



Supports for English Language Learners to Maximize Outcomes

Florida Organization of Instructional Leaders (FOIL)

December 12, 2024



Agenda

- Overview of Student Achievement through Language Acquisition and School Improvement
- Sections of the ELL Plan
- English Language Development (ELD) Standards Framework
- Group Discussions
- Parent Engagement Activities

English Language Learners (ELLs)

Overview

- a. An individual who was not born in the United States and whose native language is a language other than English;
- b. An individual who comes from a home environment where a language other than English is spoken in the home; or
- c. An individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency.

Source: Section 1003.56, Florida Statutes

Bureau of Student Achievement through Language Acquisition Overview

- Assists districts, schools and over 300,000 English Language Learners (ELLs) in Florida;
- Ensures comprehensible instruction through monitoring for compliance with state and federal regulations;
- Provides resources and guidance to facilitate language acquisition and academic achievement;
- Ensures adherence to legal mandates and educational standards to meet the needs of ELLs; and
- Offers leadership and technical assistance for implementing standards, teaching courses, and instructional materials in World Languages;
- Manages the Title III, Part A federal grant to provide supplemental services for ELLs and recently arrived immigrant children and youth.

ELL Data

2023-24 Federal Percent of Points Index (FPPI) as of September 18, 2024 Report by Assessment, Reporting and Accountability

	Non-Charter Schools	Charter Schools
Number of Schools on 2023-24 FPPI Report	3041	710
Number and percent of schools with data for at least ten students in the ELL subgroup	81% (2,458 schools)	77% (548 schools)
Number and percent of schools with ELL subgroup performance below 41% (FPPI) in 2023-24	15% (370 of 2,458 schools)	18% (96 of 548 schools)
Number and percent of schools with ELL subgroup performance below 41% (FPPI) in 2023-24, and five consecutive years of low performance	29% (106 of 370 schools)	32% (31 of 96 schools)

Sections of the ELL Plan

- **Section 1:** Identification (Rule 6A-6.0902, F.A.C.)
- **Section 2:** English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)
- **Section 3:** Programmatic Assessment (Rule 6A-6.0902, F.A.C.)
- **Section 4:** Comprehensive Program Requirements and Student Instruction
- **Section 5:** Statewide Assessment (Rule 6A-6.09091, F.A.C.)
Rule 6A-6.0905, F.A.C.

Sections of the ELL Plan

- **Section 6:** English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)
- **Section 7:** Monitoring Procedures (Rule 6A-6.0903, F.A.C.)
- **Section 8:** Parent, Guardian, Student Notification and Rights (ESEA, Section 1112(e)(3)), F.S.; (Rule 6A-6.0902, F.A.C.); (Rule 6A-6.0908, F.A.C.); (Rule 6A-6.0991, F.A.C.)

Sections of the ELL Plan

- **Section 9:** The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)
- **Section 10:** Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)
- **Section 11:** Extension of Services (Rule 6A-6.09022, F.A.C.)

ELL Data

Survey 3, 2022	Survey 3, 2023	Survey 3, 2024
271,989	299,609	342,547

Supplemental Funding Opportunity

- The Bureau of Student Achievement through Language Acquisition (SALA) has provided supplemental funds to assist Local Educational Agencies (LEAs) in enhancing professional learning for instructional staff and administration.
- 14 districts have submitted applications, including 2 charter LEAs.
- The Department established a Community of Practice to support building resources that will benefit all schools in Florida.



The English Language Development (ELD) Standards Framework

The ELD Standards Framework

WIDA ELD STANDARDS STATEMENTS conceptual framing of language and content integration

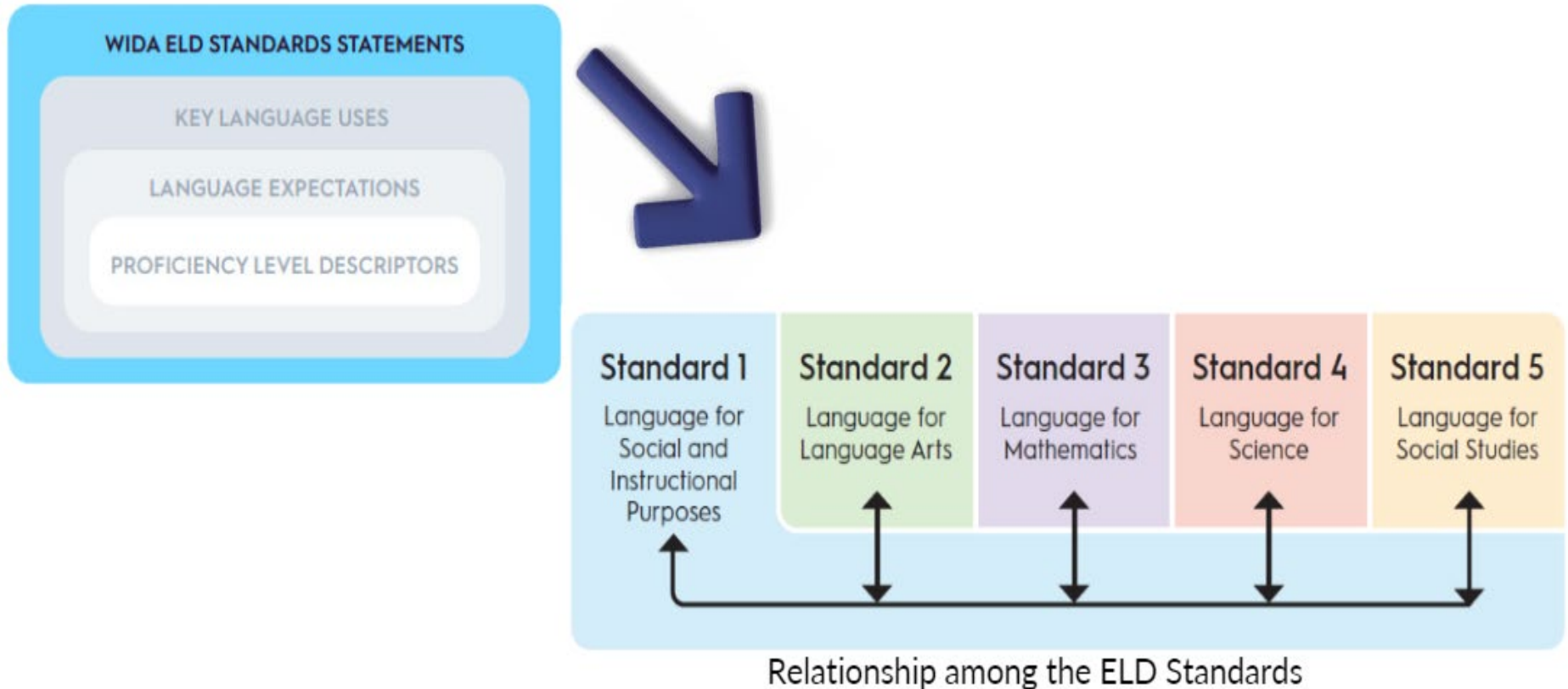
KEY LANGUAGE USES prominent language uses across disciplines

LANGUAGE EXPECTATIONS goals for content-driven language learning

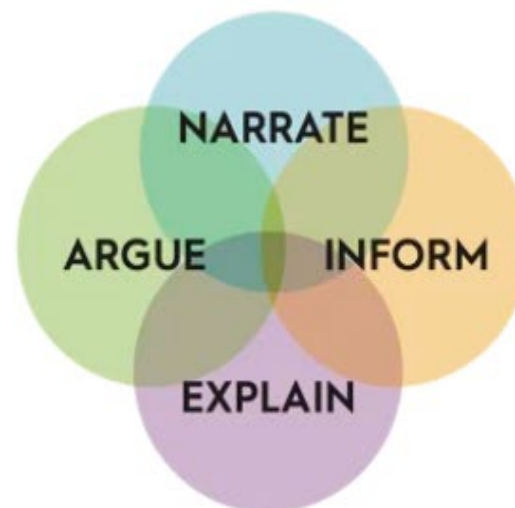
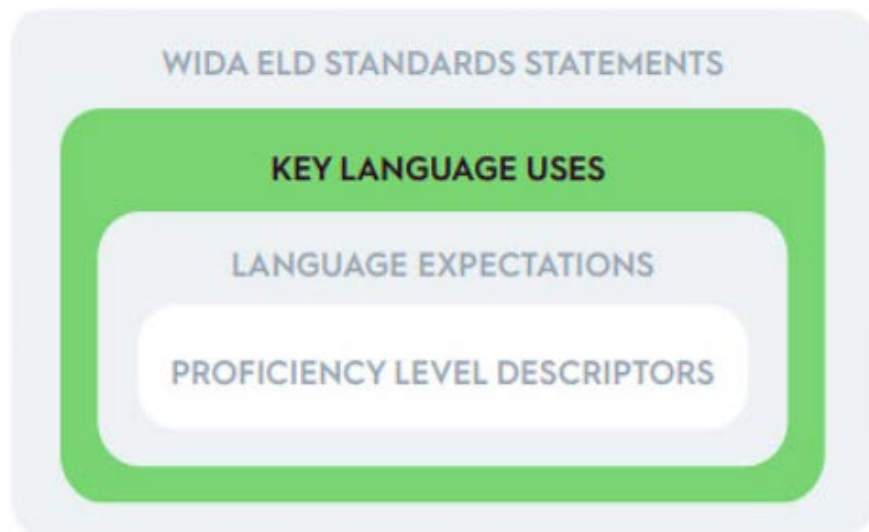
PROFICIENCY LEVEL DESCRIPTORS a continuum of language development across six levels

Source: WIDA English Language Development Standards Framework, 2020 Edition

The ELD Standards Statements

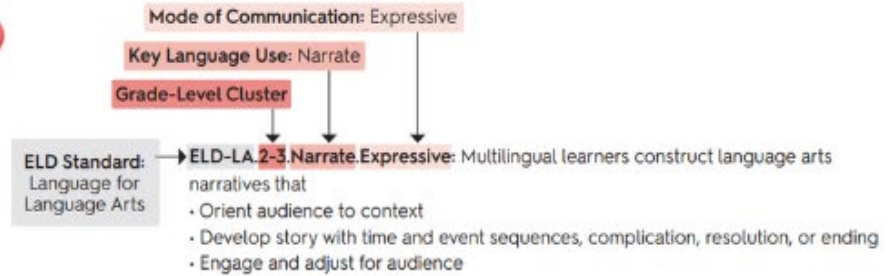


Key Language Uses



Four Key Language Uses

Language Expectations

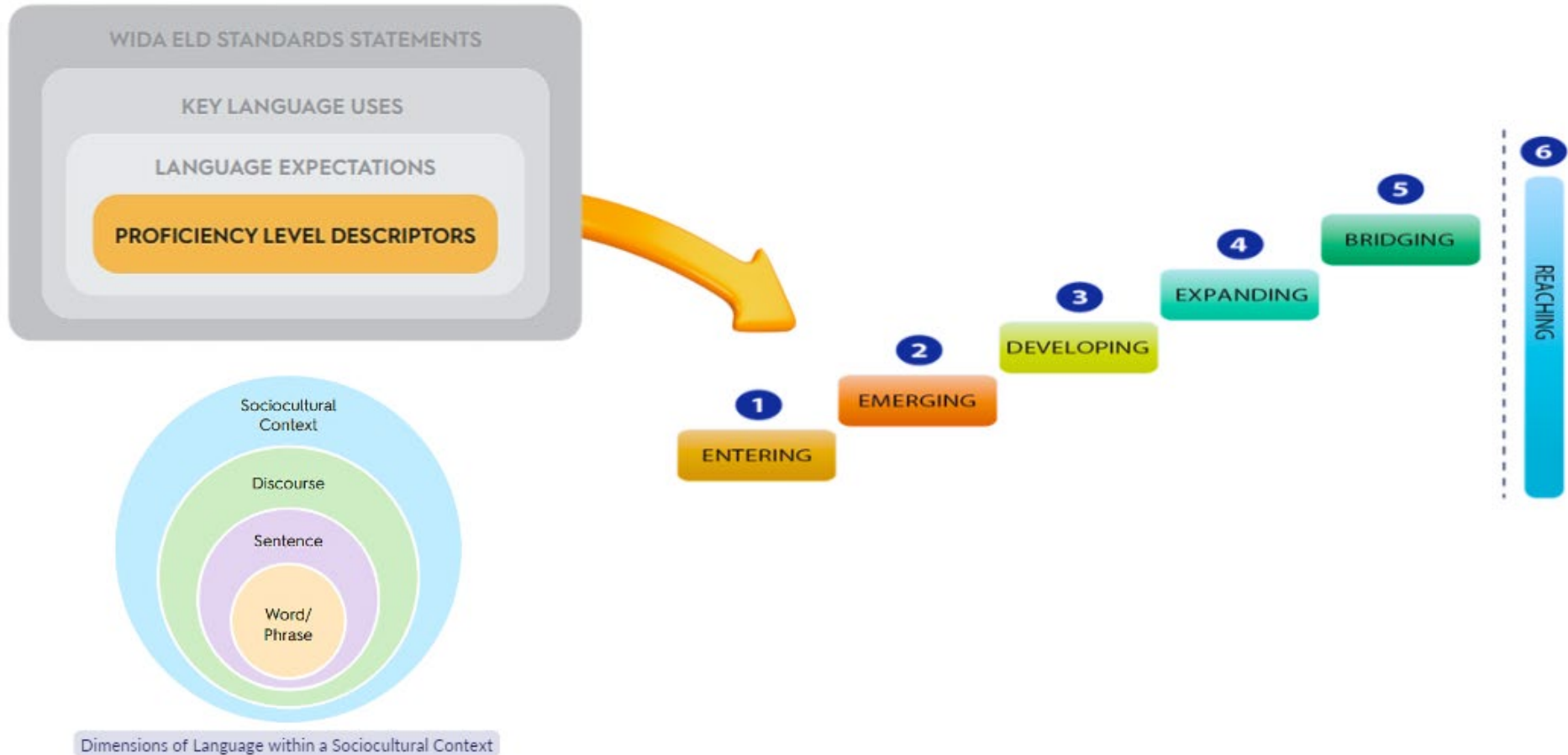


Example Reference Code for a Language Expectation



Modes of Communication

Proficiency Level Descriptors



Source: WIDA English Language Development Standards Framework, 2020 Edition

Example

SC.8.L.18.4. Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.

ELD-SC.6-8.Explain. Expressive ELLs will construct scientific explanations that describe valid & reliable evidence.

Prompt: Explain how chemosynthetic bacteria enable organisms to access new matter and energy.

Hydrothermal vents and cold seeps are places where chemical-rich fluids **emanate** from the seafloor, often providing the energy to **sustain** lush communities of life in some very harsh environments. Cold seeps and hydrothermal vents **differ** from one another in the underlying conditions that **form** and **drive** them. **This** has implications for the kinds of animals that are able to survive at each.

On land and near the ocean surface, sunlight **provides** the energy that **allows** photosynthetic plants to **convert** carbon dioxide and water into **organic carbon**, the fundamental source of nutrients for animals higher up the food chain. Below the photic zone—the sunlit, upper **reaches** of the ocean—many **microbes have** evolved chemosynthetic (instead of photosynthetic) processes that **create** organic matter by using oxygen in seawater to oxidize hydrogen sulfide, methane, and other chemicals present in vent and seep fluids.

Source: Excerpt from "What is Life at Vents and Seeps?"

Language Features

Abstract nouns to introduce concepts, ideas, & technical terms

- **Hydrothermal vents, microbes, organic carbon**

Cohesion to reference ideas and information across text

- **Hydrothermal vents...cold seeps...harsh environments**
- Pronouns such as "**this**" can refer back to the differences between cold seeps and hydrothermal vents

The use of present simple tense to convey facts and processes

- **Emanate, sustain, differ, form, drive, provide, allow, convert, reach, create**



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Group Discussion

Participate: Each person discusses with a shoulder partner.

Collaborate: Each person discusses with his or her tablemates.

Disseminate: A table spokesperson shares out your table's discussion highlights with the group.

Instructional Strategies

- Is your district implementing the ELD Standards?
If so, how?
- What strategies is your district currently using to support ELLs?

Participate Time: 5 minutes
Collaborate Time: 5 minutes
Disseminate Time: 5 minutes

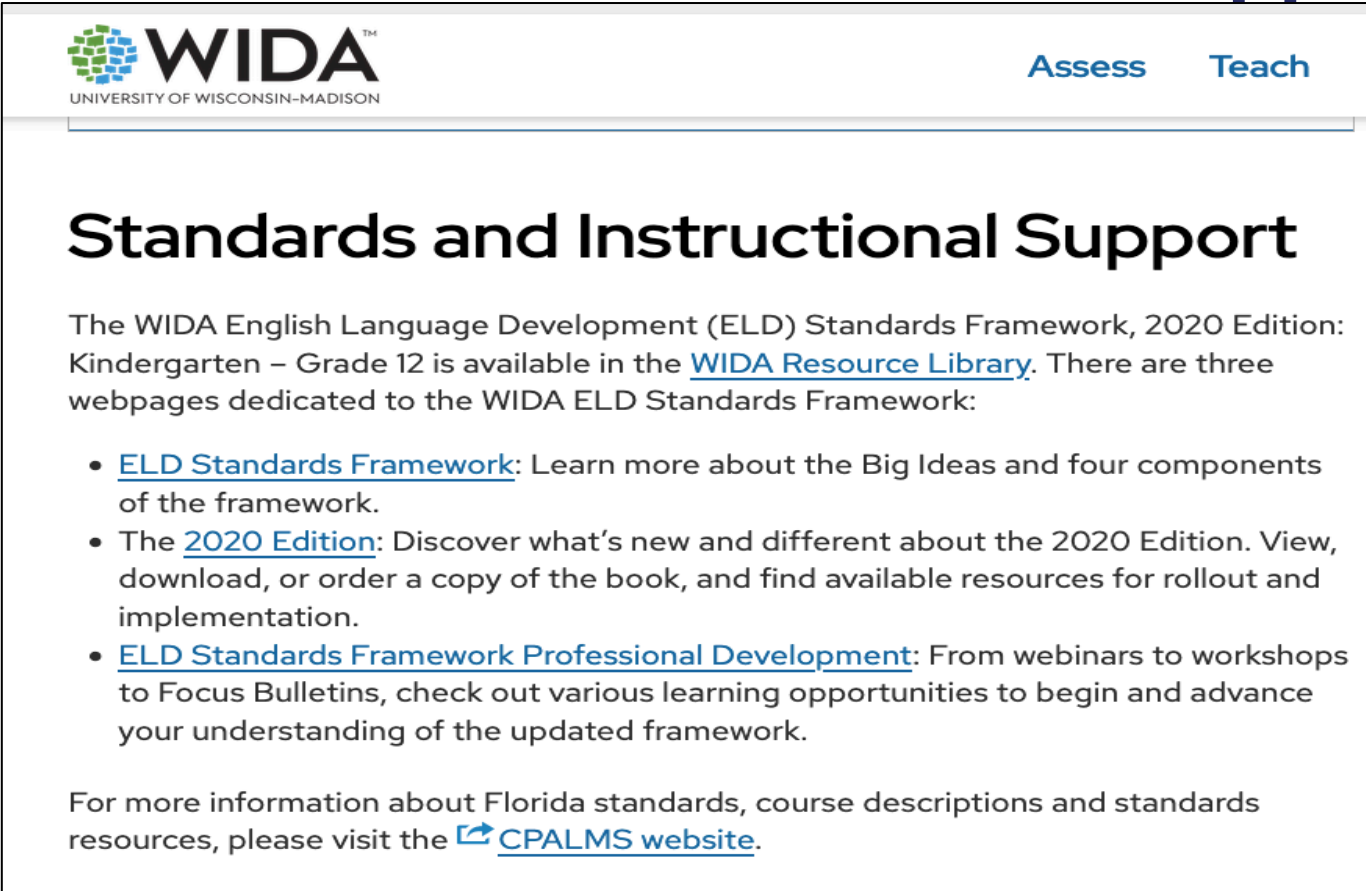


Parent Engagement Activities

Sample Activities

- Parent engagement meetings to inform parents of ELLs.
- Transportation for students and parents to and from school-led family engagement initiatives.
- Liaisons to work directly with ELLs and their families.

Florida's WIDA Webpage Standards and Instructional Support



The screenshot shows the WIDA website header with the logo on the left and 'Assess Teach' on the right. The main heading is 'Standards and Instructional Support'. Below it is a paragraph about the 2020 Edition of the ELD Standards Framework, followed by a bulleted list of three resources: the ELD Standards Framework, the 2020 Edition, and ELD Standards Framework Professional Development. At the bottom of the screenshot, there is a link to the CPALMS website for more information.

WIDA
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Assess Teach

Standards and Instructional Support

The WIDA English Language Development (ELD) Standards Framework, 2020 Edition: Kindergarten – Grade 12 is available in the [WIDA Resource Library](#). There are three webpages dedicated to the WIDA ELD Standards Framework:

- [ELD Standards Framework](#): Learn more about the Big Ideas and four components of the framework.
- The [2020 Edition](#): Discover what's new and different about the 2020 Edition. View, download, or order a copy of the book, and find available resources for rollout and implementation.
- [ELD Standards Framework Professional Development](#): From webinars to workshops to Focus Bulletins, check out various learning opportunities to begin and advance your understanding of the updated framework.

For more information about Florida standards, course descriptions and standards resources, please visit the [CPALMS website](#).

Visit <https://wida.wisc.edu/about/consortium/fl> to learn more!

WIDA Professional Learning

Facilitated: Live workshops facilitated by a WIDA Professional Learning Specialist. Registration is required to attend workshop.

Self-paced: On-demand, interactive learning opportunities that can be accessed anytime. Educators can contact WIDA Client Services Center at help@wida.us or (866) 276-7735 to request an eLearning account.



2024 – 2025 WIDA Workshops

For the 2024-2025 school year, WIDA is offering facilitated professional development opportunities that are available for educators in Florida. For more information regarding the content of the WIDA Workshop and dates, click on the workshop listed below. Educators can request time to participate in online meetings, webinars, and related activities that are associated with WIDA Workshops by completing the “Dear Principal” letter template.

Facilitated Virtual Workshop	Dates/Times	WIDA Facilitator
FL WIDA Screener Online Overview	Event Link: WIDA Secure Portal Webinar: 08/21/2024 Time: 10:00am to 11:30am ET	Terri Mossgrove
Planning with ELD Standards	Enroll: 09/10/2024 Webinars: 09/17/2024 and 09/24/2024 Time: 3:30pm to 5:00pm ET	Lori Hanna and Lauren Bartholomae
Bringing Language into Focus	Enroll: 10/22/2024 Webinars: 10/29/2024 and 11/19/2024 Time: 3:30pm to 5:00pm ET	Emma Wright
When Language and Disability Meet	Enroll: 01/15/2025 Webinars: 01/22/2025 and 02/05/2025 Time: 3:30pm to 5:00pm ET	Andrea Mercado
Scaffolding Learning through Language	Enroll: 3/27/2025 Webinars: 04/03/2025, 04/10/2025, and 04/17/2025 Time: 3:30pm to 5:00pm ET	Andrea Mercado
Scaffolding Learning through Language	Enroll: 05/27/2025 Webinars: 06/03/2025, 06/10/2025, and 06/17/2025 Time: 3:30pm to 5:00pm ET	Alisa Rhoads
Expanding Reading Instruction with Multilingual Learners	Enroll: 07/01/2025 Webinars: 07/08/2025 and 07/15/2025 Time: 3:30pm to 5:00pm ET	Emma Wright

Facilitated In-Person Workshop	Dates/Times	Location
Scaffolding Learning through Language with WIDA Facilitator, Andrea Mercado	Enroll: 10/14/2024 Workshop: 10/21-22/2024 Time: 8:30am to 3:30pm ET	Seminole County Educational Support Center Training Rooms 223 & 224 400 E. Lake Mary Blvd. Sanford, FL 32773
Scaffolding Learning through Language with WIDA Facilitator, Andrea Mercado	Enroll: 10/17/2024 Workshop: 10/24-25/2024 Time: 8:30am to 3:30pm ET	Broward County Coral Glades High School Room 142 2700 Sportsplex Dr. Coral Springs, FL 33065

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Thank you for participating in today's session!



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