

Project Charter 2020-2021 To Create a Roadmap for Quality Education for Multilingual-Learning Increasing Equitable Outcomes for English Learners

Boston Public Schools Strategic Vision 2020-2025:

At BPS, every child in every classroom is entitled to an equitable, world-class, high-quality education. Each child should have the same unfettered access to every conceivable resource to unlock the greatness within them. For this to happen, we must eliminate the structural and institutional obstacles, especially those exacerbated by race, language, special learning needs, socioeconomic status, and other factors. This requires a commitment to systemic change in the way we allocate funding, provide access to information, deliver instruction, and make resources available to meet students' needs.¹

Project Charter Objective: The purpose of this project charter is to define the scope of work and objectives needed to create the Roadmap for quality education for multilingual learners to effectuate the Commitment 1:4.

BPS STRATEGIC VISION	1.4: Implement specific supports for English learners by implementing the LOOK Act.
PROJECT (VISION)	Develop a new plan for bilingual education in Boston, consistent with the LOOK Act
SECTION Workgroup	Charter Document for Steering Committee
Year of Implementation	SY 2020-2021
Executive Team Member <i>(insert date of approval once provided)</i>	Dr. Brenda Cassellius - Boston Public Schools Superintendent Andrea Zayas, Chief Academic Office
PROJECT LEAD	Dr. Silvia Romero-Johnson, Assistant Superintendent
SUPPORT:	<p>Internal BPS Office of English Learners Division of Academics Senior Equity Roundtable</p> <p>External BPS Dr. Lorna Rivera-BPS School Committee Chair Dr. Carola Suárez-Orozco</p>
Additional Documents, Workstreams and Resources supporting this work. (Documents will be linked)	<ol style="list-style-type: none"> 1. District Strategic Plan: Draft OEL Work Plan Template SY20/21 2. Draft: BPS Look Act Implementation: Handbook Outline 3. Reimagining EL Programs Campaign Outline 4. EL Curriculum Framework 5. Workgroups <ol style="list-style-type: none"> a. Program Design/Site Selection b. ELSWD c. Stakeholder Engagement

¹ [imagineBPS](#) Pg 13

	d. Recruitment and Pipeline Development
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I. Project Description

Central to the very purpose and mission of the Boston Public Schools (BPS) is an excellent, equitable education for its 15,000+ English Learner (EL) students. With ELs representing over 29% ²of its student population, BPS has made high-quality instruction for ELs a top priority, seeking to provide the most effective models for language acquisition and the best programming for English Learner Education (ELE). To this end, the Bilingual Office, now the Office of English Learners (OEL), was created in 1979 to oversee the delivery of various instructional programs and services to help students learn academic English as they learn content in all subject areas and to monitor the district’s services for ELs. The goal, that all ELs will graduate with 21st century skills in order to succeed in college and careers, is evidenced by OEL’s vision statement: *To provide a culturally and linguistically responsive education with the supports needed to ensure equitable access to opportunities that promote language acquisition, bilingualism, biliteracy, and lifelong learning*

As BPS strives to meet the challenge of providing equitable access to all its students, a priority must be to eliminate all barriers to access for EL students. Half of all BPS students have immigrant parents and nearly a third of the district’s student population has been classified as English Learners. These students are highly diverse in origins hailing from about 100 countries, speaking about 70 languages at home. Further, a high percentage of BPS racial minority students are also ELs – 45% of Latinx students; 32% of Asian; and 19% of Black students, respectively. ³ For BPS to achieve this purpose, a major overhaul must occur of both ELE programming as well as district policies and practices that influence academic, special education services, socio-emotional outcomes for students and families. The development of the Roadmap is crucial to comprehensively review all components of this work, authentically engage the communities (internal/external)

² Data retrieved from Aspen SIS as of January 2021.
³ Data retrieved from Aspen SIS as of January 2021. ELs and FELs together represent 49% of all BPS students of color (ELs = 33%, FELs = 16%). 96% of all ELs are students of color. ELs also represent 30% of Native American students and 8% of "other"/multiracial students.

who are impacted by this to generate a Roadmap of how the district will effectuate the commitments in the strategic plan for a multilingual student population.

As we embark on this work, the following guiding principles will act as guardrails to keep us focused on the core work:

1. Providing equitable access for English Learners to high-quality English learner services and programs requires all district departments and divisions to assess how their current work and future initiatives will support providing ELs access to quality high-quality instruction that supports their acquisition of language and content skills simultaneously while affirming their cultural and linguistic identity.
2. As an instructional focus, the roadmap for quality education for multilingual learners must promote an “ambitious, amplified, high challenge/high support pedagogy” (Walqui & Bunch, 2020). This stance assumes that English Learners bring valuable resources to the learning environment and that when provided with the right support, they will engage and learn. It proposes a “proleptic view of learning” (Walqui & Bunch, 2020) in which teachers anticipate in advance their students’ potential for success and treat them accordingly. The Roadmap for quality education for multilingual learning is based on honoring students’ home language as critical to the development of students’ sense of identity and essential for academic success. This will require that the general education environment be transformed making multilingualism a core tenant of the design.
3. Research shows that strong dual language programs provide the most successful outcome for English Learners. In order to eliminate opportunity and achievement gaps and accelerate learning with equitable and excellent student outcomes , designing a systemic approach to implementing more dual-language programs where students will learn in both English and a partner language must be the responsibility of all BPS employees.
4. As program implementation will occur over many years, the Roadmap for quality education for multilingual learners relied on a consistent funding structure that takes into account all English Learners (ELD 1-5) and partner language learners in “General Education” classrooms and cannot be subject to the variability of current school based- funding practices.

The LOOK Act, signed into law by Governor Baker in November 2017, has provided school districts in Massachusetts the opportunity to broaden and reimagine a vision for serving ELs in more effective and culturally and linguistically sustaining ways. Current practices within OEL already support many elements of the LOOK Act, especially through established Parent Advisory Councils, the implementation of the Seal of Biliteracy, adopting procedures for student benchmarks, and integrating community voice for program options. There are, however, elements of the LOOK Act that call for more intentional and specific action.⁴ The roadmap for quality education for multilingual learners will provide a strategic path for moving BPS forward in enhancing the work already started and re-imagining possibilities for English Learners within this new context.

Under the Districts 2020-2025 strategic plan, the following strategic goals for OEL for SY20/21 are identified as:

Chart 1: Strategic goals for OEL for SY20/21

Area	Action	Due	Deliverable*	Funding	Accountable Manager(s)
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⁴ In [Appendix B](#), a summary of the Look Act, its 3 major components, and what BPS has already moved forward in implementing requirements of the work.

II. Eliminate Gaps	Develop a new plan for bilingual education in Boston, consistent with the LOOK Act, to submit to District leadership.	March 2021	Bilingual Education Plan submitted to DESE	Continued FY21 Budget	Academics Assistant Superintendent for OEL
II. Eliminate Gaps	Expand Multi-lingual and Dual Language programming in Cape Verdean, Vietnamese, and Spanish (2x).	Sept. 2021	New Dual-Language Programs	Continued FY21 Budget	Academics Assistant Superintendent for OEL
II. Eliminate Gaps	-Strengthen EL service delivery models through an inclusive, multilingual design: supporting ELs to become fully proficient in English to exit from programming	Sept. 2021	ESL & SLIFE curricula, WIDA training/	TBD	Academics Assistant Superintendent for OEL
III. Support Children and Families	-Invest in high quality ESL, SLIFE and Dual Language Curriculum -Professional learning for ELD instructional coaching -access to AP in native language. -Expand Seal of Biliteracy to all high schools and provide LATF stipends -Professional learning for culturally responsive WIDA. -Provide Early College.	June 2021 and on-going	Curriculum purchased/ Seal implemented/ PD provided	Continued FY21 Budget	Academics Assistant Superintendent for OEL

[*Appendix C: Detail timeline, metrics for deliverables](#)

II. Project Goals and Associated Metrics

1. By January 2021, hire an external partner to support with the engagement of stakeholders, collection and assessment of stakeholder feedback, writing and editing of the final draft of the Roadmap for bilingual education in Boston.
2. By the end of June 2021, OEL in collaboration with OFSCE will have engaged all internal and external stakeholders in the process of writing the Roadmap for bilingual education in Boston, to increase their understanding of English Learner programming and obtain their feedback.
3. By the end of June 2021, OEL will have identified an external partner to consult on the operationalizing of the Roadmap for quality education for multilingual learners once it has been approved by district leadership.
4. By May 2021, have identified key internal and external stakeholders to be part of the OEL Steering Committee who will supervise the implementation of the roadmap for quality education for multilingual learners so that all stakeholders remain informed and connected for this multi-year initiative.
5. By June 2021, rebrand and restructure the Office of English Learners to integrate a focus on multilingual learners.

6. By June 2021, consult with district leadership META Consent Decree, Successor Agreement with the Department of Justice that can be renegotiated to remove barriers towards implementation of the adopted plan.

III. Products (*Identifies major deliverables (e.g., reports, status updates, reviews), when delivered (e.g., date, frequency) and audience (both internal and external)*)

Product	Description	Due Date	Audience
Finalized EL Roadmap	A strategic plan that maps out the work to re-imagine all programs per the LOOK Act with a clear vision for quality education for English Learners that aligns to district goals and incorporates feedback of impacted stakeholders. The Roadmap will contain a clear budget, roll out milestones, communication plan, metrics for yearly monitoring and a summative external evaluation at various stages of the implementation.	May 2021	School Committee
Auditing impact of Home-Based Assignment Process on EL Programs	A review of the Homebased assignment policy that provides recommendations to be adopted to integrate research based practices for dual language program assignment and to create equitable access to EL programs district wide.	June 2021	BPS Finance OFSCA
Auditing of Weighted Student Formula's impact on EL program sustainability	Reviewing through the Racial Equity lens, the impact of the WSF structure on the implementation and management of ELL programs with recommendations to shift the structure to equitably fund EL programs (ESL, ELSWD, SEI and Dual Language programs)	June 2021	BPS Finance OFSCA
In collaboration with the key central office departments, enhance current pipelines to increase bilingual staff	In partnership with other central office divisions and departments responsible for building a diverse teacher and staff pipeline, generate a strategic plan to complement the Roadmap in how the district will build a sustainable pathway for hiring more bilingual educators and administrators as a crucial cornerstone of this work.	May 2021	BPS Office of Human Capital Office of Recruitment Cultivation and Diversity Office of Human Capital BTU BTR
Racial Equity Planning Tool Report	Submit to the Division of Equity and Strategy a completed review of the Roadmap prior to finalizing the plan.	June 2021	OEL Stakeholder Groups Division of Equity/Strategy

IV. Risks (*Consider constraints, challenges and risks - Constraints are limitations to what is possible; challenges are potential difficulties that may arise; and risks are uncertain events that might have an impact on the success of the project (e.g., political, economic)*)

1. Building and strengthening stakeholder buy-in at all levels in (BPS Senior Leadership, Executive cabinet, school leaders ,central office, teachers/paras , families and students) and outside (CBOs, Mayor, City Council) the organization will require all members of the team to speak with the same voice in regards to this work. The depth of knowledge of central office staff varies tremendously when it comes to what is required to shift the paradigm for ELs.
2. Increasing awareness of what defines bilingual education and the benefits of dual language programs accomplish and look like will help challenges that arise from stakeholders
3. The initial investment for this work will require a budgetary adjustment within SY2021 allocations to support new investments in staff and resources in order to meet the deadline.
4. Complex change management in the midst of an ongoing pandemic, while conducting work with displaced staff will bring about additional stressors that will require consistent work balance review to ensure accountability to tasks assigned, the overall health and camaraderie of members of the team.
5. Consideration of how various school categories/autonomies (e.g., Hub, transformation, pilot/innovation, in-district charter, schools with current EL programs vs. schools without, etc.) may impact how the final plan is drafted.
6. The BTU contract expires at the end of this SY, and the next contract negotiations may have pressure to conclude prior to the LOOK Act Roadmap being finalized. BTU contract negotiations need to align to the LOOK Act program models and associated teacher qualifications and skills. This work may also hinge successful negotiations/sunsetting of certain terms of the DOJ Successor Settlement Agreement and the META consent decree.

V. Stakeholders (*List your audience and key stakeholders (e.g., Central Office staff, teachers, principals, students, families)*) - ([Look Act: Reimagining EL Education in BPS. December 2020 - Engagement Plan](#))

Stakeholder Groups	Potential Invites/Partners	Objective for Engaging and recommended platform.
Internal to BPS	See Appendix D: Team Members section	<ul style="list-style-type: none"> ● Clarity of roles in the shifting the narrative for ELs in BPS
Teachers/BTU	Boston Teachers Union Boston Teacher Residency Program College/University Teaching Partners (OHC)	<ul style="list-style-type: none"> ● Facilitated panel conversation on work they have completed over the years around ELS in BPS and what they envision EL programs to look like from a teacher perspective moving into the future under the LOOK Act

		<ul style="list-style-type: none"> ● BTU contract (re)negotiations
Admins	BPS Principal Cabinet, BASAS School Supts Academics Directors (Central and School-Based)	Facilitated panel conversation on <ul style="list-style-type: none"> ● What does it mean to manage successful EL programs. ● What are administrators seeking to better support EL needs in BPS?
Parents/CBOs	DELAC/ELAC CPAC Vietnamese DL committee Haitian DL committee Cabo Verdean DL Committee EL Task Force MOIA CEAC	Facilitated panel conversation on leveraging already ongoing scheduled meetings: <ul style="list-style-type: none"> ● What are parents’ expectations for their EL students? ● How do they imagine the LOOK Act to be of benefit to their children? ● How do we demystify what DL is, what is bilingual/biliteracy development ● Testimonial from groups who have partners with the district on opening programs
ELSWD	SPED PAC EL Task Force ELSWD Subcommittee Special Education	Facilitated panel conversation: <ul style="list-style-type: none"> ● Conversation with Dr. Serpa and other leaders on work completed with BPS OEL for ELSWD
Students	BSAC High schoolers EL Alums	Facilitated panel conversation, surveys and focus groups <ul style="list-style-type: none"> ● What is their desire for an education in BPS in regards to the options available in the LOOK Act?
Universities	Cabo Verde Center for Applied Research Gaston institute Haitian Language Cultural Center Umass Boston (Chinese cultural center) TBD Vietnamse - Dr Natalie Tran	Facilitated meetings: <ul style="list-style-type: none"> ● Conversation with leading researchers/practitioners who have supported work with language communities in the greater Boston community. ● Discussing their findings and recommendations for ELs in BPS.

VI. Communication Plan *(If needed, attach here; if not, provide a short summary that addresses how the project will be communicated, how stakeholders will be engaged, and how results will be disseminated.)*

Stakeholder	Frequency
Central Office Staff Workgroups for program implementation with communication protocols	Monthly
School Staff and Administrators <ul style="list-style-type: none"> ● OEL LAT-F Newsletter ● Monthly principal Meetings ● Bi-monthly LAT-F Gatherings 	Monthly
Community Engagement LOOK Act: Reimagining EL Education in BPS. December 2020	Monthly

Media Platforms <ul style="list-style-type: none"> • BPS OEL website • DELAC/ELAC website • LOOK ACT website • BPS and OEL Facebook • BPS OEL Youtube 	Weekly
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VII. Summary Timeline and Milestones : *(Include significant milestones, back mapped from final due date (BOE approval, SLT presentation, public release, etc.) Insert deadline (e.g., date of the final delivery date to the public or to the SC)*

Time	Milestones
Jan- Feb 2021	Review and Approval of Project Charter
Feb -April 2021	Launch Community Engagement and contract with appropriate vendors for writing of the Roadmap Rebrand OEL website to support stakeholder engagement
April - June 2021	Finalizing the Roadmap and submit to district leadership and School Committee
May- July 2021	Align resources and operationalize the plan for Year 1 and 2

VIII. Resources Needed:*(Examples include existing data and new data collected, budget, external people/consultants. Should capture both what is needed and from where/whom)*

In order to meet the timeline set before us, the hiring of consultants and new staff positions is needed to support the work as current staff continue to advance current projects to service student as we transition schools for re-opening.

Category	Description	Cost	Funding Source
1. Consultant	UMass Boston College of Education & Human Development and UMass Boston Gaston Institute WestEd (Plan writer consultant)	UMass Boston: \$24,000 WestEd: \$75,000	OEL
2. Data Analysis	Data collection and analysis on	1.0 Data Analyst: \$47,000* (OEL

	effectiveness of program implementation	50% of average managerial salary)	
3. Recruitment and Pipeline Development	Staff for Sy20/21	Recruitment and Cultivation Specialist (OHC/OEL) -(1.0) \$47,000* (50% of average managerial salary)	OEL/RCD
4. Marketing	Professional editing of final document	TBD	Academics
5. Curriculum/ Professional Learning	Development and implementation of ESL Curriculum (K-5/6 and 6-12) Development and implementations of SLIFE Curriculum Development of native language curriculum Professional learning opportunities for central office Staff	Contracted services for ESL/SLIFE curriculum development (\$30,000 - OEL) Cabo Verdean Curriculum Specialist (1.0- OEL) \$45,000* (50% of average specialist salary) Vietnamese Curriculum Specialist (1.0- Shared with Mather/OEL) \$45,000* (50% of average specialist salary)	OEL

In anticipation of the role-out of the work in year 1, below is a summary total of requested investments based on projected work.

Chart 3: Summary of FY22 Budget Request: (Add other EL program needs to budget)

ALIGNMENT	Program	Description	Grand Total
Maintenance	ASL	Professional Learning	\$10,000
Maintenance	ALL	Partnership with Center for Applied Linguistics	\$40,000
Maintenance	Cabo Verdean	Curriculum/professional learning	\$105,000
Maintenance	Haitian Creole	Curriculum/professional learning	\$81,000
Maintenance	Professional Learning	Native language supports and Bilingual Education Endorsement	\$86,000
Maintenance	Seal of Biliteracy	Student materials	\$113,000
Maintenance	Vietnamese	Curriculum/professional learning	\$105,000
New Investment	Staffing	3 additional staff (OHC/OEL, Vietnamese and Cabo Verdean curriculum specialist)	\$282,000

New Investment	All	MAP Assessment work	\$8,000
New Investment	Summer Programming	DL Summer Exploration programs	\$288,000
New Investment	Strengthen ELL delivery: Curriculum & Teacher Training	Our goal for strengthening English Learner instruction delivery revolves around identifying an ESL curriculum and collaborating materials, training teachers on planning using the content and language standards incorporating materials that are linguistically and culturally affirming, and training teachers on creating assessments aligned to the curriculum to measure student progress towards the acquisition of skills and knowledge within the Mass curriculum frameworks (content) and WIDA framework (language). In this proposed budget item, we would be able to get a scope and sequence for ESL curriculum, training for teachers on creating assessments aligned to the standards, training for teachers on integrating materials from the core ELA curriculum and supplementary materials that are at the right instructional level, and ensuring the purchase of those materials.	\$400,000
Grand Total			1,518,000

IX. Team Members: (List of key players who will be completing the work, including name, department/school, and role on the team)

Core LOOK Act Team Planning

Divisions	Project Lead	Additional Staff
Academics Andrea Zayas, Chief Academic Officer	Dr. Silvia Romero-Johnson, Assistant Superintendent of OEL, Project Lead	Office of English Learners <ul style="list-style-type: none"> ● Faye Karp ● Daphne Germain ● Genevieve McDonough ● Ellen Kelleher ● Chi Nguyen ● Allen Dowling ● Vera Johnson Early Childhood <ul style="list-style-type: none"> ● Jason Sachs ● TeeAra Diaz ● Marie Enocthy Office of Special Education <ul style="list-style-type: none"> ● Ethan D'ablemont-Burnes ● Evelyn Adario Academics <ul style="list-style-type: none"> ● Christine Landry ● Christine Cronin ● Julie Caldarone
Office of Family, Student and Community		Welcome Services/Student Registration <ul style="list-style-type: none"> ● Devon McCarley

Advancement Monica Roberts, Chief of OFSCA		<ul style="list-style-type: none"> Barry Kaufman Family/School Engagement <ul style="list-style-type: none"> Myriam Ortiz, Cyntoria Grant
Office of Finance Nate Kuder, Chief Financial Officer		Planning & Analysis <ul style="list-style-type: none"> James Racanelli Keith Hellmold Karen Book Patti Tao
Office of Accountability Corey Harris, Chief of Accountability		School Superintendents Office of Data & Accountability Office of Transformation
Division of Equity, Strategy and Opportunity Gaps Dr. Charles Grandson - Chief of Equity and Strategy		Office of Opportunity Gaps - <ul style="list-style-type: none"> Velecia Saunders Office of Recruitment, Cultivation and Diversity <ul style="list-style-type: none"> Ceronne Daly Abdi Ali Aketa Narang
Albert Taylor, Jr. -Chief of Human Capital		Rae Catchings, Deputy Chief Human Capital Officer Hannah Hall, Director of Staffing Denisha Pena, Staffing Manager, Central Office Staffing
Communications		Jonthan Palumbo Xavier Andrews

Under the BPS [RASCI](#) Framework, each team member has clearly defined roles within which to ensure the quality implementation of this project. Each division head has team members who are tasked with direct support work that creates a collaborative team approach for the many projects that are associated with the LOOK Act implementation work.

	Andrea Zayas	Dr. Silvia Romero-Johnson	Monica Roberts	Nate Kuder	Dr. Corey Harris	Dr. Charles Grandson	Al Taylor	Jonathan Palumbo
Responsible		R						
Accountable	A				A*			
Support		S	S	S	S	S	S	
Consulted			C	C		C	C	C
Informed								I

*School Superintendents are direct supervisors of schools where programs are implemented and are responsible for school leaders capacity to meet job expectations.

Appendix A: Additional Context of the needs for EL or Immigrant students

While some of the students originating from immigrant families are faring as well as or even better than their native same-ethnicity peers, others face significant challenges in their educational and psychosocial adaptation (García Coll, & Marks, 2011; Orozco, Suárez-Orozco, Todorova, 2008; Suarez-Orozco, Yoshikawa, & Tseng 2016). Many struggle academically, without acquiring the tools they will need to function effectively in the knowledge-intensive economy (Duncan & Murnane, 2011).

The students who are particularly at risk for poor educational and economic outcomes are those who find themselves at an intersectionality of particular cumulative risks (Evans, Li, & Whipple, 2013). Immigrant origin children and youth are especially likely to face deep disadvantage if, they are exposed to:

- racialization as a “visible minority” group (Child Trends, 2013; Kunz, 2003; Ong, et al., 1996);
- poverty (Hernández 2014; Child Trends, 2013);
- low levels of parental education and employment (Coleman, 1988; Rumbaut & Portes, 2001);
- newcomer status; (Suárez-Orozco, Suárez-Orozco, & Todorova, 2008);
- familial undocumented status (Yoshikawa, Suárez-Orozco, & Gonzales, 2017), as well as
- language acquisition challenges (Hernández, 2014).

While the preponderance of evidence strongly suggests students require 5-7 years of consistent and high quality second language instruction to reach academic English language proficiency consistent with their peers **(RECENT CITATION NEEDED)**, in 2002, Question 2 eliminated bilingual education in Massachusetts. After a 15-year hiatus in receiving bilingual instruction, EL students **PROVIDE 2-3 EXAMPLES OF HOW THESE STUDENTS HAVE FALLEN BEHIND/ARE NOTE BEING PROVIDED EQUITABLE ACCESS.**

Further, in recent years immigrant families have faced systematic anti-immigration social rhetoric and implementation of hostile federal policies. From 2016 to 2020, over 400 policy federal policy changes have been implemented resulting in significantly restricted humanitarian benefits, increased implementation of enforcement, as well as decreased pathways to legal immigration (Pierce & Bolter). Further, during the pandemic, many members of immigrant families have been particularly vulnerable to either working as first responders or to layoffs **(CITATION NEEDED)**. As such, in recent years EL students and their families have encountered a far from optimal or equitable set of circumstances.

Appendix B: LOOK Act [Overview](#)

Component	Summary of LOOK Act requirements	BPS LOOK Act implementation to date
Component 1: EL programming flexibility	1. Staffing qualifications for those who work within EL programs (<i>SEI endorsement, Bilingual Education Endorsement, ESL license</i>)	1. Offering of annual RETELL and Bilingual Education Endorsement courses.

	<ol style="list-style-type: none"> 2. Standardization of EL program development 3. Establishing parent choice for program assignment 4. Requiring community engagement for program development or adjustments of program models 5. Requiring establishment of an EL parent advisory council 	<ol style="list-style-type: none"> 2. Organizing of internal collaborative work groups 3. Establishing of community language based groups to support with community engagement and hiring of language based liaisons 4. Established through BPS DELAC/ELAC (2017)
<p>Component 2: High quality instruction that is data driven and monitored</p>	<ol style="list-style-type: none"> 1. Establishes language development benchmarks and intervention process for ELs who do not meet them. 2. Requires districts to create Individualized Learning Plans (ILPs) for all ELs who have not met the designated benchmarks 3. Establishes the Seal of Biliteracy and requires the district to implement options for students. 	<ol style="list-style-type: none"> 1. Rolled out Individualized Learning Plan (ILP) for English Learners beginning in SY19-20, using WIDA standards for establishing goals for ELs not meeting the benchmarks in ACCESS testing. 2. Piloted and have implemented the Seal of Biliteracy for high school seniors starting before the LOOK Act was passed into law. Starting in Spring 2018 increased the number of participating schools. Continuing to expand each year. For SY20-21, 31 schools have identified a Seal point person, who will administer the World Languages testing component.
<p>Component 3: Monitoring of Students and district</p>	<ol style="list-style-type: none"> 1. Adds Pre-K students to the roster of ELs to be reported to DESE 2. Reaffirms 4 year monitoring of former ELs 3. Establishes a special data commission to collect and monitor state and district level information 4. Stipulates that state defined assessments can no longer be the sole measure of a district, school, or teacher. 	<ol style="list-style-type: none"> 1. Integrated in BPS reporting to DESE in 2018 2. 4 year monitoring structure implemented in 2017

Appendix C: Detail Explanation of Deliverables, Timeline, Metrics

District strategic Area	Deliverable	Timeline	Milestones	Metrics
II. Eliminate Gaps	Develop a new plan for bilingual education in Boston, consistent with the LOOK Act, to submit to District leadership	<p>Jan- March - Stakeholder Engagement</p> <p>April- Have external consultant to summarize theme and write final report</p> <p>May- Submit final draft to stakeholder groups for review before 3</p>	<p>Provide stakeholder engagement activities with targeted groups</p> <p>Summary of themes and alignment to resources and investment needs</p> <p>Completing REPT as part of the engagement process and submitting a summary report.</p> <p>Updated report on bilingual/biliterate staff hiring needs</p>	<p>Attendance and satisfaction survey from participants</p> <p>Increase linguistic capacity across schools and departments by hiring bilingual/biliterate staff with focus on following areas:</p> <ul style="list-style-type: none"> -top district languages for DL programs -special education services -schools level communication, translation and interpretation -Office of Human Capital: to screen level of proficiency in applicants.
II. Eliminate Gaps	Expand Multi-lingual and Dual Language programming in Cabo Verdean, Vietnamese, and Spanish (2x).		<p>Launch Cabo Verdean and Vietnamese workgroups to manage the implementation work</p> <p>Audit the current Home-Based policy and its impact to EL program sustainability</p> <p>Update and align Registration/Assignment policy for DL</p> <p>Testing for native language learners to qualify them for DL seats and establishing process for DL program assignment</p> <p>Weighted Student Formula for DL students</p> <p>Dual Language Coaches at each school (allocation of time and responsibilities explained)</p>	<p>Increase available seats to provide equitable access to DL programs district wide while minimizing waiting lists (high applicant to placement ratio). Current - Desired</p>
II. Eliminate Gaps	-Strengthen EL service delivery models: supporting ELs to become fully proficient in English to exit		<p>English Learners with ELD 4 and 5 are weighted higher in the weighted student formula.</p> <p>Provide services for ELs regardless of ELD level in inclusionary settings (Gen Ed in</p>	<p>Increase progress towards achieving English language proficiency, as measured by the percentage of students making adequate yearly</p>

	from programming in a developmentally appropriate manner.		English with ESL and L1 support or Gen Ed in DL with ESL support)	<p>progress on the ACCESS for ELLs exam.</p> <p>Increase the proportion of EL students who have attained English proficiency, as measured by the percentage of students meeting the state's exit criteria.</p> <p>Reduce the percentage of Long-Term ELs by 6th grade</p> <p>Reduce the disproportionality of ELs who are being identified as SwD.</p>
III. Support Children and Families	<ul style="list-style-type: none"> -Invest in high quality ESL, SLIFE and Dual Language Curriculum -Professional learning for ELD instructional coaching -access to AP in native language. -Expand Seal of Biliteracy to all high schools and provide LATF stipends -Professional learning for culturally responsive WIDA. -Provide access to Early College. 		<p>Develop instructional frameworks and a comprehensive assessment framework for dual language programs and ESL programs.</p> <p>Develop a coaching framework for ELD instructional supports and WIDA frameworks.</p> <p>Offer Seal of Biliteracy STAMP assessment for measuring the world language capacity to all graduating seniors who meet the English Criteria.</p>	<p>Attendance and satisfaction survey from participants.</p> <p>Increase percentage of enrollment in AP courses for ELs and students in DL programs from ...to ...</p> <p>Increase attainment of Seal of Biliteracy from ... to ...</p> <p>Increase Dual Enrollment for ELs and students in DL programs from ... to ...</p>