

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 can be found in the current Florida Department of Education (FDOE) database manuals on the FDOE website. *(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.

K-12 ESOL Instructional Plan <https://www.browardschools.com/Page/38599>

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 begins 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 is observed during classroom visits, through lesson plans, through use of materials audiovisuals, and through grade book notations. All teachers of ELLs must document the ESOL strategies used for each lesson.

ELLs must not be failed if appropriate instructional strategies, materials, and assessments have not been provided to meet their needs. Students cannot be retained based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing and math. School based administrators, guidance counselor and district staff are responsible for monitoring and ensuring comprehensible instruction.

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

The Bilingual/ESOL Department works collaboratively with school-based Leadership Teams and Directors and staff from the Office of School Performance & Accountability to monitor data, scheduling, and the identification of the appropriate instructional model. ELLs academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff review instructional models' success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELLs. Teacher input is also requested. 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 school-based administrator(s) and counselor(s) are responsible for ensuring ELLs have equal access to all school programs, services and facilities, and ELLs are afforded the same rights as their non-ELL peers.

The Bilingual/ESOL Department reviews ELL class schedules as part of school monitoring visits. The District office works closely with Directors from the Office of School Performance & Accountability responsible for overseeing schools and Principals to ensure 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 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 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 scaffolded 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. Teachers are encouraged to receive additional training in the areas of Differentiated Instruction and ESOL strategies. Students are given support either individually or in small groups, based on student need, in order to target specific weaknesses identified by ACCESS for ELLs, IPT, FAIR, FSA, BAS, EOC, etc.

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

- *Teacher/paraprofessional-student interaction in both languages when possible*
- *Curriculum is structured with consideration of prior knowledge.*
- *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 and scaffolds, to ensure comprehensible instruction.*
- *Use of WIDA CAN DO descriptors.*

It is the responsibility of the teacher to ensure the student understands the content and standards being taught during the course.

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 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 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 provided through face to face and web based ESOL Contact meetings and trainings. School administrators conduct ongoing classroom visitations and walk-throughs. District staff also conducts regular monitoring visits and provides modeling and curriculum development support.

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 supplemental 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 <https://wida.wisc.edu/>*
- *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) _____
- ☒ LEA/school-wide assessments (Specify) _____
- ☒ Other (Specify) FAIR, BAS, assessments within instructional software 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.
<https://web01.browardschools.com/sbbcpolicies/docs/Policy%206000.1%20Student%20Progression%20Plan.pdf>

☐ 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. The ELL committee may exempt students in grade 3 from mandatory retention for good cause if ELLs have received less than 2 years of instruction (based on DEUSS) in an ESOL program. Decisions must be made by an ELL committee recommendation, including input from parents, teachers, and support staff. Interruption of Services.

School and district administrators may consider if the good cause exemption is also appropriate for ELLs traveling in and out of the country, who have not had two years of instruction in an English for Speakers of Other Languages program. (Section 1008.25(6).F.S)

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.*