

PERFORMANCE GOAL 2

PERFORMANCE INDICATOR 2.1

Performance Goal 2

By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

Performance Goal 2 Indicator

2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their third school year.

KEY STRATEGIES	2003—2004 SCHOOL YEAR	2004—2005 SCHOOL YEAR
<p>a) Continue to diagnose English proficiency for English Language Learners to ensure proper placement.</p> <p>b) Provide ESOL services for all English Language Learners not meeting English proficiency levels.</p> <p>c) Facilitate access to appropriate educational and community resources for immigrant families.</p> <p>d) Facilitate interpretation and translation services for parents and families who speak a language other than English to strengthen communication among homes, schools, and the community.</p> <p>e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.</p> <p>f) Provide parent orientations on how to access services from the school system.</p>	<p>Investigate the feasibility of reporting state mandated ESOL assessment results electronically in order to document Adequate Yearly Progress for <i>No Child Left Behind</i>. Seek future funding to purchase and administer state mandated ESOL assessments</p> <p>Seek future annual funding to continue to replace ESOL tutors with high quality ESOL teachers</p> <p>Seek future funding for staffing based on increased enrollments</p> <p>Refine systemwide protocol for interpretation and translation services with an emphasis on providing publications directed to students and parents in their primary languages</p> <p>Expand services provided for newcomer families at intake conferences, including evening hours and regional locations during peak registration periods</p> <p>Review facility space needs annually based on projected ESOL enrollment</p>	<p>Purchase and administer state mandated English Language Proficiency assessments; refine data collection and reporting process based on funding. Prioritize support and training to schools with the highest percentage of English Language Learners not meeting Adequate Yearly Progress goals</p> <p>Seek future funding to replace ESOL tutors with ESOL teachers</p> <p>Seek future funding for staffing based on increased enrollments</p> <p>Implement new systemwide protocol for translation and interpretation services</p> <p>Continue to provide services for newcomer families at intake conferences, including evening hours and regional locations during peak registration periods</p> <p>Review facility space needs annually based on the projected ESOL enrollment</p>

Measurement: Percentage of English Language Learners who reach English proficiency on the test by the end of their 3rd school year. (04, 05, 06, 07, and 08)

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By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

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2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their third school year.

2005– 2006 SCHOOL YEAR	2006—2007 SCHOOL YEAR	2007—2008 SCHOOL YEAR
<p>Purchase and administer state mandated ESOL assessments. Prioritize support and training to schools with highest percentage of English Language Learners not meeting Adequate Yearly Progress goals</p> <p>Seek future funding for staffing based on increased enrollments</p> <p>Continue to implement systemwide protocol for translation and interpretation services</p> <p>Continue to provide services for newcomer families at intake conferences, including evening hours and regional locations during peak registration periods</p> <p>Review facility space needs annually based on the projected ESOL enrollment</p>	<p>Purchase and administer state mandated ESOL assessments. Prioritize support and training to schools with highest percentage of English Language Learners not meeting Adequate Yearly Progress goals</p> <p>Seek future funding for staffing based on increased enrollments</p> <p>Continue to implement systemwide protocol for translation and interpretation services</p> <p>Continue to provide services for newcomer families at intake conferences, including evening hours and regional locations during peak registration periods</p> <p>Review facility space needs annually based on the projected ESOL enrollment</p>	<p>Purchase and administer state mandated ESOL assessments. Prioritize support and training to schools with highest percentage of English Language Learners not meeting Adequate Yearly Progress goals</p> <p>Seek future funding for staffing based on increased enrollments</p> <p>Continue to implement systemwide protocol for translation and interpretation services</p> <p>Continue to provide services for newcomer families at intake conferences, including evening hours and regional locations during peak registration periods</p> <p>Review facility space needs annually based on the projected ESOL enrollment</p>

Measurement: Percentage of English Language Learners who reach English proficiency on the test by the end of their 3rd school year. (04, 05, 06, 07, and 08)

Performance Goal 2

By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

Performance Goal 2 Indicator

2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their third school year.

KEY STRATEGIES	2003—2004 SCHOOL YEAR	2004—2005 SCHOOL YEAR
<p>a) Continue to diagnose English proficiency for English Language Learners to ensure proper placement.</p> <p>b) Provide ESOL services for all English Language Learners not meeting English proficiency levels.</p> <p>c) Facilitate access to appropriate educational and community resources for immigrant families.</p> <p>d) Facilitate interpretation and translation services for parents and families who speak a language other than English to strengthen communication among homes, schools, and the community.</p> <p>e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.</p> <p>f) Provide parent orientations on how to access services from the school system.</p>	<p>Collaborate with local graduate programs in Teachers of English Speakers of Other Languages (TESOL) to provide professional development for ESOL staff and training for pre-service ESOL teachers</p> <p>Develop the following curricula to be used in ESOL centers or school-based programs: ESOL Middle School Newcomer Curriculum; ESOL High School Reading. Develop a middle school <i>ESOL I Newcomer</i> orientation and curriculum based on the Essential Curriculum to be used in self-contained ESOL centers or school based programs</p> <p>Evaluate the delivery of elementary ESOL services</p> <p>Evaluate the implementation of the ESOL Program</p> <p>Establish an ESOL Parent Advisory Board</p>	<p>Continue to collaborate with local graduate programs in TESOL to provide professional development for ESOL staff and training for pre-service ESOL teachers</p> <p>Develop the following curricula to be used in ESOL centers or school-based programs: intermediate middle school ESOL II and high school ESOL I Newcomer. Revise and implement middle school ESOL I Newcomer curriculum</p> <p>Seek future funding to adjust the delivery of ESOL services based on the evaluation</p> <p>Recruit, train, and place parent volunteers of English Language Learners based on needs assessment</p> <p>Conduct a needs assessment and develop a recommendation for effective recruiting strategies, training, and on site placement of volunteer parents of English Language Learners</p>

Measurement: The baseline percentage of ESOL students who reach the Maryland proficiency level (TBD) on the *Idea Proficiency Test* (IPT) by the end of their 3rd school year will be established for 2003-04. By 2007-08, 100% of ESOL students will achieve proficiency on the IPT by the end of their 3rd school year.

Performance Goal 2

By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

Performance Goal 2 Indicator

2.1 All English Language Learners receiving English for Speakers of Other Languages (ESOL) services will attain English proficiency by the end of their third school year.

2005– 2006 SCHOOL YEAR	2006—2007 SCHOOL YEAR	2007—2008 SCHOOL YEAR
<p>Continue to collaborate with local graduate programs in TESOL to provide professional development for ESOL staff and training for pre-service ESOL teachers</p> <p>Develop the following curricula to be used in ESOL centers or school-based programs: intermediate high school ESOL II, advanced middle school ESOL III. Revise and implement the following curricula: middle school ESOL II and high school ESOL I newcomer</p> <p>Implement recommendations of the evaluation of the elementary ESOL program, based on funding</p> <p>Adjust the implementation of the ESOL Program as indicated by the evaluation</p> <p>Recruit, train, and place parent volunteers of English Language Learners based on needs assessment</p>	<p>Continue to collaborate with local graduate programs in TESOL to provide professional development for ESOL staff and training for pre-service ESOL teachers by investigating possible PDS sites</p> <p>Develop the high school ESOL III advanced curriculum to be used in ESOL centers or school based programs. Revise and implement the following curricula: middle school ESOL III advanced and high school ESOL II intermediate</p> <p>Implement recommendations of the evaluation of the elementary ESOL program, based on funding</p> <p>Adjust the implementation of the ESOL Program as indicated by the evaluation</p> <p>Recruit, train, and place parent volunteers of English Language Learners based on needs assessment</p>	<p>Continue to collaborate with local graduate programs in TESOL to provide professional development for ESOL staff and training for pre-service ESOL teachers by investigating possible PDS sites</p> <p>Revise and implement high school ESOL III advanced curriculum to be used in ESOL centers or school based programs</p> <p>Implement recommendations of the evaluation of the elementary ESOL program, based on funding</p> <p>Adjust the implementation of the ESOL Program as indicated by the evaluation</p> <p>Assess effectiveness of recruitment, training, and placement procedures of volunteer parents of English Language Learners</p>

Measurement: The baseline percentage of ESOL students who reach the Maryland proficiency level (TBD) on the *Idea Proficiency Test (IPT)* by the end of their 3rd school year will be established for 2003-04. By 2007-08, 100% of ESOL students will achieve proficiency on the IPT by the end of their 3rd school year.

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PERFORMANCE INDICATOR 2.2

PERFORMANCE GOAL 2

By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR GOAL 2

2.2 Fifty percent of English Language Learners receiving ESOL services for more than one year, and less than three years, will attain proficiency on the MSA in reading/language arts, mathematics, and science.

KEY STRATEGIES	2003—2004 SCHOOL YEAR	2004—2005 SCHOOL YEAR
<p>c) Facilitate access to appropriate educational and community resources for immigrant families.</p> <p>e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.</p> <p>Goal 1 (c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p>	<p>Develop a high school reading curriculum that promotes acquisition and expansion of literacy skills for English Language Learners</p> <p>Provide professional development for ESOL teachers and curriculum writers on higher-level thinking skills, vocabulary, and pedagogy to increase the rigor of self-contained ESOL courses</p> <p>Provide professional development for ESOL teachers in collaboration with resource personnel from English Language Arts, Science, Mathematics, and Social Studies to align ESOL instruction with best practices in the content areas and to increase student success on MSA and HSA</p> <p>Continue to provide professional development for schools on second language acquisition and cross-cultural and differentiation strategies</p> <p>Provide regional bilingual information sessions for families including information about colleges, careers, and community resources</p> <p>Expand the recruitment and training of interpreters and translators</p>	<p>Implement high school ESOL reading curriculum and monitor student progress</p> <p>Continue to provide professional development for ESOL teachers and curriculum writers on higher-level thinking skills, vocabulary, and pedagogy to increase the rigor of self-contained ESOL courses</p> <p>Continue to provide professional development for ESOL teachers in collaboration with resource personnel from English Language Arts, Science, Mathematics, and Social Studies to align ESOL instruction with best practices in the content areas and to increase student success on MSA and HSA</p> <p>Continue to provide professional development for schools on second language acquisition and cross-cultural and differentiation strategies</p> <p>Continue regional bilingual parent training and information sessions for families</p> <p>Continue to recruit and train interpreters/translators</p>

Measurement: The baseline percentage of all ESOL students with 1-3 years of service who achieve Maryland standards (TBD) on the MSA reading, math, and science will be established for 2003-04. By 2007-08, 50% of all ESOL students with 1-3 years of service will achieve Maryland standards (TBD) on the MSA reading, math, and science.

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Results of self-report sample surveys and interviews of BCPS parents, staff, students, and community members. By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

PERFORMANCE INDICATOR GOAL 2

2.2 Fifty percent of English Language Learners receiving ESOL services for more than one year, and less than three years, will attain proficiency on the MSA in reading/language arts, mathematics, and science.

2005– 2006 SCHOOL YEAR	2006—2007 SCHOOL YEAR	2007—2008 SCHOOL YEAR
<p>Implement high school ESOL reading curriculum and monitor student progress</p> <p>Continue to provide professional development for ESOL teachers and curriculum writers on higher-level thinking skills, vocabulary, and pedagogy to increase the rigor of self-contained ESOL courses</p> <p>Continue to provide professional development for ESOL teachers in collaboration with resource personnel from English Language Arts, Science, Mathematics, and Social Studies to align ESOL instruction with best practices in the content areas and to increase student success on MSA and HSA</p> <p>Continue to provide professional development for schools on second language acquisition and cross-cultural and differentiation strategies</p> <p>Continue regional bilingual parent training and information sessions for families</p> <p>Continue to recruit and train interpreters/translators</p>	<p>Implement high school ESOL reading curriculum and monitor student progress</p> <p>Continue to provide professional development for ESOL teachers and curriculum writers on higher-level thinking skills, vocabulary, and pedagogy to increase the rigor of self-contained ESOL courses</p> <p>Continue to provide professional development for ESOL teachers in collaboration with resource personnel from English Language Arts, Science, Mathematics, and Social Studies to align ESOL instruction with best practices in the content areas and to increase student success on MSA and HSA</p> <p>Continue to provide professional development for schools on second language acquisition and cross-cultural and differentiation strategies</p> <p>Continue to provide regional bilingual parent training and information sessions for families</p> <p>Continue to recruit and train interpreters/translators and evaluate effectiveness</p>	<p>Implement high school ESOL reading curriculum and monitor student progress</p> <p>Continue to provide professional development for ESOL teachers and curriculum writers on higher-level thinking skills, vocabulary, and pedagogy to increase the rigor of self-contained ESOL courses</p> <p>Continue to provide professional development for ESOL teachers in collaboration with resource personnel from English Language Arts, Science, Mathematics, and Social Studies to align ESOL instruction with best practices in the content areas and to increase student success on MSA and HSA</p> <p>Continue to provide professional development for schools on second language acquisition and cross-cultural and differentiation strategies</p> <p>Continue to provide regional bilingual parent training and information sessions for families</p> <p>Continue to recruit and train interpreters/translators</p>

Measurement: Percentage of English Language Learners who receive 1-3 years of ESOL service and reach State Standards for MSA (reading, math, and science) Results of self-report sample surveys and interviews of BCPS parents, staff, students, and community members. (06, 07 and 08)

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By 2007, all English Language Learners will become proficient in English and reach high academic standards in reading/language arts, mathematics, science, and social studies.

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2.2 Fifty percent of English Language Learners receiving ESOL services for more than one year, and less than three years, will attain proficiency on the MSA in reading/language arts, mathematics, and science.

KEY STRATEGIES	2003—2004 SCHOOL YEAR	2004—2005 SCHOOL YEAR
<p>c) Facilitate access to appropriate educational and community resources for immigrant families.</p> <p>e) Provide professional development opportunities on cross-cultural and differentiated strategies for all staff.</p> <p>Goal 1 (c) Provide for the consistent and systematic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.</p>	<p>Continue to collaborate with the Community College of Baltimore County (CCBC) to expand offerings and publicize ESOL classes for adults</p> <p>Expand after school homework sessions for English Language Learners in mainstream classes</p> <p>Develop a continuing professional development course for all staff on strategies for working with English Language Learners</p> <p>Revise the ESOL government course that aligns with HSA based upon disaggregated HSA data</p> <p>Establish lending libraries in Resource Centers of bilingual reading materials for families of English Language Learners</p> <p>Identify bilingual reading materials for textbook orders/library media collections</p>	<p>Continue to collaborate with the Community College of Baltimore County (CCBC) to expand offerings and publicize ESOL classes for adults</p> <p>Seek future funding to expand after-school homework sessions for English Language Learners in mainstream classes</p> <p>Develop and implement a continuing professional development course for all staff on strategies for working with English Language Learners</p> <p>Align/write new elementary ESOL units to coincide with changes in the science and social studies units in the Essential Curriculum</p> <p>Implement the ESOL government course that aligns with HSA based upon disaggregated HSA data</p> <p>Advertise the availability of the lending libraries in Resource Centers for bilingual reading materials for families of English Language Learners</p> <p>Continue to identify and purchase bilingual reading materials, seek appropriate funding</p>

Measurement: The baseline percentage of all ESOL students with 1-3 years of service who achieve Maryland standards (TBD) on the MSA reading, math, and science will be established for 2003-04. By 2007-08, 50% of all ESOL students with 1-3 years of service will achieve Maryland standards (TBD) on the MSA reading, math, and science.

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2005– 2006 SCHOOL YEAR	2006—2007 SCHOOL YEAR	2007—2008 SCHOOL YEAR
<p>Continue to collaborate with the Community College of Baltimore County (CCBC) to expand offerings and publicize ESOL classes for adults</p> <p>Seek future funding to expand after-school homework sessions for English Languages Learners in main stream classes</p> <p>Continue to implement a continuing professional development course for all staff on strategies for working with English Language Learners</p> <p>Implement the new elementary ESOL units to coincide with changes in the science and social studies units in the Essential Curriculum</p> <p>Continue to implement the ESOL government course that aligns with HSA based upon disaggregated HSA data</p> <p>Continue to advertise the availability of the lending libraries in Resource Centers for bilingual reading materials for families of English Language Learners</p> <p>Continue to identify and purchase bilingual reading materials</p>	<p>Continue to collaborate with the Community College of Baltimore County (CCBC) to expand offerings and publicize ESOL classes for adults</p> <p>Seek future funding to expand after-school homework sessions for English Languages Learners in main stream classes</p> <p>Continue to implement a continuing professional development course for all staff on strategies for working with English Language Learners</p> <p>Continue to implement the new elementary ESOL units to coincide with changes in the science and social studies units in the Essential Curriculum</p> <p>Continue to implement the ESOL government course that aligns with HSA based upon disaggregated HSA data</p> <p>Evaluate the use of the lending libraries in Resource Centers for bilingual reading materials for families of English Language Learners</p> <p>Continue to identify and purchase bilingual reading materials</p>	<p>Continue to collaborate with the Community College of Baltimore County (CCBC) to expand offerings and publicize ESOL classes for adults</p> <p>Seek future funding to expand after-school homework sessions for English Languages Learners in main stream classes</p> <p>Continue to implement a continuing professional development course for all staff on strategies for working with English Language Learners</p> <p>Continue to implement the new elementary ESOL units to coincide with changes in the science and social studies units in the Essential Curriculum</p> <p>Continue to implement the ESOL government course that aligns with HSA based upon disaggregated HSA data</p> <p>Adjust the services of the lending libraries as indicated by the evaluation</p> <p>Continue to identify and purchase bilingual reading materials</p>

Measurement: Percentage of English Language Learners who receive 1-3 years of ESOL service and reach State Standards for MSA (reading, math, and science) Results of self-report sample surveys and interviews of BCPS parents, staff, students, and community members. (06, 07 and 08)