MASTER PLAN

ESOL

2024-2025

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Bilingual/ESOL Department
Vision
Support our culturally diverse population to compete in a global workforce.
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Mission

The Bilingual/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 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. Being knowledgeable about a student's English language proficiency level and other key information guides instructional decision-making including the implementation of research-based ESOL strategies to meet them where they are. Professional learning opportunities incorporate essential information to guide these data-driven decisions and make content comprehensible, as required by Florida's META Consent Decree. In part, the Meta Consent decree provides state guidelines to ensure ELLs are provided comprehensible instruction.

The Bilingual/ESOL Department prepares groups of activities intended to provide tailored experiences for ESOL Contacts, Educators of ELLs, and District administrators. Professional learning initiatives continue to be designed and offered to develop knowledge and skills of educators of ELLs throughout the district.

Legislative Changes

We continue to review and implement updates based on the House Bills which impact educational decision-making. Many bills went into effect July 1, 2022.
https://www.flsenate.gov/Committees/billsummaries/2022/html/2825

Florida's state ESSA plan adopted in September, 2018, advances the underlying purpose of the Elementary and Secondary Education Act (ESEA) and its amendments to:

- Hold all students to high academic standards
- Prepare all students for success in college and career
- Guarantee that steps are taken to help students and their schools improve
- Hold schools accountable for student outcomes.

In part, the plan establishes a monitoring system of the academic achievement of English Language Learners. The subgroups Florida includes for reporting purposes are:

- economically disadvantaged students;
- students from major racial and ethnic groups (White, Black, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska native, and two or more races);
- children with disabilities; and
- **English Language Learners**

The plan requires monitoring of English proficiency levels, based on ACCESS for ELLs, and performance in ELA, Math, Science, and Civics assessments. Learning gains in each academic area are included in the progress monitoring of ELLs annually as well. In addition to the subgroups required by ESSA, Florida includes an additional subgroup in the state's school and district accountability system. The lowest-performing 25% of students in ELA and Mathematics learning gains is the additional subgroup. The rationale for including this subgroup is to encourage schools and districts to focus on providing support to the lowest-performing students regardless of other subgroup membership.

Regardless of the ESOL status of LY, LF, LA, or LZ, students are part of the progress monitoring process in ESSA. As of April 2024, in BCPS, approximately 7,300 students are within the segment of the ESSA monitoring process identified with an ESOL status of LA. The progression is an LY becomes an LF when exited from the program and is monitored by school-based personnel for 2 years to ensure success. Then, the student is monitored for 2 more years by the State, designated as an LA. LZ is the final designation.

2027 Strategic Plan – Goals & Guardrails
The ESOL Master Plan is in alignment with the district's 2022-2027 Strategic Plan. Our collective "goal is to improve what students know and can do with the knowledge and skills Broward County Public Schools provide to succeed in the future." https://www.browardschools.com/Page/35711

The Bilingual/ESOL department mirrors the "student outcomes-focused" approach to "improve what students know and can do." The WIDA Can Do Descriptors are integrated in professional learning opportunities to foster an asset-based approach to the instruction of ELLs. The Can Do Descriptors focus on what ELLs can do at different stages of English language development in the content areas. They are often used to help educators differentiate instruction using what students can do with language at their proficiency level.

We continue to leverage data to guide decision-making as well. Our staff consistently reflects on how we can improve our students' experiences. In the Bilingual ESOL Department, that reflection transfers to all stakeholders. In 2023-24 over 97% of the professional learning feedback fell in the strongly agree and agree categories. We are pleased with these results. We work diligently to prepare meaningful professional learning opportunities and consistently seek new strategies and approaches to meet the needs of our adult learners.

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, to effectively monitor the ESOL Program and the academic achievement of ELLs, ESOL Contacts should:
- Disseminate information and correspondence received from the Bilingual/ESOL Department regarding ESOL Program curricula 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 school counselors 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 the SIS
- 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 student success strategies, cultural sensitivity, and the needs of the whole child in instruction
- Implement WIDA's English Language Development (ELD) 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 using 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 content area standards and English Language Development Standards (WIDA Framework) in a safe and positive learning environment.

Glossary

ACCESS for ELLs - Assessing Comprehension and Communication in English State-to-State for English Language Learners. WIDA's summative assessment which assesses the four language domains of Listening, Speaking, Reading and Writing.

ACT - American College Test

B.E.S.T. Standards – Benchmarks for Excellent Student Thinking

BSA – Broward Standards Assessment

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 Strategies – 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

FAST – Florida Assessment of Student Thinking – A computer-based assessment measuring student progress in reading and math three times a year.

FSA – Florida Standards Assessment

IMT/IMS – Information Management Technician/ Information Management Specialist

IPT - IDEA Proficiency Test

LY - The student is an active English Language Learner and is actively enrolled in classes designed for English Language Learners.

LP - Based on the response(s) to the Home Language Survey (HLS), potential ELLs who are enrolled will be coded LP (student is in grades K-12th, "yes" is marked for any of the 3 HLS questions and is pending initial placement assessment).

LF - The student is being monitored for a two-year period after being exited from the ESOL

program.

LA – The student is being monitored for a two-year period by the State/Federal governments for ESSA.

META Consent - Multicultural Education, Training, and Advocacy

SAT - Scholastic Achievement Test

SIS – Student Information System (FOCUS is replacing TERMS)

Technology – May include on-line language, literacy, and math programs used by K–12 students, Digital Books, Computer Software, Document Camera, Interactive White boards, Tablets, and Translation Devices

Title III – Federal funding focusing on providing supplemental professional development to teachers of ELLs, and on providing scientifically research-based academic programs to assist ELL academic achievement and English language acquisition. Also includes increasing parental/guardian engagement in the educational experience of ELLs and fostering more communication with families.

WIDA Consortium- The state of Florida is a member of the WIDA Consortium. It is made up of 41 U.S. states, territories and federal agencies dedicated to the research, design and implementation of a high-quality, culturally and linguistically appropriate system to support English language learners in K-12 contexts. This comprehensive system, based on research and educator feedback, is built on standards, assessments and professional learning.

Needs Assessment

Florida's ultimate goal is to transition ELLs to English proficiency in as few years as possible. This is supported by research showing that ELLs who matriculate out of ESOL programs in fewer years have better academic outcomes.

As of April, 2024, 35,418 ELLs (LY) (14.1% of BCPS enrollment) are enrolled in BCPS and 10,926 former ELLs (LF) are being monitored for the requisite 2-year period. This translates to 46,344 students who must receive accommodations during instruction and state assessments.

In the 2022-2023 school year, all students in Florida transitioned to being assessed on F.A.S.T. – Florida's Assessment of Student Thinking, using Florida's Benchmarks for Excellent Student Thinking - B.E.S.T. standards.

In Florida, English Language Learners' progress in achieving *English Language Proficiency* is calculated as the percentage of ELLs who increase their composite proficiency level on the Kindergarten ACCESS for ELLs or the ACCESS for ELLs assessment to the next highest whole number. Students who remain at a composite score of 4, 5 or 6 are also counted as making progress. Students included in the calculation will be K-12th grade ELLs enrolled in the ESOL program who have a valid score on the Kindergarten ACCESS for ELLs or the ACCESS for ELLs in both the prior and current year and who are full-year enrolled in the current year.

DATA: Broward County Public Schools (BCPS) ALL GRADES

	ACCESS for ELLs Trend Data in BCPS						
	2024	**2023**	**2022**	**2021**	**2020**	**2019**	**2018**
% Proficient (Levels 4, 5, & 6)	14.7	14.9	19.1	20.1	22.2	22.3	24.6
% Making Progress	56.6	54.9	56.2	49.2	59.1	60.1	60.5

Source: ACCESS Dashboard (Research, Evaluation & Accountability)

Percent of ELLs Proficient:

In BCPS, 14.7**%** of ELLs scored proficient in English based on 2024 ACCESS for ELLs results, 0.2% fewer than in 2023. BCPS achieved 0.9% better than the state average. In order to be considered proficient in English, students must score Level 4 or higher in both the Reading domain and in the Overall composite score (Language Domains: Listening/Speaking/Reading/Writing).

Percent of ELLs Making Progress:

In BCPS, **56.6%** of ELLs made progress in achieving English proficiency, an increase of 1.7%. Students are classified as making progress if results demonstrate an increase of a whole number composite proficiency level or remain a composite score of 4, 5, and 6, and do not decrease a level.

The Department has set a goal of 60% of ELLs making progress by the end of the 2024-25 school year.

Exiting from ESOL

Florida's timeline for students to achieve English language proficiency is five or fewer years, with the emphasis on fewer years based on the needs of the individual student. Florida's ELLs may exit the program if they score level 4 or above on the English language proficiency assessment and score at least a 4 on the Reading subtest, and if they are in a tested grade level for ELA and score at level 3 or above on the ELA assessment (Rules 6A-6.09021 and 6A-6.0903, F.A.C.). (ESSA State Plan)

Students who have achieved English language proficiency in one year are exited from the program. Students who need to remain in the program longer to attain proficiency, receive the support longer and remain in the program until English language proficiency is attained. Florida's Rule 6A-6.09022, F.A.C., requires that students who need to receive ELL services for longer than three years must have an evaluation by the ELL committee to re-evaluate their progress toward English language proficiency. Once a student is in the program for three years, this evaluation must occur annually. The committee will review whether the student is eligible for exiting using state-approved criteria; if so, the student will be exited from the program. If the student is not English language proficient yet, the student is not exited from the program and the committee will refer the student to the appropriate services to attain English language proficiency.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan to include Teachers, Teacher Leaders, and Administrators.

Desired Outcomes and Performance Indicators

1.0 ESOL Contact			
1.1 Desired Outcome: ESOL Contact will identify ELLs to ensure provision of appropriate services.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Coaches/Mentors other ESOL Contacts Oversees administration of language proficiency assessment Demonstrates comprehensive knowledge of Sections 1-4 of the District ELL Plan 1. Identification 2. English Language Proficiency Annual Assessment (Placement) 3. Programmatic Assessment 4. Comprehensive Program Requirements and Student Instruction Utilizes ELLevation to its full potential	Administers language proficiency assessment to all prospective students to determine ESOL Program eligibility Completes all required documentation and notification for provision of services Demonstrates developing knowledge of sections 1-4 of District ELL Plan Utilize ELLevation for reports, Documentation, ELL Committee Meetings, ELL Plan Updates, creation of letters	Identifies all prospective students (based on Home Language Survey (HLS) responses) to determine ESOL Program eligibility Determines language classification to ensure proper placement Demonstrates foundational knowledge of ESOL Program components (Assessments, Language Classifications, ELL Folder, ELL Committee) Utilize ELLevation to monitor data from the Student Information System (SIS)	Lacks knowledge of how to identify prospective ELLs.

1.2 Desired Outcome: 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
Analyzes results of formative and summative assessments to make instructional recommendations Demonstrates comprehensive knowledge of Sections 5-7 and 11 of the District ELL Plan: 1. Statewide Assessments 2. English Language Proficiency Assessment (Exit) 3. Monitoring Procedures 1. Extension of Services	Differentiates between Annual Reviews and Reevaluations Convenes ELL Committee on schedule based on student need Initiates and convenes ELL Committee meetings, providing instructional recommendations based on input provided. Uses formative and summative data to monitor progress Communicates with parents/guardians regarding continuation of services or program exit Maintains ELL Plans Demonstrates developing knowledge of sections 5-7 and 11 of District ELL Plan	Demonstrates foundational knowledge of annual monitoring requirement for ELLs Initiates and convenes ELL Committee meetings on ELLevation	Lacks knowledge of how to monitor services for ELLs Fails to participate in relevant professional learning

1.3 Desired Outcome: ESOL Contact disseminates information/data about ELLs to all stakeholders.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Serves as a liaison between the school personnel and community

Demonstrates comprehensive knowledge of Section 10 (Personnel Training) of the District ELL Plan to share ESOL training requirements

Takes initiative to seek additional professional development opportunities and resources

Facilitates collaboration with other ESOL Contacts

Shares best practices for the improvement of services for ELLs | Disseminates information and/or data with all relevant stakeholders, including teachers, parents, administrators, and IMT/IMS

Consistently communicates with IMT/IMS to ensure accuracy of records in the SIS

Demonstrates comprehensive knowledge of Section 10 (Personnel Training) of the District ELL Plan to share ESOL training requirements

Share results of formative and summative assessments for instructional recommendations to administrators and teachers

Utilizes ESOL Program handbook to guide decision-making process

Collaborates with other ESOL Contacts and the Bilingual//ESOL Department | Serves as a liaison between the ESOL Department and the school
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

Communicates with IMT/IMS to ensure accuracy of records in the SIS

Completes New/Returning ESOL Contact Qualification(IPT*, ELLevation, and Curriculum & Compliance)

Participates in ESOL Contact informational sessions

Accesses ESOL Program Handbook as to inform decision-making | Lacks knowledge of information/data to be disseminated |

Data Collection Plan: ESOL Contact			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	LAB Surveys, Exit Tickets, Implementation, department-created survey	1x/workshop	Bilingual/ESOL Director
2. Participants' Learning	LAB Survey, IF school visit follow-up, department-created survey	1x/workshop	Bilingual/ESOL Director
3. Organizational Supports	On-Site Reviews, Audit findings(if applicable), IF school visit, BCPS Central	2x/yr	Bilingual/ESOL Director
4. Participants' Practice	ELLevation Strategies Report, On-Site Reviews, Audit findings(if applicable), ACCESS for ELLs	1x/yr	Bilingual/ESOL Director
5. Student Outcomes	ACCESS for ELLs, Florida Assessment of Student Thinking (FAST)	2x/yr	Bilingual/ESOL Director

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

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
Sustain an exemplary, model learning environment that promotes diversity during the process of language acquisition and academic achievement

Facilitate collaboration and communication among colleagues, parents, community, and other stakeholders in order to foster cultural awareness. | Apply strategies that create cross cultural competence and promote cross cultural sensitivity among students and all stakeholders

Apply pedagogical theories that are related to the effects of culture in language learning and academic achievement for ELLs. | Identify and comprehend the nature and role culture, cultural groups, and individual cultural identities

Establish an environment where students take risks, learn from their mistakes, and understand that effort leads to growth in language acquisition

Promote positive intercultural communication in classrooms

Demonstrate sensitivity to the culture and beliefs of divers learners and their families

Seek effective teaching pedagogy from colleagues and other professionals to meet the diverse needs of ELLs. | Does not comprehend the implications of social and cultural context. |

Data Collection Plan: Educators			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	LAB Survey, Exit Tickets, Implementation	1x/workshop	Bilingual/ESOL Director
2. Participants' Learning	LAB Survey, IF school visit follow-up, Implementation	1x/workshop	Bilingual/ESOL Director
3. Organizational Supports	OSPA Central, IF Follow Up visits	multiple	Bilingual/ESOL Director
4. Participants' Practice	Imagine Learning diagnostic reports	2x/year	Bilingual/ESOL Director
5. Student Outcomes	ACCESS for ELLs, Florida Assessment of Student Thinking (FAST)	1x/year	Bilingual/ESOL Director

Broward County District and School-based Leaders

3.1 Desired Outcome: Leaders will implement WIDA Standards/Framework to facilitate academic achievement of ELLs.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Identify model classrooms to support development of high quality instruction of ELLs, providing opportunities for virtual or actual visits

Apply strategies that create cross cultural competence and promote cross cultural sensitivity among students and all stakeholders

Demonstrate integration of ELD's with Florida State Standards and daily content instruction, on grade level. | Utilize state/district student data reports to identify needs and differentiate instruction based on ELLs' Language classification and academic readiness

Model scaffolded lessons that break down complex tasks using research-based ESOL instructional strategies and CAN DO Descriptors.

Design culturally sensitive formative assessments and learning opportunities.

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)

Apply pedagogical theories that are related to the effects of culture in language learning and academic achievement for ELLs. | Plan and implement PD using supplemental materials and technology

Use WIDA CAN DO Descriptors to guide lesson planning

Integrate new knowledge into teaching and learning practices

Identify and implement instructional interventions and enrichment for ELLs, including instructional technologies.

Establish an environment where students take risks, learn from their mistakes, and understand that effort leads to growth in language acquisition. | Mention the use of research-based ESOL instructional strategies

Fails to participate in relevant professional learning. |

Data Collection Plan: District & School-Based Leaders			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	LAB Surveys, Exit Tickets, Implementation, department-created survey	1x/workshop	Bilingual/ESOL Director
2. Participants' Learning	LAB Survey, IF school visit follow-up, Implementation	1x/workshop	Bilingual/ESOL Director
3. Organizational Supports	On-Site Reviews, Imagine Learning Diagnostics, Audit findings(if applicable), BCPS Central	1x/workshop	Bilingual/ESOL Director
4. Participants' Practice	ELLevation Strategies Report, On-Site Reviews, Audit findings (if applicable), IF school visit follow-up	1x/yr	Bilingual/ESOL Director
5. Student Outcomes	ACCESS for ELLs, Florida Assessment of Student Thinking (FAST)	1x/yr	Bilingual/ESOL Director

Evaluation Plan

Level 1. Participant Reactions		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
ESOL Contact	Desktop Review, Survey	Desktop Review, Survey, ACCESS for ELLs, FAST
Educators	Imagine Learning diagnostic, Survey	Imagine Learning diagnostic, ACCESS for ELLs, FAST
Broward County District & School-Based Leaders	Imagine Learning diagnostic, Survey	Imagine Learning diagnostic, ACCESS for ELLs, FAST
Level 2. Participant Learning		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
ESOL Contact	Desktop Review, Survey, FAST	Desktop Review, Survey, ACCESS for ELLs
Educators	Imagine Learning diagnostics, FAST	Imagine Learning diagnostic, Survey, ACCESS for ELLs,
Broward County District & School-Based Leaders	Imagine Learning diagnostics	Imagine Learning diagnostic, Survey, ACCESS for ELLs
Level 3. Organizational Support		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
ESOL Contacts	Audit Findings (if applicable), Desktop Review	Desktop Review, ACCESS for ELLs
Educators	Imagine Learning diagnostic,	Imagine Learning diagnostic, ACCESS for ELLs
Broward County District & School-Based Leaders	Imagine Learning diagnostic	Imagine Learning diagnostic,ACCESS for ELLs, FAST
Level 4. Participants' Use of New Knowledge and Skills		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
ESOL Contacts	Audit Findings (if applicable), Desktop Review	Desktop Review, ACCESS for ELLs
Educators	Imagine Learning diagnostics, FAST	Imagine Learning diagnostic, survey, ACCESS for ELLs
Broward County District & School-Based Leaders	Imagine Learning diagnostics, FAST	Imagine Learning diagnostic, survey, ACCESS for ELLs
Level 5. Student Learning Outcomes		
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
ESOL Contacts	Desktop Reviews, Survey, FAST	ACCESS for ELLs, FAST
Educators	Imagine Learning diagnostic, D/F report for ELLs, FAST	ACCESS for ELLs, FAST, Imagine Learning diagnostic

Broward County District & School-Based Leaders	Imagine Learning diagnostic, D/F report for ELLs, FAST	ACCESS for ELLs, FAST, Imagine Learning diagnostics