descriptors
- Promote the use of Imagine Learning, ELLevation Strategies and Action Magazine to supplement the core textbook and integrate more authentic reading, writing, listening, and speaking opportunities into every content lesson. DLA teachers will participate in specialized training allowing them to further expand and deepen their knowledge of program application.
- Provide supplemental services including a Bilingual Counselor to increase student achievement and increase graduation rate among ELLs across the District. The Bilingual Counselor works with the Guidance Department to promote, inform, and engage students and their families in activities in order to impact graduation rate of ELLs.

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Professional Development	PD in Year 1 will focus on the implementation of the new curriculum, standards, and assessments with a focus on language acquisition.	By Year 3, PD will focus on ESOL instructional strategies and the use of supplemental instructional materials, based on areas of need, revealed by the data, and continue the Year 1 PD focus for new teachers.	By Year 5, PD will be differentiated by ongoing progress monitoring and focus group data. Year 3 and Year 1 PD opportunities will continue for new teachers.
Professional Development Action Plan	• The Bilingual ESOL Department Master Plans will be updated to reflect the goals listed above. • PD will be designed to reflect the topics of need and flexibly scheduled to allow for greater access to teachers. • Data from ACCESS for ELLs, and from school visits will be used to identify PD areas of need. • PD opportunities for ESOL Endorsement coursework will continue to be reviewed and updated to reflect current pedagogy.		
Professional Development Progress Monitoring	• Ongoing monitoring of Professional Learning Feedback in LAB. • Survey data will be analyzed for extent to which the PD offerings are meeting the needs of teachers. • The ESOL Master Plan is assessed using the process detailed by PDSS twice per year.		

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
School Support	• Provide additional teachers, funded by Title III, to schools with a significant ELL population to work exclusively with ELLs. They provide content support in the home language, with the implementation of the WIDA Framework, and the K-12 ESOL Program Plan, contributing towards ELL progress. This support includes coaching and modeling effective lessons, follow-up support to professional development, and additional small group instruction • Parent workshops will be offered at the schools with the highest ELL population and organized in collaboration with community-based organizations for ELL families. Topics such as knowledge of educational system, supporting literacy skills for their children at home, and acculturation are included. ELL Family Literacy Nights will demonstrate an increase in knowledge of the educational system. • Schools receive varying levels of support by ESOL Instructional Facilitators(IFs), as determined by compliance requirements, student data and teacher professional learning needs. • School support requests are submitted via Online Bookings. • Parent workshops are offered at the secondary schools with the highest ELL population and organized in collaboration with community-based organizations for ELL familes. Topics such as Graduation requirements, Road to College, Transition to Middle and High School, and others.		
School Support Action Plan	• Individualized Support Plans include the following: Members participating in plan development, rationale for support, review of pertinent school data (assessment and observational), audience receiving support, description of support, and format of support (PL, Training, Support). • Based on the school's individualized plan, support is provided either virtually through Teams or in-person at the school site and is scheduled during staff planning times before, during, or after school; during the school day; or during after-school hours, based on school choice.		

School Support Progress Monitoring	• Monitoring of school support for ELA/Reading is multi-faceted and ever-evolving. The main forms of monitoring include:
	    ○ Review of reports from ELLevation
	    ○ Support documentation in OSPA Central database and Title III Log Database
	    ○ School site visits
	    ○ Collaborative visits with OSPA Cadre Directors		

Area	Year 1 (2021-2022)	Year 3 (2023-2024)	Year 5 (2025-2026)
Communication	Communication in Year 1 will focus on the elements of the plan being delivered coherently across departments and establishing two-way communication channels between the schools and district departments.	Communication in Year 3 will focus on the elements of the plan being coherently delivered to the parents and the community and strengthen the communication channels established in Year 1.	Communication in Year 5 will focus on building sustainable partnerships with the community for mutually reinforcing outcomes and strengthen the communication channels established in Year 1 and 3.
Communication Action Plan	Communication regarding curriculum, assessment/data, professional development, and support from the Bilingual/ESOL department is represented via a wide variety of forms and methods. • District trained language interpreters and translators provide support services to District offices, schools, students and parents. Schools can also request the assistance of these interpreters and translators from the Bilingual/ESOL Department.Interpreters assist at parent conferences, ESE staffing, ELL Committee meetings, and other pertinent meetings where heritage language assistance might be needed. • The Bilingual/ESOL Department offers training for interpreters and users of interpreter services to work together effectively in serving ELL students' and families.		

	• The Bilingual/ESOL Department employs full-time translators who translate district-wide forms and documents that are sent home in the three major languages: Haitian Creole, Portuguese, and Spanish. Below is a listing of communication tools and avenues designed to ensure that all schools, teachers, and administrators receive information in a clear, concise, and timely manner: • Updates at level Principal and Assistant Principal Meetings including Charter Schools • Department Meetings • ESOL Contact Meetings (Touch Base Tuesdays) • Bilingual/ESOL SharePoint site • Cross-Department Collaborations • Yammer • Parent University • ESOL Parent Leadership Steering Committee • ESOL Parent Leadership Council • Social Media: Twitter and Facebook • ESOL Supporting English Language Learners(ELLs) – Canvas course open to public to accommodate Charter Schools and Parents Additionally, Bilingual ESOL continues to: • Develop and sustain Community Partnerships. • Partner with the Office of Communications to design effective external communication strategies.
Communication Progress Monitoring	• Data generated will be used to monitor the two-way communication between the district and schools. • Agendas from the meetings listed above and feedback forms where applicable. • Collect artifacts from community partnerships.

Professional Learning Opportunities

Background: ESOL is defined as English for Speakers of Other Languages. There are multiple facets of the ESOL program, which guide our decision-making, including Compliance and Instruction, based on State and District guidelines. As Broward County Public Schools (BCPS) endeavors to meet the needs of the whole child, our primary stakeholders include ESOL Contacts, instructional staff, and other school-based and District personnel.

Purpose: ESOL Contacts, Educators and leadership personnel at school and district levels are responsible for improving the academic performance of ELLs. Based on our students' current needs, the goal of ESOL is to increase the effectiveness of instructional practices and adherence to State and Federal guidelines.

In accordance with our ESOL Master Plan, the Bilingual/ESOL Department prepares and facilitates professional learning opportunities to provide tailored learning experiences for ESOL Contacts, Educators of ELLs, including teacher assistants, and District administrators.

ESOL Contact Desired Outcomes:
1.1 ESOL Contact will identify ELLs to ensure provision of appropriate services
1.2 ESOL Contact will monitor English Language Learners to ensure provision of appropriate services through ELLevation, a secure web-based software platform designed for educators and the ELLs they serve. It informs instruction through data analysis to facilitate differentiation, enables collaboration amongst teachers, and includes recommended instructional strategies.
1.3 Desired Outcome: ESOL Contact disseminates information/data about ELLs to all stakeholders

Educator Desired Outcomes:
2.1 Educators of ELLs will use Florida Standards and ELD Standards (WIDA Framework) to provide appropriate and comprehensible English language instruction, on grade level, to meet academic and language proficiency needs.
2.2 Educators comprehend the social and cultural context of teaching English Language Learners (ELLs) as it relates to new language acquisition

District and School-Based Administrators
3.1 Leaders will implement WIDA Standards/Framework to facilitate academic achievement of ELLs.

Professional learning initiatives continue to be offered and designed to develop knowledge of language acquisition and skills of educators of ELLs.

Instructional (K-12)		Compliance (K-12)
ESOL Best Practices for Paraprofessionals	ESOL Imagine Language & Literacy	ESOL ELLevation & Curriculum (New ESOL Contacts)
ESOL Culturally Responsive Instruction	ESOL Scaffolded Instruction for Paraprofessionals	ESOL ELLevation & Curriculum Refresher (Returning ESOL Contacts)

ESOL Curriculum & Instruction in DLA 6-12	ESOL SIOP for International Academies	ESOL Guidelines to Interpret/Translate
ESOL Elevating Instruction for ELLs K-5	ESOL Tips for Engaging with ELLs	IPT Professional Development
ESOL ELLevation InClass Strategies	Various Webinars	

World Languages
Introduction to World Languages (description)

The World Languages Program plays a unique role in capturing the breadth of human diversity. In this increasing globalized world, being multilingual is a necessary skill. Learning a second or third language improves the student's opportunities to compete in today's job market. The goal of the World Languages program is to prepare students to become role players in today's job market. The World Languages Programs prepares teachers to incorporate the three global

World Languages Advanced Placement Student Passing Scores

Area	Year 1	Year 3
Student Achievement	• Increase student participation in AP courses by 2% • Proficiency: AP scores will increase by 2%	• Increase student participation in AP courses by 2% • Proficiency: AP Scores will increase by 2 %

Professional Development Action Plan:

Area	Year 1	Year 3
Professional Development	PD in Year 1 will focus on the implementation of the new curriculum and assessments.	By Year 3, PD will focus on instructional strategies and pedagogy aimed at increasing language communication skills
Professional Development Action Plan	• Master Plan will be updated yearly. • PD will be designed to reflect the topics of need and flexibly scheduled to allow for greater access to teachers. • AP data, and data from school visits will be used to identify PD topics of need. • PD opportunities will be sequenced to address teacher learning needs.	
Professional Development Progress Monitoring	• Ongoing monitoring of Professional Learning Feedback in LAB. • Survey data will be analyzed for extent to which the PD offerings are meeting the needs of teachers. • Ongoing support for new teachers via school visits or TEAMS.	

Area	Year 1 (2021-2022)	Year 3 (2023-2024)
Communication	Communication in Year 1 will focus on the elements of the plan being delivered coherently across to all world languages teachers and schools and establishing two-way communication channels between the schools and district WL program.	Communication in Year 3 will focus on the elements of the plan being coherently delivered to the parents and the community and strengthen the communication channels established in Year 1.
Communication Action Plan	• Communication regarding curriculum, assessment/data, professional development, and support from the world languages program is represented via a wide variety of forms and methods. Below is a listing of communication tools and avenues	

	designed to ensure that all schools, world languages teachers, and administrators receive information in a clear, concise, and timely manner:
	• Elementary and Secondary updates at level Principal and Assistant Principal Meetings • WL Department Meetings • WL SharePoint sites • Yammer • Elementary Charter School OneDrive
Communication Progress Monitoring	Agendas from the meetings listed above and feedback forms where applicable. Highlights of the meetings distributed to teachers

Area	Year 1 (2021-2022) Year 3 (2023-2024)
School Support	World Languages: • World Languages Teachers receive varying levels of support, as determined by AP data and teacher professional learning needs. • School support requests are submitted via email, phone call. • Once a request for support is made, the curriculum supervisor contacts the stakeholder requesting the support to develop a plan of action.
School Support Action Plan	World Languages: • Based on the school's individualized Action Plan, support is provided either virtually through Teams or in-person at the school site and is scheduled during staff planning times before, during, or after school; during the school day; or during after-school hours, based on school choice. • Individualized Teacher Support include the following: curriculum implementation, use of Canvas.
School Support Progress Monitoring	The main forms of monitoring include: • School site visits • Collaborative visits

Dual Language Program

Introduction to Dual Language (Description)

The BCPS Dual Language Program is a division of the Bilingual/ESOL Department offering a school-within-a-school approach to second language acquisition. The program's goal is to provide students the opportunity to become fully bilingual and biliterate by teaching listening, speaking, reading and writing skills in both English and the target language. Dual Language or Two-Way-Immersion (TWI) Programs are those in which two languages are used for instruction: English and another language. The program adheres to the State of Florida's high expectations and standards for all students, while providing standards-based instruction, in both English and the second language, for both English-speaking students and students whose native language is other than English.

Based on language acquisition research, the District recommends students start the program in Kindergarten. Students who participate in the program for one year will continue in the next grade level. Upon successful completion of the program in 5th grade and

demonstration of native language proficiency, students can continue with world language classes for native speakers in middle school and beyond. In the long term, students in the Dual Language Program are on a Pathway to Biliteracy, with the goal of attaining the Florida State Seal of Biliteracy at graduation.

We provide for professional learning, materials and support to all Broward County elementary, middle, and high schools, as well as educational centers and K-8/6-12 schools. We address the need to develop multilingual skills necessary to fully participate and compete in an increasingly globalized world. Learning a second or third language improves students' opportunities to compete in today's job market. The District's Dual Language strategy makes the most of the critical language-learning period during primary and intermediate grades. By deepening fluency in two languages and across multiple subject areas. Dual Language students will complete elementary school prepared to enter world language curriculum pathways for native speakers in secondary school.

Area	Year 1 (2021-2022)	Year 3 (2024-2025)	Year 5 (2026-2027)
Student Achievement	• <u>Proficiency on FSA for Dual Language students:</u> By June 2022, scores in each grade level will return to pre-pandemic levels or higher.	• <u>Proficiency on FSA for Dual Language students:</u> By June 2025, scores in each grade level will increase by 5% or higher over the previous year.	• <u>Proficiency on FSA for Dual Language students:</u> By June 2027, scores in each grade level will increase by 5% or higher over the previous year.

Area	Year 1 (2021-2022)	Year 3 (2024-2025)	Year 5 (2026-2027)
Professional Development	PD in Year 1 will focus on the implementation of the new curriculum, standards, and assessments.	By Year 3, PD will focus on instructional strategies and pedagogy aimed at the instructional gaps revealed by the data and continue the Year 1 PD focus for new teachers.	By year 5, PD will be differentiated by ongoing progress monitoring and focus group data. Year 3 and Year 1 PD opportunities will continue for new teachers.
Professional Development Action Plan	• The Dual Language Program Innovative Configuration has been updated to reflect the goals listed above. • PD will be designed to reflect the topics of need and flexibly scheduled to allow for greater access to teachers. • Data from FSA, student progress monitoring data, Focus Group data, and data from school visits will be used to identify PD topics of need. • PD opportunities will be sequenced into Playlists that are differentiated based on teacher learning needs.		
Professional Development Progress Monitoring	• Ongoing monitoring of Professional Learning Feedback in LAB. • Focus Group data will be analyzed for extent to which the PD offerings are meeting the needs of teachers. • The Dual Language Program Innovative Configuration is assessed using the process detailed by PDSS twice per year.		

Area	Year 1 (2021-2022)	Year 3 (2024-2025)	Year 5 (2026-2027)
Communication	• Communication in Year 1 will focus on the elements of the plan being delivered coherently across departments and establishing two-way communication channels between the schools and district departments.	Communication in Year 3 will focus on the elements of the plan being coherently delivered to the parents and the community and strengthen the communication channels established in Year 1.	Communication in Year 5 will focus on building sustainable partnerships with the community for mutually reinforcing outcomes and strengthen the communication channels established in Year 1 and 3.

Communication Action Plan	Communication regarding curriculum, assessment/data, professional development, and support from the Dual Language program is represented via a wide variety of forms and methods. • District offices, schools, students and parents. Schools can also request the assistance of instructional facilitators via bookings, email or phone calls. • Below is a listing of communication tools and avenues designed to ensure that all schools, teachers, and administrators receive information in a clear, concise, and timely manner: • Dual Language Liaison meetings (What's up Wednesdays) • Dual Language SharePoint site • Cross-Department Collaborations • Yammer • Social Media: Twitter and Facebook Dual Language – Canvas course open to public to accommodate Charter Schools and Parents
Communication Progress Monitoring	• Data generated will be used to monitor the two-way communication between the district and schools. • Agendas from the meetings listed above and feedback forms where applicable. • Collect artifacts from community partnerships.

Area	Year 1 (2021-2022)	Year 3 (2024-2025)	Year 5 (2026-2027)
School Support	• Elementary schools receive varying levels of support, as determined by student data and teacher professional learning needs. • School support requests are submitted via a bookings request via Outlook. • Requests vary according to the specific needs of the school and/or Instructional Facilitator being requested.		
School Support Action Plan	• Based on the school's individualized Action Plan, support is provided either virtually through Teams or in-person at the school site and is scheduled during staff planning times before, during, or after school; during the school day; or during after-school hours, based on school choice. • Individualized Support Plans include the following: Members participating in plan development, rationale for support, review of pertinent school data (assessment and observational), audience receiving support, description of support, and format of support (PL, Training, Support). • Individual school support plans may also incorporate school-based professional development sessions, support for PLCs, collaborative walk-through visits, and coaching assistance.		

School Support Progress Monitoring	• Monitoring of school's Dual Language program is multi-faceted and ever-evolving. The main forms of monitoring include:
	   o Instructional focus Maps
	   o School site visits
	   o Modeling & Coaching		

Professional Learning Opportunities

Dual Language Program (K-12)	
Dual Guided Reading In Target Language K-2	Dual Language Integration Strategies

Dual Guided Reading In Target Language 3-5	Dual Language Spanish Accents & Grammar
Dual Language SLA BEST Align & Assess	Istation for Dual Language Teachers
Dual Language Curriculum & Instruction	Navigating StemScopes for Dual Language
Dual Language Curriculum Online	Various Webinars

Extended Instruction and Learning Opportunities

Activity	Description	Resources
School-based Extended Learning Opportunities	School-based afterschool Just Elevate Dual Language Instruction (JEDI) camps will occur in multiple schools. Specific strategies and skill remediation can be addressed in this small group environment.	• JEDI District curriculum using Istation resources • Benchmark Adelante RTi tools