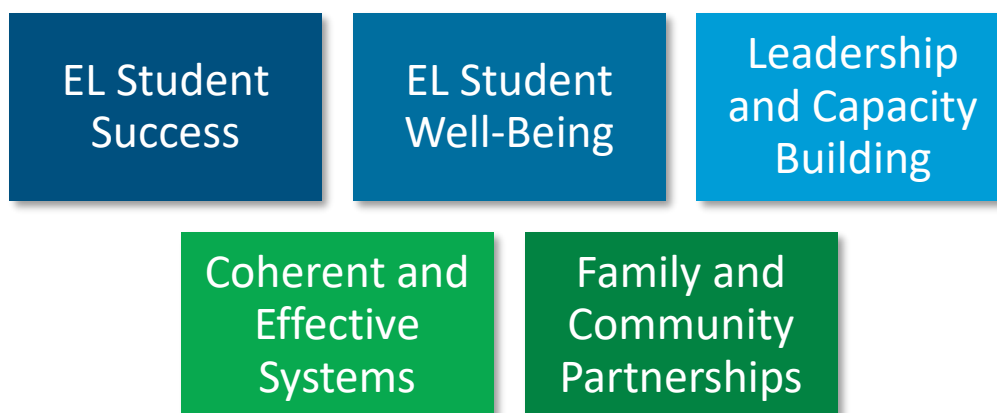


Arlington Public Schools Office of English Learners 5-Year Strategic Action Plan

Draft 2/13/2023

Figure 1: Focus Areas of the 5-Year Strategic Action Plan for ELs



EL Student Success

Related key findings from the 2022 EL data synthesis:

- ELs in APS who are reclassified as English proficient have similar course-taking opportunities and similarly strong academic performance relative to students who were never identified for EL services.¹
- Conversely, students who are currently classified as ELs have less access to advanced coursework and weaker academic performance than their never-EL peers.
- Across nearly all grades, students spend the most time at an intermediate level of English language proficiency, specifically Level 3: Developing.

¹ Consistent with standard APS reporting practices, “reclassified” ELs are those who are no longer identified with any English language proficiency level, having been at Level 6 for 4 years of monitoring.

Goal 1: Ensure ELs receive high-quality instruction in English language development that spans general-education and content-area classes and that:

- Integrates the four domains of language (i.e., reading, writing, speaking, listening);
- leverages and builds on ELs’ home language as a resource; and
- responds to EL student characteristics (e.g., grade level, language background, prior educational experiences).

Strategies	Who is involved/responsible
1.1 Develop and share a scope and sequence for English language development courses.	<ul style="list-style-type: none"> • OEL
1.2 Integrate language-focused supports in curriculum documents and materials in content areas district wide.	<ul style="list-style-type: none"> • Office of Curriculum and Instruction-content leadership • OEL
1.3 Expand the use of EL- and language-development-focused classroom observations tools.	<ul style="list-style-type: none"> • School-based leadership • School-based teaching staff
1.4 Provide teachers with professional learning on instructional strategies that encourage students to use their full linguistic repertoire, including their home language, in the learning process.	<ul style="list-style-type: none"> • OEL
<p>KPIs</p> <ul style="list-style-type: none"> • District-supplied classroom observation protocols that include a focus on the four domains of language (i.e., listening, speaking, reading, and writing) are used in 90% of schools with an EL population of 5% or more. • Consistent and intentional use of formative assessments to understand EL student skills. 	

Goal 2: Leverage the Dual Language Immersion programs as a resource for supporting ELs’ linguistic and academic growth.

Strategies	Who is involved/responsible
2.1 Build awareness of Dual Language Immersion opportunities among pre-school families.	<ul style="list-style-type: none"> • School-based leadership • Counselors • OEL • School-based teaching staff
2.2 Target outreach and communication related to the Dual Language Immersion programs in high EL communities.	<ul style="list-style-type: none"> • School-based leadership • Counselors • School-based teaching staff • Bilingual family specialists • OEL
2.3 Build staff awareness of the benefits of Dual Language Immersion instruction for ELs.	<ul style="list-style-type: none"> • OEL • School-based leadership • Counselors
2.4 Enhance systems to ensure robust support for ELs in Dual Language Immersion programs.	<ul style="list-style-type: none"> • OEL • Dual Language Immersion Program • School-based leadership • Counselors
<p>KPIs</p> <ul style="list-style-type: none"> • Total enrollment in Dual Language Immersion programs district wide reaches 50% ELs/former ELs. • Kindergarten enrollment in Dual Language Immersion programs reaches 50% ELs/50% initially fluent English-proficient students. 	

Goal 3: Increase ELs’ access to rigorous content and provide instructional support for their participation and achievement in coursework.

Strategies	Who is involved/responsible
<p>3.1 Develop and implement program placement guidance that maximizes EL participation in rigorous grade-level content (credit bearing for secondary) and that encourages relevant instructional support.</p>	<ul style="list-style-type: none"> • OEL • Office of Curriculum and Instruction-content leadership • School-based leadership • Counselors • School-based teaching staff
<p>3.2 Develop and implement program-placement guidance and encourage support for secondary EL participation and success in advanced coursework (e.g., AP, IB, dual enrollment).</p>	<ul style="list-style-type: none"> • OEL • Office of Curriculum and Instruction-content leadership • leadership • School-based leadership • Counselors • School-based teaching staff
<p>3.3 Increase access for ELs to Career Technical Education programs.</p>	<ul style="list-style-type: none"> • Career and Technical Education • Counselors • OEL
<p>3.4 Implement co-teaching (see strategies 7.1, 7.2, and 7.3), including shared planning time for EL and content and/or general-education teachers.</p>	<ul style="list-style-type: none"> • OEL • Office of Curriculum and Instruction-content leadership • School-based leadership • Counselors • School-based teaching staff
<p>3.5 Provide outreach to family and community members on the course-selection process and the wide range of instructional opportunities available to ELs.</p>	<ul style="list-style-type: none"> • OEL • School-based leadership • Counselors • School-based teaching staff • Language Services & Registration Center (LSRC)

<p>KPIs</p> <ul style="list-style-type: none"> • 5% of ELs’ courses are advanced placement or IB (compare with 9% of students district wide). • Rate of Advanced Studies Diploma for ELs increases by 10% (in 2022, the rate was 46% for ELs compared with 65% for all students; correspondingly expect Standard Diploma rates to decrease by 10%).

Goal 4: Implement regular EL-student-performance monitoring through a process that uses formative and summative assessments to identify and take steps related to language development and academic achievement.

Strategies	Who is involved/responsible
4.1 Identify and provide training on use of relevant EL formative assessments district wide, including some assessments in students’ home languages.	<ul style="list-style-type: none"> • OEL • Office of Curriculum and Instruction-content leadership • School-based teaching staff
4.2 Regularly collect and provide EL student data to teachers and site administrators in a user-friendly format. Formative assessment should align with academic development and English-language-proficiency standards.	<ul style="list-style-type: none"> • OEL • School-based leadership • Counselors • School-based teaching staff
4.3 Offer training and guidance on understanding, analyzing, and interpreting EL student data to understand EL language and content skills, including use of assessments in the home language.	<ul style="list-style-type: none"> • OEL • School-based leadership • Counselors • School-based teaching staff
4.4 Meet regularly to examine EL student data to identify individual needs and program- or school-wide trends.	<ul style="list-style-type: none"> • School-based leadership • Counselors • School-based teaching staff, including reading specialists and math coaches
4.5 Develop and implement action steps and monitor progress for both individual students and program/school level.	<ul style="list-style-type: none"> • OEL • School-based leadership • Counselors • School-based teaching staff, including reading specialists

KPIs

- 20% or fewer elementary ELs remain at the same proficiency level over a two-year period.
- 35% or fewer secondary ELs remain at the same proficiency level over a two-year period.
- 85% of ELs identified in kindergarten achieve an English proficiency level of *Level 6: Reaching* by middle school.
- Across the district, ELs score *proficient* on Virginia SOLs at the following rates:²
 - Reading: 70%
 - Writing: 60%
 - Math: 65%
 - Science: 50%
 - Social Studies: 50%

² Rates were established with reference to EL SOL pass rates in 2021-22.

- ELs' Dynamic Indicators of Basic Early Literacy Skills (DIBELS) score distribution favors *Strategic Support* rather than *Intensive Support*.

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Goal 5: Implement the use of valid assessment practices to identify ELs with disabilities. Ensure that ELs who are dually identified receive instruction and supports that simultaneously support language development and the functional and academic needs related to the disability.

Strategies	Who is involved/responsible
<p>5.1 Develop and implement a framework for identifying appropriate instruction and supports for English learners with disabilities that provides guidance for the individualized education programs.</p>	<ul style="list-style-type: none"> • OEL • Office of Special Education • School-based leadership • School-based teaching staff
<p>5.2 Collect and disseminate a list of appropriate data to be collected so that multiple sources of data relevant to ELs and students with disabilities are examined for use in the Arlington Tiered Systems of Support (ATSS) process and for use in the identification process for special education when students are struggling academically or behaviorally.</p>	<ul style="list-style-type: none"> • OEL • Office of Special Education • School-based leadership • Counselors • School-based teaching staff
<p>5.3 Inform parents in culturally and linguistically responsive manner about the identification for special education process and the services that are provided for both special education and language development.</p>	<ul style="list-style-type: none"> • Office of Special Education • Bilingual family specialists • OEL
<p>5.4 Recruit, develop, and retain teachers who are dually certified and trained in special education and English language development.</p>	<ul style="list-style-type: none"> • OEL • Office of Special Education • Human Resources (HR)
<p>KPIs</p> <ul style="list-style-type: none"> • 100% of final individualized education plans (IEPs) will get translated into the parents’ preferred language if requested before they sign. • 100% of special education teachers will report that they collaborate with the EL teacher for the students IEP and language acquisition needs at least one per quarter • 85% of district special education staff receive training on assessing students with a home language other than English. • 85% of district EL specialists and EL teachers receive training on timely and accurate identification of disabilities in students who have a home language other than English. • The rate of dually identified students whose schedules reflect EL and special education support increases by 50%. 	

EL Student Well-Being

Related key findings from 2022 EL data synthesis:

- ELs in APS who are reclassified as English proficient have similar course-taking opportunities and similarly strong academic performance compared to students who were never identified for EL services.
- The EL identification process is inconsistent, and that inconsistency may have been exacerbated by the COVID-19 pandemic.
- Parents and families of ELs in APS report having an incomplete understanding of the services and supports their child receives for English language development, and they are eager for more depth of information across the board.

Goal 6: Ensure ELs have a safe, welcoming, and inclusive environment that honors the cultural and linguistic assets they bring to the classroom and school.

Strategies	Who is involved/responsible
6.1 Identify and select culturally and linguistically responsive social, emotional, and mental health screening tools and assessments.	<ul style="list-style-type: none"> • Office of Diversity, Equity, and Inclusion • Counselors and psychologists • Special Services • ATSS Social-emotional learning specialist
6.2 Implement culturally and linguistically responsive social, emotional, and mental health screening tools and assessments to adequately identify EL needs.	<ul style="list-style-type: none"> • School-based leadership • ATSS SEL specialist • Counselors and psychologists
6.3 Integrate district-wide EL-specific focus and/or differentiated supports for ELs in SEL curriculum.	<ul style="list-style-type: none"> • School-based leadership • ATSS SEL specialist • Counselors and psychologists
6.4 Implement system-wide practices and strategies to learn about student and family language, culture, home, and community, and find ways to connect those experiences to students in the classroom.	<ul style="list-style-type: none"> • School-based leadership • Counselors and psychologists • Bilingual family specialists • School-based teaching staff
6.5 Select and use materials that are culturally and linguistically responsive in which the cultural and linguistic groups of the district community are represented.	<ul style="list-style-type: none"> • School-based teaching staff

KPIs

- 75% of EL student respondents on the Your Voice Matters survey report favorable perceptions of social, emotional, and mental health supports provided by their school/district.
- 90% of schools serving a student population of at least 5% ELs administer an annual social, emotional, and mental health needs assessment addressing EL-specific issues.
- OEL offers ready-to-use EL-focused SEL curricular enhancements or supports; 90% of schools access these resources.

Goal 7: Increase EL student opportunities to participate in academic and nonacademic programs with both ELs and non-ELs throughout the day.

Strategies	Who is involved/responsible
7.1 Develop course placement guidance that maximizes ELs’ opportunities to interact with non-ELs across content and elective coursework.	<ul style="list-style-type: none"> • OEL • Office of Diversity, Equity, and Inclusion • Director of counseling
7.2 Implement course placement guidance that increases number of co-taught classes, thus opening opportunities for ELs to interact with non-EL peers.	<ul style="list-style-type: none"> • School-based leadership • Counselors • School-based teaching staff
7.3 Ensure that master scheduling maximizes EL opportunities for participation in academic and extracurricular activities.	<ul style="list-style-type: none"> • School-based leadership
7.4 Provide culturally and linguistically responsive communication about extracurricular opportunities to ELs and their families.	<ul style="list-style-type: none"> • School-based leadership • School-based teaching staff • Bilingual family specialists
7.5 Ensure that APS sponsored extracurricular opportunities are welcoming and supportive of EL participation.	

KPIs

- 75% of general education and special education teachers report collaborating with an EL teacher at least once a month (compared with 53% on the Your Voice Matters survey conducted as part of the strategic plan project), provided they teach at least one EL that school year.
- 25% of general education teachers report adding co-teaching with an EL teacher as an instructional approach.
- 75% of EL student respondents on the Your Voice Matters survey reported having authentic opportunities to interact with peers who have a different home language from their own, including English.

Leadership and Capacity Building

Related key findings from 2022 EL data synthesis:

- While APS can leverage many staff with specific EL qualifications and expertise, there is not yet a universal shared sense that ELs are the responsibility of all staff.
- EL-focused professional development is well received by teachers yet could be expanded and prioritized to address district-wide capacity to serve ELs.

Goal 8: Ensure district and school leaders set clear goals and foster a shared responsibility for ELs’ academic success.

Strategies	Who is involved/responsible
8.1 Commit to prioritizing language development in school-wide goals and related action plans.	<ul style="list-style-type: none"> • School-based leadership • School-based teaching staff • Office of School Support
8.2 Operationalize Performance Standard 6: Culturally Responsive Teaching and Equitable Practices to focus on the specific activities to be implemented by all staff for EL student language development.	<ul style="list-style-type: none"> • Office of Curriculum and Instruction • OEL
<p>KPIs</p> <ul style="list-style-type: none"> • School plans include integration of language-focused goals and steps in 90% of schools serving a school population with at least 5% ELs. • 90% of school leaders of schools serving at least 5% ELs report incorporating EL-specific criteria in their teacher-evaluation metrics. 	

Goal 9: In staffing and master-schedule-development decisions, ensure district and school leaders prioritize EL access to rigorous content and instruction from prepared educators.

Strategies	Who is involved/responsible
9.1 Refine staffing formula to ensure equity and adequacy of staff for serving ELs.	<ul style="list-style-type: none"> • Central office staff
9.2 Prioritize EL teacher staffing in master schedule development and increase access to common planning time for ELs with general education/content teachers.	<ul style="list-style-type: none"> • School-based leadership • Counselors • School-based teaching staff
9.3 Elevate EL educators’ expertise by using EL educators in planning, coaching, and collaborative conversations about instruction for ELs.	<ul style="list-style-type: none"> • School-based leadership • Counselors • School-based teaching staff
<p>KPIs</p> <ul style="list-style-type: none"> • 75% of schools’ master schedules include at least one block of common planning time between EL teachers and general education or special education teachers • 90% of schools access OEL-provided resources related to expanding the reach of EL teachers in their building. 	



Goal 10: Articulate and provide a recommended sequence of professional development (PD) about serving ELs system wide that includes leadership, educators, and support staff. Ensure that professional learning for ELs is research based, collaborative, clearly related to practice, and sustained.

Strategies	Who is involved/responsible
<p>10.1 Provide EL-focused PD for all instructional and leadership staff, including differentiated topics for relevant audiences (e.g., use of home language, dually identified ELs, gifted ELs, ELs in CTE, and newcomer ELs).</p>	<ul style="list-style-type: none"> • OEL • Office of Curriculum and Instruction-content leadership • School-based leadership
<p>10.2 Provide ongoing coaching support for implementation of best practices for ELs.</p>	<ul style="list-style-type: none"> • OEL • School-based teaching and coaching staff • School-based leadership
<p>10.3 Evaluate PD and training effectiveness via an end of PD survey. Provide additional support/training based on the results of surveys.</p>	<ul style="list-style-type: none"> • OEL • Professional Learning Office • School-based leadership
<p>KPIs</p> <ul style="list-style-type: none"> • 85% of teachers and staff who are not EL specialists participate in professional learning focused on serving ELs at least once per year, including assistants, administrators, math coaches, reading specialists, resources teachers for the gifted, equity and excellence coordinators, and central office-based employees who support content teachers. • 90% of literacy coaches participate in ongoing professional learning about integrating evidence-based literacy practices for ELs into instruction across content areas. 	

Coherent and Effective Systems

Related key findings from 2022 EL data synthesis:

- The EL identification process is inconsistent, and that inconsistency may have been exacerbated by the COVID-19 pandemic.
- OEL offers guidance for program models intended to leverage staffing to serve ELs, but site-based implementation varies.

Goal 11: Improve the coherence and consistency of the EL identification and program placement process.

Strategies	Who is involved/responsible
11.1 Consolidate the EL identification process into one entity with adequate training and resources.	<ul style="list-style-type: none"> • OEL • Office of School Support • LSRC
11.2 Adopt consistent measures (within grade span) of initial English proficiency and ensure fidelity of assessment administration at intake.	<ul style="list-style-type: none"> • OEL • Office of School Support • LSRC
11.3 Provide culturally responsive outreach to family and community members to build awareness of the identification and placement process.	<ul style="list-style-type: none"> • LSRC • Office of School Support • School-based leadership • Counselors • Bilingual family specialists
<p>KPIs</p> <ul style="list-style-type: none"> • 100% of students who have a home language other than English are assessed with the same assessment. • OEL publishes updated guidance on identification process. • 85% of staff responsible for EL registration/identification participate in training to implement single, updated identification process. • 75% of families with a child newly identified as an EL agree that they are satisfied with the registration process. 	

Goal 12: Ensure that EL program models are identified, selected, and implemented based on research and their appropriateness to the student population.

Strategies	Who is involved/responsible
12.1 Develop evidence-based guidance on program models for serving ELs in English language development and content.	<ul style="list-style-type: none"> • OEL
12.2 Collaborate to implement guidance while considering site-based factors such as staffing, student demographics, and available resources.	<ul style="list-style-type: none"> • Human Resources • School-based leadership • Counselors • School-based teaching staff
12.3 Enhance processes that monitor and evaluate implementation of program models across the district to ensure consistency and fidelity.	<ul style="list-style-type: none"> • OEL • School-based leadership • Coaching staff
<p>KPIs</p> <ul style="list-style-type: none"> • 100% of schools report on reevaluation of building program model (via principals, assistant principals, teacher leaders, etc.). • Process to monitor and evaluate fidelity of program model implementation is developed and implemented by OEL. 	

Goal 13: Ensure that EL staffing recommendations and implementation are equitable and that they maximize internal resources.

Strategies	Who is involved/responsible
13.1 Develop guidance for EL staffing formulas that integrates research evidence with local considerations and that includes all EL staffing roles (e.g., bilingual family specialists, EL counselors, paraprofessionals).	<ul style="list-style-type: none"> • OEL • Human Resources • Office of School Support
13.2 Collaborate on implementation of EL staffing formulas in coordination with program models.	<ul style="list-style-type: none"> • School-based leadership
<p>KPI</p> <ul style="list-style-type: none"> • 90% of schools serving at least 5% ELs have a designated EL teacher with certification and expertise in serving ELs (beyond passing the Praxis alone). 	

Family and Community Partnerships

Related key findings from 2022 EL data synthesis:

- Schools use a range of communication modes to engage and communicate with families of ELs, although sometimes information may be difficult for families to access.
- Bilingual family specialists play an integral role in sharing information and connecting families to their child’s school, but there may be a missed opportunity for them to have a district-wide presence.
- Parents and families of ELs in APS report having an incomplete understanding of the services and supports their child receives for English language development, and they are eager for more depth of information across the board.
- Parents want more guidance and support so that they themselves can help their child master academic content.

Goal 14: Increase parents’ and families’ understanding of EL identification, services, and program options as well as parent and family understandings of special-education identification, evaluation process, and services (when relevant).

Strategies	Who is involved/responsible
14.1 Provide orientation program (offered in top languages) for parents of ELs to share information about EL services, programs, and choices.	<ul style="list-style-type: none"> • LSRC • Bilingual family specialists • OEL
14.2 Coordinate with community partners to provide/disseminate information about EL services, programs, and choices.	<ul style="list-style-type: none"> • LSRC • Bilingual family specialists • OEL • School-based leadership
<p>KPIs</p> <ul style="list-style-type: none"> • 100% of EL placement decisions are communicated to families in a language they understand within 30 days of the decision. • 60% of families of ELs new to the district attend EL program orientation. • OEL engages with 10 community organizations to facilitate outreach and communication to families. 	

Goal 15: Improve the ways in which schools engage with families in culturally and linguistically responsive ways to share information, gather input, and involve them in their child’s education.

Strategies	Who is involved/responsible
<p>15.1 Provide tools, resources, and guides to teachers to support their ability to communicate learning goals, classroom activities, and ways for parents to be involved in a manner that is accessible for EL parents and families.</p>	<ul style="list-style-type: none"> • Office of School and Community Relations • OEL • LSRC • School-based leadership • School-based teaching staff • Bilingual family specialist
<p>KPIs</p> <ul style="list-style-type: none"> • All school communications sent home to parents are translated into the top five languages spoken by ELs’ families. • On the Your Voice Matters survey, 75% of families reported feeling their culture is reflected and respected in their child’s school. 	

Goal 16: Leverage community partners and their positions within the local EL community to understand and communicate with EL families.

Strategies	Who is involved/responsible
<p>16.1 Engage community partners to undertake specific outreach activities for engaging families.</p>	<ul style="list-style-type: none"> • OEL • Office of School and Community Relations • Family and Community Engagement (FACE) specialist
<p>16.2 Establish regular touchpoints between district staff (e.g., bilingual family specialists) and community partners.</p>	<ul style="list-style-type: none"> • Bilingual family specialist • School-based leadership • School-based teaching staff • Community partners • School and Community Relations • FACE specialist • OEL
<p>16.3 Partner with community organizations to conduct formal and informal needs sensing with members of the APS EL community.</p>	<ul style="list-style-type: none"> • OEL • Bilingual family specialist • Superintendent’s Advisory Committee on Immigrant and Refugee Student Concerns • School and Community Relations • FACE specialist
<p>KPIs</p> <ul style="list-style-type: none"> • Community partners connect 4 times annually with district staff. • Community partners hold 2 outreach activities per semester for families. 	

- Community partners conduct one needs-sensing activity per year (e.g., surveys, community meetings) and relay findings to OEL.
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