

approach to ensure that timely and necessary actions are taken so that ELs do not “fall through the cracks.”

The sample district plan below is an outline for ensuring local accountability and responsibility for monitoring and supporting the ELD progress of ELs. The sample plan also addresses the lifelong language learning needs of former ELs (as signaled in the CA ELD Standards Proficiency Level Descriptors) so that they, too, continue to progress in their academic and linguistic development.

Figure 11.7. Sample Districtwide Plan for Monitoring ELD Progress

Millefleur District’s ELD Progress Monitoring Plan²
<p>District Leadership Responsibilities</p> <ol style="list-style-type: none"> 1. Establish a clearly articulated and publicly available plan for monitoring ELD progress: <ul style="list-style-type: none"> • Identify all EL and former EL students in the district and provide information to schools and teachers (before the start of the school year) that includes detailed demographic information, including how long students have been in the U.S., their primary language, their schooling background and level of literacy in their primary language, academic and linguistic progress on state summative assessments district interim assessments, etc. • Provide guidance to schools for accelerated and intensive support to identified Long Term English Learners and former ELs experiencing difficulty. • Monitor EL student progress longitudinally, determine appropriate timelines for language development (using state summative and local progress monitoring data), and act swiftly when ELs and former ELs appear to be <i>stalling</i> in their linguistic and/or academic progress. • Document where ELs have been placed, and ensure they are appropriately placed with the most highly qualified teachers and in the courses that will meet their specific instructional needs. For high schools, ensure ELs have full access to a-g coursework. • Identify EL students who are potentially ready to reclassify as English proficient. • Communicate ELs’ progress to parents and families in a manner and setting that invites open discussion and collaboration. 2. Engage in internal accountability practices and provide continuous support to all schools to ensure ELD progress:

² This sample plan is ideally integrated within a district’s English Learner Master Plan, which addresses EL programs and services; family and community involvement; EL identification, placement, and reclassification; and policies regarding monitoring, evaluation, and accountability of EL instructional services related to the continued success of ELs and former ELs.

- **Monitor schools frequently**, including classroom observations and debriefing meetings that promote dialogue and provide formative feedback to site administrators, counselors, specialists, teacher leaders, and teachers.
- **Work with schools to develop a clear plan for comprehensive ELD** that includes both integrated and designated ELD. Ensure schools are supported to continuously refine their comprehensive ELD program, based on student needs and a variety of data, including student perception surveys and parent feedback.
- **Promote a culture of learning and continuous improvement** by providing sufficient time for professional learning and ongoing mentoring for all administrators, instructional coaches, teachers, specialists, counselors, and paraprofessionals.
 - In particular, ensure that all district educators understand the principles and practices in the *CA ELA/ELD Framework*, including formative assessment practices and interim assessments that are based on the CA ELD Standards, as well as how to use assessment results appropriately.
- **Determine the adequacy of curricular materials** for meeting the needs of ELs, and make adjustments when needed.
- **Ensure teachers have access to high-quality professional learning** that includes a variety of formative assessment practices for monitoring ELD progress and responding to identified learning needs throughout the year.
- **Refine the monitoring plan as needed**, based on evidence gathered from schools, teachers, parents, students, and community members.

School Leadership Responsibilities³:

1. Ensure that all teachers understand the district's plan for monitoring ELD progress:
 - **Study and discuss as a staff the district ELD Progress Monitoring plan** (before the school year begins), and provide an open forum for continuous discussion.
 - **Encourage teachers** to try out new instructional and assessment practices and reflect on successes and challenges.
 - **Monitor successes and challenges**, and use this data to inform the district's refinement of the plan.
 - **Engage teachers in purposeful data analysis** for reflection on practice and programs (e.g., examining longitudinal ELA and ELD summative assessment scores to ensure ELs are progressing sufficiently, interim ELA and ELD assessment data, as well as student writing, observation data, and other sources of evidence of student learning). In addition, analyze data to identify students who appear to be ready to reclassify as English proficient and initiate district-approved process for considering reclassification.

³ This includes site administrators, instructional coaches, education specialists, and teacher leaders.

2. Promote a culture of learning for all teachers:
 - **Ensure all teachers receive substantive professional learning**, including on-going coaching support, on the CA CCSS for ELA/Literacy and other content standards, the CA ELD Standards, and the CA ELA/ELD Framework.
 - **Ensure all teachers have time to meet in grade level/department teams** to plan instruction, discuss student work, reflect on successes and challenges, and learn from one another.
 - **Model being a leader and a learner simultaneously.**
3. Monitor the instructional services ELs receive:
 - **Ensure all ELs receive quality learning opportunities across the disciplines** (ELA, mathematics, science, history/social studies, technical subjects)
 - **Ensure all ELs receive both integrated and designated ELD**, provided in a way that best meets their instructional needs.
 - **Engage in continuous conversations** about instructional practice with teachers and instructional coaches, based on classroom observations.

Teacher Responsibilities:

1. Promote a culture of learning for ELs:
 - **Use content standards, the CA ELD Standards, the ELA/ELD Framework** (as well as other high quality resources) to inform instructional planning.
 - **Work collaboratively with colleagues** to develop and refine lessons and units, evaluate student work, and reflect on instructional practice.
2. Continuously monitor ELs' progress:
 - **Use the district's ELD Progress Monitoring plan**, and provide useful feedback on refinements.
 - **Use primarily short-cycle formative assessment** to inform instructional practice.
 - **Use the CA ELD Standards to inform assessment practices** (see below for an example).
 - **Use interim/benchmark and summative assessment results** (both content and ELD assessments) judiciously, appropriately, and strategically to complement (and not replace) formative assessment.

Careful coordination of each level of responsibility (district, school, teacher, specialists) is essential to ensure the continuous linguistic and academic progress of all ELs. More information on what teachers can do to assess ELD progress is provided in Chapter 8.

Program Supports

Districts and schools exist within the context of the community, and district and school professionals work in tandem with parents, families, and community members