ESOL Contact Meeting
April 20, 2016
AGENDA

• Updates
• End of Year Assessments
• Reminders
• Preparing for Next Year
• Resources
• Upcoming Events
• Summer Opportunities
Updates

- Staff
- Language Enrichment Camp
- ACCESS for ELLs 2.0
- Spring IPT Administration
- Seal of Biliteracy
- Every Student Succeeds Act
Congratulations Martha Villa Rosa! March Employee of the Month
Welcome Idalina Orta! Dual Language Specialist!!
Language Enrichment Camp (LEC)

Title III, Part A Grant funds were made available, through the Bilingual ESOL Department, to implement the 2015-2016 LEC for ELLs.

Focus was on enrichment opportunities in the core content areas of mathematics, science, and reading to assist ELLs (LYs) with academic achievement and English language acquisition.

ALL LECs ended on Thursday April 12, 2016.

ALL Title III tutoring sheets & data results to evaluate the effectiveness of the camp must be forwarded to lec@browardschools.com no later than Monday, May 2nd

All pre & post data must be submitted by Friday, May 13th

For more information contact Leyda Sotolongo at leyda.sotolongo@browardschools.com
Congratulations & Thank You for the successful administration of ACCESS for ELLs 2.0!

ACCESS Scores should arrive before the end of the school year!
SPRING IPT ADMINISTRATION

Spring administration began after February FTE (February 2016)

Purpose
Update language classification codes for ELLs and
Facilitate scheduling of ELLs in appropriate required Reading courses
In the 2016-17 school year.

Who is assessed?
Current ELLs (LY) who:
Are enrolled in grades 5-11 and
Have a Language Classification of A1 or A2

The IPT results MUST be updated inTERMS by May 24th
Seal of Biliteracy

Broward County Public Schools
EVERY STUDENT SUCCEDES ACT (ESSA)

Congress passed ESSA signed into law on December 10, 2015

Replaces No Child Left Behind Act of 2002

For more information, visit http://www.ed.gov/essa?src=m
Reminders

• ACCESS for ELLS 2.0
• Testing Accommodations
• Grading of ELLs
• Student Registration
• Compliance & ELLevation
• Immigrant Reports
• Exiting
ACCESS FOR ELLS 2.0 RESULTS

Results will provide:

- scale score data for monitoring student progress over time within a language domain
- data for charting the progress of newly arrived students
- information about individual students that will be used in making decisions regarding exit from the ESOL programs *
- information about individual students ‘ strengths and areas of need in English

Results will NOT be used for:

- grade-level placement
- grade promotion or retention decisions

*Exit criteria is determined by FLDOE
Individual student results are reported as scale scores and English language proficiency scores in Listening, Speaking, Reading & Writing.
Who is assessed?

In Broward County, All ELLs participate in statewide assessments.

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Q. Do English Language Learners participate in the FSA?

A. All English Language Learners (ELLs) participate in statewide assessments. ELLs who have been enrolled in school in the United States for less than one year may be exempt from the FSA ELA assessments (Reading and Writing). Exempt ELLs must participate in the annual English language proficiency assessment. Additionally, all ELLs enrolled in tested grade levels and subjects are expected to participate in Mathematics, Science, and EOC assessments no matter how long these students have been enrolled in a U.S. school.
**TESTING ACCOMMODATIONS**

- Testing accommodations must be documented on ELLevation for all LY students.

- If a student is assigned the Flexible Setting accommodation, a letter must be sent home to the parent and a copy placed in the ELL folder.

- Accommodations should be assigned as a group or per student in ELLevation.

 LF students do not receive accommodations
Grading of ELLs

- Provide clear, concise directions
- Explain grading criteria and show examples of finished product
- Document use of ESOL instructional strategies and other modifications, accommodations, and parent contacts
- Immediately inform parents about strengths and areas of concern
- For promotion/retention of ELLs, refer to School Board Policy 6000.1
Promotion Criteria
Retention- Policy 6000.1

- ELLs with less than 2 years of instruction cannot be retained solely due to the lack of proficiency in English. (based on DEUSS Date)

- Third graders with less than 2 years of instruction are promoted via Good Cause Promotion

- A formal retention recommendation regarding an ELL must be made through the action of an ELL Committee meeting, and a parent must be invited
Let’s Practice:

Josefina’s DEUSS date is 5/9/2014. She is currently in 2\textsuperscript{nd} grade. Is she eligible for good cause promotion criteria this school year?

\textbf{NO}
Let’s Practice: Jacques

Jacques’ DEUSS date is 8/14/2014. He is currently in 5th grade. Is he eligible for good cause promotion this school year?

YES
All schools must ensure that **unregistered students are not turned away** from the schoolhouse doors.

Registration forms in Spanish, Haitian-Creole, and Portuguese are available at esol.browardschools.com.
Assessing New Students

• Assess all new students to Broward County if "YES" is marked on the Home Language Survey.

Before assessing students who transfer from another Broward School or any district in Florida, check with the previous school for ESOL status.

• If you do not assess within 20 days of registration, send home the "Parent Notification Letter of 20 days Oral Language Assessment Expiration" (on esol.browardschools.com).

Updated ESOL Program information must be reflected on TERMS.
IPT I (Form G) Grades K-5
IPT II (Form E) Grades 6-12

Students in grades K-12
➢ To determine eligibility for ESOL Program Services
➢ To determine language growth (progress monitoring)

Kaufman Test of Educational Achievement
II Brief Form (KTEA - II)

Fluent English Speakers (FES) grades 3 – 12
➢ District-administered upon request for Fluent English Speakers (FES) who may qualify for ESOL Program Services
➢ Request Form on Web site

IPT Reading and Writing
IPT 1 Grades 2-3
IPT 2 Grades 4-6
IPT 3 Grades 7-12
Initial Language Classification Assessment Form

Continue to use during initial assessment process
RE-ENTRY GUIDELINES

• ELLs who leave the state or country for 90 school days or more, and then return and re-enroll should be reassessed for English Language proficiency
  • The original ENTRY date may not be modified
  • Update the PLAN date, print an A07 panel and file it in the ELL folder to document the interruption of ESOL services

• Notify parents of continued placement in the ESOL program

• Do not discard the ELL folder

• ELLs who transfer from another school district in Florida should not experience an interruption of services
  • Every effort should be made to obtain the ESOL Program information from the previous district
  • Procedures for documenting prior school data are located in the Database Handbook
COMPLIANCE

• Assign accommodations for LY students on ELLevation

• Complete Annual Reviews for ELLs entering years 2 and 3

• Complete REEVALs for extension of services for ELLs entering years 4, 5, 6, and beyond

• Update ESOL Program information on TERMS (Panels: A03, A10, A21, A23, etc.)
Compliance REMINDERS…
How to document on ELLevation

Generate:

- ELL Plans on ELLevation (file in ELL Folder)
- ELL Folders for all LY students
- Parent Notification letters for new ELLs
- Parent Notification letters for ELLs continuing to receive ESOL Services

To request ELL folders email your name, school name, and the # of folders to esolrequests@browardschools.com
## What’s the difference?

### Annual Reviews

Recommendations for continued placement for years 2 and 3

- Must be completed within 30 days prior to the anniversary date/DEUSS date
- ELL Committee Meeting is **not** required
- Notify parents of Continued Placement
- Update PLAN date on the A23 panel

### REEVALS (Extension of Services)

Recommendations for extension of services for years 4, 5, 6 and beyond

- Must be completed within 30 days prior to the anniversary date/DEUSS date
- IPT assessment (L/S/R/W) **must** be administered
- An ELL Committee Meeting is required
- Must substantiate 2 out of 5 state approved rationale
Data will change depending on what is selected.
ELL Student Plan

Program 130, accommodations, plan date and test scores should be updated before printing.
When is the "Notification of English Language Program Placement Letter" completed and sent home?

- **At Initial Placement**
- **Continued Placement:**

1. Annually on anniversary date, while conducting Annual Reviews or REEVALS.
2. At re-entry for students that leave the country or state for 90 days or more.
Most Recent Test Scores must be on ELLevation to Print Parent Letters.
The term immigrant children and youth means individuals who:

(a) Are ages 3-21; AND

(a) Were not born in any State or U.S. territory or possession (PR); AND

(b) Have not been attending one or more schools in any one or more States for more than 3 full academic years
DATE OF ENTRY IN U.S. SCHOOL (DEUSS)

The DEUSS is used to monitor:

- Extension of Services, also known as REEVALs
- Promotion/Retention--Good Cause
- **Immigrant Student Status--The date is necessary to calculate whether a student has attended a U.S. school for 3 full academic years.

**Note: Immigrant students may or may not be classified as ELLs.**
### Previous School Experience:

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<th>Has the student previously attended a:</th>
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<td>Broward Public School? Yes [ ] No [ ]</td>
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<td>If yes, indicate name of school.</td>
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<td>Florida Private School? Yes [ ] No [ ]</td>
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<td>If yes, indicate name of school.</td>
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<td>If yes, indicate name of school.</td>
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<tr>
<td>US School Outside of Florida? Yes [ ] No [ ]</td>
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<td>County Public Private</td>
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<tr>
<td>School Outside of The US? Yes [ ] No [ ]</td>
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<tr>
<td>If yes, indicate name of school.</td>
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<tr>
<td>Country Public Private</td>
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</table>

<table>
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<th>Has the student previously been:</th>
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<td>retained (repeated the same grade?) Yes [ ] No [ ]</td>
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<tr>
<td>in a Home Education Program? Yes [ ] No [ ]</td>
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<td>in Exceptional Student Education (ESE)? Yes [ ] No [ ]</td>
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<td>in a Magnet Program? Yes [ ] No [ ]</td>
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<td>in an ESOL program? Yes [ ] No [ ]</td>
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<td>convicted of a felony? Yes [ ] No [ ]</td>
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<tr>
<td>living outside of the USA? Yes [ ] No [ ]</td>
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If your child previously lived outside of the United States, state the date your child first entered school in the USA:

Date is entered on the A03 Panel.
 IMMIGRANT REPORT ON EXPORT WIZARD

The Elevation Export wizard allows you to generate a comma-separated export of your student data. This file can be opened in Excel or similar spreadsheet program. Simply select which student data fields you would like to include in your file and click Run Export. Your file will appear at the bottom of this page when it is ready.

Additionally, you may save your export parameters as an Export Template, and generate an updated file from this page at any time.

Once report is run, it will appear on Recent File Exports.
## Sample Report

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## Exit Criteria

<table>
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<tr>
<th>ELL Committee Meeting</th>
<th>August 2016</th>
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<tbody>
<tr>
<td>From now until ACCESS for ELLs 2.0 and FSA scores are released at the end of the school year, the <strong>ONLY</strong> way to exit a student from the ESOL Program is through an ELL Committee.</td>
<td>Information will be forthcoming once the state-approved criteria is determined</td>
</tr>
</tbody>
</table>

**Basis of EXIT Code**

K-12: L
Exit Documentation on TERMS & ELL Folder

For students who are exited now via ELL Committee:

- Change the ELL Code from “LY” to “LF”
- Enter EXIT date as the day of the ELL Committee Meeting
- Update PLAN date to match EXIT date.

1. PLAN date is not updated during LF period
2. Student is monitored for two years on ELLevation
3. At the end of a successful 2 years of monitoring, ELL Code must be changed from “LF” to “LZ”
*Articulation with incoming schools is critical.*
At the beginning of the 2016-17 school year...

• Exit all students that meet exit criteria. EXIT date and PLAN date on TERMS is 06/09/16.

• Schedule ELL committee meetings for students requiring an extension of services (REEVALs). Send home Notification Letter or Notification of Exiting ESOL Status Letter as applicable.

• Administer an English language proficiency Screening Assessment to be determined by the State to any students that enter new to Broward County (within 20 days of registration).
At the beginning of the 2016-17 school year...

- Ensure that all documents are in the ELL Folder by completing the checklist on the ELL Folder for the 2016-17 school year
- Update PLAN date on the A23 panel to indicate the most current schedule and program recommendations for LY students.
- Print Student ELL Plan on ELLevation
- File Student ELL Plan in ELL Folder
PRE-K STUDENTS (LY-T) TESTED BEFORE THE NEW SCHOOL YEAR STARTS

On A23 panel:
- Change Basis of Entry from “T” to “A”
- Update PLAN to the first day of Kindergarten.
- Change ENTRY to the first day of Kindergarten.
- Update CLASS to the date the IPT was administered.

On A03 panel:
- ELL Code remains LY
- Assign language classification (LC) (A1 - B2)

Score NES or LES:

Score FES:

Do not update the A23 panel.

On A03 panel:
- ELL Code changes from LY to ZZ.
- Enter appropriate LC (C2, D, or E).

Testing may begin no earlier than May 2, 2016
PRE-K STUDENTS (LY-T) TESTED AFTER THE NEW SCHOOL YEAR STARTS

Score NES or LES:

- **On A23 panel:**
  - Change Basis of Entry from “T” to “A”.
  - Update PLAN to the first day of Kindergarten.
  - Change ENTRY to the first day of Kindergarten.
  - Update CLASS to the date the IPT was administered.

- **On A03 panel:**
  - ELL code remains LY.
PRE-K STUDENTS (LY-T) TESTED AFTER THE NEW SCHOOL YEAR STARTS

- If the recommendation is to place student in the ESOL Program:
  - **On A23 panel:**
    - Change **Basis of Entry** from “T” to “L”
    - Change **ENTRY** to first day of Kindergarten
    - Update **PLAN** date to the first day Kindergarten
    - Update **CLASS** to the date the IPT was administered
  - **On A03 panel:**
    - ELL code remains **LY**
    - Assign **LC (C1)**

- If the recommendation is **NOT** to place student in the ESOL Program:
  - **On A23 panel:**
    - Enter **EXIT** and update **PLAN** to the date of the ELL Committee.
  - **On A03 panel:**
    - ELL Code changes to LF.
    - Assign **LC (C2)**.
    - Monitor the student for two years.

Score FES: Convene ELL Committee
Programmatic Assessment

ELL Programmatic Assessment and Academic Placement Review

Programmatic assessment must be conducted to provide a basis for developing appropriate placement and scheduling. Trained school personnel must complete with parents/guardians at the time of initial registration in a Broward County School. Please document all steps taken to determine the academic level(s) of the student, independent of the student’s English language proficiency.

Please complete all applicable areas below:

A. Age appropriate grade placement: _________________

B. Interview with student and/or student’s parent/guardian to determine prior educational experiences and academic subject competencies in the native language

   (Name of person interviewed) ____________________________  (Relationship to student) ____________________________

Results from interview:

   Additional information about courses taken in other schools: ______________________________________________________
   Subject areas of academic strength: ________________________________________________________________

Literacy Level:

   Native Language: Reading ________ Math ________ English: ________ Math: ________________
   Other important information obtained from parent/guardian: ______________________________________________________

   Was home language assistance provided during the interview? _____ Provided by: __________________________________________

C. Review student’s prior school records (consider student performance in the home language for appropriate placement)

   ________ Standardized Tests/Other Assessments
   Instrument(s) __________________________________________ Language of Assessment(s) __________________________
   Score(s) ________ Test Date(s) __________________________
   ________ Report Cards/Transcripts

D. Additional steps taken by the school to determine academic placement (additional steps may include administration of subject area diagnostic or placement tests).

   __________________________________________________________

E. Programmatic Assessment Outcomes/Instructional Program:

   __________________________________________________________

Initial Placement Programmatic Assessment completed by:

   Name __________________________ Title: __________________________ Date: ________________

   ESOL Contact/Guidance/Designee mm/dd/yyyy
Placement K-5

- Sheltered Instruction/ESOL is designed for K-12 schools with a high ELL population.
- ELLs from different language backgrounds are grouped together to receive instruction by a highly qualified teacher.
- Instruction is adapted to the students’ level of English proficiency to ensure learning of grade level curriculum.
- A process must be in place to monitor progress in linguistic and academic grade level skills so students may be transitioned into mainstream classes.
- Monitoring of appropriate placement.
- Mixing grades is not allowed under the Florida META Consent Decree for ELLs unless the course in an elective.
### Middle and High School Placement

#### Middle School ESOL Program Chart B

**English Language Learners**
- classified as A1-A2
- B1 (if necessary)
  (see chart D for B1-C1)

Middle Schools that have 22 or more ELLs, classified as A1-A2, in the same grade level, must provide M/J Language Arts through ESOL 1-3 using identified curriculum and materials.

Middle Schools that have fewer than 22 ELLs, classified as A1-A2, in the same grade level, must provide M/J Language Arts 1-3 in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

Middle Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification must receive Intensive Reading through M/J Developmental Language Arts ESOL-Reading using identified curriculum and materials. Class size should be limited to 22 students per section. Grade levels can be combined.

Middle Schools that have 22 or more ELLs classified as A1-A2, must provide sheltered instruction in the Content Area using identified curriculum and materials.

#### High School ESOL Program Chart C

**English Language Learners**
- classified as A1-A2
- B1 (if necessary)
  (see chart D for B1-C1)

High Schools that have 25 or more ELLs, classified as A1-A2, in the same grade level, must provide English through ESOL I-IV using identified curriculum and materials.

High Schools that have fewer than 25 ELLs, classified as A1-A2, in the same grade level, must provide English I-IV in the basic mainstream using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

High Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification must receive Intensive Reading through Developmental Language Arts ESOL-Reading using identified curriculum and materials. Class size should be limited to 22 students per section. Grade levels can be combined.

High Schools that have fewer than 22 ELLs who meet the criteria of A1-A2 language classification must receive Intensive Reading through programs listed in the K-12 Comprehensive Reading Plan. Clustering students is strongly recommended.

High Schools that have 25 or more ELLs classified as A1-A2, must provide sheltered instruction in the Content Area using identified curriculum and materials.

High Schools that have fewer than 25 ELLs classified as A1-A2, must provide basic mainstream instruction in the Content Area using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

**Per META Consent Decree**, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the same language, and trained to assist in ESOL basic subject area instruction.
Middle School & High School ESOL Program Chart D

English Language Learners classified as B1-B2-C1

Students in the same grade level may receive M/J Language Arts 1-3 (grades 6-8) or English I-IV (grades 9-12) in the basic mainstream using differentiated instruction and identified curriculum instruction or in sheltered instruction using identified curriculum and materials. (School-Based Decision)

ELLs must receive Intensive Reading through programs listed in the K-12 Comprehensive Reading Plan as required.

ELLs may receive Content Area instruction in the basic mainstream using differentiated instruction and identified curriculum or in sheltered instruction using identified curriculum and materials. (School-Based Decision)

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.
ESOL COURSE (MS & HS)
DEVELOPMENTAL LANGUAGE ARTS ESOL – READING

• Intensive Reading instruction for the development of listening, speaking, reading, and writing skills for ELLs; taught by a highly qualified teacher

• Acquisition of basic linguistic skills of the English language and language arts standards before being labeled a struggling reader

• Classroom instructional practices of ELLs must be monitored

• ESOL class schedules must be monitored to ensure parity with the scope and sequence provided to non-ELLs

<table>
<thead>
<tr>
<th>Middle School Example</th>
<th>M/J Developmental Language Arts ESOL-Reading Course Number: 1002181</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Example</td>
<td>Developmental Language Arts ESOL-Reading Course Number: 1002381</td>
</tr>
</tbody>
</table>
World-Class Instructional Design and Assessment (WIDA)

http://www.wida.us/standards/eld.aspx
Spotlight!

Broward ESOL is taking action! It's analyzing the impact sociocultural context has on academic language #WIDAWednesday

**Taking Action for ELLs:**

* Building Awareness of your ELLs in Sociocultural Contexts

**Definition:**
The interactions students encounter in learning environments involving language, culture, expectations, roles, behaviors, ways of thinking, and perspectives.

**Sociocultural Context:**

**How?**

- Creating authentic opportunities for communicating and supporting the range of language used across subject areas will help create a sociocultural context responsive to your students

**Considerations:**
- Purpose for communicating
- Individual and group experiences
- People involved
- Situation or topic

- Bring familiar topics related to students’ backgrounds
- Pair ELLs with strong English speakers
- Relate instruction to students’ hobbies, experiences from home, and interests
The Bilingual/ESOL Department must be informed when a **NEW ESOL Contact** is assigned.

When ESOL Contact changes, a **current ELLevation Access form** must be completed.
ELLevation Access Form

ELLevation is a secure web-based system for documentation and monitoring ESOL services for English Language Learners (ELLs). All documentation in ELLevation is required in order to meet the state and district ESOL program requirements. Each school will be able to assign two users per school.

This form is to be completed for access to ELLevation and returned to Vicky Saldana, Director at victoria.saldana@browardschools.com.

<table>
<thead>
<tr>
<th>School Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>#Location Number</td>
</tr>
<tr>
<td>Administrator Name</td>
</tr>
<tr>
<td>Administrator Signature</td>
</tr>
</tbody>
</table>

*For Charter Schools only. One form must be completed per MSID (Location Number).

NEW Users: Staff member that is new to your school that will be responsible for updating and maintaining accurate records in ELLevation.

<table>
<thead>
<tr>
<th>Full Name (Last Name, First Name)</th>
<th>CAB Email*</th>
<th>Job Title</th>
</tr>
</thead>
</table>

*For Charter Schools only. All correspondence will be communicated via school CAB email (Ex. charter1234@browardschools.com).

CURRENT Users: Staff member that is currently the ESOL Contact at your school and is responsible for updating and maintaining accurate records in ELLevation.

<table>
<thead>
<tr>
<th>Full Name (Last Name, First Name)</th>
<th>CAB Email*</th>
<th>Job Title</th>
</tr>
</thead>
</table>

- Please check box if identified personnel attended ELLevation training.

Login information will be emailed to the identified personnel with a cc to the school administrator.

INACTIVE Users: Staff that no longer needs access, have left your school or are no longer responsible for ESOL records.

<table>
<thead>
<tr>
<th>Full Name (Last Name, First Name)</th>
<th>CAB Email*</th>
<th>Job Title</th>
</tr>
</thead>
</table>

Must be submitted for NEW Users.
InClass

• Is a component of ELLevation

• Designed for classroom teachers to ensure that all teachers can best meet the needs of ELLs

• Provides classroom teachers with tools to:
  □ identify ELLs’ needs
  □ Support language acquisition and
  □ ensure instructional success

https://drive.google.com/file/d/0BxspDbUIAA6JanNKcXd0WklrWWhc/view?usp=sharing
Social Emotional Learning (SEL)

**Goal One**
Develop self-awareness and self-management skills to achieve school and life success.

**Goal Two**
Use social-awareness and interpersonal skills to establish and maintain positive relationships.

**Goal Three**
Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
UPCOMING EVENTS

• Recently Arrived Immigrant & Youth Grant Events – Rally to Tally!

• ESOL Academic Competition

• ESOL Leadership Council Meeting

• Summer Professional Development Opportunities
Recently Arrived Immigrant & Youth Grant

$1,687,516.75
ESOL Academic Competition
Middle & High Schools
May 14, 2016
Plantation HS

2016 Theme:
Link and Think Globally: Learn a Second Language
ESOL Leadership Council Meeting

Next Meeting

Wednesday, May 18, 2016
6:30 – 8:30 p.m.
Indian Ridge Middle School
1355 S Nob Hill Rd, Davie, FL 33334
## ESOL Professional Learning

<table>
<thead>
<tr>
<th>PD Opportunity</th>
<th>Date/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>WIDA Summer Session 1</td>
<td>Monday, August 1 and Tuesday, August 2</td>
</tr>
<tr>
<td>WIDA Summer Session 2</td>
<td>Wednesday, August 3 and Thursday, August 4</td>
</tr>
<tr>
<td>ESOL Curriculum &amp; Compliance</td>
<td>Monday, August 8, 2016</td>
</tr>
<tr>
<td></td>
<td>Wednesday, August 10, 2016</td>
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<tr>
<td>ELLevation Refresher</td>
<td>Tuesday – Thursday</td>
</tr>
<tr>
<td></td>
<td>August 9-11, 2016</td>
</tr>
<tr>
<td>ELLevation New User</td>
<td>Tuesday – Thursday</td>
</tr>
<tr>
<td></td>
<td>August 9-11, 2016</td>
</tr>
<tr>
<td>ELLevation InClass</td>
<td>Tuesday, August 9, 2016</td>
</tr>
<tr>
<td></td>
<td>Wednesday, August 10, 2016</td>
</tr>
</tbody>
</table>
Be on the lookout for a wonderful professional learning opportunity offered by Talent Development and the Department of Instruction & Interventions

Where? Nova MS and Nova HS

Register on My Learning Plan
• A classroom tool for teachers to engage students with interactive lessons & assessments that students can access on any device

• Library of Content: Presentations and Lessons!

• Interested in designing lessons and presentations? Please contact Lisa Bruns, ESOL Instructional Facilitator at lisa.bruns@browardschools.com

Training will be provided.
Educator Resources

The Educator Resources team develops a variety of resources to support educators who serve language learners in PreKindergarten through 12th grade. Our resources:

- are accessible at any-time
- leverage diverse learning formats
- expand the range of learning topics available to educators
- contain research-based information and practical tools for immediate use in schools
- empower educators to collaborate and share information and ideas (e.g., in professional learning communities, local professional development, or online)
- celebrate the many assets that educators, learners, and families contribute to their learning communities
## ESOL Instructional Strategies Matrix

*How We Teach is as Important as What We Teach*

### ESOL Instructional Strategies Matrix

|--------------------|-------------------------|---------------|--------------|--------------------------------|-------------------------------|

### ADDENDUM to ESOL Instructional Strategies Matrix

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>G1 Activating and/or Building Prior Knowledge</td>
<td>G16 Note-Taking/Outline Notes</td>
<td>I1 Charts (Flow Charts, T-Charts, etc.)</td>
<td>J1 Art Integration</td>
</tr>
<tr>
<td>G2 Chinking Text</td>
<td>G17 QAR (Question-Answer-Relationship)</td>
<td>I2 Anticipation Guide</td>
<td>J2 Community Resources</td>
</tr>
<tr>
<td>G3 Annotations &amp; Symbols</td>
<td>G18 Reading With Specifc Purpose</td>
<td>I3 Cornell Notes</td>
<td>J3 Cultural Sharing</td>
</tr>
<tr>
<td>G4 Ask Interinital &amp; HOUT Questions</td>
<td>G19 Reteal Text</td>
<td>I4 Digital Tools/Software</td>
<td>J4 Celebrations</td>
</tr>
<tr>
<td>G5 Ask Clarifying Questions</td>
<td>G20 Text Features &amp; Structural Analysis</td>
<td>I5 Foldables</td>
<td>J5 Field Trips</td>
</tr>
<tr>
<td>G7 Read Ahead</td>
<td>G22 Text Connections</td>
<td>I7 K-W-L</td>
<td>J7 Holiday Programs</td>
</tr>
<tr>
<td>G8 Think Alouds</td>
<td>G23 Total Physical Response (TPR)</td>
<td>I8 Reading and Analyzing Non-Fiction (NAS)</td>
<td>J8 Multicultural Resources</td>
</tr>
<tr>
<td>G9 Multimodal Texts</td>
<td>G24 Vary Complexity of Assignment</td>
<td>I9 News TI</td>
<td>J9 Music/Songs/Jazz Chants</td>
</tr>
<tr>
<td>G10 Visualization/Illustrations</td>
<td>G25 Read/Manipulatives</td>
<td>I10 Webbing/Mapping</td>
<td></td>
</tr>
<tr>
<td>G11 Summating</td>
<td>G26 Capturing</td>
<td>I11 Story Maps</td>
<td></td>
</tr>
<tr>
<td>G12 Dramatic Enactments/Role Play</td>
<td></td>
<td>I12 Timelines</td>
<td></td>
</tr>
<tr>
<td>G13 Identity Key Concepts</td>
<td></td>
<td>I13 Venn Diagrams</td>
<td></td>
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<tr>
<td>G14 Similarities &amp; Differences</td>
<td></td>
<td>I14 Vocabulary Improvement Strategy (VIS)</td>
<td></td>
</tr>
<tr>
<td>G15 Language Experience Approach</td>
<td></td>
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</tr>
</tbody>
</table>

ESOL DEPARTMENT, Broward County Public Schools
09/2015
Naviance is a comprehensive college and career readiness solution for middle and high schools that helps align student strengths and interests to post-secondary goals, and improve student outcomes.
Username: Your student’s 10 digit student number (0000000000)
Password: broward
Ebooks

Check out hundreds of books available for grades K-12 from your home computer!

To access books FOR FREE go to:

ESOL K-3  https://wbb05179.follettshelf.com
ESOL 3-6  https://wbb04273.follettshelf.com
ESOL 5-8  https://wbb04274.follettshelf.com
ESOL 9-12 https://wbb04275.follettshelf.com

login:      browardesol
password:   browardesol

OR

Go to www.browardesol.com, select on ebooks and use the same login and password as above.
Welcome

Welcome to our website for bilingual parents of students in Broward County Public Schools. We have established this website to provide you with important information and resources about our educational system. This information will help you provide assistance to your child in achieving academic success.

SUMMER HOURS - MONDAY - FRIDAY FROM 8AM - 4PM.
Call: 754-321-2951

This website contains information from the District website (www.browardschools.com) as well as important information from the ESOL Department (http://esol.browardschools.com/).

Please return often to this website as it will be continuously updated with new and important information.

www.browardesolparents.com
BILINGUAL PARENT RESOURCE CENTERS

Staffed by Spanish and Haitian Creole speaking Community Liaisons

Parent Resource Center at ESOL Department
Open Monday- Friday 8:00 to 4:00*
201 SW 172nd Avenue. Pembroke Pines, FL 33029

Boulevard Heights Elementary School
Open Tuesdays and Thursdays 8:00 to 3:30*
7201 Johnson Street Hollywood, FL 33024

Oriole Elementary School
Open Tuesdays and Thursdays 8:00 to 3:30*
3801 N.W. 39 Street Lauderdale Lakes, FL 33309

Tamarac Elementary School
Open Mondays and Wednesdays 8:00 to 3:30*
7601 N. University Drive Tamarac, FL 33321

* with other times available by appointment
ESOL Parent Ambassador Program

- To assist non-English speaking families with the transition into the American school system including resources within Broward County Public Schools
- Volunteer program led by the ESOL Steering Committee
Stay informed!

Thanks for all you do!
BILINGUAL/ESOL DEPARTMENT WEBSITE

http://esol.browardschools.com/
Follow Us On Social Media

@BrowardESOL

Broward
Bilingual
ESOL
Department

Broward
ESOL
ESOL Leadership Team

Vicky B. Saldala, Director
Leyda Sotolongo, ESOL Curriculum Supervisor
Stephanie Bustillo, Educational Specialist
Melinda Jones, Educational Specialist
Yvette Fernández, Parent Outreach Specialist
Blanca Guerra, Curriculum Supervisor, World Languages Supervisors
Idalina Orta, Dual Language Specialist

Celina Chavez, Educational Specialist, Charter School Support

754-321-2590 KCW
754-321-2950 Pembroke Pines
http://esol.browardschools.com