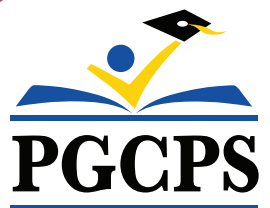


DRAFT JULY 2021

# English for Speakers of Other Languages (ESOL) Office Strategic Plan

Fall 2021 – Spring 2026



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## Board of Education of Prince George's County, Maryland

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# Message from ESOL Supervisor

Prince George's County Public Schools (PGCPS) represent a diverse school system with a variety of opportunities for over 27,000 English Learners from 104 countries who speak 107 different languages and attend every school in Prince George's County Public Schools. In order to meet the educational needs of our ELs, we must continue to build an environment of collaboration, accountability and ensure we provide high-quality instructional programs, rich professional development for staff, and support for families of ELs.

The ESOL Office's strategic plan has four focus areas: to improve the academic achievement of all ELs; increase the capacity of all staff of ELs; increase family and community engagement of ELs, and decrease ESOL teacher vacancies within the district. The ESOL Office Strategic Plan is aligned to the Prince George's County Public Schools' Strategic Plan in the five focus areas: academic innovation, transformational workforce, organizational learning culture, safe and supportive environments, and infrastructure and operational enhancement.

Sincerely,

Melissa Kanney, Ed.D.

# Mission, Vision, Core Values, and Core Services

## Mission

To provide high-quality language instruction and related services to English Learners and/or their families; to ensure that the rights of English Learners (ELs) are protected and that federal and state regulatory requirements are met, and to ensure ELs are prepared to participate fully in all educational opportunities.

## Vision

PGCPS ESOL will prepare ELs to effectively use English language skills and academic strategies to participate confidently and successfully as productive citizens in the school community and beyond.

## Core Values

Our core values articulate our key beliefs about students, academic achievement, and the elements necessary to achieve excellence in education and learning.

- ELs at all proficiency levels can achieve at high academic levels.
- With the support of the ESOL department – families, students, and educators share the responsibility for student success.
- High expectations for ELs matched with accommodations and differentiated instruction inspire high performance.
- A culturally responsive environment capitalizes on students' funds of knowledge\* and lowers the affective filter\*.
- The support of everyone in our community (inclusive of and accessible to all language backgrounds) is essential to the success of our schools and students, and this success enriches our community.
- Continuous development of teachers and leaders of ELs and accountability towards their English language development is essential.

## Core Services

- Providing High-Quality Education for ELs' Individual Needs;
- Developing Effective Staff of ELs – ESOL teachers, classroom teachers, and other staff who support ELs;
- Integrating Community Development and Support for ESOL families; and
- Data-Driven Decision Making.

\* See Glossary on page 17.



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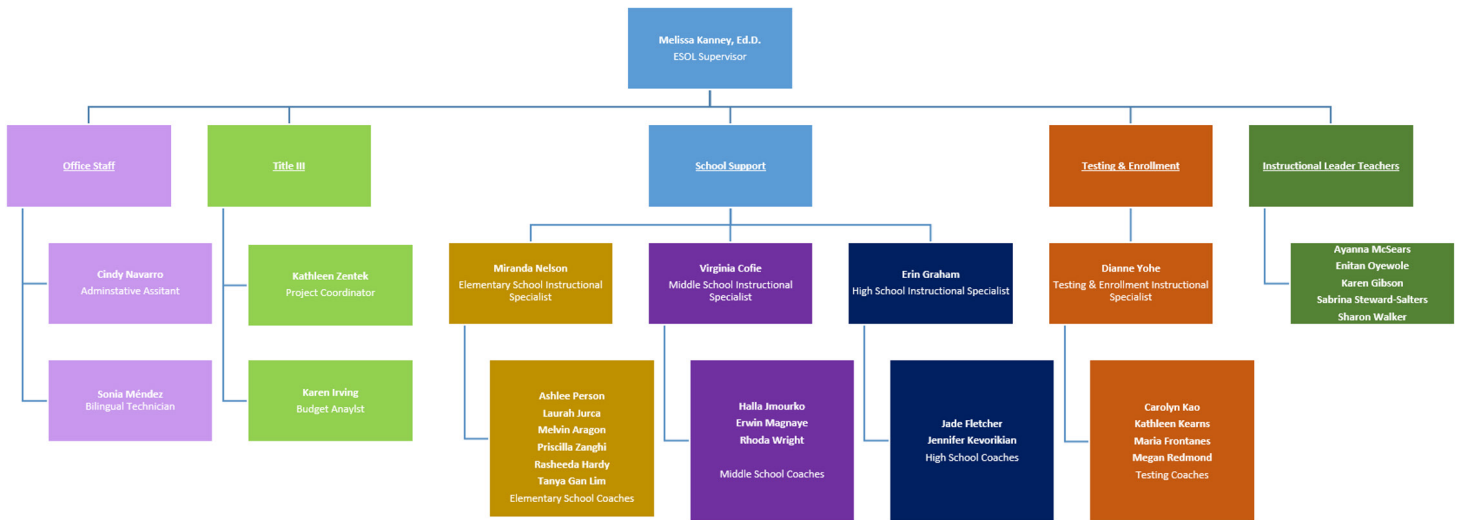
Recommendation or action step is a school facing recommendation,  
and would be implemented at the school level



# Who Are We

The ESOL Office is part of the Department of Curriculum and Instruction under the Division of Academics. The ESOL Office is committed to ensuring the language services for English Learners (ELs) are provided and differentiated for students at all proficiency levels as we work collaboratively with principals, content areas, district offices, educators, and families to improve educational outcomes for our students. The ESOL Office is organized into the following teams:

- Elementary ESOL (Grades K-5);
- Middle School/Academy ESOL (Grades 6-8 and K-8);
- High School ESOL (Grades 9-12);
- Enrollment and Testing; and
- Title III/ Grant Management.



\* See Glossary on page 17.



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# Who We Serve

## English Learners by Maryland Local School Systems (2019-2020)

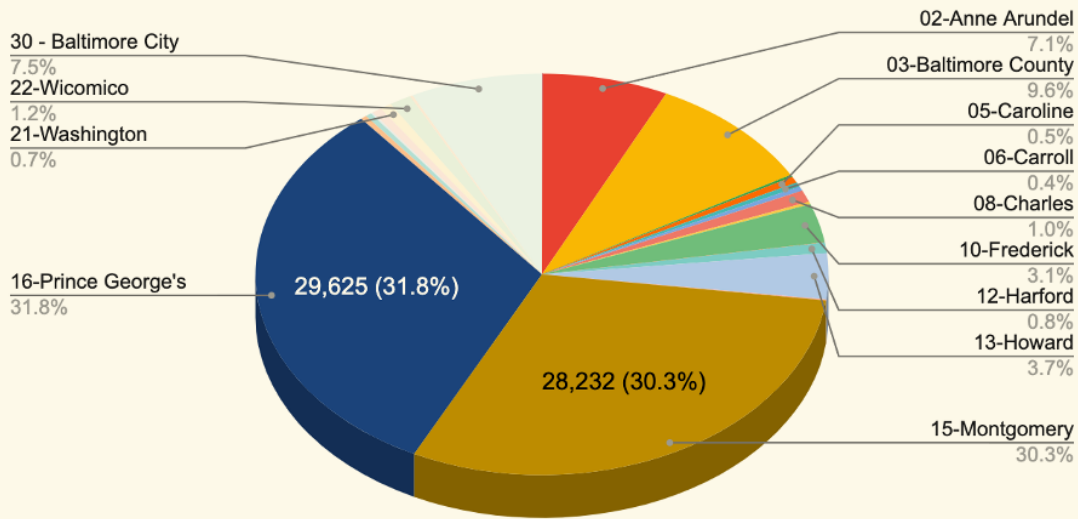


Figure 1: English Learners in Maryland and Languages Spoken in Prince George's County

### Prince George's County Public Schools' English Learners are from 104 countries and speak 107 languages

Top Countries of Birth	Top Languages Spoken in the Home
<ul style="list-style-type: none"> <li>United States of America (10,429 - 38.0%)</li> <li>El Salvador (4,524 - 21.5%)</li> <li>Guatemala (2,459 - 16.5%)</li> <li>Honduras (1,663 - 6.1%)</li> <li>Afghanistan (581 - 2.1%)</li> <li>Dominican Republic (238 - 0.9%)</li> <li>Mexico (194 - 0.7%)</li> <li>Nigeria (156 - 0.6%)</li> <li>Cameroon (150 - 0.5%)</li> <li>Ethiopia (84 - 0.3%)</li> </ul>	<ul style="list-style-type: none"> <li>Spanish (24,691 - 89.9%)</li> <li>French (381 - 1.4%)</li> <li>Pashto (295 - 1.1%)</li> <li>Dari (286 - 1.0%)</li> <li>Yoruba (161 - 0.59%)</li> <li>Arabic (152 - 0.55%)</li> <li>Amharic (142 - 0.52%)</li> <li>Krio (128 - 0.47%)</li> <li>Vietnamese (111 - 0.40%)</li> <li>Urdu (95 - 0.35%)</li> </ul>

Figure 2: English Countries Represented by English Learners in Prince George's County

\* See Glossary on page 17.



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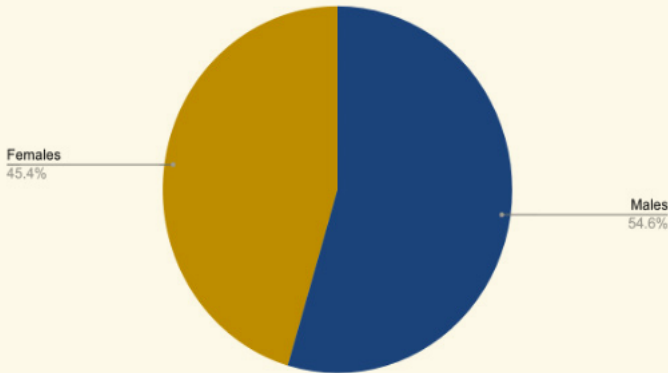
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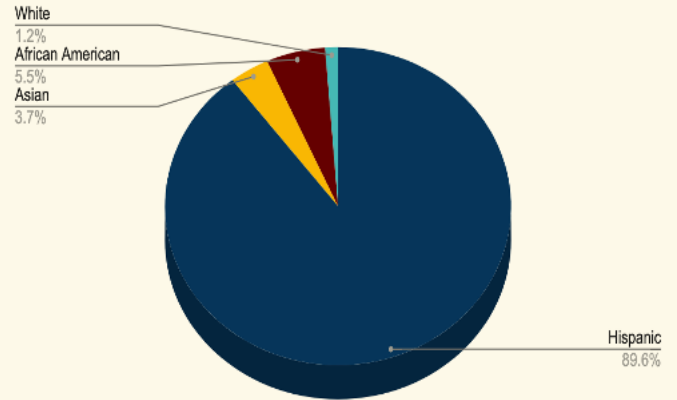
# Who We Serve

PGCPS' serves the following English Learner student groups:

## Gender of English Learners

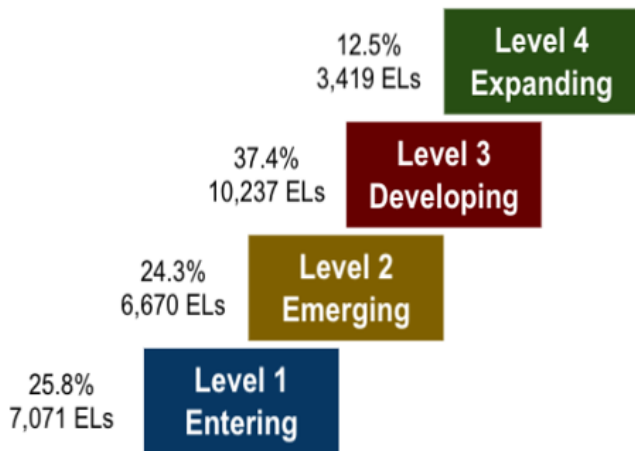


## Race of English Learners

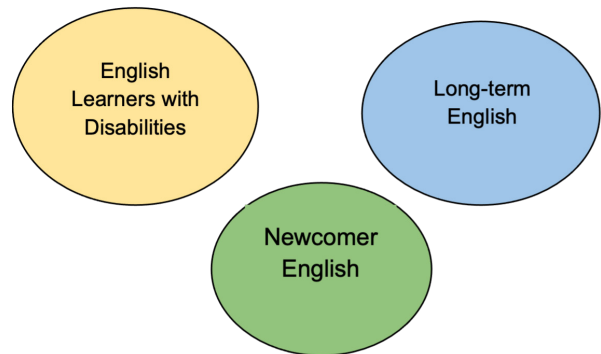


Figures 3 and 4: Gender and Race of Prince George's County Public Schools' English Learners

## English Language Proficiency Levels



## English Learner Subgroups



Figures 5 and 6: Proficiency Levels of English Learners and Percent of English Learners in Subgroups

\* See Glossary on page 17.



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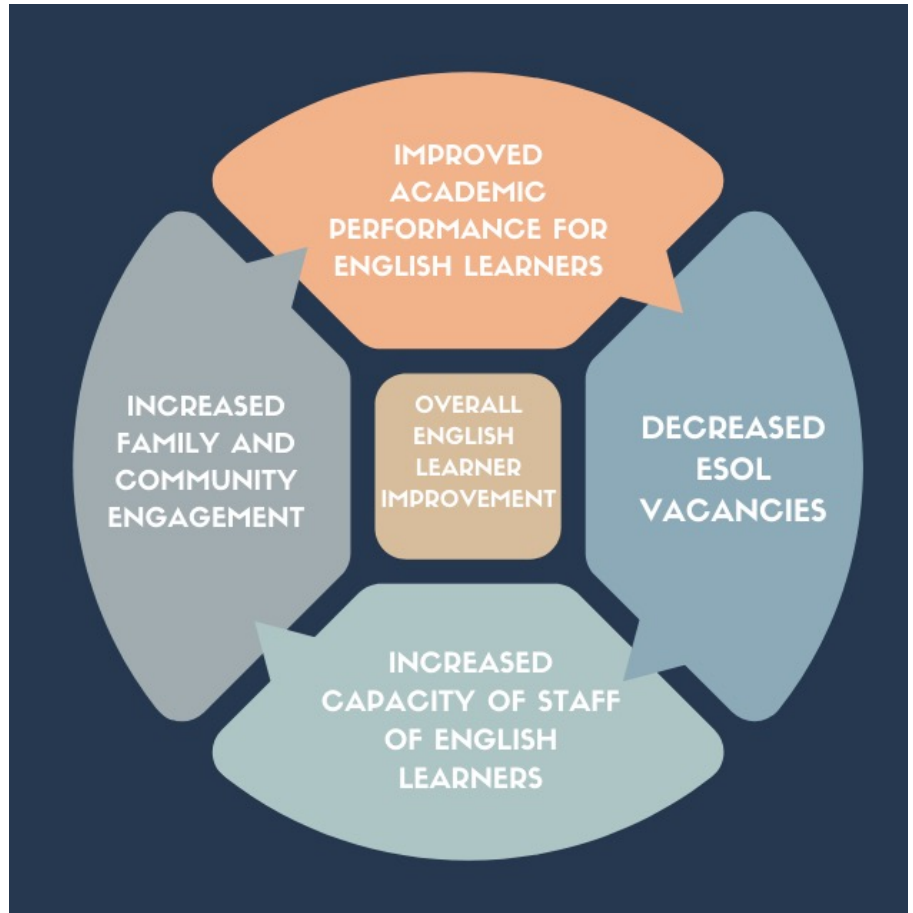
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# ESOL Strategic Plan Goals

The ESOL Office has prioritized four goals:

- Improved Academic Performance for English Learners;
- Increased Capacity of Staff of English Learners;
- Decreased ESOL Vacancies; and
- Increased Family and Community Support.

Detailed objectives and strategies for each goal are described on the pages that follow.



\* See Glossary on page 17.



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# Goal 1: Improved Academic Performance for English Learners



## Objectives to Improve overall English Learners (ELs) Performance in Prince George’s County

**Objective 1:** By 2026, increase the percent of schools with a 3% or greater increase annually in their Progress in Achieving English Language Proficiency Score from 42% percent of schools to 52% of schools.

**Objective 2:** By 2026, Increased evidence of ESOL strategies implemented in classrooms from workshops and training sessions provided.

### Office Lead

- Ms. Dianne Yohe
- Ms. Karen Irving

### Resources/Partners/Staffing (Core Services)

- Testing Office
- Content Areas
- IDs
- Principals
- Associate Superintendents
- Student Applications

## Key Metric(s) of Success

Classroom Visits	Assessment Literacy	Academic Performance
<ul style="list-style-type: none"> <li>• Number of ESOL classrooms visited</li> <li>• Evidence from learning walks</li> </ul>	<ul style="list-style-type: none"> <li>• Number of workshops around building knowledge of ACCESS</li> <li>• Number of schools supported with School Performance Plan (SPP)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase percentage of exits from ESOL</li> <li>• Decrease in percentage of Long Term English Learners (LTELs)*</li> </ul>

\* See Glossary on page 17.



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# Goal 1: Improved Academic Performance for English Learners

## Strategies to Achieve

### Curriculum

BOE/  
WGR

Develop, train, and monitor ESOL teachers and administrators on the implementation of ESOL curricula

- ESOL Language Lab for long-term ELs in High School
- Newcomer Academy for Elementary ELs
- Collaborate with content areas to provide scaffolds for ELs within their curricula.
- Incorporate monitoring tasks into all ESOL curricula.
- Provide sample lessons for ESOL curricula.
- Provide a Canvas Course with resources (sample lesson plans, strategies, problem-solving, etc.).
- Transition 6th grade ELs to the middle school model over the next 3 years.
- Develop Language Lab for intermediate and advanced middle school ELs.

### Monitoring Instruction

SFR

• Develop a focused learning walk tool to collect data on informal learning walks and provide instructional feedback from every learning walk.

SFR

• Conduct an informal visit of 90% of ESOL teachers within 5 years.

• Supervisor, specialists, mentors, coaches, and instructional lead teachers support district-focused learning walks.

### Data Literacy, Analysis and Monitoring

BOE/  
WGR

- Provide differentiated ACCESS data training for all schools within 5 years.
- Make the data easily accessible for all by purchasing and implementing a new data integration platform, EduSkills.
- Provide differentiated ACCESS data training for all schools within 5 years.

• Make the data easily accessible for all by purchasing and implementing a new data integration platform, EduSkills.

- Conduct more in-depth data analysis to identify strengths and areas of needs for ELs.
  - Compare ESOL data in the district with other neighboring districts.
  - Build assessment and data literacy for all staff around ACCESS and ESOL monitoring tasks.
  - Explore EL subgroup data for different content assessments and identify trends.
  - Compare school performance based on ESOL teacher to student staffing ratio.
  - Develop a system for tracking the performance of students who have ever been an English Learner.
- Implement and monitor results of monitoring tasks for ESOL.
- Specialists provide guidance and assistance to Area Offices/Schools for the development and monitoring of school performance plans.
- Develop a long-term ELs database that identifies the students who have hit a threshold for becoming long-term ELs.

SFR

• Have schools identify how they will monitor and provide these students additional support.





# Goal 2: Increased Capacity of Staff of English Learners

## Objectives to Increase Capacity of Staff Around Meeting the Needs of English Learners (ELs):

**Objective 1:** By 2026, increase the number of ESOL focused professional development opportunities for staff throughout the county.

**Objective 2:** By 2026, increase the percent of professional development evaluations scoring average/above average and prepared or very prepared.

**Objective 3:** By 2026, include ESOL Key Strategies in all core content area curricula.

### Office Lead

- Ms. Miranda Nelson
- Ms. Erin Graham

### Resources/Partners/Staffing (Core Services)

- Office of Professional Learning and Leadership (OPLL)
- Area Office
- IDs
- Principals
- Content Area Supervisors

## Key Metric(s) of Success

Professional Development	Content Curricula	Coaching and Mentoring
<ul style="list-style-type: none"> <li>• Evaluation Feedback</li> <li>• Number of PDs</li> <li>• Number of non-ESOL teachers that participate in workshops</li> <li>• Learning Walk Feedback</li> <li>• Artifacts from social media and Classroom Visits</li> </ul>	<ul style="list-style-type: none"> <li>• Review of content curricula for incorporation of ESOL strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Number of coaching visits provided per year</li> </ul>

\* See Glossary on page 17.



Aligned with the Board of Education ELL Workgroup Recommendations



Recommendation or action step is a school facing recommendation, and would be implemented at the school level

# Goal 2: Increased Capacity of Staff of English Learners

## Strategies to Achieve

<b>School-Based Professional Development</b>	<p><b>BOE/WGR</b> Provide targeted ESOL professional development for schools around the ESOL key strategies.</p> <ul style="list-style-type: none"> <li>• Develop a professional development program for ESOL paraprofessionals.</li> </ul>
<b>District-Wide Professional Development</b>	<ul style="list-style-type: none"> <li>• Provide professional development to administrators around monitoring instruction for ELs (observation of the key strategies* and building assessment literacy, best practices for case management (strategic scheduling).</li> <li>• Lead book studies to: build capacity of ESOL teachers aligned with the key strategies, and build administrators' and content area teachers' capacity for supporting ELs.</li> <li>• Incorporate training at Professional Educator Induction Program (PEIP) and PEIP 2.0 around meeting the needs of ELs.</li> <li>• Provide professional development opportunities for schools based on their School Performance Plan (SPP) to support in goal identification and progress monitoring.</li> <li>• Provide support to Area Offices to build their capacity around supporting ELs.</li> </ul> <p><b>BOE/WGR</b> Develop a Safe Schools video around meeting the needs of ELs.</p> <ul style="list-style-type: none"> <li>• Collaborate with core content areas to incorporate ESOL Key Strategies into curricula.</li> </ul>
<b>Coaching and Mentoring</b>	<ul style="list-style-type: none"> <li>• ESOL coaching support for assigned Elementary/Secondary Schools.</li> <li>• ESOL coaching for one year for new ESOL teachers.</li> </ul>

\* See Glossary on page 17.



# Goal 3: Decreased ESOL Vacancies



## Objectives to lower ESOL teacher to student ratio and decrease ESOL vacancies

**Objective 1:** Decrease percent of overall ESOL vacancies to 2% percent by 2025.

### Office Lead

- Dr. Melissa Kanney
- Ms. Kathy Zentek

### Resources/Partners/ Staffing (Core Services)

- Human Resources
- University Partners (UMD, McDaniel)
- OPLL

## Key Metric(s) of Success

Decreased Vacancies	Recruitment	University Cohorts	Increasing ESOL Certified Educators
<ul style="list-style-type: none"> <li>• Number of ESOL vacancies per month</li> </ul>	<ul style="list-style-type: none"> <li>• Number of university classes visited</li> <li>• Development of ESOL promotional video</li> </ul>	<ul style="list-style-type: none"> <li>• Percent of teachers completing an ESOL cohort</li> <li>• Percent of cohort members transitioning into ESOL</li> </ul>	<ul style="list-style-type: none"> <li>• Number of staff adding an ESOL endorsement to their teaching certificate</li> </ul>

\* See Glossary on page 17.



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# Goal 3: Decreased ESOL Vacancies

Strategies to Achieve	
<b>Recruitment Externally</b>	<ul style="list-style-type: none"> <li>• Develop a team that visits and presents at ESOL, Elementary and Secondary Education, and World Languages undergraduate and master programs.</li> <li>• Create an ESOL recruitment video.</li> <li>• Host and promote an annual ESOL job fair.</li> <li>• Host a virtual ESOL job fair twice a year.</li> </ul>
<b>Building Teachers Within</b>	<ul style="list-style-type: none"> <li>• Provide scholarships for ESOL-related coursework at local universities to increase certified ESOL teachers within the district and track participants transitioning into the ESOL program.</li> </ul> <p><b>BOE/WGR</b> Collaborate with Human Resources to develop the ESOL Resident Teacher Program.</p> <p><b>BOE/WGR</b> Develop a Continuing Professional Development (CPD) pathway on how to become an ESOL Teacher</p> <ul style="list-style-type: none"> <li>• Integrate ESOL Certification preparation course into CPD courses as the final class;</li> <li>• Provide a certificate for taking ESOL CPD courses as well as completing; and</li> <li>• Explore adding optional graduate credit for CPDs.</li> </ul> <ul style="list-style-type: none"> <li>• Host a virtual symposium quarterly for individuals interested in becoming ESOL teachers within the district.</li> <li>• Explore a bonus or pay differential for being an ESOL teacher.</li> <li>• Develop an exit survey for ESOL teachers who leave the district to complete.</li> </ul>
<b>Student-Based Budgeting</b>	<ul style="list-style-type: none"> <li>• Support schools with determining ESOL needs and the best teacher to student ratio for their school.</li> </ul> <p><b>SFR</b> Work with administration to identify potential ESOL teachers within their school.</p>

\* See Glossary on page 17.



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# Goal 4: Increased Family and Community Engagement



## Objectives to Increase Parent and Community Engagement:

**Objective 1:** Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.

## Office Lead

- Ms. Virginia Cofie and
- Ms. Cindy Navarro

## Resources/Partners/Staffing (Core Services)

- OIT
- Family and School Partnerships Department
- Community Schools Department
- Title I/ESSA Department
- ISAEO
- Administrators
- ESOL teachers

## Key Metric(s) of Success

### Family Nights

- Number of ESOL Family Nights held at schools
- Number of professional development opportunities for ESOL staff around supporting ESOL Family Nights

\* See Glossary on page 17.



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# Goal 4: Increased Family and Community Engagement

## Strategies to Achieve

### ESOL Parent Nights

- Develop ESOL Family Night Resources for Schools:
- Add an ESOL Family Night component to the ESOL Process Guide.
- Develop a family night team that develops ESOL Family Night training and resources, differentiated by level.
  - Conduct a needs assessment from the ESOL Office Chairpersons to guide the development of ESOL Family Night workshop templates.
  - Develop targeted PDs for families of Long Term ELs
- SFR Support schools with hosting ESOL Family Nights.
  - Stipends for teachers for ESOL Family Night workshops;
  - Funding for catering and supplies.
  - Support schools with communicating with families using social media platforms to increase engagement around events and knowledge of district communication.
- Provide professional development for staff around ESOL Family Nights.
- Develop Capacity of District Staff around Supporting Families of ELs:
- Provide training for Parent Engagement Assistants (PEAs) around supporting ELs and their families.
- In partnership with OIT, develop training on the supports for communicating with families.
- Develop and continually update the ESOL Family Resource Site.
- Highlight schools with successful engagement with families of ELs.

### Develop a System of Support for Parents and Families

- Survey parents and families to determine their greatest need from the ESOL Office.
- Survey PEAs, registrars, counselors, and school PTAs to determine their greatest needs with supporting ELs and their families in the county.
  - Identify schools with large refugee and unaccompanied minors populations and host trauma infused training opportunities for parents of ELs
- Develop systems of support to meet the varying needs of the families.
- Collaborate with school psychologists, counselors, parent engagement assistants, and OIT to develop and implement a self-reporting survey to identify schools with the highest needs for trauma-infused support. (Refugees and unaccompanied minors and school suspension rates).
- Develop reunification and trauma-infused training opportunities for family units and students.
- Develop and provide culturally responsive training for staff to support English Learner families.
- Integrate an ESOL Outreach Specialist position into the grant who would support the families and also support staff at schools with supporting families.

### Coaching and Mentoring

- Continue to collaborate with OIT and International Student Admissions and Enrollment Office (ISAEO) to host events for international students and their families
  - Camp Schmidt International Day;
  - KinderConnect;
  - International Parent Leadership Consortium;
  - ISAEO Registration Support;
  - Estudios; and
  - Support Spanish Tele-town hall.



# Glossary

**ACCESS** - The annual English Language Proficiency assessment developed by WIDA is administered to all active English Learners to determine their proficiency and growth.

**Affective Filter** - refers to the feelings or emotions that are created by the environment in the classroom and impact a learner's success of acquiring a second language.

**ESOL Key Strategies** - Recommended strategies for every classroom with English Learners

- Discussion Techniques
- Embedded Wait Time
- Learning by Doing
- Modified Graphic Organizers
- Using Sentence Frames
- Using Visuals

**ESOL University Partnerships** - Partnerships between the ESOL Office/PGCPS and local universities to provide courses, certificates, Master's Degree, or Doctoral programs in the area of teaching English Learners.

**Funds of Knowledge** - Skills and knowledge that have historically culturally been developed by an individual or a household to function within a given culture.

**Long Term English Learners (LTEs)** - Students who have been here in the ESOL Program for 5 or more years.

**Related Services** - services provided to English Learners in addition to their targeted language instruction.

**BOE/  
WGR**

Aligned with the Board of Education ELL Workgroup Recommendations

**SFR**

Recommendation or action step is a school facing recommendation, and would be implemented at the school level

# Appendix: 5 year implementation plan

## Goal 1: Improved Academic Performance for English Learners

Main Objective	Category	Action Steps/Strategies	Time Frame	Person(s) Responsible	Measurement of Success	Status
Decrease percent of overall ESOL vacancies to 2% percent by 2025.	<b>Building Teachers Within</b>	Develop a Continuing Professional Development (CPD) pathway on how to become an ESOL Teacher	By June 2022	Kathy	# of teachers completing an ESOL cohort	In Progress
Decrease percent of overall ESOL vacancies to 2% percent by 2025.	<b>Recruitment Externally</b>	Develop a team that visits and presents at ESOL, Elementary and Secondary Education, and World Languages undergraduate and master programs.	By June 2022	Recruitment Committee	Number of university classes visited	In Progress
Decrease percent of overall ESOL vacancies to 2% percent by 2025.	<b>Building Teachers Within</b>	Collaborate with Human Resources to develop the ESOL Resident Teacher Program.	By June 2023	Melissa	# of staff completing the resident teacher program for ESOL	In Progress
Decrease percent of overall ESOL vacancies to 2% percent by 2025.	<b>Building Teachers Within</b>	Develop an exit survey for ESOL teachers who leave the district to complete.	By June 2023	Melissa	# of staff completing the exit survey	Not Started
Decrease percent of overall ESOL vacancies to 2% percent by 2025.	<b>Recruitment Externally</b>	Create an ESOL recruitment video.	By June 2023	Recruitment Committee	Development of ESOL promotional video	Not Started
Decrease percent of overall ESOL vacancies to 2% percent by 2025.	<b>Recruitment Externally</b>	Host a virtual ESOL job fair twice a year.	By June 2023	Recruitment Committee	Job fair held annually. # of candidates attending the job fair	Not Started
Decrease percent of overall ESOL vacancies to 2% percent by 2025.	<b>Building Teachers Within</b>	Host a virtual symposium quarterly for individuals interested in becoming ESOL teachers within the district.	By June 2024	Recruitment Committee	# of teachers attending a virtual symposium for ESOL	Not Started
Decrease percent of overall ESOL vacancies to 2% percent by 2025.	<b>Building Teachers Within</b>	Explore a bonus or pay differential for being an ESOL teacher.	By June 2025	Melissa		Not Started
Decrease percent of overall ESOL vacancies to 2% percent by 2025.	<b>Building Teachers Within</b>	Provide scholarships for ESOL-related coursework at local universities to increase certified ESOL teachers within the district and track participants transitioning into the ESOL program.	Ongoing	Kathy and Melissa	% of teachers completing an ESOL cohort	In Progress
Decrease percent of overall ESOL vacancies to 2% percent by 2025.	<b>Recruitment Externally</b>	Host and promote an annual ESOL job fair	Ongoing	Recruitment Committee	Job fair held annually. # of candidates attending the job fair	In Progress
Decrease percent of overall ESOL vacancies to 2% percent by 2025.	<b>Student Based Budgeting</b>	Support schools with determining ESOL needs and the best teacher to student ratio for their school.	Ongoing	ESOL Leadership Team	# of schools supported during SBB	In Progress
Decrease percent of overall ESOL vacancies to 2% percent by 2025.	<b>Student Based Budgeting</b>	Work with administration to identify potential ESOL teachers within their school.	Ongoing	ESOL Leadership Team		In Progress

# Appendix: 5 year implementation plan

## Goal 2: Increased Capacity of Staff of English Learners

Main Objective	Category	Action Steps/Strategies	Time Frame	Person(s) Responsible	Measurement of Success	Status
Objective 1: By 2026, increase the number of ESOL focused professional development opportunities for staff throughout the county. Objective 2: By 2026, increase the percent of professional development evaluations scoring average/above average and prepared or very prepared. Objective 3: By 2026, include ESOL Key Strategies in all core content area curricula.	District-Wide Professional Development	Provide professional development to administrators around monitoring instruction for ELs (observation of the key strategies* and building assessment literacy, best practices for case management (strategic scheduling).	By June 2023	ESOL Leadership Team	Number of PDs Rating of PDs	Not Started
Objective 1: By 2026, increase the number of ESOL focused professional development opportunities for staff throughout the county. Objective 2: By 2026, increase the percent of professional development evaluations scoring average/above average and prepared or very prepared. Objective 3: By 2026, include ESOL Key Strategies in all core content area curricula.	District-Wide Professional Development	Develop a Safe Schools video around meeting the needs of EL	By June 2023	Miranda Nelson and Erin Graham	Development of Safe Schools Video	Not Started
Objective 1: By 2026, increase the number of ESOL focused professional development opportunities for staff throughout the county. Objective 2: By 2026, increase the percent of professional development evaluations scoring average/above average and prepared or very prepared. Objective 3: By 2026, include ESOL Key Strategies in all core content area curricula.	School-Based Professional Development	Develop a professional development program for ESOL paraprofessionals.	By June 2024	Miranda Nelson and Erin Graham	Number of PDs Rating of PDs	Not Started
Objective 1: By 2026, increase the number of ESOL focused professional development opportunities for staff throughout the county. Objective 2: By 2026, increase the percent of professional development evaluations scoring average/above average and prepared or very prepared. Objective 3: By 2026, include ESOL Key Strategies in all core content area curricula.	District-Wide Professional Development	Collaborate with core content areas to incorporate ESOL Key Strategies into curricula.	By June 2026	ESOL Leadership Team	Review of content curricula for incorporation of ESOL strategies	In Progress
Objective 1: By 2026, increase the number of ESOL focused professional development opportunities for staff throughout the county. Objective 2: By 2026, increase the percent of professional development evaluations scoring average/above average and prepared or very prepared. Objective 3: By 2026, include ESOL Key Strategies in all core content area curricula.	School-Based Professional Development	Provide targeted ESOL professional development for schools around the ESOL key strategies	Ongoing	ESOL Leadership Team	Number of PDs Rating of PDs	In Progress
Objective 1: By 2026, increase the number of ESOL focused professional development opportunities for staff throughout the county. Objective 2: By 2026, increase the percent of professional development evaluations scoring average/above average and prepared or very prepared. Objective 3: By 2026, include ESOL Key Strategies in all core content area curricula.	District-Wide Professional Development	Lead book studies to: build capacity of ESOL teachers aligned with the key strategies, and build administrators' and content area teachers' capacity for supporting ELs.	Ongoing	ESOL Leadership Team	Learning Walk Feedback Artifacts from social media and Classroom Visits	Not Started
Objective 1: By 2026, increase the number of ESOL focused professional development opportunities for staff throughout the county. Objective 2: By 2026, increase the percent of professional development evaluations scoring average/above average and prepared or very prepared. Objective 3: By 2026, include ESOL Key Strategies in all core content area curricula.	District-Wide Professional Development	Incorporate training at Professional Educator Induction Program (PEIP) and PEIP 2.0 around meeting the needs of ELs.	Ongoing	ESOL Leadership Team	Number of PDs Rating of PDs	In Progress
Objective 1: By 2026, increase the number of ESOL focused professional development opportunities for staff throughout the county. Objective 2: By 2026, increase the percent of professional development evaluations scoring average/above average and prepared or very prepared. Objective 3: By 2026, include ESOL Key Strategies in all core content area curricula.	District-Wide Professional Development	Provide professional development opportunities for schools based on their School Performance Plan (SPP) to support in goal identification and progress monitoring.	Ongoing	ESOL Leadership Team	Number of PDs	In Progress

## Appendix: 5 year implementation plan

### Goal 2: Increased Capacity of Staff of English Learners (continued)

<p>Objective 1: By 2026, increase the number of ESOL focused professional development opportunities for staff throughout the county.                  Objective 2: By 2026, increase the percent of professional development evaluations scoring average/above average and prepared or very prepared.                  Objective 3: By 2026, include ESOL Key Strategies in all core content area curricula.</p>	<p><b>District-Wide Professional Development</b></p>	<p>Provide support to Area Offices to build their capacity around supporting ELs.</p>	<p>Ongoing</p>	<p>ESOL Leadership Team</p>	<p>Number of Support sessions provided</p>	<p>In Progress</p>
<p>Objective 1: By 2026, increase the number of ESOL focused professional development opportunities for staff throughout the county.                  Objective 2: By 2026, increase the percent of professional development evaluations scoring average/above average and prepared or very prepared.                  Objective 3: By 2026, include ESOL Key Strategies in all core content area curricula.</p>	<p><b>Coaching and Mentoring</b></p>	<p>ESOL coaching support for assigned Elementary/Secondary Schools.</p>	<p>Ongoing</p>	<p>ESOL Leadership Team</p>	<p>Number of coaching visits provided per year</p>	<p>In Progress</p>
<p>Objective 1: By 2026, increase the number of ESOL focused professional development opportunities for staff throughout the county.                  Objective 2: By 2026, increase the percent of professional development evaluations scoring average/above average and prepared or very prepared.                  Objective 3: By 2026, include ESOL Key Strategies in all core content area curricula.</p>	<p><b>Coaching and Mentoring</b></p>	<p>ESOL coaching for one year for new ESOL teachers.</p>	<p>Ongoing</p>	<p>ESOL Leadership Team</p>	<p>Number of coaching visits provided per year</p>	<p>In Progress</p>



# Appendix: 5 year implementation plan

## Goal 3: Decreased ESOL Vacancies

Main Objective	Category	Action Steps/Strategies	Time Frame	Person(s) Responsible	Measurement of Success	Status	Date Status Update
Objective 1: Decrease percent of overall ESOL vacancies to 2% percent by 2025.	Recruitment Externally	Develop a team that visits and presents at ESOL, Elementary and Secondary Education, and World Languages undergraduate and master programs.	By June 2024	Recruitment Committee	Number of university classes visited	In Progress	
Objective 1: Decrease percent of overall ESOL vacancies to 2% percent by 2025.	Recruitment Externally	Create an ESOL recruitment video.	By June 2025	Recruitment Committee	Development of recruitment video	Not Started	
Objective 1: Decrease percent of overall ESOL vacancies to 2% percent by 2025.	Recruitment Externally	Host and promote an annual ESOL job fair.	Ongoing	Recruitment Committee	Number of job fairs held.	In Progress	
Objective 1: Decrease percent of overall ESOL vacancies to 2% percent by 2025.	Recruitment Externally	Host a virtual ESOL job fair twice a year.	By June 2024	Recruitment Committee	Number of virtual job fairs held.	Not Started	
Objective 1: Decrease percent of overall ESOL vacancies to 2% percent by 2025.	Building Teachers Within	Provide scholarships for ESOL-related coursework at local universities to increase certified ESOL teachers within the district and track participants transitioning into the ESOL program	Ongoing	Kathy Zentek	Percent of teachers completing an ESOL cohort	In Progress	
Objective 1: Decrease percent of overall ESOL vacancies to 2% percent by 2025.	Building Teachers Within	Collaborate with Human Resources to develop the ESOL Resident Teacher Program	By June 2023	Melissa Kanney	Development of ESOL Resident Teacher Program Number of teachers completing the ESOL Resident Teacher Program	In Progress	
Objective 1: Decrease percent of overall ESOL vacancies to 2% percent by 2025.	Building Teachers Within	Develop a Continuing Professional Development (CPD) pathway on how to become an ESOL Teacher	By June 2022	Kathy Zentek	Development of ESOL CPD Pathway Number of teachers completing the pathway program	In Progress	
Objective 1: Decrease percent of overall ESOL vacancies to 2% percent by 2025.	Building Teachers Within	Host a virtual symposium quarterly for individuals interested in becoming ESOL teachers within the district.	By June 2023	Recruitment Committee	Number of virtual symposiums held	Not Started	
Objective 1: Decrease percent of overall ESOL vacancies to 2% percent by 2025.	Building Teachers Within	Explore a bonus or pay differential for being an ESOL teacher.	By June 2025	Melissa Kanney	Meeting held to discuss potential pay differential for ESOL endorsement	Not Started	
Objective 1: Decrease percent of overall ESOL vacancies to 2% percent by 2025.	Building Teachers Within	Develop an exit survey for ESOL teachers who leave the district to complete.	By June 2022	Melissa Kanney	Exit survey developed and administered	Not Started	
Objective 1: Decrease percent of overall ESOL vacancies to 2% percent by 2025.	Student- Based Budgeting	Support schools with determining ESOL needs and the best teacher to student ratio for their school.	Ongoing	ESOL Leadership Team	Number of SBB Clinic meetings supported	In Progress	
Objective 1: Decrease percent of overall ESOL vacancies to 2% percent by 2025.	Student- Based Budgeting	Work with administration to identify potential ESOL teachers within their school.	Ongoing	ESOL Leadership Team	Number of SBB Clinic meetings supported	In Progress	

# Appendix: 5 year implementation plan

## Goal 4: Increased Family and Community Support

Main Objective	Category	Action Steps/Strategies	Time Frame	Person(s) Responsible	Measurement of Success	Status	Date Status Update
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	ESOL Parent Nights	Add an ESOL Family Night component to the ESOL Process Guide.	By June 2023	Virginia Cofie and Cindy Navarro	ESOL Family Night component added to the ESOL Process Guide	Not Started	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	ESOL Parent Nights	Develop a family night team that develops ESOL Family Night training and resources, differentiated by level.	By June 2022	Virginia Cofie and Cindy Navarro	Development of ESOL Family Night team	Not Started	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	ESOL Parent Nights	Support schools with hosting ESOL Family Nights.	By June 2023	Virginia Cofie and Cindy Navarro	Number of schools supported with ESOL	Not Started	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	ESOL Parent Nights	Provide professional development for staff around ESOL Family Nights.	Ongoing	Virginia Cofie and Cindy Navarro	Number of professional development opportunities for ESOL staff around	In Progress	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	ESOL Parent Nights	Provide training for Parent Engagement Assistants (PEAs) around supporting ELs and their families.	Ongoing	Virginia Cofie and Cindy Navarro	Number of professional development opportunities for ESOL staff around supporting ESOL Family	Not Started	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	ESOL Parent Nights	In partnership with OIT, develop training on the supports for communicating with families	By June 2024	Virginia Cofie and Cindy Navarro	Number of professional development opportunities for ESOL staff around	Not Started	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	ESOL Parent Nights	Develop and continually update the ESOL Family Resource Site.	Ongoing	Virginia Cofie and Cindy Navarro	ESOL Family Night resource site updated	Complete	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	ESOL Parent Nights	Highlight schools with successful engagement with families of ELs.	Ongoing	Virginia Cofie and Melissa Kanney	Number of ESOL Family Nights held at schools	Not Started	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	Develop a System of Support for Parents and Families	Survey parents and families to determine their greatest need from the ESOL Office.	By June 2023	Virginia Cofie and Cindy Navarro	Survey developed and results analyzed	Not Started	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	Develop a System of Support for Parents and Families	Survey PEAs, registrars, counselors, and school PTAs to determine their greatest needs with supporting ELs and their families in the county.	By June 2023	Virginia Cofie and Cindy Navarro	Survey developed and results analyzed	Not Started	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	Develop a System of Support for Parents and Families	Develop systems of support to meet the varying needs of the families.	By June 2026	Virginia Cofie and Cindy Navarro	Supports developed for families	Not Started	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	Develop a System of Support for Parents and Families	Collaborate with school psychologists, counselors, parent engagement assistants, and OIT to develop and implement a self-reporting survey to identify schools with the highest needs for trauma-infused support. (Refugees and unaccompanied minors and school suspension rates).	By June 2022	Virginia Cofie and Cindy Navarro	Self-reporting survey developed and implemented	Not Started	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	Develop a System of Support for Parents and Families	Develop reunification and trauma-infused training opportunities for family units and students.	By June 2024	Virginia Cofie and Cindy Navarro	Number of professional development offered	Not Started	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	Develop a System of Support for Parents and Families	Develop and provide culturally responsive training for staff to support English Learner families.	By June 2024	Virginia Cofie and Cindy Navarro	Number of professional development offered	Not Started	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	Develop a System of Support for Parents and Families	Integrate an ESOL Outreach Specialist position into the grant who would support the families and also support staff at schools with supporting families.	By June 2026	Virginia Cofie and Melissa Kanney	Creation of outreach specialist position	Not Started	
Objective 1: Increase the number of schools hosting ESOL Family Nights to 25% of all schools by 2025.	Parent Partnership Events	Continue to collaborate with OIT and International Student Admissions and Enrollment Office (ISAEO) to host events for international students and their families	Ongoing	Melissa Kanney	Number of families participating in family events	In Progress	

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## Prince George's County Public Schools

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