

Quincy Public Schools

English Learner Education Program Improvement Plan 2022-2023

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I. Mission Statement

Our mission is to provide all English Learners (ELs) appropriate English language instruction to acquire essential interpersonal skills and academic language to become viable members of their schools and community. In order to fulfill our mission, instruction and support must take place in an environment that fosters positive self image for each student and cross-cultural sensitivity from all members of the learning community.

II. Program Leader's Message

The English Learner Education (ELE) Program is a district program responsible for providing English Language Development instruction and Sheltered English Immersion in all core content areas to all English Learners in the Quincy Public Schools. This program offers and sustains high quality English language instruction and support at all schools in the district, ensuring that academic standards are met in all subject areas. The ELE team continues to deliver effective English Language Development pedagogy based on the most current educational research on second language acquisition, so the English Learners can achieve their educational goals.

During the 2021-2022 school year, we were pleased to have our English Learners back together in school after at least 90% had attended classes remotely. They were immersed in the English-speaking school environment with their English language instruction and support. As a result, they met the district goal of a 10% increase in making progress in their English language proficiency. The English Learner Education Program is important and necessary.

In addition, the increased funding for interpretation and translation in the district provided more efficient and effective ways of communicating and connecting with the families. They can call any school and an interpreter is provided immediately. They can attend a meeting at school and an interpreter is available. This practice proactively addresses barriers and eliminates delays, frustrations, and confusion.

As part of this work, DESE awarded Quincy Public Schools free training in interpretation and translation to improve the quality of these district services. The Family Liaisons completed these 30-hour professional development workshops to develop their skills for their daily work. This training continues in the 2022-2023 school year.

As always, we continue to encourage the families to become active participants in their children's education in the Quincy Public Schools and maintain strong, meaningful partnerships that support English Learners and their families. The richness of cultural diversity in Quincy is one of the city's greatest attributes, and we are honored to work with these students and their families, so that they feel welcomed, supported, and respected as valuable members of the community.

Heather Wojcik

Coordinator of English Learner Education

III. Program Description

a. Demographic Information

Who are the English Learners in our district?

The Quincy Public School System has a diverse student population and currently serves 1,551 students. Most of our English Learners (ELs) were born in the United States to parents who use a language other than English in their homes; others have immigrated to the United States with their families. All ELs have been identified as needing English language development (ELD) instruction.

Grade	# of EL Students <i>(As of 11/1/22)</i>
Kindergarten	191
Grade 1	218
Grade 2	207
Grade 3	191
Grade 4	151
Grade 5	111
Grade 6	76
Grade 7	70
Grade 8	81
Grade 9	66
Grade 10	71
Grade 11	62
Grade 12	56
Total	1551

School	# of EL Students	# of Staff
ATHERTON HOUGH	32	1.5
ATLANTIC	70	3
BEECHWOOD KNOLL	69	2
BERNAZZANI	52	2
BROAD MEADOWS	23	1
CENTRAL	32	1
LINCOLN-HANCOCK	191	5
MARSHALL	165	3.5
MERRYMOUNT	43	1
MONTCLAIR	142	4.5
NORTH QUINCY	102	4.5
PARKER	130	4
POINT	45	2
QUINCY HIGH	153	5.5
SNUG HARBOR	72	2
SOUTH~WEST	89	3
SQUANTUM	50	1
WOLLASTON	91	3

Race/Ethnicity	# of EL Students in the Program	% of EL
Asian	935	60.3%
Black/African American	94	6.1%
Caucasian	265	17.1%
Hispanic/Latino	201	13.0%
Multi-Race, non-Hispanic	52	3.4%
Native American	3	0.2%
Pacific Island	1	0.1%

Low-Incidence Schools

69 or Less Students

Atherton Hough	Beechwood Knoll	Bernazzani	Broad Meadows
Central	Merrymount	Point	Squantum

Mid-Incidence Schools

70 - 119 Students

Atlantic	North Quincy	Snug Harbor
South West	Wollaston	

High-Incidence Schools

120 or More Students

Lincoln Hancock	Clifford Marshall	Montclair	Parker
Quincy High			

b. Initial Identification

How are students identified as English Learners?

Per DESE's guidance, a student who has an identified home language other than or in addition to English anywhere on the Home Language Survey will receive a language proficiency screening test upon entry into a U.S. public school.

All families register online for enrollment in Quincy Public Schools. The family will be contacted to set up an appointment to register for school; appointments may be at the neighborhood district school or at Central Registration. If the family indicates a home language other than or in addition to English on the Home Language Survey, Central Registration will contact the family to set up an appointment with a day and time, providing language access for all families. Interpreters are available in all languages through the Language Line. Translators are available onsite to assist families with the paperwork in Albanian, Cantonese, Mandarin, Portuguese, Spanish, and Vietnamese.

In January of 2023, the Kindergarten W-APT assessment will be invalid per DESE's guidance. The elementary EL teachers completed their training to be certified administrators of the Kindergarten WIDA Screener during the October 27 Professional Development Day. The new testing kits have been ordered.

c. Program Design

How does the program design meet the needs of our EL population?

Quincy’s English Learner Education program includes: *Sheltered English Immersion (SEI)* where English Learners are taught grade-level content with support so that they can comprehend it and participate in the class at their level of English proficiency. All instruction and materials are in English. The *English as a Second Language (ESL) instruction* or *English Language Development (ELD) instruction* provides direct English language classes that focus on developing listening, speaking, reading, and writing skills in English. These classes occur at the students’ home schools and during the school day. The program strictly follows DESE guidelines for appropriate hours of instruction in relation to the students’ English language proficiency levels as determined by the state’s ACCESS testing.

WIDA English Language Proficiency Levels	Hours of English Language Development Instruction per Day	Courses
<i>Entering = 1.0 - 1.9</i> <i>Emerging = 2.0 - 2.9</i> <i>Developing = 3.0 - 3.4</i>	2 - 3 blocks per day	ELD SEI in content areas
<i>Developing = 3.5 - 3.9</i> <i>Expanding = 4.0 - 4.9</i>	1 block per day	ELD SEI in content areas
<i>Bridging = 5.0 - 5.9</i> <i>Reaching = 6.0</i>	FEL students no longer receive ELE instruction; FEL Progress reported for 4 years	Transitional English at High School level (per EL teacher’s recommendation)

d. Program Instruction

What does instruction look like at the elementary and middle school levels?

At the Elementary and Middle School levels, the EL teachers use a “pull-out” method where English Learners are given explicit English language instruction in a separate classroom from the mainstream classroom. Teachers use a variety of materials, texts, programs and series to support effective delivery of meaningful content and linguistic instruction. They also work closely with literacy and reading teachers. Students are grouped by both grade level and fluency level to provide them with the best possible learning environment to promote English language acquisition and development of academic skills.

Teachers who have completed the SEI Endorsement or are EL licensed provide Sheltered English Immersion to Quincy’s English Learners. They ensure that texts, materials, and classroom instruction are appropriate to English Learners’ fluency levels.

What does instruction look like at the high school level?

The ELE High School Program Grades 9-12 is housed at both Quincy High School and North Quincy High School. At each high school, there is an EL Department Chair who partners with the district office to ensure compliance, effectiveness, and success with their specific programs. In addition, they oversee and supervise their teams of EL teachers who instruct English Learners in courses whose curricula reflect students’ fluency levels. These courses offer explicit instruction in all of the language domains (listening, speaking, reading, and writing), focus on English Language Arts, and place a strong emphasis on development of academic language proficiency, as expected through alignment with the WIDA Framework and the Massachusetts Curriculum Frameworks.

Students at lower fluency levels receive instruction in self-contained Sheltered English Immersion courses in core areas, such as math, history, science and social studies and are taught by SEI Endorsed teachers. Electives are also offered within the ELE Department for lower fluency English Learners. Texts, materials and classroom instruction are appropriate to the English Learners’ fluency levels so that all students may have full access to the curriculum. At the beginning of this school year, both high schools started the year with new updated resources.

For struggling students with learning difficulties or SLIFE (Students with Limited or Interrupted Formal Education), the High School ELE Program offers Literacy and Skills courses with a focus on academic language and skills. In these courses, class sizes are smaller with more attention to reading comprehension, vocabulary enrichment and other gaps in a student's mastery of the language domains at the appropriate proficiency level, allowing for stronger attention to focused academic growth.

e. Opt-out Students

What is the process for opting out of the program?

Parents have the right to request that their student not receive English Learner Education services. Parents or guardians have the option to “opt-out” if they wish.

Parents are invited to come in for a consultation meeting with the Principal, EL Teacher, classroom/content teacher and other individuals who are part of the student’s Integrated Learning Team. During this meeting, the Integrated Learning Team provides the parents with information about the goals, expectations, and curriculum of the English Learner Education Program. In addition, the team shares the student’s language ability and academic performance. The parents understand the requirements noted below.

If the parents still knowingly and voluntarily make a request for the student to be withdrawn from the English Learner Education Program after this meeting, they must sign the Parent Opt-Out Form. This Opt-Out Form must be resigned and submitted every year.

The student will be required to participate in the annual administration of the ACCESS for ELs in January/February until the student has reached the appropriate fluency level for exiting services.

The student will also be monitored until such a time as they are deemed proficient in English. The ELE Opt-Out Academic Progress Report is completed by the classroom/content teachers for English, Math, Social Studies, and Science for every marking period each year the student is considered an Opt-Out. This form is housed in the student’s ELE folder.

f. Exiting Criteria

When is a student exited from the English Learner Education Program?

Each marking period, the Integrated Learning Team (ILT) discusses the progress of each English Learner. During the last meeting of the school year, the team may recommend reclassifying an English Learner to Former English Learner (FEL) by exiting the student from the ELE program for the following school year based on this criteria:

- Minimal composite ACCESS score of 4.2 with 3.9 in literacy
- Successful grades, report cards, progress reports
- Teacher recommendation and consultation

English Learners who are in kindergarten and grade 1 cannot be exited until the beginning of Grade 2 per state guidelines.

g. Former English Learners

How are the Former English Learners monitored?

When an English Learner is determined to be ready to exit the ELE program, he/she will be deemed a Former English Learner (FEL) and placed on Monitor Status for four years. The classroom teachers formally evaluate the Former English Learners once a year during the second half of the school year in English, math, science, and social studies. After the forms have been completed, they are reviewed by the EL teacher and Principal. A student can be reclassified from FEL status to LEP status under the following conditions:

- The student fails to make academic progress, as measured by grades and assessments after being monitored for at least 2 grade report cycles.
- The team comprised of a classroom teacher, a former EL teacher, guidance counselor, and Principal determine that this failure is due to lack of English proficiency. Documentation of the meeting is placed in the student's ELE folder. There is a meeting with the family.

h. Maintenance of EL and FEL lists

How are EL and FEL lists maintained?

For the accurate maintenance of demographic and academic information about Quincy's English Learners, each school maintains an EL Student List and a FEL (Former English Learner) List. For official SIMS Reporting, all EL Student Lists are reviewed and updated online by EL teachers in October, March, and June using ASPEN, Quincy's Student Information System. The EL Student Lists include important information about instruction received; the FEL Student Lists show Former English Learners on Monitor status for 4 years. Information that is updated regularly includes:

- Newly identified ELs are added with Program Entry Dates and initial Fluency Levels as determined by Pre-LAS (Pre-K) or WIDA Screener test scores (Grades K -12)
- Fluency changes
- Program changes (i.e. EL to Opt-Out)
- Status changes (i.e. EL to Monitor or Exit)

IV. Program Assessment

How does the ELE Program measure student achievement?

The progress of our English Learners is measured in a variety of ways using several assessment tools. We are constantly assessing English Learners' levels of English proficiency and academic achievement. Stages of oral language development and of literacy development achievement are assessed via diagnostic assessments, formative and summative local assessments, the *ACCESS for ELLs* English proficiency assessments, and MCAS assessments.

English Learners in Quincy Public Schools participate in the annual administration of the MCAS Exam as required. Quincy follows federal and state guidelines with respect to allowing English Learners the option in their first year of enrollment in U.S. public schools to take the MCAS English Language Arts test. Quincy ensures that all of its English Learners participate in the MCAS Mathematics and Science and Technology/Engineering tests for their appropriate grades.

For English Learners without an IEP or 504 Plan at each school, the building principal and EL teachers identify the appropriate accommodation(s) for each English Learner. For English Learners and Former English Learners who are literate in their first language, bilingual word-to-word dictionaries and bilingual glossaries are provided.

How do teachers use assessment data to plan curriculum?

Through site assessment teams in every school, data is analyzed and disseminated to staff. EL data and test scores (*ACCESS for ELLs*, MAP, MCAS ELA, Math and Science) are used to plan curricula and guide instruction for all content areas serving English Learners. All teachers review EL MCAS subgroup data. EL teachers work closely with the mainstream classroom teachers, principals, and the ELE Program Coordinator in making decisions on what needs our English Learners have in their pursuit of higher achievement on all MCAS tests.

a. Analysis of MCAS (2022 Spring Results) for ELs

(Spring 2022 MCAS Edwin PE303 Report)

English Learner - MCAS ELA by Grade						
Grade	2021		2022		State	
	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting
3	25.7%	74.3%	17.3%	82.7%	11.2%	88.8%
4	7.1%	92.9%	9.6%	90.4%	6.1%	93.9%
5	1.7%	98.3%	4.8%	95.2%	4.0%	96.0%
6	7.3%	92.7%	0.0%	100.0%	2.8%	97.2%
7	3.4%	96.6%	0.0%	100.0%	2.4%	97.6%
8	1.8%	98.2%	3.8%	96.2%	2.1%	97.9%
10	8.5%	91.5%	2.8%	97.2%	4.2%	95.8%

English Learner - MCAS Math by Grade						
Grade	2021		2022		State	
	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting
3	15.2%	84.8%	33.9%	66.1%	16.2%	83.8%
4	10.2%	89.8%	25.0%	75.0%	12.2%	87.8%
5	10.2%	89.8%	10.6%	89.4%	4.6%	95.4%
6	9.1%	90.9%	9.3%	90.7%	4.6%	95.4%
7	6.8%	93.2%	6.7%	93.3%	4.0%	96.0%
8	12.7%	87.3%	11.3%	88.7%	3.7%	96.3%
10	20.4%	79.6%	35.3%	64.7%	5.1%	94.9%

English Learner - MCAS STE by Grade						
Grade	2021		2022		State	
	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting
5	10.2%	89.8%	5.9%	94.1%	4.8%	95.2%
8	2.8%	97.2%	9.3%	90.7%	2.8%	97.2%
10	-	-	11.1%	88.9%	2.6%	97.4%

The above charts show scores for Quincy’s English Learners in grades 3-10, showing higher scores in math and science than their peers statewide. They have full access to their grade-level math curriculum and science curriculum through Sheltered English Immersion.

b. Analysis of MCAS (2022 Spring Results) for FELs

(Spring 2022 MCAS Edwin PE303 Report)

These Former English Learners (FELs) have been exited from the English Learner Education Program for 1 - 4 years but are monitored by their classroom/content teachers. The following three charts show Quincy’s FELs outperformed the state at every grade level for ELA, Math, and Science.

FEL - MCAS ELA by Grade						
Grade	2021		2022		State	
	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting
3	81.1%	18.9%	73.3%	26.7%	53.5%	46.5%
4	60.6%	39.4%	60.9%	39.1%	43.9%	56.1%
5	46.1%	53.9%	49.1%	50.9%	39.7%	60.3%
6	48.5%	51.5%	42.3%	57.7%	32.6%	67.4%
7	40.2%	59.8%	53.1%	46.9%	30.2%	69.8%
8	29.1%	70.9%	44.9%	55.1%	28.4%	71.6%
10	45.3%	54.7%	51.3%	48.7%	43.0%	57.0%

FEL - MCAS Math by Grade						
Grade	2021		2022		State	
	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting
3	63.1%	36.9%	77.3%	22.7%	53.4%	46.6%
4	47.2%	52.8%	73.5%	26.5%	52.1%	47.9%
5	44.3%	55.7%	48.0%	52.0%	34.4%	65.6%
6	41.3%	58.7%	52.5%	47.5%	34.9%	65.1%
7	48.8%	51.2%	38.0%	62.0%	26.4%	73.6%
8	30.0%	70.0%	42.9%	57.1%	24.2%	75.8%
10	55.6%	44.4%	51.3%	48.7%	32.0%	68.0%

FEL - MCAS STE by Grade						
Grade	2021		2022		State	
	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting	Exceeding/ Meeting	Partially/ Not Meeting
5	51.2%	48.8%	56.1%	43.9%	37.7%	62.3%
8	25.7%	74.3%	48.0%	52.0%	24.4%	75.6%
10	-	-	43.8%	56.3%	26.4%	73.6%

c. ACCESS Testing

What is ACCESS testing? The ACCESS test identifies the English language proficiency level in each language domain: listening, speaking, reading, and writing. It is administered annually in January - February to English Learners in grades K - 12. This assessment assists schools in determining the classes and amount of English support for each student.

Quincy Public Schools administered the annual *ACCESS for ELLs 2.0* assessment during the months of January and February. In June, ACCESS reports were sent home to families.

(2022 ACCESS Edwin EL327 Report)

Grade	# Tested	Participation	Made Progress
K	214	100%	N/A
1	218	99%	62%
2	260	100%	73%
3	177	100%	68%
4	147	100%	60%
5	91	100%	49%
6	67	100%	27%
7	77	100%	25%
8	62	100%	35%
9	67	100%	40%
10	57	97%	49%
11	64	94%	36%
12	53	95%	33%

In accordance with State law through the LOOK Act (Language Opportunities for Our Kids Act), school districts in Massachusetts are required to assist English Learners who are not meeting English proficiency benchmarks through a Student Success Plan. Quincy Public Schools develops a Student Success Plan for each student not meeting the identified target and provides the necessary support for the English Learners to make progress in English. In November, the Student Success Plans were sent home.

V. Reflection of 2021-2022 Goals

GOAL 1: *Student Success Plans.....*During the 2021-2022 school year, the percentage of English Learners in grades 1-12 who make progress towards their proficiency targets will increase by 10% as measured by 2022 ACCESS EL327 Edwin Report.

Reflection: Throughout the 2020-2021 school year due to the pandemic and effects of the pandemic, at least 90% of the English Learners attended classes remotely. As a result, they were not immersed in the English-speaking school environment with their English language instruction and support. This data shows the gains with the English Learners back in school. They met this goal with an increased percentage of 10%.

GOAL 2: *English Learner Parent Advisory Council Board (ELPAC).....*During the 2021-2022 school year, an ELPAC Board will be fully operational by December 2021 with completed by-laws, meeting schedules, and Board duties as evidenced by documents uploaded into a Shared Google Drive for the Board and ELE Coordinator.

Reflections: In 2020-2021, the district launched ELPAC meetings, hoping to educate families about ELPAC and identify interested families in joining the Board. At the June 3, 2021 ELPAC Meeting, the ELPAC Board shared their first presentation.

During the 2021-2022 school year, the ELPAC Board members had clear roles and responsibilities, developed and followed by-laws, and provided four scheduled meetings (Refer to Appendix). Procedures were developed for translation, community outreach, and district communication. ELPAC provided families with support and community resources through an online email address, Citywide Website, and social media platforms (Facebook and Instagram), and translated monthly newsletters, starting in February.

GOAL 3: Family Liaisons.....Family Liaisons will serve as the language and cultural bridge between families, schools, and the community with translated documents, translated resources, Family Resource Guide, interpretation, phone calls, and family outreach as evidenced by documentation uploaded into a Shared Google Drive for the Family Liaisons and ELE Coordinator.

Reflection on Launch: The launch of the Language Line and Family Liaisons occurred simultaneously throughout the district and community. These two district interpretation supports were promoted in the following ways:

- principals shared about the Language Line and Family Liaisons
- district and school emails and events featured the Family Liaisons and Language Line
- ELPAC introduced the Family Liaisons and Language Line at their meetings and in their monthly newsletters

Month	Action Steps
January	Principal Training with the Language Line
January 12 PD Day	Introduction to district interpretation Meet-and-Greet (Family Liaisons and EL Teachers)
February	Meet-and-Greet at schools (Family Liaisons and Principals) District interpretation presentations
March	On-site Language Line training through role-plays for school secretaries and attendance paras

Reflection on Initial Communication to New Families: After a family completes the enrollment process at Central Registration, the Family Liaisons welcome the family through an emailed Welcome Packet and phone call. The Welcome Packet includes the following information: school contacts, translated school calendar, Family Liaison contacts, ASPEN, health requirements, and community resources (doctor list, recreation, food, housing, Charlie card, library, and adult English classes through community partners). This builds a sense of belonging and connectedness for the families to the district and community.

Reflection on Professional Development Opportunities: The state’s initiative for professional interpretation and translation in education aims to help districts improve the quality of their interpreting and translation services. At no cost to the district, the Family Liaisons attended professional development workshops through DESE

sponsored interpretation and translation in education workshop training through UMass Amherst. The Family Liaisons completed the 30-hour program requirements to develop their language skills. As a result, they brought their skills into their daily work.

Reflection on Impact: The Family Liaisons are the cultural and language bridge between families, schools, and the community. For district and school events, they provide family outreach in the form of translated documents, emails, phone calls, and text messages. Also, they supported the students and their families at these listed events (Refer to Appendix).

GOAL 4: Seal of Biliteracy.....Quincy Public Schools will celebrate the academic achievement of our bilingual graduating students with the awarding of the State Seal of Biliteracy as measured by state-approved World Language Assessments prior to the graduation date.

Reflections: Recognizing the impact of the pandemic on learning loss, we were pleased to have all our English Learners back in school during the 2021-2022 school year. The Seal of Biliteracy will become more of a focus this year.

VI. 2022-2023 Program Goals

GOAL 1: *Student Success Plans*.....During the 2022-2023 school year, the percentage of English Learners in grades 1-12 who make progress towards their proficiency targets will increase by 5% (from a base of 56%) as measured by 2023 ACCESS EL327 Edwin Report.

Steps	Action Steps	Source of Evidence	Team/Person(s) Responsible
1.	In October, the EL teachers review the state’s benchmarks/progress targets with the ACCESS data and identify a goal and intervention to include in the drafted plans.	Drafted Student Success Plans	Principals, ELE Team
2.	In October, the Coordinator reviews and activates the Student Success Plans.	Activated Student Success Plans in ASPEN	Heather Wojcik
3.	In November, the families receive the Student Success Plan (SSP) with appropriate translations.	Parent Letter & SSP in ELE Folders	Heather Wojcik ELE Team
4.	The EL teachers keep documentation of each student’s progress.	Documentation shared during January’s midyear review	ELE Team
5.	In June, the ELE team reviews the 2023 ACCESS report and determines if additional support is necessary. They complete the last section of the Student Success Plan.	2023 ACCESS Report Student Success Plans	Principals, ELE Team Heather Wojcik

GOAL 2: *State Seal of Biliteracy*....Quincy Public Schools seeks to award the State Seal of Biliteracy for up to 10 students in their junior or senior year as measured by state-approved World Language Assessments prior to the graduation date in June 2023.

Steps	Action Steps	Source of Evidence	Team/Person(s) Responsible
1.	Notify parents of our participation in the State Seal of Biliteracy, its purpose, and eligibility requirements.	State Notification Letter	Heather Wojcik Principals
2.	Create the implementation timeline.	Timeline	Heather Wojcik World Language Dept. Chairs
3.	Identify potential students.	Student List	Heather Wojcik IT Dept. Guidance Counselors World Language Dept. Chairs
4.	Test potential students at each high school.	Student List	World Language Dept. Chairs World Language Teachers
5.	Gather the testing results to identify the students who will be awarded the State Seal of Biliteracy insignia affixed to the diploma and transcripts for graduation.	Test Results	World Language Dept. Chairs
6.	Report this State Seal of Biliteracy data to the state.	SIMS Report	Heather Wojcik

GOAL 3: *Social Media Networks*.....Since families are more familiar and comfortable with social media platforms WeChat and WhatsApp, Quincy Public Schools will use these two platforms to engage families in the school community with a 25% increase in attendance (from a base of 50) at events and ELPAC meetings as measured by attendance sheets and Zoom participation count.

Steps	Action Steps	Source of Evidence	Team/Person(s) Responsible
1.	Develop expectations for group communication	Expectations List	Heather Wojcik Family Liaisons
2.	Develop QPS WeChat	Group List	Family Liaisons
3.	Develop QPS WhatsApp	Group List	Family Liaisons
4.	Create QR codes for interested families to join these social media platforms	QR Codes	Family Liaisons
5.	Advertisement of Social Media Platforms	Flyers	Heather Wojcik Family Liaisons

GOAL 4: Parent Academies.....Family engagement and participation will increase in Parent Academies specifically related to the cultural differences within the American School System. This will be evidenced by an overall increase in attendance of 12%, from the October base of 50, by June 2023.

Steps	Action Steps	Source of Evidence	Team/Person(s) Responsible
1.	ELPAC Board Meetings Gather family input and questions	Meeting Log	Heather Wojcik ELPAC Board
2.	Central Registration Meetings Gather family input and questions	Agendas Phone Calls	Heather Wojcik Central Reg. Staff
3.	Family Liaison Meetings Gather family input and questions	Agendas	Heather Wojcik Family Liaisons
4.	QARI Meetings Gather family input and questions	Emails Topic List	Heather Wojcik Family Liaisons QARI's Family Literacy Teachers
5.	Development of Quarterly Presentations	PowerPoints	Family Liaisons Heather Wojcik
6.	Advertisement of Parent Academies for Mandarin-speaking and Portuguese-speaking families: Oct. 24, Dec. 5, Jan. 30 & April 10 For Spanish-speaking families: Oct. 25, Dec. 6, Jan. 31 & April 11	Flyers Email by language group Text messages	Family Liaisons Heather Wojcik Principals ELPAC QARI

GOAL 5: *District Translation.....*The team will develop a district interpretation and translation handbook which will include procedures for interpretation and translation and a database of translated documents. By March a drafted document will be ready for review with a completion date of June 2023.

Steps	Action Steps	Source of Evidence	Team/Person(s) Responsible
1.	Principal Feedback from Feb. 2022 Meetings about District Interpretation	Notes	Principals Heather Wojcik Family Liaisons
2.	Attend professional development through a state-sponsored interpretation and translation workshop series (Fall 2022)	Certificate Database of Glossary words	Family Liaisons
3.	Attend state-sponsored district managers language access workshop series (2022-2023)	Notes	Heather Wojcik
4.	Translation Feedback Meetings	Agendas Drafted Procedures	Principals Heather Wojcik Family Liaisons
5.	Principal Meetings to identify common documents to be included in the district database	Database of Translated Documents	Principals Heather Wojcik Family Liaisons
6.	Translated Documents	Database of Translated Documents	Family Liaisons
7.	Development and completion of District Interpretation and Translation Handbook	Handbook	Assistant Superintendent Heather Wojcik Family Liaisons
8.	Posted on QPS Website	Digital Handbook	Webmaster Heather Wojcik

VII. Language Access

What is language access?

Language access describes the supports, including staff and services, that address communication barriers between individuals who cannot yet speak, understand, read or write effectively in a shared language.

What is the impact of language access in schools?

- Eliminates language barriers in processes, services, and programs.
- Allows for an equitable experience for all families.
- Creates a welcoming environment.
- Changes the culture of a district to ensure an inclusive approach to initiatives.
- Acknowledges and celebrates the diversity of the school community.
- Gives people access to language.

How is the state supporting Quincy Public Schools with language access?

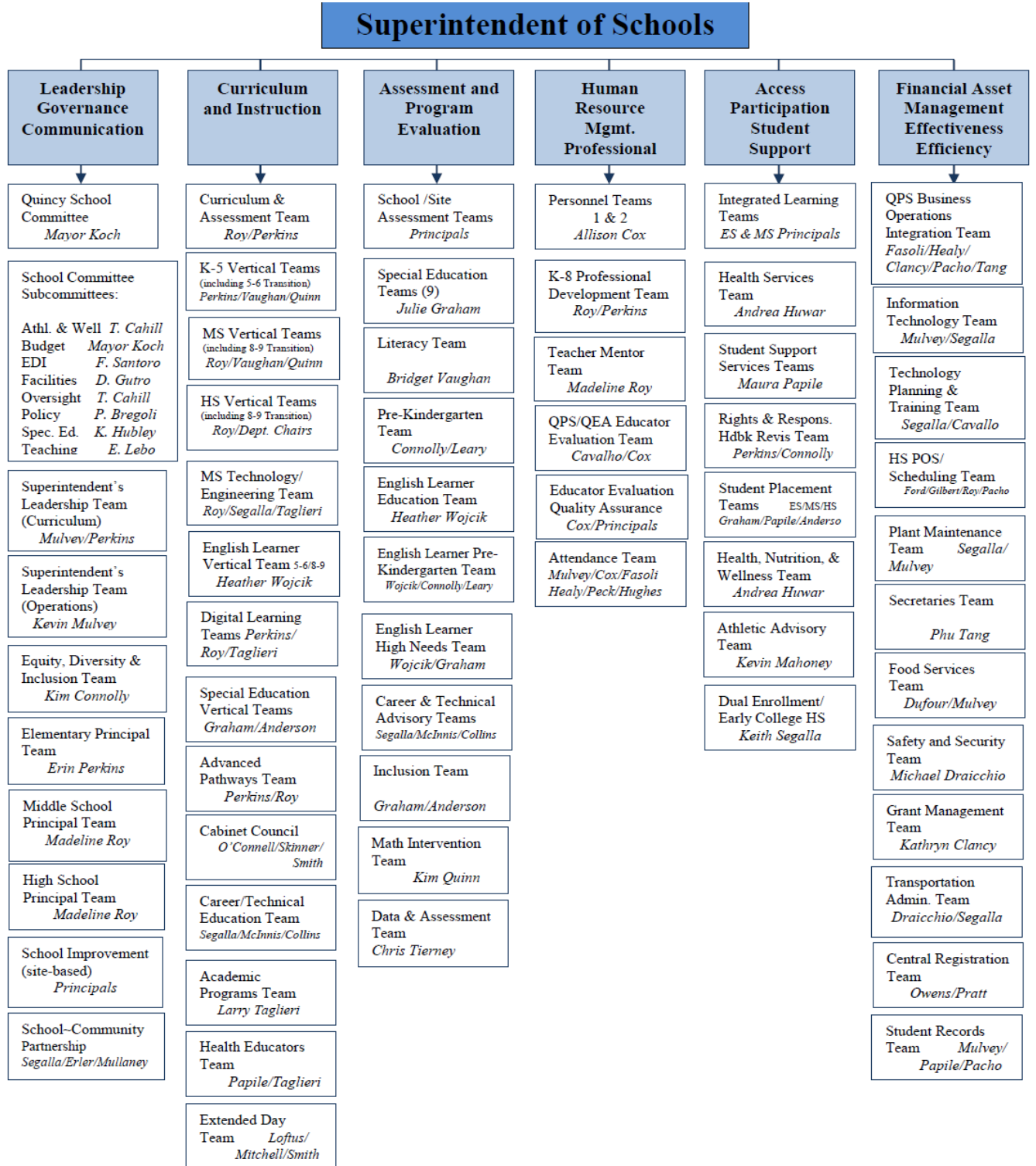
The state has partnered with UMass Amherst Translation Center to provide interpretation and translation training in education at no cost to the district. The Family Liaisons are attending this training (Refer to Appendix). Also, the state has offered us an opportunity for managers who are involved with language access as part of their various responsibilities to come together to discuss the establishment and on-going development of language access initiatives, procedures, and best practices to equally engage all families.

What is the difference between interpretation and translation?

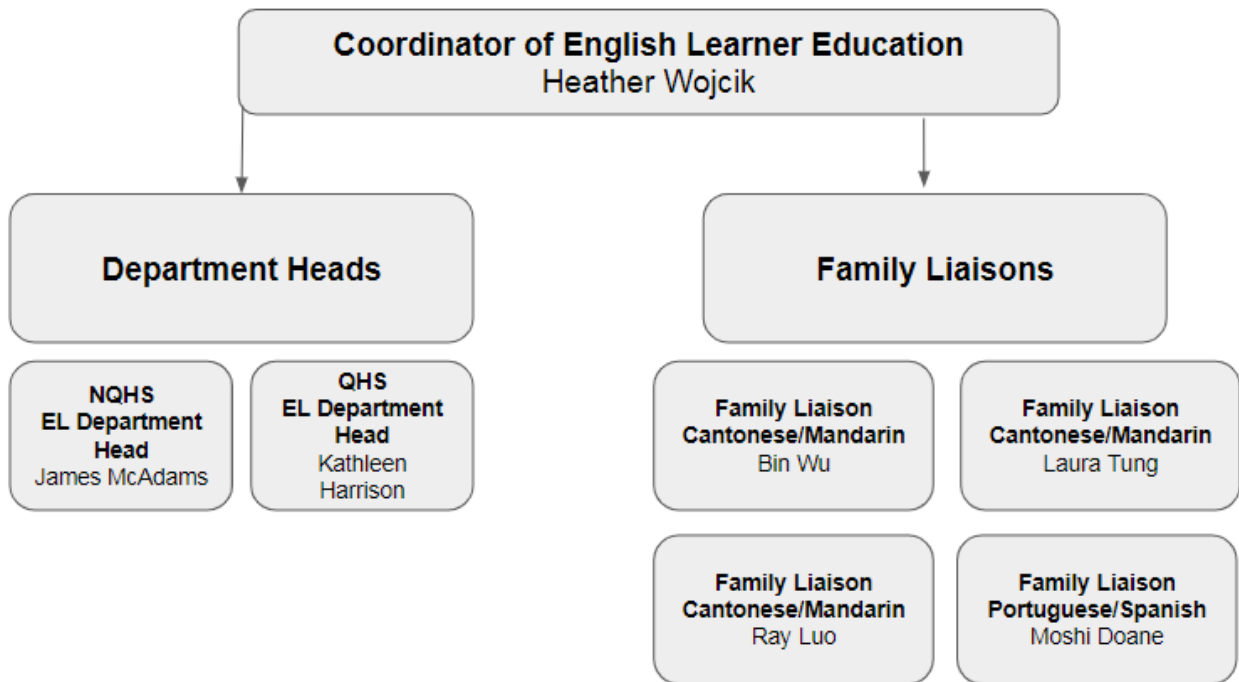
Interpretation is the rendering of oral language from one language into another. Translation is the rendering of written language from one language into another. In 2021-2022, the district provided district support for immediate interpretation through the Language Line and scheduled interpretation through a Google Spreadsheet to be assigned to Family Liaisons and agency interpreters. In 2022-2023, the district will focus on improving translation support for staff and families.

VIII. District Improvement Plan Alignment

a. Team Organizational & Alignment Chart



b. ELE Program Organizational Chart and Staffing



2022 - 2023 ELE Teaching Staff	
Carolyn Treacy	Atherton Hough
Tricia Wong	Atherton Hough
Elizabeth Emmons	Atlantic
Thao Nguyen-Ippolito	Atlantic
Kim Vu	Atlantic
Patricia Stacpoole-Gilmartin	Beechwood Knoll
Yao Zeng	Beechwood Knoll
Evangeline Lee	Bernazzani
Fernando Lopez	Bernazzani

Maria Tarulli-Sala	Broad Meadows
Caroline Wilbur	Central
Emily Balter	Lincoln Hancock
Hannah Farrell	Lincoln Hancock
Amy Gillis	Lincoln Hancock
Jayme Yen	Lincoln Hancock
Talia Leppo	Lincoln Hancock
Lucinda Booth	Marshall
Cassandra Feeney	Marshall
Christina Gilman	Marshall
Mary Dunn	Marshall
Caitlin Corcoran	Merrymount
Patricia Ambroult	Montclair
Viliona Dhamo	Montclair
Catherine Giordano	Montclair
Aici Mei	Montclair
Elaine Haraska	Montclair
James McAdams	NQHS ELE Dept Head
Thai Dang	NQHS
Jennifer Dodge	NQHS
Kai Yee Lau	NQHS
Lindsay Sandmeyer	NQHS
Nicole Chu	Parker
Alice Leung	Parker
Trang Nguyen	Parker
Cythina Vu	Parker
Bradford Ames	Point Webster
Loksze Wong	Point Webster

Kathleen Harrison	QHS ELE Dept Head
Joseph Barry	QHS
James Boulton	QHS
Elona Kushe	QHS
Jennifer Sulc	QHS
Kyan Thornton	QHS
Sarah Onofri	Snug Harbor
Angela Yu	Snug Harbor
Michelle Budukiewicz	South-West
Nicolas Gizzarelli	South-West
Caroline Pitts	South-West
Alicia Pijanowski	Squantum
Joanne Fox	Wollaston
Sabrina Martins	Wollaston
Jessica Zou	Wollaston

c. ELPAC Membership

Member Names	Title
Mihaela Rusu	President
Bang Tran	Vice President
Chun Zhi Deng	Event Coordinator

IX. Appendix

a. Program Documentation

ELE Folder Documents and ASPEN

Quincy Public Schools ELE Documents and Reports Timeline

DATE	REPORT or DOCUMENT	ACTION STEP	LOCATION
August 2022 – June 2023	New student registrations from Central Registration	Create new ELE Folders Fill in all appropriate information on front of folder Review screening scores	ELE Folders contain a second copy
September 2022	Initial Paperwork	Send federal placement form and state notification letters home	ELE Folders contain a second copy
September 2022	Student “Opt Out” Forms	Schedule the initial opt-out meeting between the families and ILT team Reach out to families who had signed Opt Out Forms in the past	ELE Folders contain a second copy
October 2022- June 2023	“Opt Out” Student Progress Reports	Immediately before each grading period, SEI teacher completes progress report	ELE Folders contain progress report
October 2022 - November 2022	Student Success Plans	Create plans Send letter and plan home Share plans with SEI teachers	ELE folders contain the activated plan

<p>November 2022 - June 2023</p>	<p>Student Success Plans</p>	<p>Collect evidence</p> <p>Immediately before each grading period, file evidence with the plan in the ELE folder</p> <p>During the mid-cycle review, share your experience with colleagues</p> <p>Review ACCESS scores and complete the last tab of the plan</p> <p>Send letter and plan home</p>	<p>ELE folders contain the final plan with attached evidence from each grading period</p>
<ul style="list-style-type: none"> • September 2022 (for Oct 2022 SIMS) • February 2023 (for March 2023 SIMS) • May 2023 (for June 2023 SIMS) 	<p>ASPEN EL and FEL Lists</p>	<p>Review ASPEN</p>	<p>Most recent EL and FEL Lists</p>
<p>March 2023</p>	<p>FEL Monitoring Forms</p>	<p>SEI teachers complete the FEL monitoring forms</p>	<p>ELE Folders contain the completed forms</p>
<p>May 2023</p>	<p>2023 <i>ACCESS for ELLs</i> Scores: Parent/Guardian Reports</p>	<p>Send ACCESS letter and report home</p>	<p>ELE Folders contain a second copy</p>

<p>May 2023</p>	<p>EL Continuous Progress Reports</p>	<p>Complete Progress Reports during appropriate times of the year For ELs moving to middle school or changing schools in the district: send a copy of EL Continued Progress Report before June 2023 to the new EL teacher</p>	<p>ELE Folders</p>
<p>June 2023</p>	<p>ELE Folders for students moving to Middle School and High School</p>	<p>Send all ELE Folders to appropriate EL teacher at the students' new middle school or high school</p>	<p>ELE Folders</p>

***Note: Any other documentation that is pertinent to an EL (i.e. parent conference notes, IEP meeting notes, parent communications) can be included in the ELE folders.*

Professional Development Plan

Date	Time	Location	Participants (Team/Grade Level)	Topic	Presenters	Goal #
9/6/2022	1:00-2:30	Quincy High	Elem & Middle School Team	First Day for Professional Staff	Heather Wojcik Family Liaisons	1-5
9/28/2022	12:45-3:45	Coddington	Elem School Team	Family Engagement	Heather Wojcik	5
10/26/2022	12:45-3:45	Coddington	Elem School Team	WIDA Screener WIDA Standards	Heather Wojcik	3,4,5
11/9/2022	1:00-4:30	Broad Meadows	Middle School Team	Family Engagement WIDA Standards	Heather Wojcik	3,4,5
1/25/2023	12:45-3:45	Coddington	Elem School Team	Student Success Plans and Family Engagement	Heather Wojcik	1,3,4,5
2/8/2023	1:00-4:30	Atlantic	Middle School Team	Student Success Plans and Family Engagement	Heather Wojcik	1,3,4,5
3/22/2023	12:45-2:00	Coddington	Elem School Team	Family Engagement	Heather Wojcik	3,4,5
4/12/2023	1:00-3:00	Point Webster	Middle School Team	Family Engagement	Heather Wojcik	3,4,5
5/10/2022	12:45-2:00	TBD	Elem School Team	Family Engagement	Heather Wojcik	3,4,5

b. ELPAC Meetings

Date	Presenters	Agenda
11/2/2020	Kevin Mulvey, Superintendent Erin Perkins, Assistant Superintendent Heather Wojcik, Coordinator of ELE	What is ELPAC? ELPAC Survey for interested families
2/9/2021	Kevin Mulvey, Superintendent Erin Perkins, Assistant Superintendent Heather Wojcik, Coordinator of ELE Kathleen Harrison, QHS Dept. Head Joanne Fox, Wollaston EL Teacher Laura Riofrio, ELPAC President	ACCESS Testing English Language Proficiency Levels Q & A Digital Sign-in Sheet
4/12/2021	Kevin Mulvey, Superintendent Erin Perkins, Assistant Superintendent Madeline Roy, Director of Curriculum Heather Wojcik, Coordinator of ELE Maura Papile, Director of Student Support Laura Riofrio, ELPAC President Molly Makrogianis, Quincy Library Programs	Instruction in Schools Pooled COVID Testing in Schools Free English Classes for Adults VISIONS Focus Groups Form an ELPAC Board
6/3/2021	Kevin Mulvey, Superintendent Erin Perkins, Assistant Superintendent Madeline Roy, Director of Curriculum Heather Wojcik, Coordinator of ELE Keith Segalla, Director of CTE Laura Riofrio, ELPAC President Mihaela Rusu, ELPAC Vice-President Bang Tran, ELPAC IT Michelle Hanly, Director of Quincy Recreation Flor Chong, WALKER Clinician Pin Wen Chou, WALKER Clinician	Early College High School Summer Programs Quincy Recreation Summer Activities WALKER Summer Programs ELPAC Board Presentation
11/22/2021	Kevin Mulvey, Superintendent Erin Perkins, Assistant Superintendent Madeline Roy, Director of Curriculum Heather Wojcik, Coordinator of ELE Laura Riofrio, ELPAC President Mihaela Rusu, ELPAC Vice-President	Family Liaisons Quincy College ELPAC ELPAC Board Presentation Focus Groups

	<p>Bang Tran, ELPAC IT Rajeshwari Natarajan, School Representative</p> <p>Meghan Cassidy & Bilun Ozbilen, Quincy College</p>	
2/3/2022	<p>Kevin Mulvey, Superintendent Erin Perkins, Assistant Superintendent Madeline Roy, Director of Curriculum Heather Wojcik, Coordinator of ELE</p> <p>Laura Riofrio, ELPAC President Mihaela Rusu, ELPAC Vice-President Bang Tran, ELPAC IT Rajeshwari Natarajan, School Representative</p> <p>Rockey Chan, Angela Chen, Karen Lewis DeMetrick, Tina, Ho...QARI</p>	<p>Family Liaisons Language Line Seal of Biliteracy Quincy Asian Resources Inc. (QARI) ELPAC Board Presentation ELPAC Open Forum</p>
4/26/2022	<p>Kevin Mulvey, Superintendent Erin Perkins, Assistant Superintendent Madeline Roy, Director of Curriculum Heather Wojcik, Coordinator of ELE</p> <p>Bin Wu, Laura Tung, Moshi Doane & Ray Luo...Family Liaisons</p> <p>Laura Riofrio, ELPAC President Mihaela Rusu, ELPAC Vice-President Bang Tran, ELPAC IT Alexandra Lugo, School Representative</p> <p>Tom Fratolillo, Michael McGee, Training Resources of America</p>	<p>Family Liaisons Training Resources of America QPS Summer Programs ELPAC Board Presentation</p>
5/23/2022	<p>Kevin Mulvey, Superintendent Erin Perkins, Assistant Superintendent Madeline Roy, Director of Curriculum Heather Wojcik, Coordinator of ELE</p> <p>Laura Riofrio, ELPAC President Mihaela Rusu, ELPAC Vice-President Bang Tran, ELPAC IT Alexandra Lugo, School Representative</p> <p>Molly Makrogianis, Library Programs Julie Rines, Children's Services</p>	<p>QPS Food Services Thomas Crane Library ELPAC Goals for 2021-2022 Achievements</p>

Events with Family Liaisons

District-wide	School
Camp Can Do ELPAC Meetings Kindergarten Parent Academy Night Quincy Multicultural Festival Report Card Conferences U & I Mentoring Celebration	Family Meetings School Tours Parent Tea Time with EL Teachers (Atlantic) Transition Meetings (elementary to middle)

c. Language Access

DESE Sponsored Training

Participants	Interpretation and Translation	Timeline
Moshi Doane Laura Tung Bin Wu	Translation and Interpretation in Education 30 hours	Spring 2022
Ray Luo	Translation and Interpretation in Education 30 hours	Fall 2022
Moshi Doane Ray Luo Laura Tung	Interpreting for Special Education 45 hours	Fall 2022
Laura Tung	Focus on Sight Translation 2 hours	November 9, 2022
Moshi Doane Laura Tung	Consecutive Interpreting 2 hours	December 7, 2022
Moshi Doane Laura Tung	Dual Role of a Bilingual Employee 2 hours	February 1, 2023
Moshi Doane Laura Tung	Managing the Flow of Communication 2 hours	March 1, 2023
Heather Wojcik	Language Access for Managers 10 hours	2022 - 2023