

Springfield Public Schools English Language Learner Recommended Actions and Implementation Plans



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by

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This document has been prepared by the Center for Collaborative Education (CCE) to accompany the *Springfield Public Schools English Language Learners Status Report*. The purpose of the Status Report was to provide information that would assist the Springfield Public Schools to create and implement a coherent district-wide plan of programs and services for ELLs focused on closing the achievement gap between ELLs and native English speaking students. The Status Report contained a comprehensive review of ELL education in the district, using quantitative data provided by the district and qualitative data collected during the Spring of 2010. In order to understand the educational experience of ELLs from entering to exiting the district, the following areas were studied:

- Goals and context for ELLs
- Enrollment by language background
- Identification of students as ELLs
- Placement of ELLs in language programs and special education programs
- Annual assessment of English language acquisition and proficiency
- Reclassification as FLEP
- Instruction of ELLs
- Educational outcomes of ELLs
- Teacher qualifications and professional development

Through the study, CCE found that Springfield Public Schools has taken strong initial steps to improve ELL education by devoting leadership and resources at the district level which will guide reform efforts. By building upon the current strategic plan with measurable goals, giving the ELL department decision-making authority over teaching and learning, identifying schools to focus ELL improvement efforts upon, and increasing the number of teachers who are qualified to teach ELLs, the district is well positioned move its ELL education agenda forward.

The Status Report also found challenges in codifying ELL education policies and procedures, in consistently implementing those policies and procedures, and in monitoring outcomes at the district, school, teacher, and student levels.

Based on the major findings and implications from analysis of the data, the Status Report ended with recommended actions for each of these aspects of ELL education. In this companion document to the Status Report, each recommended action has an accompanying implementation plan, including rationale, responsible offices, implementation steps, measurable outcomes, and timeline. All implementation plans may be initiated immediately, with most plans completed within one school year,

given the mandate, appropriate support, and adequate resources. However, the district may choose to prioritize the recommended actions if staffing and other resources are not immediately available. The actions with an asterisk (*) are considered "quick wins" and may be accomplished within six months. The actions are listed below, in order of the Status Report findings, for reference. The implementation plans for each of the twenty-four recommended actions follow.

DISTRICT CONTEXT AND LEADERSHIP

1. *Develop a plan to share policy and programming information with district offices besides Teaching and Learning, such as Human Resources, Office of Schools, Office of Information, Technology, and Accountability, and Office of Pupil Services, since their roles and responsibilities include specific knowledge about ELL policies, procedures, data, and monitoring (Spring 2011).
2. Develop the district's educational theory, based on research about English language learning, cultural competence, and immigration. The resulting document should be the foundation from which all ELL programming and policy is built.
3. Produce a Springfield Public Schools English Language Learning Policies and Procedures Manual that codifies an English language learner's experience in SPS from entry to exit. This manual will have all documents related to English Language Learners in one place (physically as well as electronically) so that they may be accessed by district staff, school staff, and the public. The manual will make clear to all stakeholders the procedures and policies governing the education of English Language Learners in Springfield. Principals and teachers should have one central guidebook from which to tailor their ELL instructional programs, regardless of home language, English proficiency level, or grade level.

IDENTIFICATION OF ELLS

4. *Replace the current English language proficiency intake test with a more updated one and train and deploy more intake staff to ensure the assessment, identification, and enrollment of ELLs in the most appropriate programs.
5. *Document the process for initial identification of students as LEP and make the information, including forms, notifications, and letters, accessible to all stakeholders. The process should include a system for monitoring the intake process.

PROGRAM PARTICIPATION

6. *Determine the feasibility of designating a few schools at each grade span as language specific sites for SEI programs, for students with limited formal education, and/or for secondary level newcomers.
7. Address disproportionality of LEP enrollment in Special Education programs.

ANNUAL ASSESSMENT

8. Create and implement a policy and system for improving the participation rate of LEP students in annual MEPA testing. Monitor, school by school, participation rates.
9. Develop and codify the process for reporting MEPA results, including subscores, to principals and teachers.

RECLASSIFICATION AND TRANSITION TO CORE CURRICULUM

10. Determine the district's criteria for reclassification, the process for monitoring students who have been reclassified, and the action steps taken when a reclassified student is having difficulty with the core curriculum. Codify this process for the ELL manual.
11. Develop an electronic tracking system for reclassified students that is accessible to district staff, principals, and teachers. FLEP should be logged in a manner that allows the district to distinguish FLEP students from NSOL EP students who were never LEP.
12. Develop a support and intervention plan for FLEP students who, through monitoring, are identified as struggling academically.

INSTRUCTIONAL PROGRAM FOR ELLS

13. *Revise the district's pupil progression plan so that it provides instructional guidance for principals and teachers of students at each MEPA level and each grade span.
14. Revise the documents guiding the curriculum and instruction for the literacy block for both elementary and secondary schools to include educational theory, the district's literacy framework, and illustrations of good practice for differentiating instruction within a classroom. Write one document that has universal design, options for all learners, including ELLs.
15. Conduct school and classroom visits to schools that use innovative methods to educate ELLs well, both within SPS and in other urban MA districts, such as Boston and Worcester, so that models of good instruction are shared with SPS teachers. Ensure that teachers know what instruction looks and feels like for ELLs. This will serve as professional development for teaching the literacy block (core and all tiers).
16. Develop and codify a district-wide universally designed writing process for use in the literacy block that is tied to the texts used.
17. *Focus on rapid English acquisition for LEP students in MEPA levels 1 and 2. Somali ELLs may be progressing through the MEPA performance levels at a slower rate than other students.

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT OF TEACHERS

18. Develop a system to annually conduct meetings with each principal to determine the school's needs and placement of ESL and category trained teachers given its LEP population. Work with administrators and guidance

- staff to support appropriate scheduling for LEP students. If necessary, provide incentives for ESL certified teachers to change buildings
19. Increase the number of teachers and Instructional Leadership Specialists who have received training in SEI Categories 1, 2, and 4.
 20. Support professional learning communities and coaching for teachers of ELLs focused in best instructional strategies, cultural competence, and family engagement.
 21. Increase the number of ESL certified teachers in SPS
 - a. Partner with local higher education institutions to hire new teachers who are ESL certified or dual content/ESL certified
 - b. Partner with local higher education institutions to dually certify current teachers in ESL
 - c. Use underperforming schools funding to provide incentive to current teachers to become ESL certified or signing bonuses for new ESL certified hires

FAMILY ENGAGEMENT

22. *Hire more teachers who speak native languages other than Spanish, place them in language specific schools
23. Create family centers in language specific schools staffed by people who speak the dominant native language
24. Ensure that all parent letters, notifications, and assessment reports are provided in the major native languages of the district

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<p>Action # 1: *Develop a plan to share policy, planning, and programming information with district offices besides Teaching and Learning</p>	<p>Lead Office: Academics</p>	<p>Rationale: Research on urban districts with successful ELL outcomes shows that district leadership for ELLs must have authority and collaboration.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Inform the district staff of the rationale behind restructuring to place ELL within the Academics Office (Fall 2010). 2. Revise organizational charts and public documents accordingly (Fall 2010). 3. Share the <i>Status Report</i> and <i>Recommended Actions and Implementation Plans</i> documents with district staff in a brief presentation, so that all district staff know about them (Fall 2010). 4. For specific implementations plans that involve other district offices, such as Human Resources, Office of Schools, Office of Information, Technology, and Accountability, and Office of Pupil Services, conduct separate meetings to discuss how their roles and responsibilities include specific knowledge and tasks related to ELL policies, procedures, data, and monitoring (Winter/Spring 2011). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Document delineating the roles and responsibilities of the Director of English Language Learning • Organizational chart revised • Plan for ongoing information sharing across district offices • Meeting minutes

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<p>Action # 2: Develop and codify the educational philosophy, principles, and practices that guide the district's programming and policy</p>	<p>Lead Office: Academics</p>	<p>Rationale: The district leadership has not delineated a philosophy driving ELL goals, programming, staffing, and policies. With a statement of its approach to ELL education, other ELL work will have coherence.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Conduct a literature review on research in the areas of English language learning, cultural competence, immigration, language restrictive policies and outcomes, sheltered English instruction, and literacy best practices (Fall 2010). 2. Familiarize staff in the Teaching and Learning department, particularly in ELA and Reading, with the findings of the literature review through presentation and sharing of written findings (Fall 2010). 3. Schedule and convene a facilitated daylong retreat with Academics and successful school principals to draft the educational theory and associated practices that guide the district's programming and policy (Fall 2010). 4. The resulting document becomes the foundation for all ELL programming and policy and should explain the rationale for SEI and other EL programs if they are adopted. 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Findings from literature review • Presentation to Teaching and Learning staff • Document of educational theory and associated practices

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<p>Action # 3: Produce a SPS ELL Policies and Procedures Manual</p>	<p>Lead Offices: Academics and Federal Programs</p>	<p>Rationale: There exist many ELL policies and procedures, but implementation and access to information across the district and schools is inconsistent.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Collect analogous ELL Policies and Procedures manuals from other urban districts, particularly those in language restrictive states (Fall 2010). 2. Review the literature on district ELL policies that make a difference in outcomes (Fall 2010). 3. Collect all state and federal guidance on ELL regulations, laws, policies, and procedures (Fall 2010). 4. Identify ELL directors in other urban MA districts who are interested in sharing their knowledge, dilemmas, and successes with others in a professional learning community (Fall 2010). 5. Identify principals of schools with large proportions of ELLs who are succeeding academically to share their policies with the urban district ELL directors (Fall 2010). 6. Convene a study group of urban district ELL directors and successful principals for structured, facilitated sharing of policies, implementation successes and challenges, and resources monthly (School year 2010-11). 7. Create an electronic platform for the collection of documents for steps 1-3, minutes from step 5, and drafts of the manual (School year 2010-11). 8. Develop a timeline for drafts of each section of the manual (Winter 2011). 9. Draft manual, sharing each section as it is complete with the ELL study group and with SPS district leadership for feedback and guidance (Spring and Summer 2011). 10. Revise, finalize, and produce manual for sharing with the public through the SPS website (Fall 2011). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Compilation of documents from steps 1-3 summarized and loaded onto Endnote and sharing platform such as Google sites for quick reference and citation (already begun by CCE). • Meeting minutes and artifacts from study group • Completion of sections of the manual, including: <ul style="list-style-type: none"> ○ Guiding philosophy and goals for ELLs ○ Identification of ELLs ○ Placement of ELLs in programs ○ Annual assessment of ELLs ○ Reclassification and monitoring of ELLs ○ Instructional plan for ELLs, for both ELA and content ○ Staffing and professional development for teachers of ELLs • SPS ELL Policies and Procedures Manual

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<p>Action # 4: *Update the English language proficiency test used at intake and train multiple testers for the parent information centers.</p>	<p>Lead Offices: Academics and Parent and Community Engagement</p>	<p>Rationale: The current intake test is outdated and not adaptable for the diversity of newcomers to Springfield. The number of trained test administrators is low, creating more steps for families, which may lead to under-identification of ELL students.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Using one of the study group sessions described in Action #3, collect the intake tests and procedures used in other MA urban districts. Discuss the decision making process and rationale for each district's adoption of its intake test (Fall 2010). 2. Choose one or two tests to pilot in SPS. Develop questions to consider and a data collection form for testers during the school registration period (Fall and Winter 2010-11). 3. Conduct a training session for intake staff who will be testing students. Consider whether or not testers who speak the predominant native languages will be trained (Winter 2011). 4. Collect data on each piloted test and decide which one will be used from here on out (Spring 2011). 5. Revise and codify training materials and test administration materials for chosen intake test (Spring 2011). 6. Administer the newly chosen English language proficiency test at all intake centers beginning registration period Winter 2012 (Winter 2012). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Selection of an English language proficiency test • Training and administration materials available for review and downloading on SPS ELL Google site

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<p>Action # 5: *Develop a process and monitoring system for the initial identification of students as LEP</p>	<p>Lead Offices: Academics and Parent and Community Engagement</p>	<p>Rationale: The current intake process is not documented and depends on a few knowledgeable staff. By systematizing intake, correct identification and placement will improve; families will be better informed; and monitoring will become efficient.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Translate current process into written form so that it can be shared and reviewed by Grants Management and Parent and Community Engagement departments; the intake steps include registration, home language survey, assessment, and notification (Fall 2010). 2. Collect all currently used documents, such as home language surveys, information about the rights of English language learners, parent letters recommending EL programs, waiver forms (Fall 2010). 3. Meet with the intake center staff and revise the current process so that it reflects the new district theory of ELL education and goals (Fall 2010). 4. Revise all forms to reflect current laws and practices, Title III regulations, district ELL theory, and date them (Fall 2010). 5. Translate all documents shared with parents into Spanish, Vietnamese, and Somali (Fall 2010). 6. Upload all documents onto SPS ELL Google site for easy access by district and school personnel (Fall 2010). 7. Develop an electronic tracking system that logs every potential student who visits an intake center, information about them, and what programs and schools they choose (Fall 2010). 8. Implement the process beginning registration period of Winter 2011, collecting information for revision (Winter 2011). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Documented intake process for identification of students as LEP • Associated forms and informational materials revised • All available to district and school staff through Google site • Annual tracking reports

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<p>Action # 6: *Determine the feasibility of designating a few schools at each grade span as language specific sites for SEI programs or one school as a site for a secondary level newcomer program</p>	<p>Lead Offices: Offices for Schools, Academics, and Operations</p>	<p>Rationale: Certain schools already serve greater numbers of Somali and Vietnamese students. Formal designation of language specific sites for SEI programs would allow for more targeted staffing and programming.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Review the LEP enrollment at each school by language to identify schools serving clusters of students by language (Fall 2010). 2. Review the LEP enrollment at each school by MEPA level to identify schools serving clusters of students by MEPA level (Fall 2010). 3. Review the numbers of teachers in each school serving clusters of students by language or MEPA level who have ESL licensure, dual ESL and content licensure, and 4-category training (Fall 2010). 4. Decide on the feasibility of having a language specific SEI program for Somali or Vietnamese students at one or two schools (Fall 2010). 5. If the determination is that language specific schools are feasible, hire or reassign appropriate bilingual teachers, support staff, and family liaison staff (Summer 2011). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Data reports on steps 1-3 • Schools to be designated as language specific schools for SEI programs or as a newcomer center for school year 2011-12 • Bilingual staff for language specific schools hired or reassigned for school year 2011-12

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<p>Action # 7: Address LEP student disproportionality in special education</p>	<p>Lead Offices: Offices of Pupil Services and Academics</p>	<p>Rationale: Disproportionality of LEP students in special education is widespread and increasing. Correcting errors of identification and supporting teachers to instruct ELLs will reduce the disproportionality.</p>
<p>Implementation Steps with Timeline:</p> <p><i>Correct errors of identification</i></p> <ol style="list-style-type: none"> 1. Review data on LEPs with disabilities, disaggregated by disability type, level of need, placement, and school assignment to identify patterns of misplacement (Fall 2010). <ol style="list-style-type: none"> a. Focus on secondary schools and LEP students who are substantially separate special education, where participation rates are high and increasing. b. Focus on Level 4 and ELL Pilot schools. 2. Interview staff responsible for identification and placement of students in special education programs, to understand the adaptations and accommodations for LEP student identification as needing special education (Fall 2010). 3. Review current district and school staffing to identify individuals who are dual certified in ESL and special education. Include information about whether or not those individuals are bilingual and in what languages (Fall 2010). 4. Include dual certified, bilingual staff in preparing a document that provides guidance for principals and teachers on steps for identifying LEP students as special needs (Winter 2011). 5. Provide professional development to administrators and leaders regarding proper identification of LEP students for special education. 6. Monitor the implementation of district guidance on identifying LEP students as special needs, and on rates of identification moving forward (Winter 2011 and ongoing). <p><i>Improve special education for ELLs</i></p> <ol style="list-style-type: none"> 1. Develop a plan to improve the special education of ELLs that involves improving teacher instructional practices (Winter 2011) 2. Observe instruction in substantially separate special education classrooms with LEP students in them (School year 2010-11). 3. Provide coaching and professional development to special education teachers who have LEP students in their classrooms (School year 2010-11 and ongoing). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Identification of a few schools on which to focus for disproportionality • Identification of the district's dual certified staff • District guidance on identification of LEP students as needing special education • Plan to improve the special education of ELLs • Teachers in focus schools receive coaching and professional development on working with ELLs

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<p>Action # 8: Create and implement a policy and system for improving the participation rate of LEP students in annual MEPA testing</p>	<p>Lead Offices: Offices of Schools and of Information, Technology, and Accountability</p>	<p>Rationale: Low participation rates in MEPA testing have implications for reporting, monitoring, programming, and interventions.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Commit to mandating and tracking annual MEPA testing in all schools (Fall 2010). 2. Analyze disaggregated data to determine which schools, language groups, MEPA levels, etc have lowest participation rates (Fall 2010). 3. Develop a system to support schools in improving their participation rates, including providing each school with a list of its LEP students prior to MEPA testing, ensuring all of those schools have Category 3 trained staff available, communicating the importance of participation to students and families (Winter 2011). 4. Focusing on schools with low participation rates, implement the newly developed system during MEPA testing in Spring 2011 (Spring 2011). 5. Determine whether or not MEPA participation improved in those schools (Spring 2011). 6. Mandate that all schools follow district guidance on MEPA participation in Spring 2012 (Spring 2012). 7. Track participation rates annually (ongoing). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> Identification of focus schools for piloting district guidance on MEPA participation District guidance on MEPA participation Improved MEPA participation rates

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<p>Action # 9: Develop and codify the process for reporting MEPA results, including sub-scores, to principals and teachers.</p>	<p>Lead Offices: Offices of Schools and of Information, Technology, and Accountability</p>	<p>Rationale: Annual MEPA results, including sub-scores, have not been consistently accessible to school staff who are responsible for modifying instruction, implementing interventions, and developing programming to meet student needs.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Determine the most important information and display for an annual report to each school. Consider including MEPA performance levels, subscores, and scaled scores by student, by grade, and in the aggregate; a comparison to the district average and/or to other district schools serving the same grades; and the previous year's file for comparison (Winter 2011). 2. For each school, annually share a file with tables and graphics decided upon above (Fall 2011 and ongoing). 3. Provide the opportunity for school principals, teachers, and coaches to convene and understand the files shared and how to use the data to make instructional and staffing decisions (Fall 2011 and annually). 		<p>Measurable Outcomes:</p> <p>Annual MEPA data files for each school District-wide training on MEPA data and how to use it</p>

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<p>Action # 10: Codify the LEP reclassification and monitoring process</p>	<p>Lead Office: Academics</p>	<p>Rationale: Without district-wide FLEP criteria, transition process, and required documentation for each student who is FLEP, schools reclassify students inconsistently and these students can not be monitored.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Using one of the study group sessions described in Action #3, collect the reclassification and monitoring procedures used in other MA urban districts. Discuss the decision making process and rationale for each district's procedures (Fall 2010). 2. Understand guidance from MA DESE regarding reclassification and monitoring (Fall 2010). 3. With permission from other districts, adapt their existing reclassification and monitoring processes for the Springfield context (Fall 2010). 4. Create all of the associated forms and notifications (Fall 2010). 5. Upload all documents onto SPS ELL Google site for easy access by district and school personnel (Fall 2010). 6. Begin to implement the LEP reclassification and monitoring process immediately (Fall 2010). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Reclassification and monitoring process codified and uploaded on to SPS ELL Google site • Annual reports on FLEP reclassification, monitoring, and educational outcomes

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<p>Action #11: Develop an electronic tracking system for reclassified students.</p>	<p>Lead Offices: Information, Technology, and Accountability and Academics</p>	<p>Rationale: Providing reclassification and monitoring data in a timely and consistent manner to school staff allows for immediate analysis of outcomes and appropriate interventions for reclassified students who are struggling.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Work with Information, Technology, and Accounting Office to link the FLEP data with SIMS and MEPA data, allowing for research and reporting (Winter 2011). 2. Determine the most important information for an annual report to each school and district-wide. Consider including information about the implementation of the reclassification process, academic monitoring, and outcomes in addition to information from step 1 (Winter 2011). 3. Produce and share annual reports on recently FLEP students, based on the work from steps 1 and 2, so that the district and schools are informed about whether or not the reclassification process is efficient and accurate (School year 2011-12 and ongoing). 4. Upload reports on to the SPS ELL Google site (annually). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Annual reports on FLEP reclassification, monitoring, and educational outcomes at district and school levels

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<p>Action # 12: FLEP support and intervention for monitored students struggling academically</p>	<p>Lead Offices: Offices of Academics and of Schools</p>	<p>Rationale: Currently, monitoring of recently reclassified students is inconsistently implemented, with no district guidance for students whose assessments show academic concern.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Action #10 provides the foundation for this Action. Once monitoring reveals students who are struggling academically, guidelines for tiered instruction of FLEP students should be developed (Spring 2011). 2. Guidelines for support and interventions should be shared in the Pupil Progression Plan (Action #13) so that all school staff receive the same information (Spring 2011). 3. Supports and interventions that have been implemented should be shared among teachers from various schools through activities suggested in Action #20 and revised (ongoing). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Guidelines for tiered instruction of FLEP students in Pupil Progression Plan and shared with schools • Professional development sessions focused on FLEP supports and interventions

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<p>Action # 13: *Revise the district’s pupil progression plan so that it provides instructional guidance for principals and teachers of students at each MEPA level and each grade span.</p>	<p>Lead Office: Academics</p>	<p>Rationale: Curriculum and instruction for ELLs in SPS lacks guidance and consistency. A pupil progression plan differentiated for ELLs at each MEPA level and grade level would provide the foundation for improving literacy and content learning.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Using one of the study group sessions described in Action #3, review other urban MA district pupil progression plans and analogous documents which describe the curriculum and interventions for each subject area at each grade and for each MEPA level (Winter 2011). 2. Determine what range of staffing is possible at each subject, grade span, and MEPA level for each school, starting with the ELL Pilot and Level 4 schools (Winter 2011). The ideal staffing for students at the lower MEPA levels is, in order of priority: <ol style="list-style-type: none"> a. One dual-certified teacher (elementary and ESL) who speaks L1 b. One dual-certified teacher (elementary and ESL) c. Co-teachers, one with elementary certification and 4-category training and one with ESL certification d. For students who have had no prior formal education, the same staff, but at least one adult in the classroom should speak L1. 3. Using the DESE guidelines for ESL instructional time and/or appropriate rationale for different amounts of time, schedule ESL time for students at each MEPA level per day and per week and staff each school accordingly (Winter 2011). 4. Cross walk the Literacy Block documents being developed with the pupil progression plan (See Action #13) so that the information is aligned (Winter 2011). 5. Revise the pupil progression plan to embed ELL education. It is currently a separate section (Winter 2011). 6. Share the revised pupil progression plan by uploading to the SPS ELL Google site and notifying principals and teachers (Winter 2011). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Revised pupil progression plan written, uploaded, and shared

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<p>Action #14: Revise the documents guiding the curriculum and instruction for the literacy block</p>	<p>Lead Office: Academics</p>	<p>Rationale: The district has not completed documentation of a literacy framework and guidance for a tiered instructional plan giving students access to the core literacy block curriculum.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Using the ideas and products developed in Action #2, revise the literacy block documents to include the educational theory, the district’s literacy framework, and illustrations of good practice for differentiating instruction within a classroom. (Fall 2010). 2. Consider how students in different Tiers may be heterogeneously grouped with Core Curriculum students, particularly MEPA level 3-5 students, accelerate learning for students in the Tiers and to prevent additional inequities caused by tracking (Fall 2010). 3. Provide professional development for teachers on differentiated instruction that addresses students with the range of learning needs in all tiers (ongoing). 4. Write one document each for elementary and secondary grades that addresses all learners, including ELLs, rather than separate documents for ELLs (Winter 2011). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Revised Literacy Block documents for elementary and secondary levels • Professional development on differentiated instruction models and exemplars provided to teachers in ELL Pilot schools

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<p>Action #15: Conduct classroom visits to schools that use innovative methods to educate ELLs well, both within SPS and in other urban MA districts</p>	<p>Lead Department: Academics (Professional Development)</p>	<p>Rationale: Classroom visits revealed inconsistency in curriculum, differentiated instructional strategies used, and level of rigor. Teachers requested professional development to improve their practice.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Through the study group members, identify specific classrooms in which teachers are using exemplary practices with strong student outcomes. Consider Boston, where high performing schools are being identified, and Worcester, where ESL lab classrooms have been created across the district with rapid movement of students through the MEPA levels (Winter 2011). 2. Schedule and facilitate school and classroom visits for the Instructional Leadership Teams from each of the eight ELL Pilot schools. This could be part of the work of Action #20 (Spring 2011 and ongoing). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • School visits and debriefs for ELL Pilot and Level 4 schools

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<p>Action #16: Develop and codify a district-wide universally designed writing process for use in the literacy block that is tied to curriculum's texts.</p>	<p>Lead Office: Academics</p>	<p>Rationale: An important component of literacy is writing. The district does not have a writing process aligned to the reading instruction and texts and universally designed with specific strategies for teaching writing to English language learners.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Using the study group from Action #3, collect and review other districts' versions of a writing process (Spring 2011). 2. Draft a district-wide writing process that includes models and examples of differentiation, including strategies for ELLs. This document should be aligned with the district's literacy framework from Action #2 (Summer 2011). 3. Provide professional development on using the district-wide writing process for teachers in the ELL Pilot and Level 4 schools, including ELA and content area teachers (Fall 2011 and ongoing). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Documented and shared district-wide writing process • Professional development sessions in ELL Pilot and Level 4 schools conducted

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<p>Action #17: *Focus on rapid English acquisition for LEP students in MEPA levels 1 and 2.</p>	<p>Lead Office: Academics</p>	<p>Rationale: Somali ELLs scored disproportionately in the lower performance levels. Given the increase in the Somali student population over the study years, developing a plan of action for this ELL group, along with other students at low MEPA levels, will result in improved overall ELL outcomes.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. In order to accelerate the acquisition of English proficiency necessary for content learning, provide ESL instruction at the DESE recommended times for LEP students at MEPA levels 1 and 2 (2.5 hours/day) (Fall 2010-Winter 2011). 2. As much as possible, when dual certified ESL and content teachers are available, assign them to work with MEPA level 1 and 2 students (ongoing). 3. Current data suggest that the district employs enough ESL teachers to accomplish this goal; however, some ESL teachers may not be teaching in their certification area. Through Action #17, determine which teachers to re-assign to ESL positions. If necessary, provide incentives for ESL certified teachers to change buildings (Spring 2011). 4. With Somali ELLs disproportionately at lower MEPA performance levels, focus particularly on accelerating their acquisition of English proficiency. Action #6 will support this implementation step (ongoing). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • All MEPA Level 1 and 2 students receive 2.5 hours/day of ESL instruction by a certified ESL teacher. • Reassignment of ESL teachers teaching out of ESL positions to teaching ESL. • The majority of MEPA level 1 and 2 students move one MEPA level within a school year.

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<p>Action #18: Develop a system to annually conduct meetings with each principal to determine the school's needs and placement of ESL and category trained teachers given its LEP population.</p>	<p>Lead Office: Operations (Human Resources)</p>	<p>Rationale: The district leadership needs to clarify ELL teacher qualifications and track teachers by school and assignment. When teachers are not assigned to schools or roles that fit their qualifications, adjustments would improve the efficiency of ELL education.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Schedule a meeting with each principal, starting with ELL Pilot and Level 4 principals, in June or at the time when MEPA outcomes are available and scheduling for the coming school year is imminent (Summer 2011 and annually) 2. During this meeting, provide and review with current list of teachers, their certifications, and assignments; and current list of LEP and FLEP students and their MEPA results (Summer 2011 and annually). 3. Determine whether or not each school has the appropriate staffing to meet Action #16 and if not, decide on how to remedy the staffing shortage (Summer 2011 and annually). 4. Through network wide meetings discussed in Action #19, support administrators and guidance staff in appropriate scheduling for LEP students (ongoing). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Annual meetings with principals, along with lists of teachers and students, conducted and documented • Staffing re-assignments • Technical assistance with hand-scheduling of LEP students

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<p>Action #19: Increase the number of teachers and Instructional Leadership Specialists who have received training in SEI Categories 1, 2, and 4.</p>	<p>Lead Offices: Operations (Human Resources) and Academics (Professional Development)</p>	<p>Rationale: Most SPS classrooms will have LEP and FLEP students in them; therefore, teachers must have training to implement SEI strategies regardless of the content that they teach.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Compile the most current data on 4-category training in SPS, by school and teacher (Fall 2010). 2. Identify all teachers who have completed Categories 1 and 2, but not 4. Provide Category 4 training (Reading and Writing) to these teachers; provide Saturday opportunities with stipends or PDPs (Winter 2011). 3. Develop Category 1, 2, and 4 trainings that can be conducted during full Saturdays with stipends or PDPs and offer these trainings, particularly to Instructional Leadership Specialists and other district coaches (Winter 2011). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • An increased number of teachers have completed Categories 1, 2, and 4 training each year • All ILSs and coaches have completed Categories 1, 2, and 4 training

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<p>Action #20: Support professional learning communities and coaching for teachers of ELLs focused in best instructional strategies, cultural competence, and family engagement.</p>	<p>Lead Office: Academics (Professional Development)</p>	<p>Rationale: Teachers reported a need for professional development in best instructional practices in differentiated instruction, co-teaching, and effective instructional strategies for ELLs, as well as understanding their students' families, backgrounds, and cultures. Research has shown that this type of professional development results in improved student outcomes.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. This action is currently being conducted at the ELL Pilot schools by CCE (Fall 2010 and ongoing). 2. Extend this work to the Level 4 schools (Spring 2011). 3. Collect feedback from each meeting or session in which this work is addressed through coaching or professional development to determine what teachers most value and implement (ongoing) 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Meeting agendas and feedback forms from each school coaching or professional development session • Documentation of the level of support by school • Improved implementation of ELL instructional strategies

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<p>Action #21: Increase the number of ESL certified and dual certified teachers in SPS</p>	<p>Lead Office: Operations (Human Resources)</p>	<p>Rationale: DESE recommends that all LEP students receive ESL instruction daily at the lower MEPA levels and weekly at the upper MEPA levels. Some schools are staffed to accomplish these levels and others are not.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Using information from Actions #16 and #17, determine a target number of ESL or dual certified teachers needed for the current LEP student population (Winter 2011). 2. Determine whether or not existing partnerships with local higher education institutions have the capacity to certify the target number of ESL or dual certified teachers (Winter 2011). 3. If not, build the capacity of existing partnerships to reach the target number or develop new partnerships to fill the gap (Spring 2011 and ongoing). 4. Use underperforming schools funding to provide incentive to current teachers to become ESL certified or signing bonuses for new ESL certified hires (School year 2011-12). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Documentation of the target number of ESL or dual certified teachers, by district and by school • Increased numbers of ESL and dual certified teachers in the district, placed in the correct schools and roles

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<p>Action #22: *Hire more ESL certified and dual certified teachers who speak native languages, and place them in language specific schools and newcomer program</p>	<p>Lead Office: Operations (Human Resources)</p>	<p>Rationale: DESE recommends that all LEP students receive ESL instruction daily at the lower MEPA levels and weekly at the upper MEPA levels. Dual licensure in content/grade level and in English as a Second Language saves resources because fewer teachers are needed and simplifies scheduling because there is less of a need for pulling small groups of students out of class for ESL instruction.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Identify community-based organizations that support each of the major language groups in SPS (Fall 2010). 2. Collaborate with the community-based organizations to identify a pipeline for bilingual school staff and steps for recruiting teachers or aspiring teachers who speak the major languages in Springfield (Fall 2010). 3. Include in the steps recruitment notices in multiple languages and posted strategically in language specific venues and media (Fall 2010). 4. Work with the community-based organizations to carry out recruitment steps (Fall 2010). 5. Determine which venues result in the greatest number of hires (ongoing). 6. Revise the recruitment steps according to data gathered in the first round of recruitment and hiring (ongoing). 7. Place newly recruited teachers, particularly those who speak Spanish, Somali, or Vietnamese, in language specific schools, newcomer program, and the most underperforming schools (Summer and Fall 2011). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Meeting agendas and notes from district – CBO collaboration • Tally of the number of hires yielded from each recruitment step or strategy • Increased number of bilingual teachers in SPS

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<p>Action #23: Create family centers in language specific schools with bilingual staff</p>	<p>Lead Offices: Offices of Schools and of Parent and Community Engagement</p>	<p>Rationale: Spanish, Somali, and Vietnamese students are the largest ELL groups in SPS. Research suggests that properly programmed family centers provide a welcoming school environment that is better able to engage with families as educational partners.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Identify the schools that will serve the Somali and Vietnamese students (done in Action #6) (Spring 2011). 2. If these schools do not already have family centers, provide support and resources for these schools to create them, with research based programming for families (Spring and Summer 2011). 3. If these schools do have family centers, review their goals, programming, and staffing (Spring 2011). 4. Track the use of family centers, including surveys for each family each visit to the family center (School year 2011-12 and ongoing). 5. Create and review biannual reports on the use of the family centers such that improvements in programming may be made accordingly and in a timely way (School year 2011-12 and ongoing). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • Family centers staffed with bilingual staff in language specific schools at the minimum, and in most schools with significant LEP student populations ideally • District-wide family center programming guidelines • Biannual reports on the use of the family centers in each school

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<p>Action #24: Ensure that all parent letters, notifications, and assessment reports are provided in the major native languages of the district.</p>	<p>Lead Offices: Academics and Communications</p>	<p>Rationale: The current family communications are inconsistently translated to Spanish and accessible to district and school staff. Translations in other languages are rare. Families have rights to information about their children's education in a language that they can understand.</p>
<p>Implementation Steps with Timeline:</p> <ol style="list-style-type: none"> 1. Compile all form communications pertaining to LEP identification, programming, and outcomes electronically, from Actions #3 and #5 in particular (on SPS ELL Google site) (Fall 2010). 2. Identify current district staff who are bilingual in Spanish, Vietnamese, and Somali to translate all forms (Fall 2010). 3. For the major languages for which there are no current district staff fluent in those languages, identify current school staff to translate all forms (Fall 2010). 4. If there are no current school or district staff to translate forms, work with the community-based organizations identified in Action #21 to identify translators (Fall 2010). 5. Upload all versions of all forms onto SPS ELL Google site (Winter 2011). 		<p>Measurable Outcomes:</p> <ul style="list-style-type: none"> • All forms associated with LEP entry to exit uploaded to SPS ELL Google site in all major languages spoken in SPS

