

English for Speakers of Other Languages (ESOL) Office Strategic Plan
SY2021-2022 through SY2025-2026

QUARTERLY PROGRESS REVIEW – AUGUST 2022

DETAILED RATINGS AND UPDATES PER STRATEGY

Goal 1: Improved Academic Performance for English Learners	Rating
Strategies: Curriculum, monitoring instruction, and data literacy, analysis, and monitoring.	Amber Green
Lead Staff: Ms. Dianne Yohe and Mrs. Karen Irving	
Key updates	By end of school year
<ul style="list-style-type: none"> Data analysis - Determined how to track the baseline and subsequent ESOL Tasks for progress. ESOL Tasks - shifted the administration windows to better support schools by extending reality on the ground for schools by extending Q2 administration and canceling intermittent and end of Q3. ESOL Task Improvement - Showed progress in elementary - about 40% improvement on the speaking and writing tasks. Eduskills – Implemented students’ work sample uploads and scoring reports. Challenge – Administration window had to be adjusted for tasks due to the longer ACCESS window, increased testing overall, and impact due to tasks and use of a new platform. 	<ul style="list-style-type: none"> Data Analysis – Due to a delay in test administration, full analysis of ESOL task data was delayed. ESOL Tasks – End-of-year administration of tasks took place from 5/30/2022-6/10/2022. EduSkills - EdSkills reporting section will be fully operational by the end of the year and the next steps for SY2023 will be identified based on feedback. Data Analysis – Data analysis for Long Term ELs will be conducted by the end of the year.

<p>Goal 2: Increased Capacity of Staff of English Learners - Elementary Strategies: School-based professional development, district-wide professional development, and coaching and mentoring.</p>	<p>Rating Amber Green</p>
<p>Lead Staff: Melissa Kanney, Ed.D.</p>	
<p>Key updates</p> <ul style="list-style-type: none"> Coaching support - Continued and reached almost half of PGCPs schools. Despite challenges with changes in the district due to COVID and teacher vacancies, coaching, and mentoring still remained a focus. The 11 ESOL teacher coaches and ESOL testing coaches have made 1,001 visits to support 94 schools this school year. They have: <ul style="list-style-type: none"> Conducted 233 meetings, Conducted 206 coaching sessions, Conducted 110 informal observations, Led 102 collaborative planning sessions, Support 100 ACCESS sessions, Led 71 professional development sessions, Led 53 lesson planning support sessions, Supported 26 learning walks supported, among other various supports. ESOL Key Strategy Coaching – Supported schools with coaching and mentoring as well as sharing the ESOL Key Strategies across all schools. PGCEA School Support – Coaching and mentoring continued to be completed in schools though shifts were made based on school needs at each level when all PGCEA staff had to support a different school one day a week. Challenge – One of the challenges has been building the capacity of administrators as well as developing the learning walk tool to have a streamlined tool for K-12. 	<p>By end of school year</p> <ul style="list-style-type: none"> ESOL Key Strategy - Due to the extensive work in Goal 2, shifts are being made to break the goal into parts – ESOL Key Strategies, safe schools video, and new high school ESOL programs (see breakouts below).

Goal 2.1: ESOL Key Strategies/Learning Walks		Rating
Strategies: School-based professional development, district-wide professional development, and coaching and mentoring.		Amber Green
Lead Staff: Ms. Miranda Nelson		
Key updates	By end of school year	
<ul style="list-style-type: none"> Implementation of ESOL Key Strategies – ESOL Key Strategies were implemented in phases. <ul style="list-style-type: none"> SY2019-2020 3 ESOL keys were introduced; SY2020-2021 3 ESOL keys were made virtual; and SY2021-2022 3 ESOL keys were expanded to Six ESOL Key Strategies. Currently – Schools have begun picking one of the new three strategies to focus on (primary collaborative conversations). Learning Walks – Elementary has begun ESOL-focused learning walks, and all coaches are supporting school and district-focused learning walks. Learning Walk Tool – A draft of an electronic ESOL learning walk tool is in development to pilot with a few schools beginning in April 2022. ESOL Key Strategies Focused Professional Development. In elementary, focused training was provided for all 400 ESOL teachers. Three-hundred (300) teachers attended training in September and 200 in February (December was canceled due to systemic cancellation of professional development). Secondary training was provided at schools during collaborative planning and through training for content teachers. Deep dive PDs have been completed on the Six Keys (modified organizers, direct vocab instructions, and collaborative). Challenge – Additional opportunities exist to capture a shared view of school-level efforts through growth/improvement and data from learning walks. 	<ul style="list-style-type: none"> Test Learning Walk Tool with a few schools. Provide evening PD for classroom teachers. Determine ESOL Key Strategy focus for SY2023 by coordinating/sharing lessons on implementing the Six Keys Strategies from K – 12. 	

Goal 2.2: Safe Schools Platform		Rating
Strategies: School-based professional development, district-wide professional development, and coaching and mentoring.		Amber Green
Lead Staff: Ms. Virginia Cofie		
Key updates	By end of school year	
<ul style="list-style-type: none"> Development of ESOL Safe Schools Video - Conducted the first meeting to discuss topics to be covered in the video. Safe School Video Exemplar Identification - Reviewed Safe Schools exemplar and have begun to identify objectives and essential pieces to include in the part 1 video for the start of school SY22-23. 	<ul style="list-style-type: none"> Finalize timeline. Collaborate with thought partners. Determine video content. Identify vendor to support the creation of video. 	

Goal 2.3: New High School ESOL Programs		Rating
Strategies: School-based professional development, district-wide professional development, and coaching and mentoring.		Amber Green
Lead Staff: Ms. Erin Graham		
Key updates	By end of school year	
<ul style="list-style-type: none"> Transition Plan - Transition final comprehensive high school's in: SY2022-2023 - 2 schools: Largo, Surrattsville SY2023-2024 - 2 schools: Suitland, Frederick Douglass Other school to consider - new high school (Adelphi). Overall Implementation - Implemented checklist and rough timelines from past transitions used to guide this work. Financial Resources - Identified funding for staffing through SBB and additional materials and instructional resources. Coaching and Support - Planned instructional and leadership support and coaching for professional learning and program support. Introduction of New ESOL Program - Met with leadership teams to provide a program overview and collaborated on master school schedule discussions at Largo and Surrattsville. Communication - Drafted and submitted letters to be sent to impacted families. 	<ul style="list-style-type: none"> Staffing message communicated at department chair meeting. Parent letter sent by April 1. 	

Goal 3: Decreased ESOL Vacancies		Rating
Strategies: Recruitment externally, building teachers within, and student-based budgeting.		Amber Green
Lead Staff: Ms. Kathy Zentek and Ms. Sabrina Steward-Salters		
Key updates	By end of school year	
<ul style="list-style-type: none"> MOUs - Completed and signed all MOUs for all university partnerships. McDaniel Cohort - McDaniel MOU approved and cohort started 3/15/2022. Information Sessions - 2 ESOL information sessions held with 2 hires from the first session. University Recruiting - Letters sent to university contacts inviting graduating students to job fair. ESOL Job Fair - 36 people registered, including people from CPD cohort; 22 people were screened and approved for ESOL positions for SY23. CPD Pathway - 20 of 39 cohort (1-3) members have reported passing Praxis II and becoming ESOL certified. Cohort and CPD Participation - Applications for CPD and master's offerings are strong. Post Baccalaureate Certificate #5 was canceled due to low interest (only 2 applications). Ed.D. Cohort - Ed.D. interviews were conducted and candidates have moved onto phase 3, where applicants apply to University of Maryland for final selection. Challenge - The timeline with all professional development and recruiting efforts needs to be better aligned. Next year, ESOL will backward map using the school calendar plus the transfer window and connect CPD courses with job fair, considering internal vs. external candidate timelines. 	<ul style="list-style-type: none"> CPD Cohort - Current cohort will take ESOL PRAXIS and participate in ESOL screening for teaching jobs for the next school year. CPD Cohort - Update expiring courses and secure CPD course approval from MSDE. CPD Cohort - Plan will be developed to offer CPD classes in the summer with limited interest in teachers for the courses. Exit Survey - Develop a process to ensure the completion of the exit survey. Quarterly Virtual Symposium - Virtual symposium will be held for individuals interested in becoming ESOL teachers. 	

Goal 4: Increased Family and Community Engagement Strategies include: ESOL Parent Nights, Developing a system of support for parents and families, and parent partnership events.	Rating Amber Green
Lead Staff: Ms. Cindy Navarro	
Key updates	By next quarterly update
<ul style="list-style-type: none"> • Phone Lines - Updated phone lines to ensure that registering English Learners are able to contact the International Student Admissions and Enrollment Office with ease. • Equity Leads - Presented to the school-based equity leads, including student/family considerations to navigate English Learner family engagement. • Culturally Responsive and Trauma Sensitive Schools Training - 35 people completed the Hope & Resilience training on culturally responsive and trauma sensitive practices for English Learners. • Cultural Immersion Course - Cultural Immersion course developed to support staff with experiences in the community to increase understanding of student/family ESOL experiences. First cohort was offered in April 2022. • Challenge - ESOL Family Committee work for summer 2022 was dependent on staff availability and interest. Staffing curriculum writing positions for the summer was a challenge due to incentive pay for summer school and this activity needed to be delayed this summer. Forfeiture of this action has resulted in a delay in the availability of streamlined ESOL family night resources for all schools in SY2023. 	<ul style="list-style-type: none"> • Kickoff/invite Family Night committee members for next year. • Offer and use feedback from Parent Engagement Assistant (PEA) training to inform future work. • Include Parent Engagement Committee recruiting information in the ESOL Teacher Weekly Update. • Include information in Principal updates at end of the quarter. • Explore offering a curriculum writing stipend. • Coordinate with the Office of Family and School Partnerships, Office of Community Schools, and Title 1 Office regarding parent engagement activities so as not to duplicate the effort.



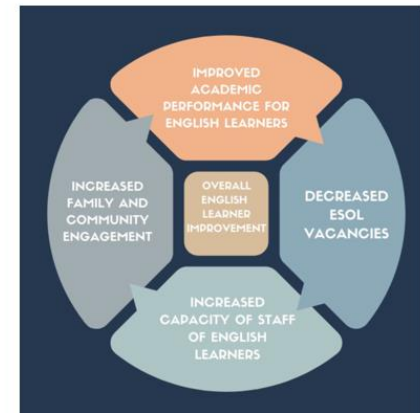
ESOL Office Strategic Plan clearly anchors your work



Core Values

Our core values articulate our key beliefs about students, academic achievement, and the elements necessary to achieve excellence in education and learning.

- ELs at all proficiency levels can achieve at high academic levels.
- With the support of the ESOL department - families, students, and educators share the responsibility for student success.
- High expectations for ELs matched with accommodations and differentiated instruction inspire high performance.
- A culturally responsive environment capitalizes on students' funds of knowledge* and lowers the affective filter*.
- The support of everyone in our community (inclusive of and accessible to all language backgrounds) is essential to the success of our schools and students, and this success enriches our community.
- Continuous development of teachers and leaders of ELs and accountability towards their English language development is essential.



Red (R)	This goal is at risk of not being met and most activities are not on track. Decisions or recommendations from leadership are needed.
Amber Red (AR)	This goal has some activities that may not occur. Specific activities require recommendations from leadership.
Amber Green (AG)	This goal is on track with minor concerns, though some activities require additional focus from the team.
Green (G)	This goal and the activities are on track for successful implementation.