

ELL TASK FORCE.

PROPOSED 2015-2016 PRIORITIES IN RELATIONSHIP TO TASK FORCE GOALS

GOAL	TASK FORCE PRIORITIES 15-16
<p>1. Recognize and Promote BPS as Multilingual, Multicultural District. <i>BPS should value the multilingual, multicultural culture of District by reinforcing goal of bilingualism for all students in district and directing resources necessary to make it happen</i></p>	<p>Assess progress</p>
<p>2. Improve Student Assessment and Assignment by</p> <ul style="list-style-type: none"> • <i>Improving assessment and assignment of ELL students with greater transparency</i> • <i>Creating comprehensive parent engagement strategy to engage families before and during enrollment period.</i> 	<p>Using up to date population data, collaborate with BPS staff in determining if the current distribution of programs responds to the distribution of linguistic minority groups in Boston’s neighborhoods</p> <p>Assess (or contribute to the general assessment of) the impact of the implementation of the new assignment plan on placement, programs and outcomes of ELLs</p>
<p>3. Expand Program Quantity and Quality by</p> <ul style="list-style-type: none"> • <i>Making quality education the goal of education of ELL. No practice is acceptable if it does not result in quality education.</i> • <i>Making the education of ELL and World Languages learners part of the Whole School Agenda.</i> • <i>Not sacrificing the goal of program quality when implementing the agreement with the U.S. Department of Justice.</i> • <i>Making teaching of Academic English is key to achieving higher academic outcomes for all students, especially ELL students.</i> 	<p>Determine the status of evaluation of outcomes of ELL students required by Agreement with USDOJ/USDOE, including the evaluation of outcomes for different program types, assessing both pace of English acquisition and content acquisition.</p> <p>Act as a thought partner by bringing to bear the expertise of the members of the ELL Task Force on plans for ELL initiatives. Developing first a protocol for this process.</p> <p>Work with BPS in the development of an action plan to recruit and retain a diverse pool of teachers and school staff, especially bilingual, bicultural staff and those with expertise in working with ELLs</p> <p>Support BPS in improving the professional development of teachers by supporting staff in the development of a resource map of professional development opportunities and certification options that support the implementation of programs for ELLs.</p>

<p>4. Improve Family and Community Engagement</p>	<p>Collaborate with BPS staff in the development of effective engagement strategies directed to the parents of ELLs</p> <p>Support BPS staff in the development of strategies to reach ELL students in high school.</p>
<p>5. Support ELL Students with Special Needs by:</p> <ul style="list-style-type: none"> • <i>Improving the process of assessment of special education needs for English learners.</i> 	<p>Continue to support the work of OELL and Office of Special Education along dimensions outlined in Appendix 1.</p> <p>Monitor:</p> <ul style="list-style-type: none"> * the implementation of practices that lead to proper assessment and identification of ELLs with special needs to avoid either over or under representation. * the use development of IEPs which provide linguistically and appropriate education in the least restrictive program environment * availability of dually certified teachers * availability of professional development that is culturally appropriate and linguistically responsive * inclusion that addresses the needs of ELLs/SWD's from the start * development of written language procedures that clearly indicate what is different about the implementation of SPED services for ELLs
<p>6. Improve Data Systems and Use of Technology</p>	<p>Monitor the improvement of capacity to produce accurate information about placement and services for ELL students that meets the requirements of USDOJ/USDOE reporting.</p> <p>Jointly develop and consistently review a set of indicators of appropriate program placement and achievement of ELLs.</p>
<p>7. Ensure Accountability and Monitoring by</p> <ul style="list-style-type: none"> • <i>Having BPS leadership commit to accountability and transparency in implementing recommendations.</i> 	<p>Continue a strong, collaborative relationship with BPS staff</p>