



MASTER PLAN

ESOL

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ESOL Department

Vision

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

Mission

The ESOL Department is committed to providing rigorous academics, promoting community involvement, and delivering quality services to English Language Learners, multilingual families, schools, and district offices.

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 bear the responsibility of improving academic performance of ELLs. Based on our students' current needs (see needs assessment above), the goal of ESOL is to increase the effectiveness of instructional practices and adherence to State and Federal guidelines.

The Bilingual/ESOL Department is preparing groups of activities intended to provide tailored experiences for ESOL Contacts, Educators of ELLs, and District administrators. In addition, professional learning initiatives continue to be offered and designed in order to develop knowledge and skills of educators of ELLs throughout the District.

Legislative Changes

Legislative changes have impacted our means of evaluation. The *Every Student Succeeds Act* (ESSA) was signed by President Obama on December 10, 2015. The new law reauthorized the Elementary and Secondary Education Act (ESEA) and revised the No Child Left Behind (NCLB) Act of 2002. ESSA continues to focus on the goal of fully preparing all students for success in college and careers.

Source: U.S. Department of Education, <http://www.ed.gov/essa>

Prior to the enactment of ESSA, under NCLB, Annual Measurable Achievement Objectives (AMAO's) were used to monitor progress of ELLs, using the Comprehensive English Language Learning Assessment (CELLA). CELLA was last administered in Spring, 2015. Beginning in 2016, WIDA ACCESS 2.0 for ELLs will be used to monitor academic progress of ELLs.

The State of Florida is no longer required to submit AMAO data collected for the 2014-15, 2015-16, and the 2016-17 school year. However, **Florida is required to report, for example, the number and target number of ELLs making progress and ELLs attaining proficiency** on the State's annual English language proficiency assessment. Florida State Government officials in Tallahassee are working on how we will report performance results of ELLs.

AMAO Overview under NCLB		
AMAO 1	<p>Progress toward English Language Acquisition as measured by an annual assessment.</p> <p>Percent of K-12 students making gains in the language domains of Listening/Speaking, Writing, & Reading.</p>	In order to meet AMAO 1, the district must demonstrate that a certain percentage of ELLs are making gains in each domain
AMAO 2	<p>English Language Acquisition Proficiency as measured by an annual assessment</p> <p>Percent of each grade cluster of students who score proficient in <u>each</u> of the language domains</p>	In order to meet AMAO 2, a certain percentage of ELLs are proficient in <u>all</u> three domains.
AMAO 3	<p>Proficiency in Reading & Math as measured by State assessments</p>	In order to meet AMAO 3, a certain percentage of ELLs are proficient in Reading and Math.

Needs Assessment

We await the receipt of ACCESS 2.0 scores and will amend the needs assessment when applicable.

Elementary (K-5)

Based on Comprehensive English Language Learning Assessment (CELLA) results, about 41% of K-2 ELLs scored proficient in each domain (Listening/Speaking, Reading, & Writing), while 19% of 3-5 ELLs scored proficient. Broward's K-2 ELLs are exceeding state objectives by 19% while grades 3-5 ELLs are performing at 7% below the state's minimum objective in all domains of CELLA.

Secondary (6-12)

Based on CELLA results, about 20% of secondary ELLs scored proficient in each domain (Listening/Speaking, Reading & Writing). Broward's ELLs are performing at 5% below the state's minimum objective in all domains of CELLA.

Role of the ESOL Contact

Each school location is responsible for designating an ESOL Contact. The duties and responsibilities of the ESOL Contact are ultimately up to the school-based administrator.

However, in order to effectively monitor the ESOL Program and the academic achievement of ELLs, ESOL Contacts should:

Disseminate information and correspondence received from the ESOL Department regarding ESOL Program Curriculum and compliance

Attend all ESOL Curriculum Contact meetings and share information with administrators and staff

Coordinate and convene the ELL Committee as needed and send notification inviting parents and other appropriate personnel

Complete, maintain and update ELLevation and the English Language Learner (ELL) folder with all appropriate supporting documentation

Collaborate with guidance staff to complete and document the programmatic assessment and academic placement information in the ELL folder

Collaborate with the Information Management Technician (IMT) to ensure correlation between ELLevation and TERMS;

Follow federal, state and School Board policies and regulations regarding ELLs and the ESOL Program.

This is not an all-inclusive list, but it provides an overview of the ESOL Contact's role.

Role of the Educator of ELLs

Foster a positive learning environment

Integrate Social Emotional Learning, cultural sensitivity, and the needs of the whole child in instruction

Implement World-Class Instructional Design & Assessment (WIDA) English Language Development standards and the Can Do Philosophy

Provide personalized and differentiated learning experiences

Instruct on grade level with scaffolds as needed based on formative assessments

Access first language, skills and background knowledge of students

Implement research-based ESOL instructional strategies

Integrate academic vocabulary development

Strategically implement instruction in the 4 language domains of listening, speaking, reading, and writing.

This is not an all-inclusive list.

Role of School/District Leadership

Assist schools with the effective implementation of District and State guidelines, high quality instruction and student mastery of Florida State Standards and English Language Development Standards (WIDA Framework) in a safe and positive learning environment.

Glossary

ACCESS 2.0 for ELLs - Assessing Comprehension and Communication in English State-to-State for English Language Learners

ACT - American College Test

AMAO – Annual Measurable Achievement Objectives

BSA – Broward Standards Assessment

CELLA – Comprehensive English Language Learning Assessment

Comprehensible Input – Using speech that is appropriate for students’ language proficiency. Making the explanation of the task clear using step-by-step manner with visuals and a variety of techniques to make content concepts understandable. Teachers need to focus attention on enunciation, such as rate of speech, repetition, the use of concise language (decreasing figurative language), paraphrasing and the use of gestures.

ELD – English Language Development Standards

ELL - English Language Learner

ELlevation – A secure web-based system for documentation that oversees and monitors ESOL services for ELLs.

ELlevation InClass – 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.

ELL Folder – English Language Learner Folder

EOC - End of Course Exams

ESSA – Every Student Succeeds Act

FCAT - Florida Comprehensive Assessment Test

FSA – Florida State Assessment

IMT/IMS – Information Management Technician/ Information Management Specialist

IPT - IDEA Proficiency Test

META Consent - Multicultural Education, Training, and Advocacy

SAT - Scholastic Achievement Test

Technology – may include Digital Books, Computer Software, Document Camera, Interactive White boards, Tablets, Translation Devices

Title III – Federal funding through No Child Left Behind of Supplemental Instructional Services to increase English proficiency of ELLs. Also includes increasing parental and communication participation in the educational experience of ELLs.

WIDA – World Class Instructional Design & Assessment

ESOL Contact			
Desired Outcome 1.1: ESOL Contact will identify ELLs to ensure provision of appropriate services.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Coaches/Mentors other ESOL Contacts</p> <p>Oversees administration of language proficiency assessment</p> <p>Demonstrates comprehensive knowledge of Sections 1-4 of the District ELL Plan</p> <ol style="list-style-type: none"> 1. Identification 2. English Language Proficiency Annual Assessment (Placement) 3. Programmatic Assessment 4. Comprehensive Program Requirements and Student Instruction <p>Utilizes ELLevation to its full potential</p>	<p>Administers language proficiency assessment to all prospective students to determine ESOL Program eligibility</p> <p>Completes all required documentation and notification for provision of services</p> <p>Demonstrates developing knowledge of sections 1-4 of District ELL Plan</p> <p>Utilize ELLevation for reports, Documentation, ELL Committee Meetings, ELL Plan Updates, creation of letters</p>	<p>Identifies all prospective students (based on Home Language Survey (HLS) responses) to determine ESOL Program eligibility</p> <p>Determines language classification to ensure proper placement</p> <p>Demonstrates foundational knowledge of ESOL Program components (Assessments, Language Classifications, ELL Folder, ELL Committee)</p> <p>Utilize ELLevation to monitor data from TERMS</p>	<p>Lacks knowledge of how to identify prospective ELLs.</p>

Desired Outcome 1.2: ESOL Contact will monitor English Language Learners to ensure provision of appropriate services through ELLevation.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Analyzes results of formative and summative assessments to make instructional recommendations</p> <p>Demonstrates comprehensive knowledge of Sections 5-7 and 11 of the District ELL Plan:</p> <ul style="list-style-type: none"> 5. Statewide Assessments 6. English Language Proficiency Assessment (Exit) 7. Monitoring Procedures 1. Extension of Services 	<p>Differentiates between Annual Reviews and Reevaluations</p> <p>Convenes ELL Committee on schedule based on student need</p> <p>Initiates and convenes ELL Committee meetings, providing instructional recommendations based on input provided.</p> <p>Uses formative and summative data to monitor progress</p> <p>Communicates with parents/guardians regarding continuation of services or program exit</p> <p>Maintains ELL Plans</p> <p>Demonstrates developing knowledge of sections 5-7 and 11 of District ELL Plan</p>	<p>Demonstrates foundational knowledge of annual monitoring requirement for ELLs</p> <p>Initiates and convenes ELL Committee meetings on ELLevation</p>	<p>Lacks knowledge of how to monitor services for ELLs</p> <p>Fails to participate in relevant professional learning</p>

Desired Outcome 1.3: ESOL Contact disseminates information/data about ELLs to all stakeholders.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Serves as a liaison between the school personnel and community</p> <p>Demonstrates comprehensive knowledge of Section 10 (Personnel Training) of the District ELL Plan to share ESOL training requirements</p> <p>Takes initiative to seek additional professional development opportunities and resources</p> <p>Facilitates collaboration with other ESOL Contacts</p> <p>Shares best practices for the improvement of services for ELLs</p>	<p>Disseminates information and/or data with all relevant stakeholders, including teachers, parents, administrators, and IMT/IMS</p> <p>Consistently communicates with IMT/IMS to ensure accuracy of records in TERMS</p> <p>Demonstrates comprehensive knowledge of Section 10 (Personnel Training) of the District ELL Plan to share ESOL training requirements</p> <p>Share results of formative and summative assessments for instructional recommendations to administrators and teachers</p> <p>Utilizes ESOL Program handbook to guide decision-making process</p> <p>Collaborates with other ESOL Contacts and the Bilingual//ESOL Department</p>	<p>Serves as a liaison between the ESOL Department and the school</p> <p>Ensures that all instructional staff members have access to the ESOL Instructional Strategies Matrix, Addendum, WIDA CAN DO Descriptors, ELlevation InClass and ELlevation Instructional Strategies</p> <p>Communicates with IMT/IMS to ensure accuracy of records in TERMS</p> <p>Completes New/Returning ESOL Contact Qualification(IPT*, ELlevation, and Curriculum & Compliance)</p> <p>Participates in ESOL Contact informational sessions</p> <p>Accesses ESOL Program Handbook as to inform decision-making</p>	<p>Lacks knowledge of information/data to be disseminated</p>

Data Collection Plan			
ESOL CONTACT	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
Quality and fidelity of implementation of professional learning & of learners when return to sites workshop	ELlevation Report My Learning Plan Feedback Form End-of-Year survey	1 x/ PD 1x/PD 1 x /PD	Bilingual/ESOL Director
Impact on Practice (teaching)	ELlevation InClass Report My Learning Plan Feedback Form	2x/yr October & February of school year	Bilingual/ESOL Director
Impact on Student Achievement	ACCESS for ELLs 2.0	1x/yr	Bilingual/ESOL Director

Educators			
Desired Outcome 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.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Utilize formative and summative assessment to inform instructional practices</p> <p>Reflect on best practices to ensure rigorous content and language standards are attainable through vertically aligned standards-based instruction</p> <p>Sustain a model learning environment where ELLs are authentically engaged during instruction</p> <p>Demonstrate knowledge of the relationship between language acquisition, test scores, lesson planning and innovative delivery.</p>	<p>Collect academic data to monitor ELL performance on a regular basis</p> <p>Scaffold lessons that break down complex tasks using research-based ESOL instructional strategies</p> <p>Adapt daily classroom instruction and assessments utilizing the WIDA CAN DO Descriptors</p> <p>Pose a range of high level questions designed to challenge ELLs in thoughtful, genuine discourse in the development of the four domains of language (listening, speaking, reading, and writing)</p> <p>Identify and implement possible instructional interventions or enrichment for ELLs, including instructional technologies.</p>	<p>Utilize state/district student data reports to differentiate instruction based on ELLs' Language classification and academic readiness</p> <p>Use strategies from ESOL Instructional Strategies Matrix and Addendum to differentiate and personalize instructional delivery</p> <p>Provide appropriate accommodations during instruction and assessments</p> <p>Plan and implement lessons using supplemental materials and technology</p> <p>Integrate new knowledge into teaching and learning practices.</p>	<p>Do not demonstrate use of instructional strategies to meet ELLs' individual learning needs.</p>

Desired Outcome 2.2: Educators comprehend the social and cultural context of teaching English Language Learners (ELLs) as it relates to new language acquisition.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Sustain an exemplary, model learning environment that promotes diversity during the process of language acquisition and academic achievement</p> <p>Facilitate collaboration and communication among colleagues, parents, community, and other stakeholders in order to foster cultural awareness.</p>	<p>Apply strategies that create cross cultural competence and promote cross cultural sensitivity among students and all stakeholders</p> <p>Apply pedagogical theories that are related to the effects of culture in language learning and academic achievement for ELLs.</p>	<p>Identify and comprehend the nature and role culture, cultural groups, and individual cultural identities</p> <p>Establish an environment where students take risks, learn from their mistakes, and understand that effort leads to growth in language acquisition</p> <p>Promote positive intercultural communication in classrooms</p> <p>Demonstrate sensitivity to the culture and beliefs of divers learners and their families</p> <p>Seek effective teaching pedagogy from colleagues and other professionals to meet the diverse needs of ELLs.</p>	<p>Does not comprehend the implications of social and cultural context.</p>

Data Collection Plan			
ESOL Educator	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
Quality and Fidelity of Implementation	Check student, parent survey for question items	Annually	Bilingual/ESOL Director
	ESOL On-Site Analysis	Annually	Bilingual/ESOL Director
Impact on Practice	ELlevation InClass Reports My Learning Plan ESOL Contact Survey Coaching Comprehensive Assessment Log(CAL)	Annually	Bilingual/ESOL Director
Impact on Student Achievement	ACCESS 2.0 for ELLs	Annually	Bilingual/ESOL Director
	Title III Annual Evaluation	Annually	Bilingual/ESOL Director
	FSA	Annually	Bilingual/ESOL Director
	SEL survey	Annually	Bilingual/ESOL Director

Broward County District and School-based Leaders			
Desired Outcome 3.1: Leaders will implement WIDA Standards/Framework to facilitate academic achievement of ELLs.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Identify model classrooms to support development of high quality instruction of ELLs, providing opportunities for virtual or actual visits</p> <p>Apply strategies that create cross cultural competence and promote cross cultural sensitivity among students and all stakeholders</p> <p>Demonstrate integration of ELD's with Florida State Standards and daily content instruction, on grade level.</p>	<p>Utilize state/district student data reports to identify needs and differentiate instruction based on ELLs' Language classification and academic readiness</p> <p>Model scaffolded lessons that break down complex tasks using research-based ESOL instructional strategies and CAN DO Descriptors.</p> <p>Design culturally sensitive formative assessments and learning opportunities.</p> <p>Pose a range of high level questions designed to challenge ELLs in thoughtful, genuine discourse in the development of the four language domains (listening, speaking, reading, and writing)</p> <p>Apply pedagogical theories that are related to the effects of culture in language learning and academic achievement for ELLs.</p>	<p>Plan and implement PD using supplemental materials and technology</p> <p>Use WIDA CAN DO Descriptors to guide lesson planning</p> <p>Integrate new knowledge into teaching and learning practices</p> <p>Identify and implement instructional interventions and enrichment for ELLs, including instructional technologies.</p> <p>Establish an environment where students take risks, learn from their mistakes, and understand that effort leads to growth in language acquisition.</p>	<p>Mention the use of research-based ESOL instructional strategies</p> <p>Fails to participate in relevant professional learning.</p>

Data Collection Plan			
School/District	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
Quality and Fidelity of Implementation	Usage Report (e.g. Achieve 3000, iStation)	Quarterly	Bilingual/ESOL Director
	Student/Parent survey for question items	Annually	Bilingual/ESOL Director
	ESOL On-Site Analysis	Annually	Bilingual/ESOL Director
	BSA	See calendar	Bilingual/ESOL Director
Impact on Practice	ELLevation InClass Reports	Annually	Bilingual/ESOL Director
	ESOL Contact Survey	Annually	Bilingual/ESOL Director
Impact on Student Achievement	ACCESS 2.0 for ELLs	Annually	Bilingual/ESOL Director
	Title III Annual Evaluation	Annually	Bilingual/ESOL Director
	FSA	Annually	Bilingual/ESOL Director
	SEL survey	Annually	Bilingual/ESOL Director

Mid-Year and End of Year Evaluation Plan

Quality and Fidelity of Implementation

Participant	Middle of Year Evaluation	End of Year Evaluation
ESOL Contact	ELlevation Usage Report (e.g. # of meetings # of ELLs, # of immigrants)	ACCESS for ELLs 2.0 FSA EOC
Educator	ELlevation InClass Reports ELlevation Instructional Strategies Reports Progress Monitoring Reports BSA(Reading)	ACCESS for ELLs 2.0 FSA EOC
District/School-based leaders	ELlevation InClass Reports ELlevation Instructional Strategies Reports Progress Monitoring Reports BSA(Reading)	ACCESS for ELLs 2.0 FSA EOC
	ELlevation InClass Reports ELlevation Instructional Strategies Reports Progress Monitoring Reports BSA(Reading)	ESOL Contact Surveys ACCESS for ELLs 2.0 FSA EOC

Impact on Practice

Participant	Middle of Year Evaluation	End of Year Evaluation
ESOL Contact	ELlevation InClass Reports ELlevation Instructional Strategies Reports Progress Monitoring Reports BSA(Reading)	ESOL Contact Surveys ACCESS for ELLs 2.0 FSA EOC
Educator	ELlevation InClass Reports ELlevation Instructional Strategies Reports Progress Monitoring Reports BSA(Reading)	ESOL Contact Surveys ACCESS for ELLs 2.0 FSA EOC
District/School-based leaders	ELlevation InClass Reports ELlevation Instructional Strategies Reports Progress Monitoring Reports BSA(Reading)	ESOL Contact Surveys ACCESS for ELLs 2.0 FSA EOC

Impact on Student Achievement		
Participant	Middle of Year Evaluation	End of Year Evaluation
ESOL Contact	ELlevation InClass Reports ELlevation Instructional Strategies Reports Progress Monitoring Reports BSA(Reading)	ESOL Contact Surveys ACCESS for ELLs 2.0 FSA EOC
Educator	ELlevation InClass Reports ELlevation Instructional Strategies Reports Progress Monitoring Reports BSA(Reading)	ESOL Contact Surveys ACCESS for ELLs 2.0 FSA EOC
District/School-based leaders	ELlevation InClass Reports ELlevation Instructional Strategies Reports Progress Monitoring Reports BSA(Reading)	ESOL Contact Surveys ACCESS for ELLs 2.0 FSA EOC