Continuous Improvement Cycle: Effective Interventions for ELs

GaDOE EL Language Programs
ESOL Directors’ Munch & Learn
January 13, 2021
Lunch Menu Today

Appetizer –
• Review past sessions
• Today’s Goals

Main Course
• GA’s Systems of Continuous Improvement
• Continuous Improvement Cycle
• Dalton Public Schools
• Gilmer County Charter School System

Dessert
• Current Events in ESOL
ESOL Directors’ Munch & Learn Series 2020-2021

ESOL Munch and Learn Registration Link

- July – EL Entrance Procedures (Presentation; Script; Recording; FAQs)
- August – ESOL Delivery Models & EL/TPCs (Presentation; Script; ESOL Course Numbers; Recording; FAQs)
- September – WIDA ELD Standards & Resources (Presentation; Script; Recording; FAQs)
- October – EIP, MTSS and Special Education Services for ELs (Presentation; Recording; Q&A)
- November – Assessing English Learners (Presentation; Recording; Q&A)
- December – Subpopulations of ELs: LTELs, SLIFE, Gifted, Migrant (Presentation; Recording; Q&A)
- January – Effective Interventions for ELs (Presentation; Script; Recording; FAQs)
- February – ESOL Teachers Professional Capacity (Presentation; Script; Recording; FAQs)
- March – EL Family & Community Engagement (Presentation; Script; Recording; FAQs)
- April – EL Exit Procedures (Presentation; Script; Recording)
- May – EL Program Evaluation (Presentation; Script; Recording)
- June – ACCESS Data Literacy (Presentation; Script; Recording)

What we’ve already learned and what’s ahead!
Today’s Goals:

1. Provide an overview of how the Georgia’s Systems of Continuous Improvement (GSCI) should work for English learner programs.
2. Provide an overview of the Continuous Improvement Cycle and how it drives improvement for ELs.
3. Identify supports provided by School and District Effectiveness, with a focus on the improvement planning process.
4. Highlight effective interventions in schools and school systems.
Georgia’s Systems of Continuous Improvement (GSCI)

Amy Alderman, Program Manager
Division of School & District Effectiveness

HOW to Improve

WHAT to Improve
ESOL Language Program – LEAs’ Legal Obligations

Title VI of the Civil Rights Act of 1964 and EEOA

1. Monitor and evaluate EL students progress in English and academic grade-level knowledge;
2. Exit them when they are proficient in English; and
3. Monitor exited students to ensure they were not prematurely exited.

Evaluate the effectiveness of the LEAs ESOL Program to ensure EL students acquire English and that the program is reasonably calculated to allow ELs to attain parity of participation in the standard instructional program with a reasonable time period.

Ensure English learners have equal opportunities to participate meaningfully in curricular and extra curricular activities.

Meet the needs of EL students whose parents opt them out of ESOL.

Provide prepared and trained ESOL teachers and staff.

Avoid unnecessary segregation of EL students (i.e. Sheltered & Pull-out Models).

Ensure meaningful communication with EL parents.

Identify and screen all potential EL students in a timely, valid, and reliable manner.

Provide EL students with an educationally sound and successful ESOL Program.

Ensure that EL students who have or are suspected of having a disability under IDEA or Section 504 are identified, located, and evaluated in a timely manner and that their language needs are considered in evaluations and services.

May 2020
GSCI and EL Language Programs

- **Effective Leadership** – Scheduling, data analysis, data entry, culture/climate
- **Coherent Instruction** – Tier 1 instruction, daily English language instruction, collaborative planning, effective monitoring
A Coherent Instructional System

Research studies typically do not identify district factors that will help educators serve ELs more effectively, however, having a coherent academic program in which administrators and teachers are focused on doing whatever it takes to ensure ELs’ academic success is the key overarching factor across studies.

GSCI and EL Language Programs

- **Professional Capacity** – Attracting and developing professionally qualified ESOL staff and ensuring staff collaboration

- **Supportive Learning Environment** – Developing and monitoring a tiered system of supports, providing EL students with wrap-around, culturally-responsive services

- **Family & Community Engagement** – Welcoming all families and the community, communicating effectively with EL families, and empowering families with resources
Steps in the Continuous Improvement Cycle

• **Identifying Needs** – understanding the EL population and ELP data, exploring areas where EL students might be overlooked, ensuring that leaders are asking the right questions to make informed decisions

• **Selecting Interventions** – researching and selecting the best possible evidence-based interventions for EL students
Steps in the Continuous Improvement Cycle

- **Plan Implementation** – scheduling, training, resources, monitoring and support, STAP
- **Implement Plan** – quality, fidelity, intensity, and consistency
- **Examine Progress** – ongoing, valid and reliable measures
Remote Learning Handbook Template for District and School Leadership Teams

Georgia Department of Education
Office of School Improvement
Division of School and District Effectiveness

This handbook template addresses the infrastructure for teaching and learning. Feel free to modify the template’s content and language to match your school’s or school district’s policies and review planning process.

The template is based on existing COVID-19 resources from the Georgia Department of Education (GaDOE) and does not represent new or additional guidance.

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**Digital Learning Handbook**

<table>
<thead>
<tr>
<th>English to Speakers of Other Languages (ESOL)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Schedule</strong></td>
</tr>
<tr>
<td>What are the daily and weekly time expectations for ESOL teachers? What is the schedule for ESOL teachers?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Communication with Parents/Guardians</strong></td>
</tr>
<tr>
<td>What is the communication plan for informing parents on the expectations and process of remote learning? Does the plan include the use of interpreters and translating documents? What is the process for parents to communicate individual concerns? What is the plan to build parent capacity so they can support their children’s remote learning?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Student Progress Monitoring</strong></td>
</tr>
<tr>
<td>What is the plan to assess the individual performance of English Learners to determine a progression or regression of learning for informing instruction?</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

- Georgia Virtual School Professional Learning
- Continuity of Language Learning for English Learners
- Georgia's Optional ESOL Distance Learning Plan Template

August 26, 2020
Data-Driven Decision Making for School Improvement Planning

- Professional learning and accompanying toolkit
- Focused on the Continuous Improvement Cycle

This Photo by Unknown Author is licensed under CC BY
Morris Innovative High School
School Improvement Plan

Pat Hunt, Principal
Pam Massingale, Assistant Principal

#WHATEVERITTTAKES
Mission Statement

MIHS is dedicated to doing whatever it takes to empower each student to succeed.
Newcomer Academy: presently 54 students (28 middle school)
EL Students: presently 68
Together the Newcomer Academy and the EL students make up 49% of our student body.
Identify Needs

• With over 49% of our student body being EL students and requiring intensive language support, our EOC pass rate was extremely low.
Select Interventions

• Structured Weekly Advisement
• Flex Period/End of Course Extension/Off Campus Tutoring
• PLC Collaboration
• Literacy Coach, Math Coach, and EL Coach
• Parent Conferences
• Parent Involvement Coordinator
• The Teacher Clarity Playbook
• The Distance Learning Playbook
Select Interventions

- MAP Assessments
- Data Analysis of all Benchmark Assessments
- Power Standards
- English Learners/Exceptional Student Services Classroom Support
- Student Assistance Program
- Home Visits
- EL Certified Teachers in Core Content
- EL Push-In Services in EOC Courses
PLAN IMPLEMENTATION

• Evening and weekend office hours
• Targeted FLEX time for seniors that are failing
• Communicating with parents, employers, and probation officers to limit, when possible, the number of hours students are allowed to work until grades are brought back to passing
• Student Assistance Program
• Digital Learning Contingency Plans on all ESS students
• Distance Learning Tools for teachers
• Community Center outreach and tutoring for students
• End of Course Test Tutoring
IT TAKES A VILLAGE
Plan Implementation Support

- Teachers
- Parents
- Administration
- District
- RESA
- Community Partners
Examine Progress

WINTER GROWTH DATA

Morris Innovative Math MAP Growth
(190.48% of Goal)
HOW WELL DID STUDENT GROUPS IN THE SCHOOL MEET IMPROVEMENT TARGETS?

<table>
<thead>
<tr>
<th></th>
<th>English Language Arts</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
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<tbody>
<tr>
<td>ALL STUDENTS</td>
<td><img src="image" alt="flag" /></td>
<td><img src="image" alt="flag" /></td>
<td><img src="image" alt="flag" /></td>
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<tr>
<td>AMERICAN INDIAN / ALASKAN NATIVE</td>
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<td><img src="image" alt="flag" /></td>
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<tr>
<td>ASIAN / PACIFIC ISLANDER</td>
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<td><img src="image" alt="flag" /></td>
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<tr>
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<td><img src="image" alt="flag" /></td>
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<tr>
<td>HISPANIC</td>
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<td><img src="image" alt="flag" /></td>
<td><img src="image" alt="flag" /></td>
</tr>
<tr>
<td>MULTI-RACIAL</td>
<td><img src="image" alt="flag" /></td>
<td><img src="image" alt="flag" /></td>
<td><img src="image" alt="flag" /></td>
<td><img src="image" alt="flag" /></td>
</tr>
<tr>
<td>WHITE</td>
<td><img src="image" alt="flag" /></td>
<td><img src="image" alt="flag" /></td>
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<tr>
<td>ECONOMICALLY DISADVANTAGED</td>
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</tr>
<tr>
<td>ENGLISH LEARNERS</td>
<td><img src="image" alt="flag" /></td>
<td><img src="image" alt="flag" /></td>
<td><img src="image" alt="flag" /></td>
<td><img src="image" alt="flag" /></td>
</tr>
<tr>
<td>STUDENTS WITH DISABILITY</td>
<td><img src="image" alt="flag" /></td>
<td><img src="image" alt="flag" /></td>
<td><img src="image" alt="flag" /></td>
<td><img src="image" alt="flag" /></td>
</tr>
</tbody>
</table>

**LEGEND**

- ![star](image) Subgroup met 6% improvement target*
- ![flag](image) Subgroup met improvement target
- ![flag](image) Subgroup made progress, but did not meet improvement target
Title III After-School Program for English Learners

Mrs. Lindy Patterson
Federal Programs & ESOL Director
Gilmer County Schools
Identify Needs

• All K-8 English learners (who are also in ESOL) are invited
• Parents choose to enroll students in after-school program
• Transportation is provided
• Teachers review MAP data on all students enrolled in the program
• Students are grouped by grade-level or grade-level cluster
  • If grouped by K-1 or 1-2, MAP RIT bands used to determine student grouping
  • Teachers use classroom data to identify individual students’ needs in each group
Select Interventions

Imagine Language & Literacy
Plan Implementation

September 30, 2020

Parents,

We are excited to continue our After School for ELLs program for 2020-2021. The program is available for English learners in kindergarten through eighth grade. The first day of After School for ELLs will be Tuesday, October 6, 2020. We will meet on Tuesdays and Thursdays. Students will work on math, reading, and language arts skills. Transportation will be available to the following designated drop-off points. *If your child will miss the bus, please circle the closest stop to your home.

Box 1
Cox Creek Road and Bonnycastle Road
Cox Creek Road at Bonnycastle Street
Tower Road at Hant Garner Road (Main Entrance)
Miller White Highway - New Hope Church
Roberts Ridge Road at Carolina Drive

Box 2
Taylor Street at Dolton Street
Dolton Street at Silver Street
Intersection of Broad Street, Bell Street, Spring Street, and Corbin Hill Road
Cordell Hill Road before Lucile Avenue (at Little White Church)
Lucille Avenue at Allard and Litch Drive

If you have any questions, please contact Karla Gonzalez at 706-276-9210.

Sincerely,

Lindy Patterson
Director of Federal Programs

[Table with fields for Child’s Name, Mainstream Teacher, Grade, Parent’s Name, Telephone Number, Address (if PO Box), Yes, No, How will your child get home? (Bus, Car), Contact Information if must be picked up at 5:06).]
### Plan Implementation – the Budget!

<table>
<thead>
<tr>
<th>Description</th>
<th>Funding Codes</th>
<th>Budget</th>
<th>Actual Expenditures</th>
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</thead>
<tbody>
<tr>
<td>Paraprofessional (hourly rate)</td>
<td>1000-140</td>
<td>$1,600</td>
<td>$1,382.09</td>
</tr>
<tr>
<td>Teachers ($25.00 per hour)</td>
<td>1000-199</td>
<td>$24,850</td>
<td>$21,943.75</td>
</tr>
<tr>
<td>Benefits for Instructional Staff</td>
<td>1000-200</td>
<td>$2,722</td>
<td>$2,156.41</td>
</tr>
<tr>
<td>Bus Drivers ($27.00 per day)</td>
<td>2700-180</td>
<td>$3,000</td>
<td>$1,944.00</td>
</tr>
<tr>
<td>Benefits for Bus Drivers</td>
<td>2700-200</td>
<td>$345</td>
<td>$230.13</td>
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<tr>
<td>Fuel</td>
<td>2700-620</td>
<td>$3,500</td>
<td>$3,406.32</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>$36,017</strong></td>
<td><strong>$31,062.70</strong></td>
</tr>
</tbody>
</table>
Implement Plan
Plan Includes Parents!
### NWEA MAP Data

#### Fall, 2018 – Winter, 2019

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Projected Growth</strong></td>
<td><strong>Observed Growth</strong></td>
</tr>
<tr>
<td>EPS: Kindergarten: EL</td>
<td>11.7</td>
</tr>
<tr>
<td>EPS: Grade 1: EL</td>
<td>10.6</td>
</tr>
<tr>
<td>EES: Grade 2: EL</td>
<td>8.8</td>
</tr>
<tr>
<td>EES: Grade 3: EL</td>
<td>6.9</td>
</tr>
<tr>
<td>EES: Grade 4: EL</td>
<td>5.7</td>
</tr>
</tbody>
</table>

#### Fall, 2019 – Winter, 2020

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Projected Growth</strong></td>
<td><strong>Observed Growth</strong></td>
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<tr>
<td>EPS: Kindergarten: EL</td>
<td>11.0</td>
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<tr>
<td>EPS: Grade 1: EL</td>
<td>10.7</td>
</tr>
<tr>
<td>EES: Grade 2: EL</td>
<td>8.8</td>
</tr>
<tr>
<td>EES: Grade 3: EL</td>
<td>6.9</td>
</tr>
<tr>
<td>EES: Grade 4: EL</td>
<td>5.3</td>
</tr>
</tbody>
</table>

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**Richard Woods, Georgia’s School Superintendent**

**Georgia Department of Education**

**Educating Georgia’s Future**

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**Examine Progress**

**GaDOE**
Dessert
WIDA ELD Standards Framework, 2020 Edition

- Pre-order a printed copy from the WIDA Store or print 390 pages of resources
- Participate in WIDA ELD Standards Framework, 2020 Edition Q&A Webinar Series
- Participate in WIDA Standards Professional Learning provided by the state.
- Redeliver/unpack the standards with educators in your schools.

https://wida.wisc.edu/teach/standards/eld
WIDA-facilitated ELD Standards Prof Learning
2 sessions – 90 minutes each - 40 Participants

<table>
<thead>
<tr>
<th>Central &amp; South GA</th>
<th>Northwest/Northeast/Metro</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. February 3 &amp; 10</td>
<td>1. March 2 &amp; 9</td>
</tr>
<tr>
<td>3. March 10 &amp; 17</td>
<td>3. March 9 &amp; 16</td>
</tr>
<tr>
<td>5. March 12 &amp; 19</td>
<td>5. March 26 &amp; April 2</td>
</tr>
</tbody>
</table>
Coming February 15, 2021!

**School Improvement Planning for Equitable Education of Multilingual Learners**
Introduces leadership principles and practices to provide equitable educational opportunities for multilingual learners, based on a distributive leadership model. *For any K-12 school leader.*
*Time to complete: 6-8 hours*

**Engaging with the WIDA Standards: A Collaborative Approach**
Explores ways to use the WIDA ELD Standards, 2020 Edition to support multilingual learners’ achievement and language development. *For K-12 educators.*
*Time to complete: 4 hours*
Self-Paced eWorkshops 2020-2021

WIDA Writing Rubric
Supports educators with using the WIDA Writing Rubric to work effectively with multilingual learners in their writing development. For 1-12 ESL and classroom teachers.
Time to complete: 10 hours

Doing and Talking STEM
Supports educators as they interact with the resources introduced on the Doing and Talking Math and Science website, which was developed by WIDA researchers. For K-12 science, math, and ESL teachers.
Time to complete: 6 hours

Classroom Teachers: Engaging Multilingual Newcomers
Explores community building and instructional strategies for teachers of multilingual learners who have recently arrived in the U.S. or who are new to U.S. schools. For K-12 classroom teachers.
Time to complete: 2 hours

Leading for Equity: Classroom Walkthrough
Introduces leaders to a classroom walkthrough resource that highlights practices and principles of exemplary and equitable teaching for multilingual learners. For K-12 school leaders.
Time to complete: 2 hours

Social Studies: Engaging Multilingual Learners through Inquiry
Focuses on the use of student and class assets to plan inquiry-based instruction, and explores how to consider the content and language needs of multilingual learners in social studies. For K-12 social studies teachers and ESL teachers.
Time to complete: 3-4 hours

Developing Language for Learning in Mathematics
Illustrates the benefits of designing mathematics instruction to provide multilingual students opportunities to use language to express their ideas and co-construct ideas with others. For K-12 math and ESL teachers.
Time to complete: 4 hours

https://wida.wisc.edu/grow/us-based-pl/elearning/self-paced
Self-paced Professional Learning Courses for Teachers of ELs – Available in SLDS

Educators will learn instructional strategies to connect new language learning with EL students’ background knowledge, language, and culture while fostering a positive learning environment based on research-based principles.

Educators will learn strategies that can be used to create contexts for EL students to meaningfully use academic language in a variety of settings and engage in extended oral discourse.

Educators will learn research-based principles and instructional strategies that can be used to ensure English learner (EL) students' comprehension of the language of content necessary to be successful in school.
New WIDA Screener for Kindergarten
https://wida.wisc.edu/assess/screener/kindergarten

• Once launched, LEAs may complete training and print test materials in WIDA Secure Portal or purchase test kits from the WIDA Store.

• Educators must complete the WIDA Screener for Kindergarten training course and pass the appropriate quizzes.

• In the 2021-2022 school year, the Kindergarten Screener will be used for rising Kindergarten students and any students who first enroll during the kindergarten year or first enroll in the first semester of Grade 1.

• Educators will use a score calculator to generate score reports for screened Kindergarten students. Score reports include the same kinds of proficiency level scores as those reported for the Grades 1-12 WIDA Screeners. (Refer to the WIDA Screener Interpretive Guide)
ACCESS for ELLs & Alternate Access

Extended Test Administration Window – Dr. Mary Nesbit-McBride, Assessment Specialist

Admin Window
1/13 - 3/26/2021

Pre-Reporting Data Validation
4/26-5/7/2021

Report Delivery - Online
5/25/2021

Return Completed Materials
4/2/2021
ACCESS for ELLs & Alternate Access

Flexibility Options

• ACCESS for ELLs may be administered to students across all school days within the state window and are not limited to certain days within the window.

• Districts and state charters can administer the assessment in any in-person format that is deemed appropriate locally. This includes whatever timetable or setting (individual, class, or grade level) best meets the needs of the student and/or availability of certified personnel.

• ACCESS for ELLs may be administered as part of an extended day ending at 8:00 P.M. on any scheduled school day (requires GaDOE approval).

• Districts may request flexibility to administer 3 or more domains in a single day (requires GaDOE approval).
EL Language Programs
Help Desk

ESOL Questions & Support
678-794-3695
Email:
ELPrograms@doe.k12.ga.us