

ELLTF PRIORITY	ELLTF ROLE: Guide, Advocate, Monitor, and Promote a Multilingual, Multicultural BPS		ACTIONABLE—how?	MEASURABLE—how?	MEMBERS who will advance priority (lead name in bold)
	Aligned with ELLTF ROLE(s)?	How?			
1. PROMOTE THE CREATION AND ADOPTION OF A LOOK ACT IMPLEMENTATION PLAN.					
<ul style="list-style-type: none"> Support and orient the new Assistant Superintendent for OEL. 	Guide	Build a network of resources and supports around this leader so that guidance is plentiful and relevant to research-based priorities for ELs as well as the BPS political context. Work as a team towards the same goals, rather than compliance. Build trust.	Meet with the Asst. Super. of OEL, provide her resources, and connect her with experts and community leaders, including higher ed partners like BU, BC and UMass Boston.	Measures/data sources include: Number of off-record meetings, with whom, in what configurations. Agendas and notes. Numbers and types of connections with people, orgs, and resources.	Rosann Miren John
<ul style="list-style-type: none"> Document the ELLTF's vision to share with OEL to inform draft of LOOK Act plan and implementation. 	Guide Promote	Advise relevant and appropriate vision, approach, and programming. Bring to bear ELLTF members' . . . - Expertise about EL education, about BPS systems and politics - Knowledge of and connection to Boston's linguistic communities.	Support OEL in developing the LOOK Act strategy and have ELLTF provide feedback and share expertise Ensure that implementation plan includes SEI monolingual, bilingual, and dual language programs/schools in all languages at capacity that meets demand.	Are there written recommendations and were they shared with the OEL director?	Rosann John
<ul style="list-style-type: none"> Promote native language access by increasing the number of educators who are proficient in students' home languages. 	Advocate Monitor Promote	ELLTF can play a key role in continuing to elevate the importance of attention to native language access in the classroom, regardless of program, by monitoring and advocating around recruitment, hiring, teacher training and other areas such as interpretation and translation.	Ask to review the recruitment and hiring pipeline plan from the Office of Equity and Strategy to provide input and feedback. Advocate for a district policy to promote access to native language in existing meetings and classrooms. Coordinate with the members leading the above two bullet points.	First pass: Were the action steps taken? Second pass: Did these actions have the desired impact, shown in the numbers and races and languages and placement of teachers and staff hired?	Katie John

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2. CONTINUE TO ADVOCATE FOR THE DISTRICT TO MEET THE EDUCATIONAL AND SOCIAL/EMOTIONAL NEEDS OF ELSWDS.					
[SEE THE FULL ELSWD SUBCOMMITTEE PRIORITIES STATEMENT AT THIS LINK.]					
<ul style="list-style-type: none"> ● Insert CLSP objectives into the IEP design process. 	Guide Advocate Monitor	District adoption of CLSP goals creates another set of opportunities to advocate for IEPs that meet the needs of ELSWDs and their families.		<p>First pass: Were the action steps taken?</p> <p>Second pass: Did these actions have the desired impact, shown in the approval and implementation of a linguistic and culturally responsive digital checklist or dropdown menu for use in the IEP?</p>	John Maria
<ul style="list-style-type: none"> ● Implement use of a Guidance Document. 	Guide Advocate	Bring ELLTF expertise to inform district practice.	Complete, test, and disseminate the ELSPED Guidance Document. (November 2020)	<p>First pass: Were the action steps taken?</p> <p>Second pass: Did these actions have the desired impact, shown in the use of the Guidance Document by OSE and OEL.</p>	John Maria
<ul style="list-style-type: none"> ● Hire qualified personnel for ELSWDs. 	Guide Advocate Monitor	Bring ELLTF expertise to inform district practice and monitor outcomes.	Update the assessment of the need for ELSWD staffing and work with BPS to create a recruitment strategy for needed bilingual sped teachers, para, and other staff.	<p>First pass: Were the action steps taken?</p> <p>Second pass: Did these actions have the desired impact, shown in the development of a recruitment strategy?</p> <p>Third pass: What changed for recruitment as a result?</p>	John Maria

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3. CONTINUE TO REGULARLY MONITOR AND ADVOCATE.					
<ul style="list-style-type: none"> ● Monitor EL and ELSWD access to and participation in hybrid and remote learning. 	Guide Advocate Monitor	Monitor district services to ELs and do it through a collaborative relationship with OEL.	<p>Advocate for clear expectations for teachers around communicating with students and families.</p> <p>Attend DELAC meetings and invite DELAC members to ELLTF meetings to learn more about family needs.</p> <p>Identify ELLTF members willing to attend other existing parent/family meetings.</p> <p>Ensure a member of the ELLTF attends the Equity Roundtables on Fridays.</p>	Were the action steps taken?	Angie Suzanne Geralde Lisette John
<ul style="list-style-type: none"> ● Monitor BuildBPS planning and implementation. 	Guide Advocate Monitor	Monitor BuildBPS planning for inclusion of EL programming needs. Monitor EL decision-making and implementation for impacts on ELs, with a focus on student assignment.	<i>[Need to enumerate the action steps to be taken.]</i> Consider partnering with a district group working on BuildBPS [a member noted that Megan Wolf and Barbara Field coordinate a group.]	Were the action steps taken?	Janet John
<ul style="list-style-type: none"> ● Student outcomes 	Guide Advocate Monitor				Fabián
<ul style="list-style-type: none"> ● Request report and provide feedback on proposed budget. 	Guide Advocate Monitor	Monitor district services to ELs.	Devote February ELLTF meeting to budget conversation.	It happens: agenda and notes, next steps documented.	Miren
<ul style="list-style-type: none"> ● Continue to monitor in areas where BPS is not meeting the minimum legal requirements, i.e., assessment in native language. 	Guide Advocate Monitor	<p>Monitor district services to ELs.</p> <p>Continue to review BPS' reports to the Department of Justice to ensure that minimum requirements for students' access to services are being met.</p>	<i>[Need to list these areas and then prioritize the ones on which ELLTF will focus for this year. For each area, the action step is to request and receive reporting.]</i>	Did ELLTF receive a report on each area / have we created documentation about how BPS is responding?	

<ul style="list-style-type: none"> ● Student assignment 	Advocate Monitor	Monitor impact of Home-based Assignment System on ELs and EL programs.	<i>[Need to enumerate the action steps to be taken.]</i>	Miren
<ul style="list-style-type: none"> ● Teacher assignment 	Advocate Monitor		<i>[Need to enumerate the action steps to be taken.]</i>	