



# Beginning of the Year ESOL Contact Meeting 2017-2018





**BARNES & NOBLE**  
BOOKSELLERS

**Back-to-School  
Educator Appreciation Days**  
**Saturdays and Sundays in August**

Pre-K Through Grade 12 Educators Save in Store

**Susan Boyd**  
**Community Business Development Manager**





# Norms

1. Equity of Voice
2. Active Listening
3. Monitor Your Technology
4. Presume Positive Intent
5. Respect for all perspectives
6. Safety and Confidentiality



# Agenda

- Celebrations
- Changes in State Rules
- Exiting Students
- ELLevation Updates
- District Updates
- FTE Audit Results
- Immigrant Support Plan
- ESOL Contact Survey Results
- Getting Ready for 2017-2018



**ELLs(LY)**

**35,672**

13.2% total population



**Monitored(LF)**

**8,996**

3.3 % total population



**Total (LY&LF)**

**44,668**

16.5% total population



**Recent Immigrants**

**16,826**

6.2% total population

**Countries**

**204**



**Languages**

**188**

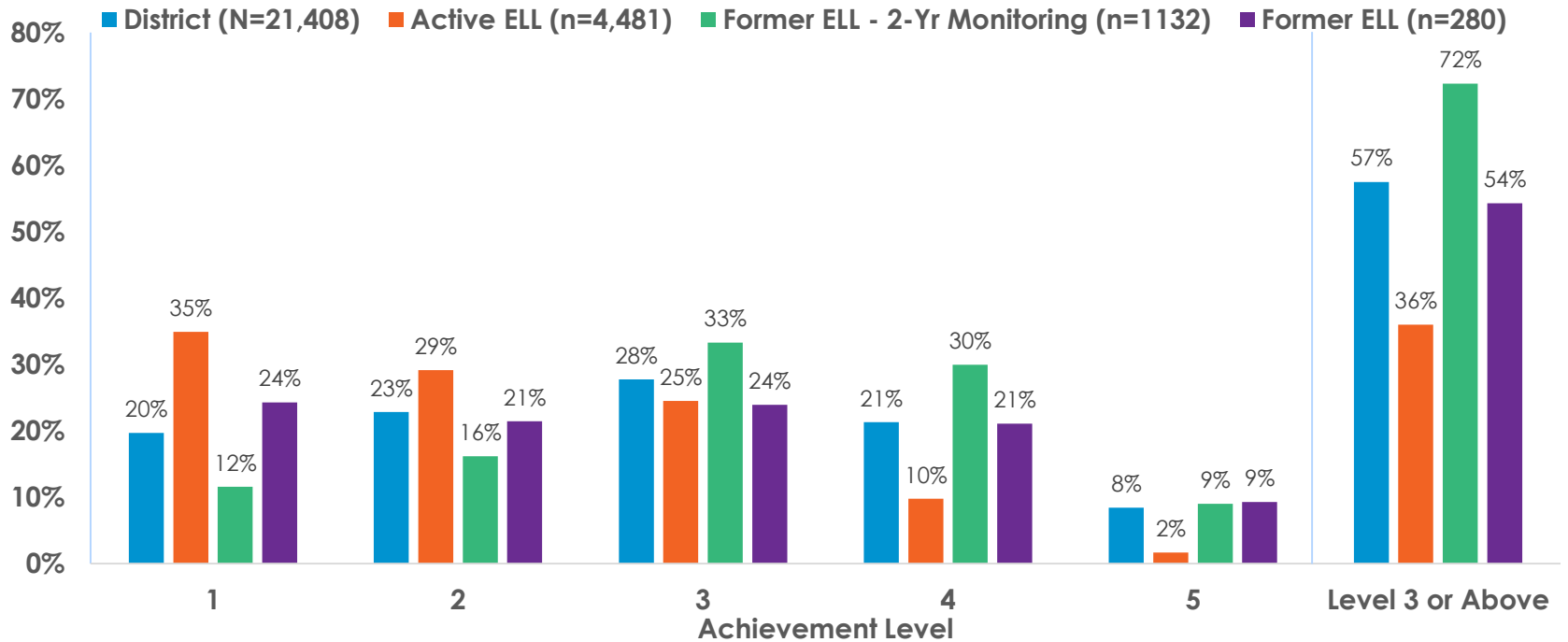


**May 2017**

# OUR STUDENTS COME SPEAKING MANY LANGUAGES

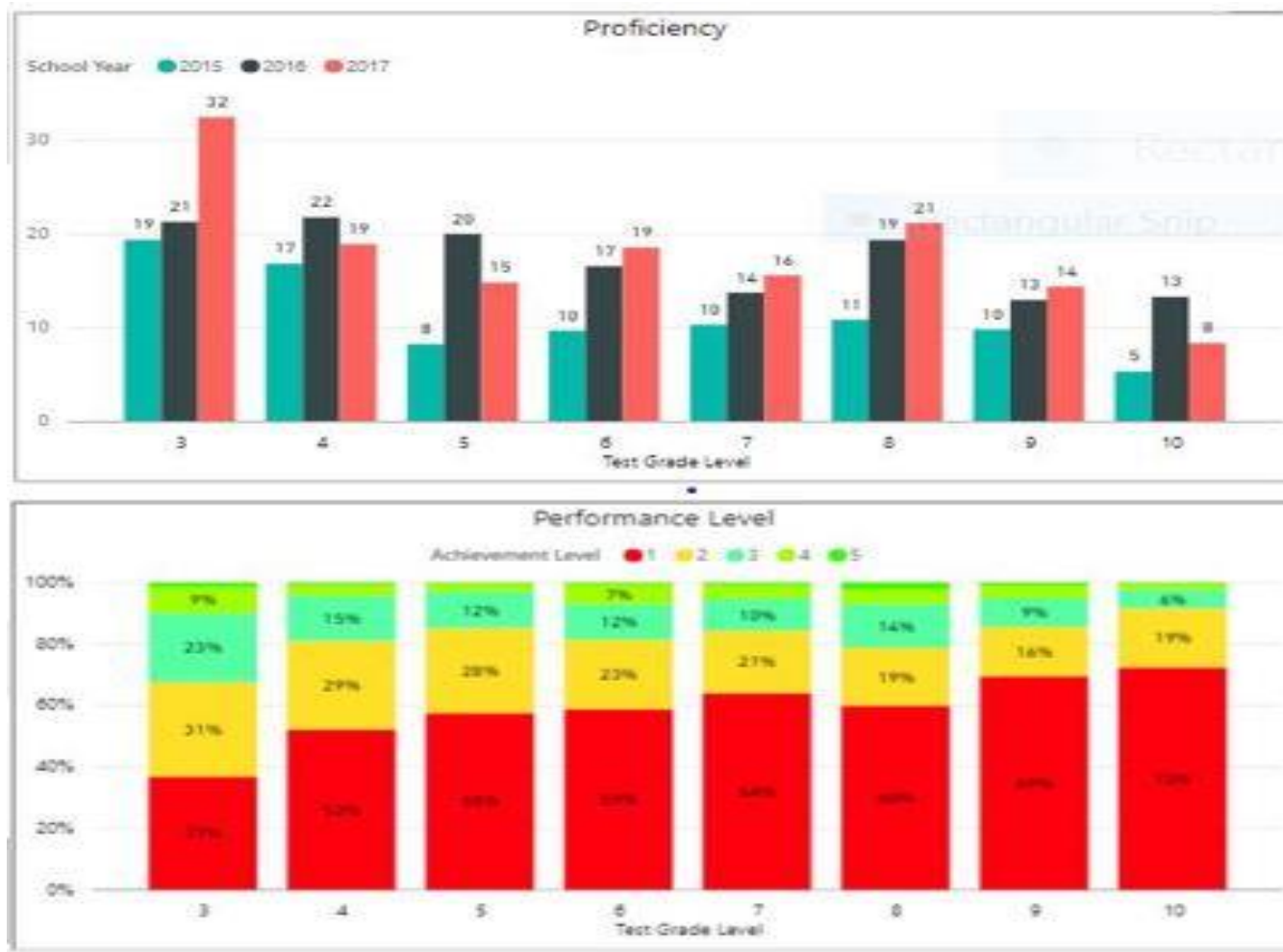


## 2016-17 Third Grade FSA English Language Arts





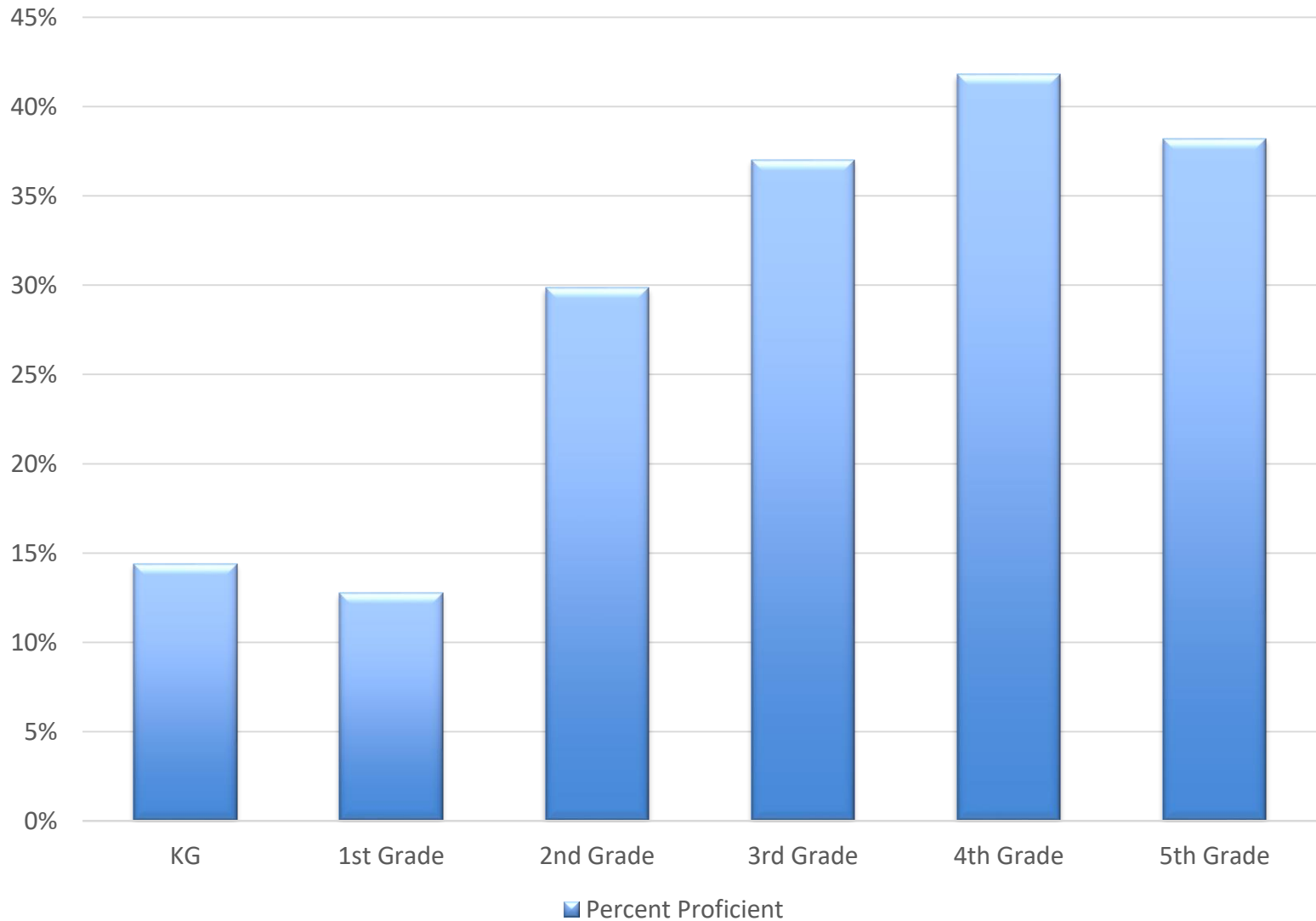
# ELLs Performance on FSA



# WIDA ACCESS FOR ELLS 2.0

## Percent of Students Proficient District-Wide

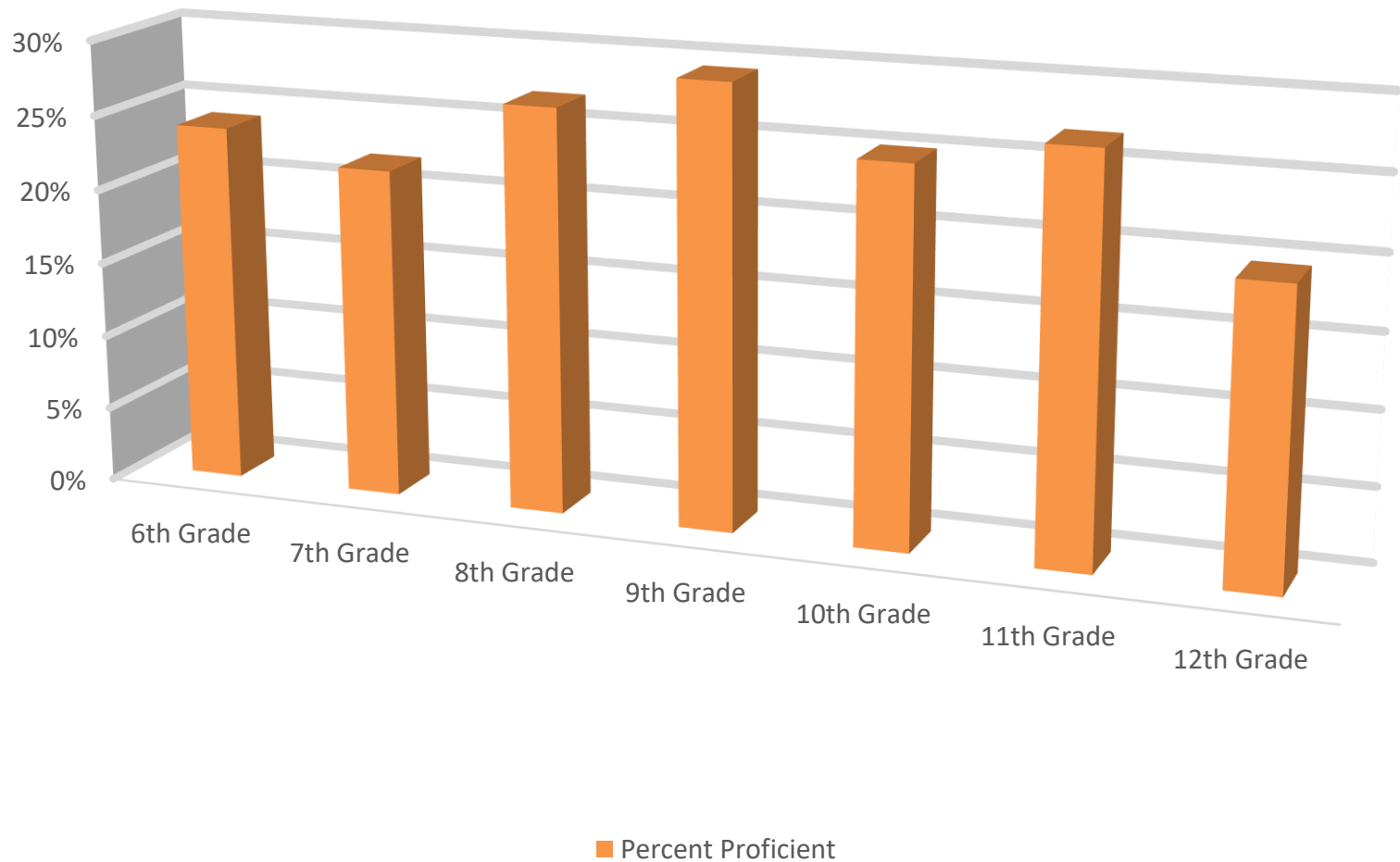
### Kindergarten – 5th Grade



# WIDA ACCESS FOR ELLS 2.0

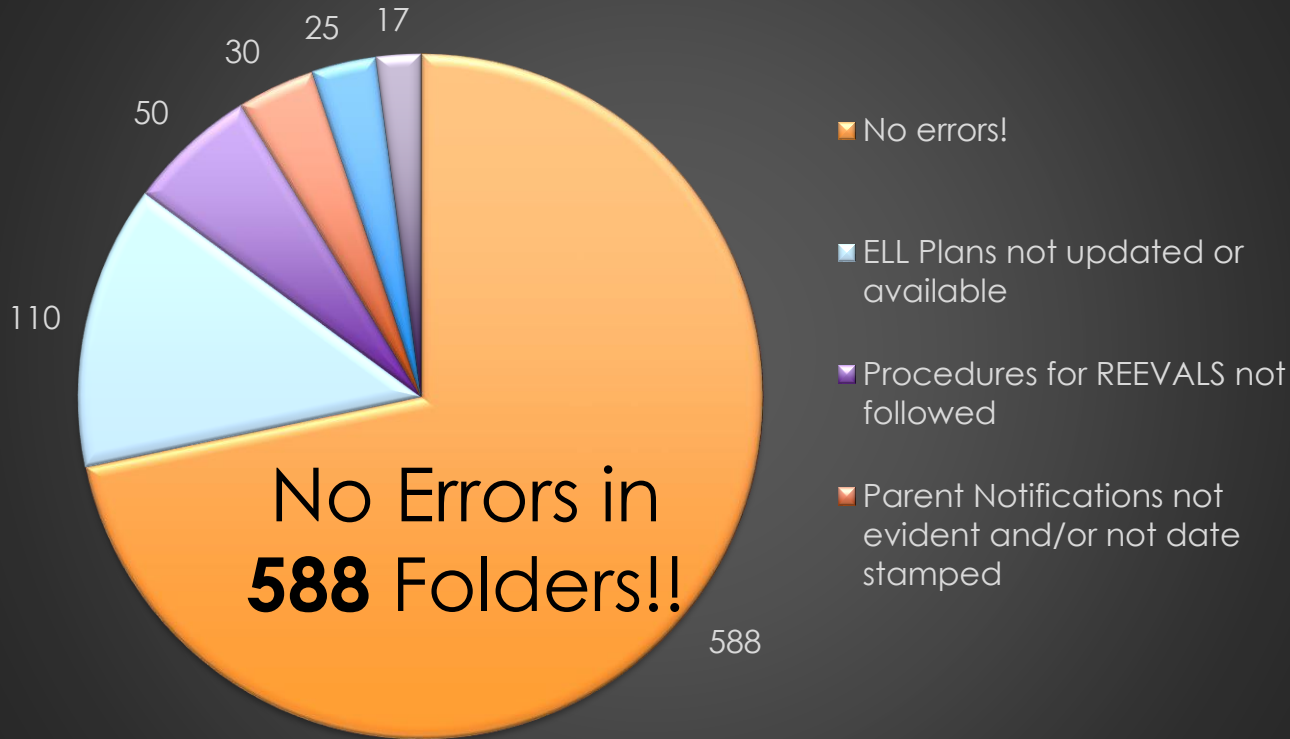
## Percent of Students Proficient District-Wide

### 6<sup>th</sup> – 12<sup>th</sup> Grade



# 2015-2016 FTE Audit

## 2015-2016 FTE Audit



**35 Schools Audited**  
**820 ELL Folders**  
**Reviewed**

20 District Schools  
15 Charter Schools



**No findings at the following schools**

Lloyd Estates  
Atlantic Montessori  
Hollywood Academy of Art  
and Sciences



## ESOL at a Glance Detailed Requirements

<p><b>Identification/Placement</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Upon registration, parents complete the HLS. If Affirmative response to any of the 3 questions on the HLS assess students</li> <li><input type="checkbox"/> Administer the IPT L/S</li> <li><input type="checkbox"/> Students that score LES or NES are placed in the ESOL Program</li> <li><input type="checkbox"/> Provide your IMT scores to be entered and open an A23 panel</li> <li><input type="checkbox"/> Update LC and DEUSS Date on A03 along with Language status and IM status</li> <li><input type="checkbox"/> After 48 hours, check data on ELLevation</li> <li><input type="checkbox"/> Generate ELL Plan with date*</li> <li><input type="checkbox"/> Print and file in ELL Folder</li> <li><input type="checkbox"/> Send notification of placement* A copy of the letter is filed in ELL Folder</li> </ul> <p style="text-align: center;"><b>See section 1 &amp; 2 of ESOL Handbook</b></p>	<p><b>ELL Folders/ELL Plans</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Generate ELL Folders for all students who qualify for the program</li> <li><input type="checkbox"/> Complete bio information and one box per year indicating the required documentation is enclosed</li> <li><input type="checkbox"/> Generate ELL Plans to demonstrate current services* (current schedule, accommodations, assessment scores, etc.)</li> <li><input type="checkbox"/> Sign and date the ELL Folder every year</li> <li><input type="checkbox"/> Use checklist on ELL folder to ensure all required documents are filed</li> <li><input type="checkbox"/> To order folders email <a href="mailto:esolrequests@browardschools.com">esolrequests@browardschools.com</a></li> </ul> <p style="text-align: center;"><b>See section 3 of ESOL Handbook</b></p>	<p><b>Annual Reviews</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Based on student's DEUSS Dates (within 30 days - August 2016 and August 2015) for years 2 and 3</li> <li><input type="checkbox"/> Conduct "Me, Myself and I" meetings* on ELLevation</li> <li><input type="checkbox"/> Generate and print Student Meeting Report* and file in ELL Folder</li> <li><input type="checkbox"/> IMT is provided updated PLAN Date to enter on A23.PLANn DATE is the day of the "meeting"</li> <li><input type="checkbox"/> After 48 hours, check that data is updated on ELLevation</li> <li><input type="checkbox"/> Generate ELL Plan* with date</li> <li><input type="checkbox"/> Print and file in ELL Folder</li> <li><input type="checkbox"/> Send notification of continuation of services* File a copy of the letter in the ELL Folder.</li> </ul> <p style="text-align: center;"><b>See section 7 of ESOL Handbook</b></p>	<p><b>REEVALS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Based on student's DEUSS Dates (within 30 days - August 2014, 2013, 2012, etc...) for years 4 and beyond</li> <li><input type="checkbox"/> Schedule and invite parents to an ELL Committee meeting</li> <li><input type="checkbox"/> Conduct a meeting* on ELLevation</li> <li><input type="checkbox"/> Use ACCESS and FSA scores to make determination of continued placement</li> <li><input type="checkbox"/> Generate, print Student Meeting Report*, all present sign and file in ELL Folder</li> <li><input type="checkbox"/> IMT updates the PLAN Date on A23 to the day of the meeting</li> <li><input type="checkbox"/> After 48 hours, check data on ELLevation</li> <li><input type="checkbox"/> Generate ELL Plan in a timely manner</li> <li><input type="checkbox"/> Print and file in ELL Folder</li> <li><input type="checkbox"/> Send notification of continuation of services* File a copy in the ELL Folder.</li> </ul> <p style="text-align: center;"><b>See section 7 of ESOL Handbook</b></p>
<p><b>Accommodations:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> are provided to LYs on a regular basis (for teacher created tests, chapter tests, as well as statewide assessments)</li> <li><input type="checkbox"/> are assigned on ELLevation*</li> <li><input type="checkbox"/> are documented on teachers lesson plans</li> <li><input type="checkbox"/> State approved accommodations are: Flexible Scheduling, Assistance in the heritage language, Approved Dictionary, Flexible Setting</li> <li><input type="checkbox"/> Flexible setting requires parent notification</li> </ul> <p style="text-align: center;"><b>See section 5 of ESOL Handbook</b></p>	<p><b>Exit</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> K-2 (ACCESS level 4 on Rdg and Composite) 3-9 (ACCESS level 4 on Rdg and Composite + FSA level 3) 10-12 (ACCESS level 4 on Rdg and Composite + Graduation req.)</li> <li><input type="checkbox"/> Provide IMT basis of exit and exit date (6/8/17). Plan and exit date must match</li> <li><input type="checkbox"/> Generate Parent Notification of EXIT</li> <li><input type="checkbox"/> Once data is updated and on ELLevation, print ELL Plan and file in ELL folder</li> <li><input type="checkbox"/> Students that have inconsistent may be exited via ELL Committee)</li> </ul> <p style="text-align: center;"><b>Section 6 of the ESOL Handbook</b></p>	<p><b>Post Exit Monitoring</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor LF students for 2 yrs</li> <li><input type="checkbox"/> Monitoring is completed at four specified times based on the exit date: 1<sup>st</sup> report card, End of 1<sup>st</sup> semester, End of 1<sup>st</sup> year, and End of 2<sup>nd</sup> year</li> <li><input type="checkbox"/> Conduct a "Me, myself and I" meeting*</li> <li><input type="checkbox"/> Gather information from classroom teacher (grades, progress, etc.)</li> <li><input type="checkbox"/> File current report card along with a signed and dated Student Meeting Report</li> </ul> <p style="text-align: center;"><b>Section 7 of the ESOL Handbook</b></p>	<p><b>ELLevation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Run Export Wizard reports to identify your ELLs on a monthly basis</li> <li><input type="checkbox"/> Export Wizard reports can be downloaded as an Excel to sort data (Sort by DEUSS date to identify annual reviews and REEVALS)</li> <li><input type="checkbox"/> Use EXIT center to identify the students met criteria</li> <li><input type="checkbox"/> Use Data Dashboard to identify languages represented number of LYs and LFs.</li> </ul> <p style="text-align: center;"><b>Section 12 of the ESOL Handbook</b></p>

\*To be completed on ELLevation  
CC:6/13/17



## ESOL Compliance for Administrators

2017-2018

August/September	October	November/December	January
<ul style="list-style-type: none"> <li><input type="checkbox"/> Exiting Procedures (ACCESS/FSA)</li> <li><input type="checkbox"/> Registration, Testing &amp; Placement Procedures (Update A03, A21, A23)</li> <li><input type="checkbox"/> Update ELL Folders for LY students (Assign Accommodations, check schedule, Update ELL PLAN*)</li> <li><input type="checkbox"/> Annual Reviews* (DEUSS Aug./Sept. 2015 and 2016)</li> <li><input type="checkbox"/> Re-Evaluations* (DEUSS Aug./Sept 2014 and before)</li> <li><input type="checkbox"/> Update PLAN DATE on A23</li> <li><input type="checkbox"/> Send notification of placement/continuation*</li> <li><input type="checkbox"/> File ELL Plan/Parent Letter</li> <li><input type="checkbox"/> Run ELLevation Reports* to verify Data Entry</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Registration, Testing &amp; Placement Procedures new students (Update A03, A21, A23)</li> <li><input type="checkbox"/> Annual Reviews* (DEUSS Oct. 2015 and 2016)</li> <li><input type="checkbox"/> Re-Evaluations* (DEUSS Oct. 2014 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment</li> <li><input type="checkbox"/> Update PLAN DATE on A23</li> <li><input type="checkbox"/> Send notification of placement/continuation*</li> <li><input type="checkbox"/> File ELL Plan/Parent Letter</li> <li><input type="checkbox"/> Update ELL Folders and ELL Plans*</li> <li><input type="checkbox"/> FTE Verification Survey 2 - Run ELLevation Reports* to verify Data Entry</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Registration, Testing &amp; Placement Procedures new students (Update A03, A21, A23)</li> <li><input type="checkbox"/> Annual Reviews* (DEUSS Nov./Dec. 2015 and 2016)</li> <li><input type="checkbox"/> Re-Evaluations* (DEUSS Nov./Dec. 2014 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment</li> <li><input type="checkbox"/> Send notification of placement/continuation*</li> <li><input type="checkbox"/> File ELL Plan/Parent Letter</li> <li><input type="checkbox"/> Update PLAN DATE on A23</li> <li><input type="checkbox"/> Update ELL Folders and ELL Plans*</li> <li><input type="checkbox"/> Run ELLevation Reports* to verify Data Entry</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Registration, Testing &amp; Placement Procedures new students (Update A03, A21, A23)</li> <li><input type="checkbox"/> Annual Reviews* (DEUSS Jan. 2016 and 2017)</li> <li><input type="checkbox"/> Re-Evaluations* (DEUSS Jan. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment</li> <li><input type="checkbox"/> Send notification of placement/continuation*</li> <li><input type="checkbox"/> File ELL Plan/Parent Letter</li> <li><input type="checkbox"/> Update PLAN DATE on A23</li> <li><input type="checkbox"/> Update ELL Folders and ELL Plans*</li> <li><input type="checkbox"/> Run ELLevation Reports* to verify Data Entry</li> <li><input type="checkbox"/> Begin planning for ACCESS admin/FSA</li> </ul>
<p style="text-align: center;"><b>February</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Registration, Testing &amp; Placement Procedures new students (Update A03, A21, A23)</li> <li><input type="checkbox"/> Annual Reviews* (DEUSS Feb. 2016 and 2017)</li> <li><input type="checkbox"/> Re-Evaluations* (DEUSS Feb. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment</li> <li><input type="checkbox"/> Send notification of placement/continuation*</li> <li><input type="checkbox"/> File ELL Plan/Parent Letter</li> <li><input type="checkbox"/> Update PLAN DATE on A23</li> <li><input type="checkbox"/> Update ELL Folders and ELL Plans*</li> <li><input type="checkbox"/> FTE Verification Survey 3 - Run ELLevation Reports* to verify Data Entry</li> </ul>	<p style="text-align: center;"><b>March/April</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Registration, Testing &amp; Placement Procedures new students (Update A03, A21, A23)</li> <li><input type="checkbox"/> Annual Reviews* (DEUSS March/Apr. 2016 and 2017)</li> <li><input type="checkbox"/> Re-Evaluations* (DEUSS March/Apr. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment</li> <li><input type="checkbox"/> Send notification of placement/continuation*</li> <li><input type="checkbox"/> File ELL Plan/Parent Letter</li> <li><input type="checkbox"/> Update PLAN DATE on A23</li> <li><input type="checkbox"/> Update ELL Folders and ELL Plans*</li> <li><input type="checkbox"/> Run ELLevation Reports* to verify Data Entry</li> </ul>	<p style="text-align: center;"><b>May/June</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Registration, Testing &amp; Placement Procedures new students (Update A03, A21, A23)</li> <li><input type="checkbox"/> Annual Reviews* (DEUSS May/June 2016 &amp; 2017)</li> <li><input type="checkbox"/> Re-Evaluations* (DEUSS May/June 2015 and before) Requires ELL Committee Meeting* &amp; L/S/R/W Assessment</li> <li><input type="checkbox"/> Send notification of placement/continuation*</li> <li><input type="checkbox"/> File ELL Plan/Parent Letter</li> <li><input type="checkbox"/> Update PLAN DATE on A23</li> <li><input type="checkbox"/> Update ELL Folders &amp; ELL Plans*</li> <li><input type="checkbox"/> Run ELLevation Reports* to verify Data Entry</li> <li><input type="checkbox"/> Retention Meetings*</li> </ul>	<p style="text-align: center;">Please refer to the ESOL Website for detailed procedures located in the ESOL Program Handbook</p> <p style="text-align: center;">For Support Contact Bilingual/ESOL Dept. 754-321-2590</p>

\*To be completed on ELLevation  
CC-6/13/17





**Student Information**

<b>Student:</b> EMILY BRINA LIMA BRETZ	<b>Test ID #:</b> 0615090837	<b>Student #:</b> 1300529386
<b>Gender:</b> Female	<b>Date of Birth:</b> 7/31/2008	<b>School:</b> Tradewinds Elementary
<b>Hispanic/Latino:</b> Yes	<b>Address:</b> 4692 NW 86 LANE, CORAL SPRINGS, FL 33067	<b>Teacher:</b> Indira Quezada
<b>Phone/Cell:</b> --	<b>Birth Country:</b> Brazil	<b>Grade Level:</b> 3
<b>Birthplace:</b> BRAZIL	<b>Immigrant:</b> No	<b>Homeless:</b> No
<b>Language:</b> Portuguese	<b>Homebound:</b> No	<b>Migrant:</b> No
<b>Active:</b> Yes	<b>504:</b> No	<b>Bilingual:</b> No
<b>IEP:</b> No		<b>Dual Language:</b> No

<b>ELL Plan Date:</b> 6/8/2017	<b>Re-Eval Date:</b> 9/15/2016	<b>Lang. Classification:</b> 4
<b>Basis of Entry:</b> A-Aural/Oral		
<b>ELP Designation:</b> Non ELL	<b>ESOL Status:</b> LF (Formerly ELL)	<b>Tier:</b>
		<b>Receiving ESOL Svcs:</b> No

2016/2017 - Year	Teacher/Provider	Schedule
Service #1: C - Mainstream/Inclusion - Core/Basic Subject Areas		-
2015/2016 - Year		
Service #1: C - Mainstream/Inclusion - Core/Basic Subject Areas		-
Service #2: I - Mainstream/Inclusion - English		-

**LP (Pending Proficiency):**  
**Program Participation:**  
**Basis of Entry:** A-Aural/Oral  
**Basis of Exit (First):** 1- Met state established criteria for exit 3-10  
**Basis of Exit (Second):**  
**Title III/Immigrant Ser.:**  
**Other Exceptionality:**  
**Lang. Classification:** 4  
**Diploma Description:** N/A  
**2nd Date Exited ESOL:**

<b>Father:</b>	<b>Work:</b>	<b>Phone:</b>	<b>Interpreting?</b> No
<b>Mother:</b>	<b>Work:</b>	<b>Phone:</b> 305-915-8264	<b>Interpreting?</b> No
	<b>Home Language:</b> Portuguese		

**Came into US:**  
**Date Entered US Schools:** 8/19/2013  
**District Enrollment:** 11/6/2014  
**ESOL Program Entry Date:** 11/6/2014  
**Exit Date:** 6/8/2017  
**Home Language Survey Date:** 8/29/2013  
**Parent Denial Date:**  
**Classification Date:**  
**Re-Eval Date:** 9/15/2016

**Years in US School:** 4  
**Graduated:**  
**Withdrawn:** 6/9/2017  
**Dropped Out:**  
**Monitored Since:**  
**Monitoring Status:** Monitored Year 1  
**Parent Granted Permission:** No  
**ELL Plan Date:** 6/8/2017  
**Re-Class Date:**

<b>Graduated:</b> No	<b>Withdrawn:</b> Yes	<b>Dropped Out:</b> No	<b>Deceased:</b> No
<b>504:</b> No	<b>SIFE:</b> No		
<b>Extended Instruction &gt; 3 Years:</b> No	<b>Pre-AP/AP:</b> No	<b>ELL Plan Out of Date:</b> No	
<b>Gifted and Talented:</b> No			















**Special Education:**  
**Comment:**

**Chronology**

Start	Stop	Activity	Start	Stop	Activity
1. 7/31/2008		9 Years	10. 2/8/2016		ACCESS for ELLs 2.0, 2-3, Grd: 2
2. 8/19/2013		Date Entered US Schools	11. 8/1/2016	5/31/2017	Accommodations/Exemptions used ALL State and District Assessments
3. 11/6/2014		ESOL Program Entry Date	12. 9/15/2016		Re-Eval Date
4. 11/6/2014		Enrolled in Broward County	13. 9/15/2016	9/15/2016	Meeting: 4th Year Reevaluation
5. 11/6/2014		IPT Grd: 1	14. 11/20/2017		ACCESS for ELLs 2.0, 2-3, Grd: 3
6. 2/1/2015		CELLA, K-2, Grd: 1	15. 6/8/2017		Exit Date
7. 3/16/2015		IPT Grd: 1	16. 6/8/2017		ELL Plan Date
8. 8/1/2015	5/31/2016	Accommodations/Exemptions used ALL State and District Assessments	17. 6/9/2017		Withdrawn
9. 10/5/2015	10/5/2015	Meeting: 3rd Year Annual Evaluation			



### Step 3: Parent Letter Options

Letter Version 	<input type="text" value="Initial"/>
Number of ELP tests: 	<input type="text" value="Most Recent"/>
Testing Period From 	<input type="text" value="08/19/2013"/>  to <input type="text" value="02/28/2018"/> 
Letter Mailing Date:	<input type="text" value="08/07/2017"/>  
Language 	<input type="text" value="All translations"/> <input checked="" type="checkbox"/> Include English version
Test Types:	<input type="text" value="All ELP Tests"/>
ESOL Services Offered Page: 	<input type="text" value="Show"/>
ESOL Services Year/Semester 	<input type="text" value="Most Recent"/>
Return Letter To 	<input type="text"/>
Contact Name 	<input type="text"/>
Contact Phone:	<input type="text"/>
Display Size 	<input type="text" value="Reduced"/>
Double-sided Printing 	<input type="text" value="Yes"/>



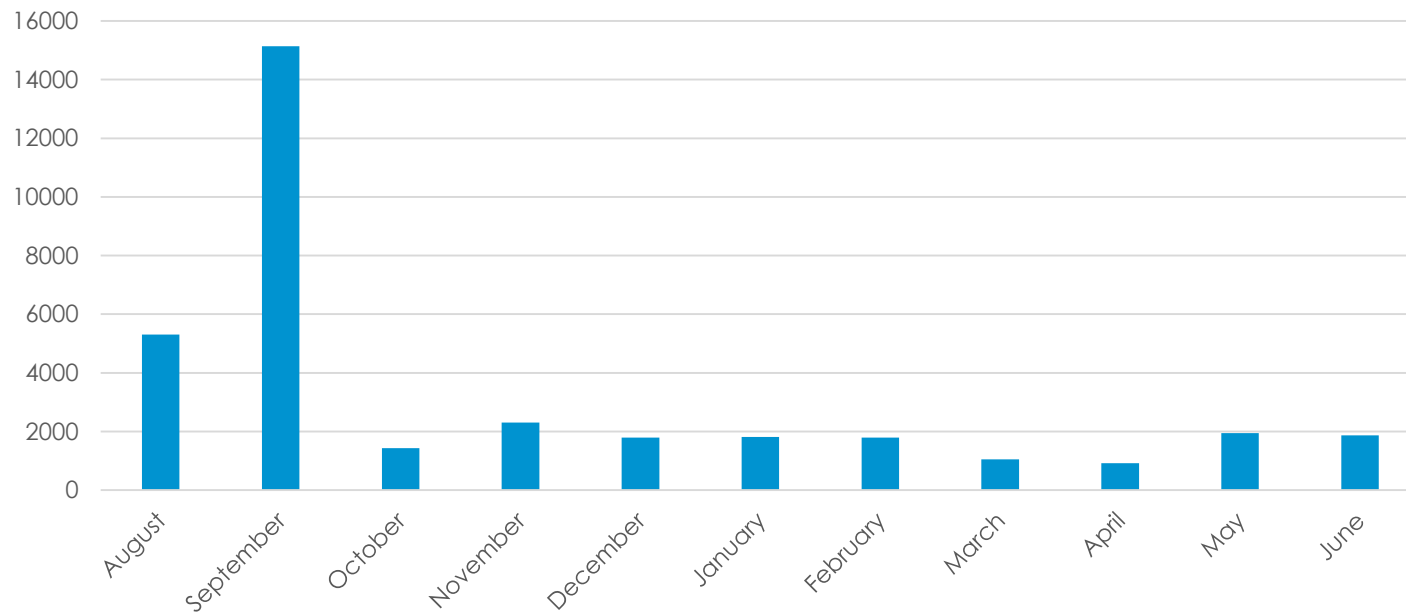




# Meetings: REEVALs & Post-exit Monitoring for LFs

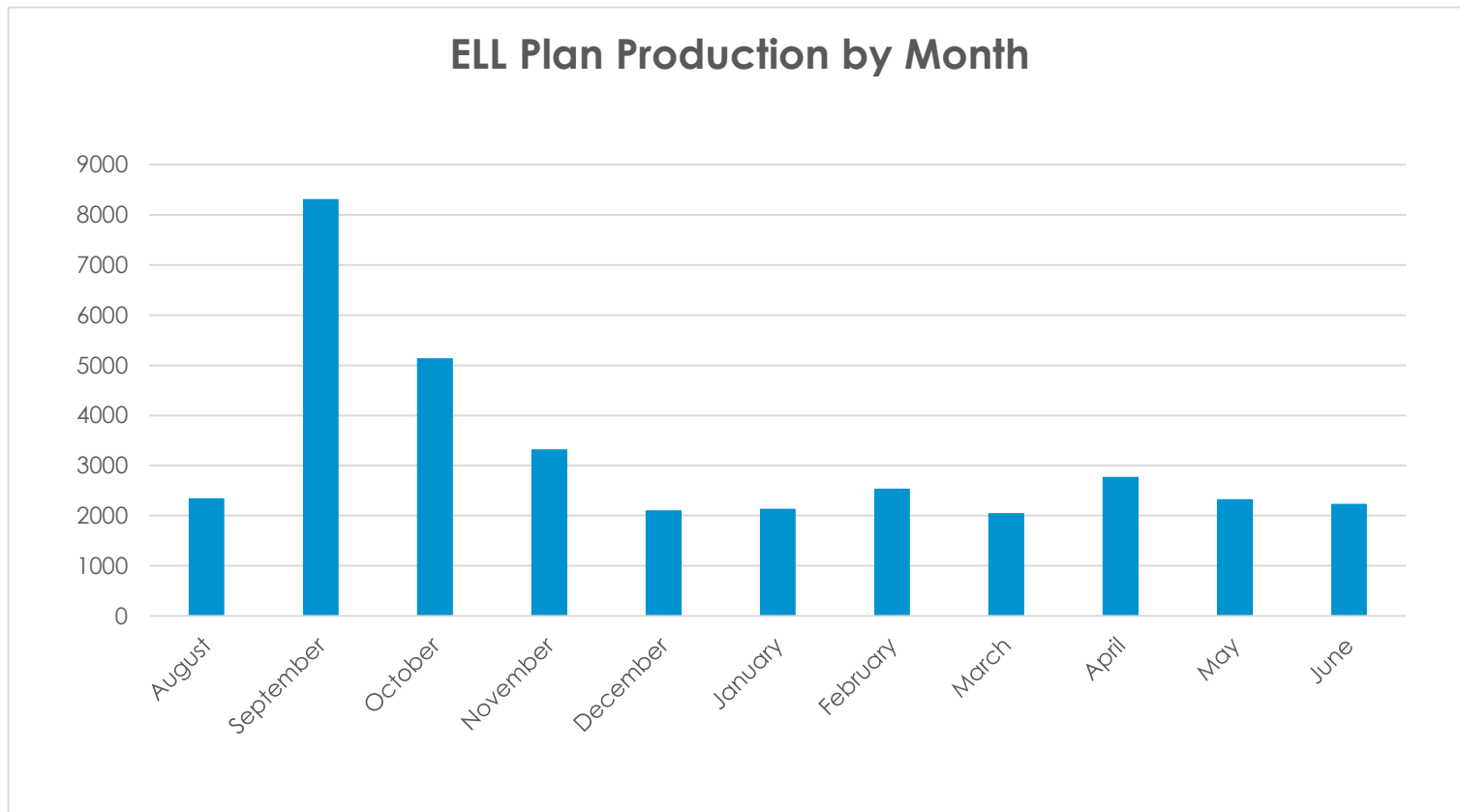
Over 32,000 Meetings conducted by Broward staff in Ellevation in 2016-2017

### Total Meetings by Month



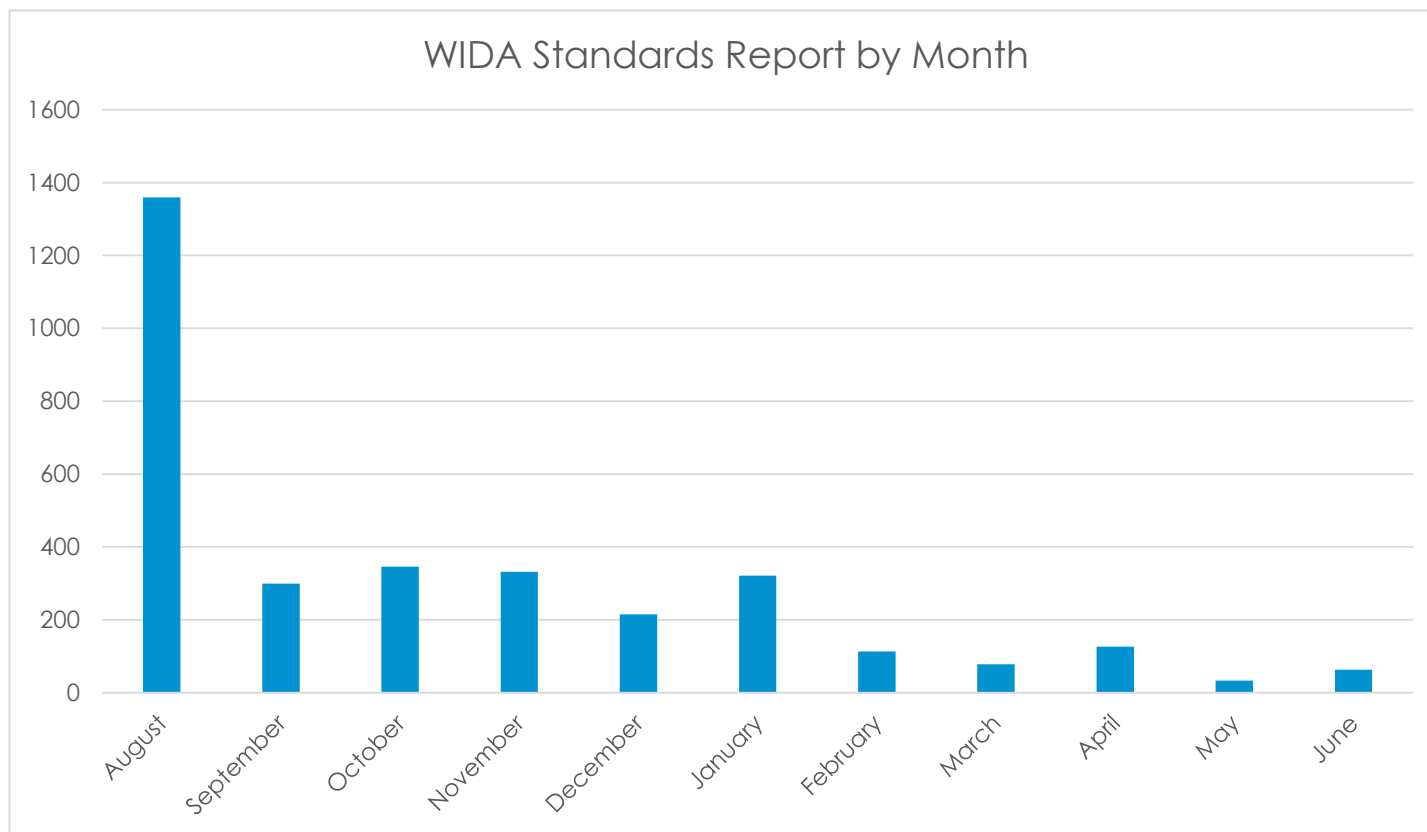
# ELL Plans

Over 30,000 ELL Plans generated by Broward staff in ELLevation in 2016-2017



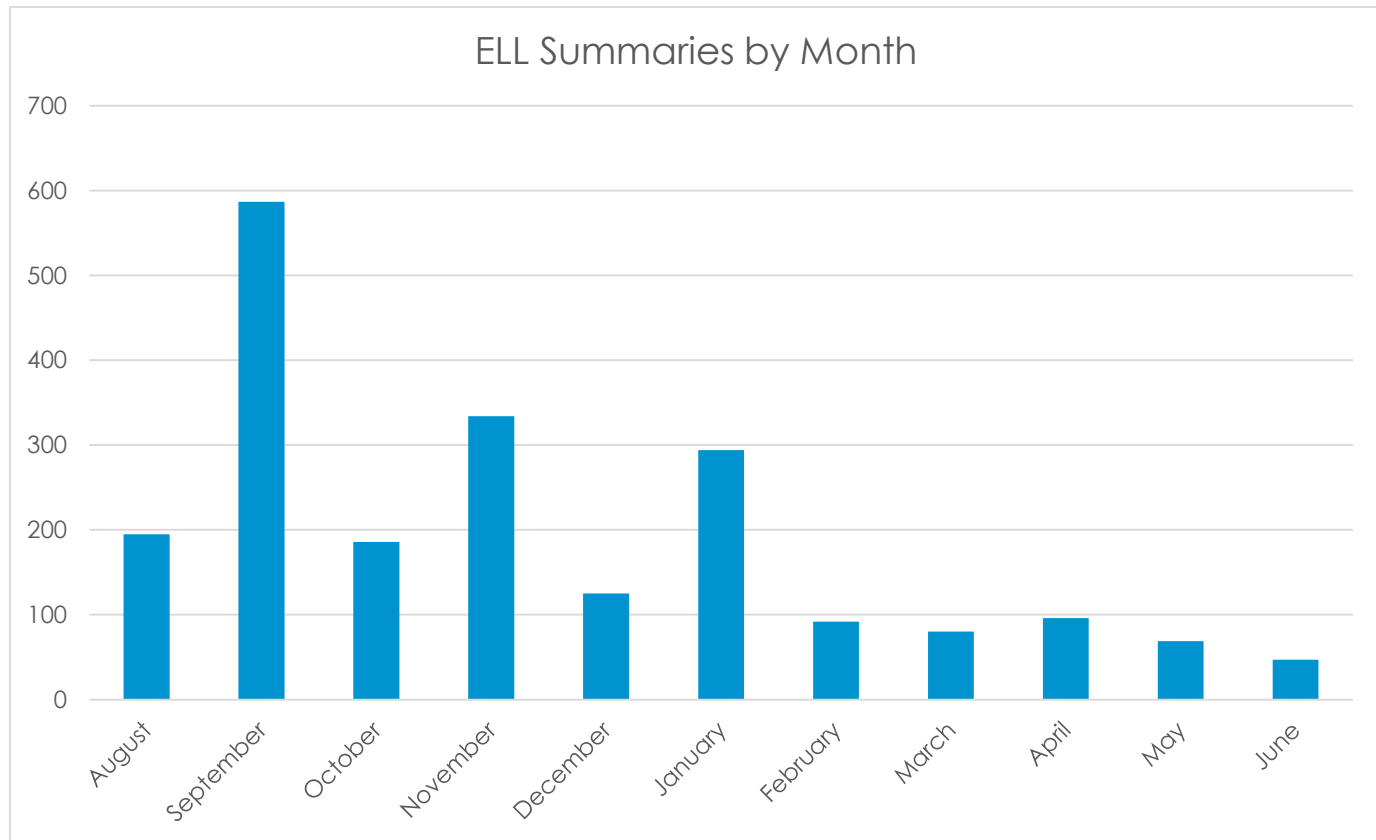
# WIDA Standards Reports

- More than 5,000 WIDA ELP Standards Reports were generated. This is a report was added this year as Florida transitioned to WIDA.
- The graph below shows the number of times per month that a Standards Report was generated in Ellevation.



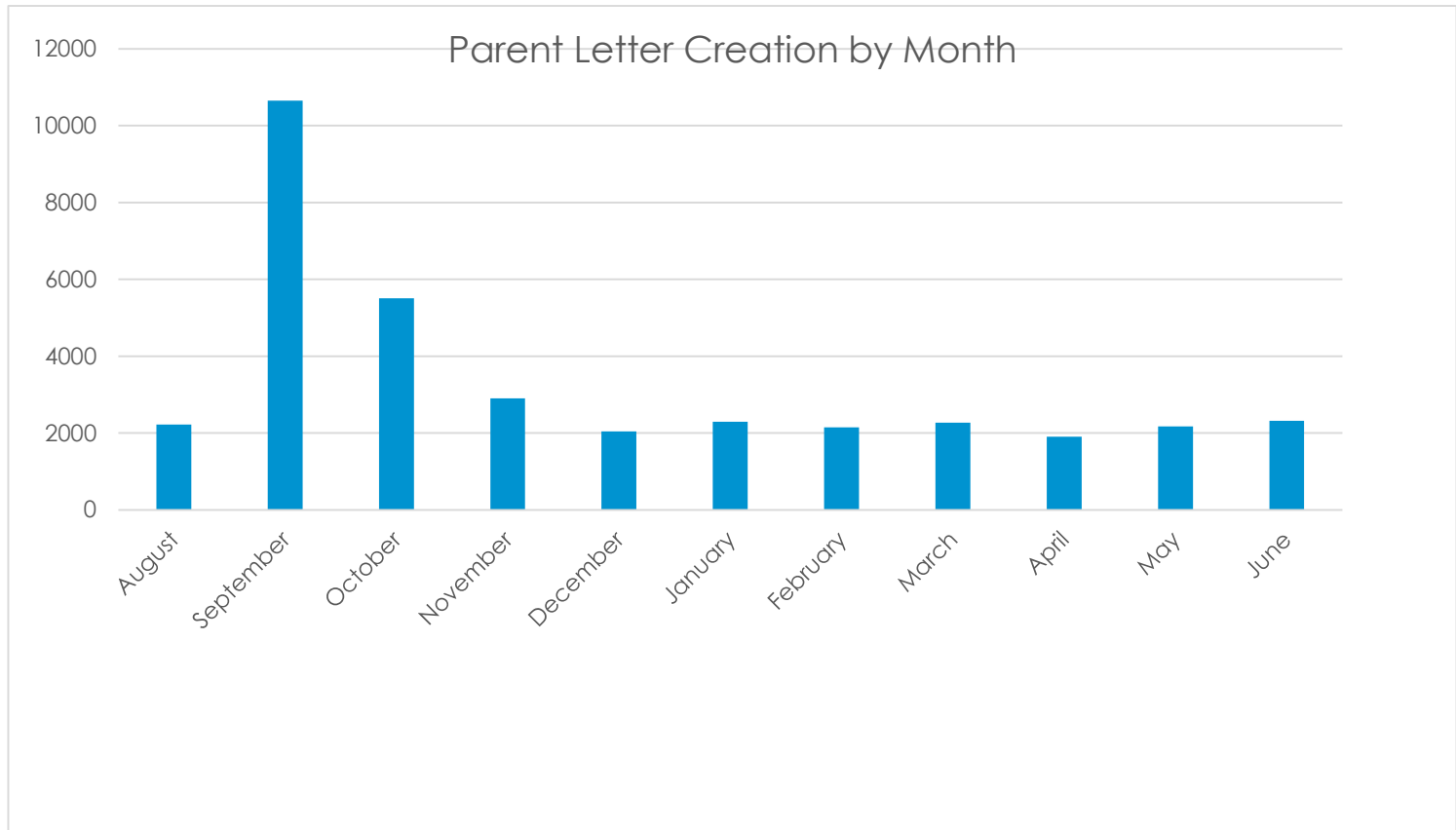
# ELL Summaries

- Over 15,000 ELL Summaries were produced this year.
- The graph below shows the number of times per month that a summary was generated in Ellevation



# Parent Letters

Over 38,000 parent letters generated

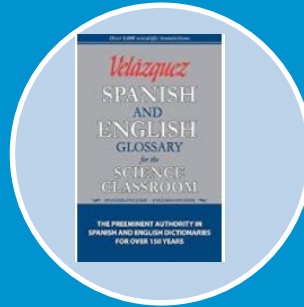






### Exit Criteria

- **ACCESS for ELLs 2.0**
- 4.0 or above in **Reading**
- 4.0 or above in **Overall**



### Accommodations

- Use of content glossaries
- Word to word content dictionary and
- Word to word dictionary



### Parent Notification

- Notices shall include services provided
- **No** extension for 20-day assessment period
- **Now 20-day** assessment period

← **State Rule: 6A-6.09021; 6A-6.09091; 6A-6.0902** →





# ESOL Program Exit Criteria - ACCESS

- **ESOL Program ACCESS Exit Criteria 4.0** overall or greater AND 4.0 in the domain of Reading
- State 2017 ELL Proficiency Rate = 24%
- Broward 2017 Proficiency Rate = 26%
- Advanced one Proficiency Level = 49%

## Requirements for EXITING English Language Learners from the ESOL Program These options are valid until October 1, 2017

Option I Grades K-2	Option I Grades 3-10	Option I Grades 10-12
ACCESS for ELLs 2.0, English language proficiency level shall be a <b>4.0 overall</b> or greater <b>AND</b> at least <b>4.0 in the domain of Reading</b> .	ACCESS for ELLs 2.0, English language proficiency level shall be a <b>4.0 overall</b> or greater <b>AND</b> at least <b>4.0 in the domain of Reading</b> .	ACCESS for ELLs 2.0, English language proficiency level shall be a <b>4.0 overall</b> or greater <b>AND</b> at least <b>4.0 in the domain of Reading</b> .
Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) score or greater	Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) score or greater	Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) score or greater
	<b>AND</b> Passing score on the FSA in ELA (level 3) or FSAA score	<b>AND</b> <b>One of the following graduation requirements:</b> - <b>Level 3</b> on the 10 <sup>th</sup> grade FCAT (Reading) <b>OR</b> - <b>Level 3</b> on 10 <sup>th</sup> grade FSA in ELA or FSAA (Reading) <b>OR</b> - A score of <b>19</b> on the ACT (Reading) <b>OR</b> - A score of <b>430</b> on the SAT (Reading)
Basis of Exit: <b>H</b> is entered on the A23 panel on TERMS, Exit date is 6/8/17	Basis of Exit: <b>I</b> is entered on the A23 panel on TERMS, Exit date is 6/8/17	Basis of Exit: <b>J</b> is entered on the A23 panel on TERMS, Exit date is 6/8/17
PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date

Option II Grades K-2	Option II Grades 3-10	Option II Grades 10-12
Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELLevation.	Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELLevation.	Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELLevation.
ACCESS scores are valid until 10/1/17 For ESE/ELLs the committee shall consider the disability and include the IEP Team.	ACCESS scores are valid until 10/1/17 For ESE/ELLs the committee shall consider the disability and include the IEP Team.	ACCESS scores are valid until 10/1/17 For ESE/ELLs the committee shall consider the disability and include the IEP Team.
Basis of Exit for ELL committee: <b>L</b> is entered on the A23 panel on TERMS. Exit date is the date of the meeting.	Basis of Exit for ELL committee: <b>L</b> is entered on the A23 panel on TERMS. Exit date is the date of the meeting.	Basis of Exit for ELL committee: <b>L</b> is entered on the A23 panel on TERMS. Exit date is the date of the meeting.
PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date

**NOTE:** EXIT Notification letter must be generated on ELLevation for all students exited from the ESOL program.

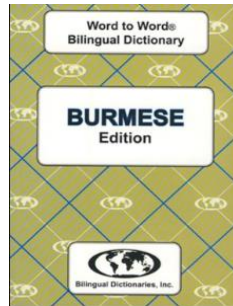
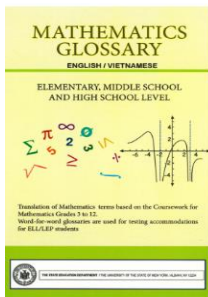
05/03/17



# Accommodations and Instructional Practices for English Language Learners (ELLs) for Classroom Observation

Use of a **bilingual glossary** in addition to a **bilingual dictionary**.

An **approved glossary** is defined as **word-to-word** and may include **content specific glossary**.



Evidence of

- Bilingual Dictionary
- Extended Time
- Flexible Setting
- Bilingual Support for Lowest-Level ELLs
- ELL Engagement in Lesson
- ELL Consideration in Lesson Plans
- English Language Development Standards in Lesson Plans
- Teacher Awareness of ELL Levels of Students



# Considerations for Promotion/Retention of English Language Learners in Grade 3

As defined in Section [1008.25\(6\), F.S.](#), the good cause exemption for third-grade English Language Learners (ELLs) is:

Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.

School and district administrators may consider if the good cause exemption is also appropriate for ELLs traveling in and out of the country, who have not had two years of instruction in an English for Speakers of Other Languages program. To make a good cause decision, an ELL committee should be convened where documentation on the student's English language progress is evaluated. Considerations may include:

- Length of time the student has been in each country
- Student level of English language proficiency
- Academic experience in both English and the heritage language
- Transcripts from schools outside the United States

Applicable withdrawal and reentry codes in [Appendix A: Attendance Recordkeeping Required Codes for Grade PK-12 Students](#)



# WIDA ISR



ACCESS for ELLs 2.0<sup>®</sup>  
English Language Proficiency Test

Birth Date: 11/13/2009 | Grade: 01  
Tier: A  
District ID: [REDACTED]  
School: A [REDACTED]  
District: BROWARD  
State: FL

## Individual Student Report 2017

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Grade 2-12)	Scale Score (250-600) and Confidence Band (See Interpretive Guide for Score Reports for Details)
Listening	4.0	291
Speaking	2.5	235
Reading	2.3	272
Writing	2.2	247
Oral Language (Listening + Speaking)	3.0	263
Literacy (Reading + Writing)	2.3	260
Comprehension (Listening + Reading)	3.0	278
Overall <sup>*</sup> (Listening + Speaking + Reading + Writing)	2.5	261

\*Overall score is calculated only when all four domains have been assessed. NA: Not available


Domain	Proficiency Level	Students at this level generally can...
Listening	4	<ul style="list-style-type: none"> <li>understand oral language in English related to specific topics in school and can participate in class discussions, for example:                             <ul style="list-style-type: none"> <li>Exchange information and ideas with others</li> <li>Connect people and events based on oral information</li> </ul> </li> <li>Apply key information about processes or concepts presented orally</li> <li>Identify positions or points of view on issues in oral discussions</li> </ul>
Speaking	2	<ul style="list-style-type: none"> <li>communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example:                             <ul style="list-style-type: none"> <li>Share about what, when, or where something happened</li> <li>Compare objects, people, pictures, events</li> </ul> </li> <li>Describe steps in cycles or processes</li> <li>Express opinions</li> </ul>
Reading	2	<ul style="list-style-type: none"> <li>understand written language related to specific familiar topics in school and can participate in class discussions, for example:                             <ul style="list-style-type: none"> <li>Identify main ideas in written information</li> <li>Identify main actors and events in stories and simple texts with pictures or graphs</li> </ul> </li> <li>Sequence pictures, events or steps in processes</li> <li>Distinguish between claim and evidence statements</li> </ul>
Writing	2	<ul style="list-style-type: none"> <li>communicate in writing in English using language related to familiar topics in school, for example:                             <ul style="list-style-type: none"> <li>Describe ideas or concepts using phrases or short sentences</li> <li>Label illustrations describing what, when, or where something happened</li> </ul> </li> <li>State steps in processes or procedures</li> <li>Express opinions about specific topics or situations</li> </ul>

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at [www.wida.us/scorereport](http://www.wida.us/scorereport)

07/11/2017



### Step 3: Parent Letter Options

Letter Version ?	Initial	
Number of ELP tests: ?	Most Recent	
Testing Period From ?	08/19/2013	to 02/28/2018
Letter Mailing Date:	08/07/2017	
Language ?	All translations	<input checked="" type="checkbox"/> Include English version
Test Types:	All ELP Tests	
ESOL Services Offered Page: ?	Show	
ESOL Services Year/Semester ?	Most Recent	
Return Letter To ?		
Contact Name ?		
Contact Phone:		
Display Size ?	Reduced	
Double-sided Printing ?	Yes	



# Parent Notification Update

Our school district provides a program of language instruction for English Language Learners (ESOLs) to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ACCESS for ELLs 2.0, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

**ALI** took the **ACCESS for ELLs 2.0** on **1/30/2017** and their results are listed below:

Listening	Writing	Reading	Speaking	Literacy	Composite
6	2.7	5.6	4.4	3.4	3.8

The ACCESS for ELLs test results are ranked into the following categories:

## # - Proficiency Level - Description

- 1 - **Entering** - Knows and uses minimal social language and minimal academic language with visual support
- 2 - **Emerging** - Knows and uses some social English and general academic language with visual support
- 3 - **Developing** - Knows and uses social English and some specific academic language with visual support
- 4 - **Expanding** - Knows and uses social English and some technical academic language
- 5 - **Bridging** - Knows and uses social and academic language working with grade level material
- 6 - **Reaching** - Knows and uses social and academic language at the highest level measured by this test



# Parent Acceptance Area



**Yes, I approve of this placement for my child.**

I would like to decline this placement for my child and will contact the school to discuss the options available for my child's English language acquisition. My child will be tested annually or reassessed if they do not attain English proficiency. If my child is not assessed ELP

Please sign and date this letter below and return it to the school.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This letter informs you of certain rights you have as a parent or guardian. Contact your school administrator if you have specific questions concerning these rights.



# What are the ACCESS for ELLs 2.0 Score Changes for 2017?

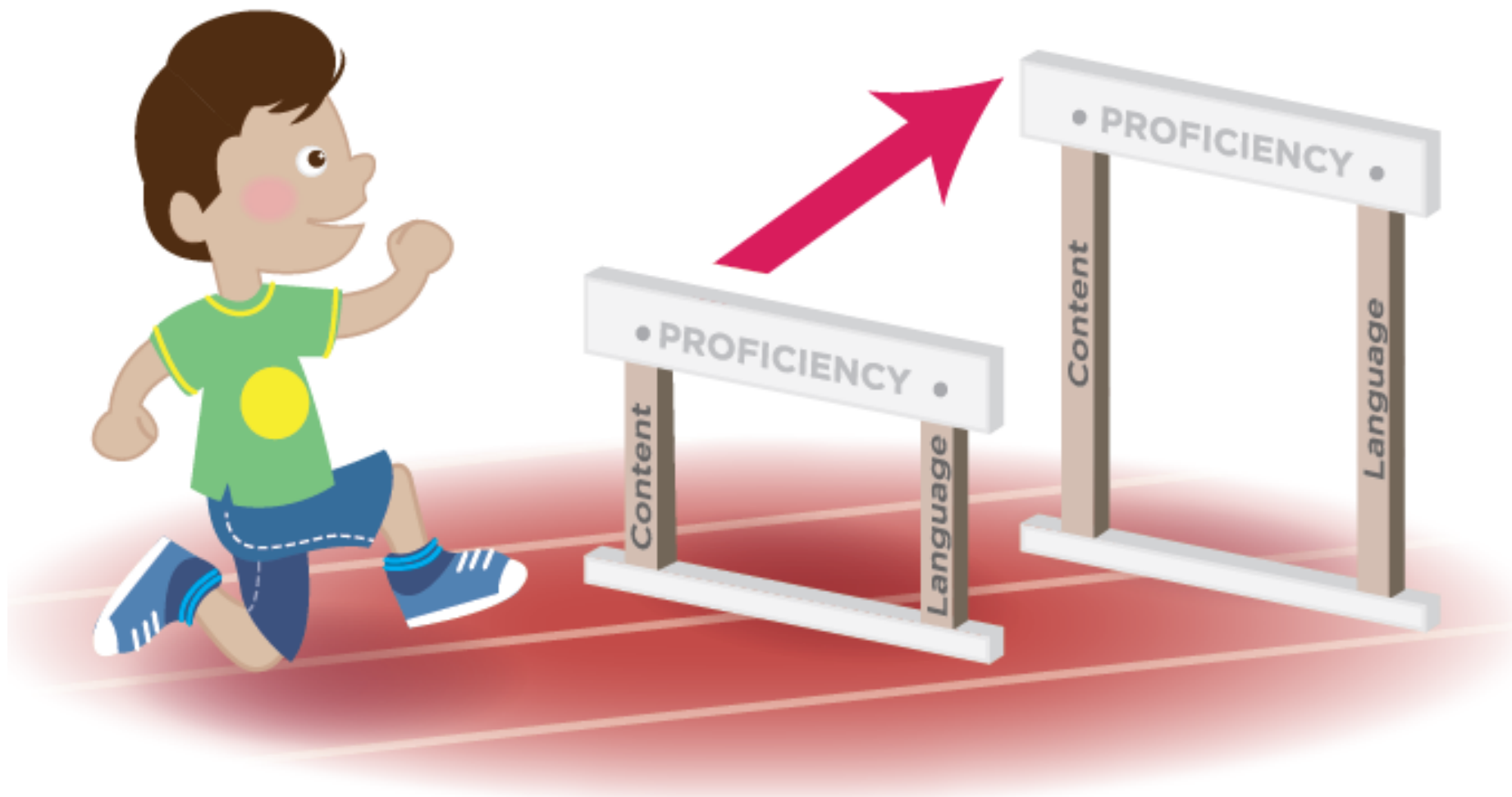
- The WIDA ELD Standards are not changing
- The expectations for student performance on the assessment have changed
- The test items are not harder, but WIDA changed how student scores are interpreted into proficiency levels
- Students must demonstrate higher language skills to achieve the same proficiency levels



[www.wida.us/proficiency](http://www.wida.us/proficiency)







Corresponding to the elevated content standards and assessments, expectations on ACCESS for ELLs 2.0 are increasing. Each student will need rigorous and well developed “training” to prepare for and clear the higher hurdles.



# Can Do Descriptors

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>LISTENING</b>	<ul style="list-style-type: none"> <li>Point to stated pictures, words, or phrases</li> <li>Follow one-step oral directions (e.g., physically or through drawings)</li> <li>Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?")</li> <li>Match classroom oral language to daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Categorize content-based pictures or objects from oral descriptions</li> <li>Arrange pictures or objects per oral information</li> <li>Follow two-step oral directions</li> <li>Draw in response to oral descriptions</li> <li>Evaluate oral information (e.g., about lunch options)</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step oral directions</li> <li>Identify illustrated main ideas from paragraph-level oral discourse</li> <li>Match literal meanings of oral descriptions or oral reading to illustrations</li> <li>Sequence pictures from oral stories, processes, or procedures</li> </ul>	<ul style="list-style-type: none"> <li>Interpret oral information and apply to new situations</li> <li>Identify illustrated main ideas and supporting details from oral discourse</li> <li>Infer from and act on oral information</li> <li>Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media</li> </ul>	<ul style="list-style-type: none"> <li>Carry out oral instructions containing grade-level, content-based language</li> <li>Construct models or use manipulatives to problem-solve based on oral discourse</li> <li>Distinguish between literal and figurative language in oral discourse</li> <li>Form opinions of people, places, or ideas from oral scenarios</li> </ul>	Level 6 - Reaching
<b>SPEAKING</b>	<ul style="list-style-type: none"> <li>Express basic needs or conditions</li> <li>Name pre-taught objects, people, diagrams, or pictures</li> <li>Recite words or phrases from pictures of everyday objects and oral modeling</li> <li>Answer yes/no and choice questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple, everyday questions (e.g., "Who is absent?")</li> <li>Restate content-based facts</li> <li>Describe pictures, events, objects, or people using phrases or short sentences</li> <li>Share basic social information with peers</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple content-based questions</li> <li>Re/tell short stories or events</li> <li>Make predictions or hypotheses from discourse</li> <li>Offer solutions to social conflict</li> <li>Present content-based information</li> </ul>	<ul style="list-style-type: none"> <li>Answer opinion questions with supporting details</li> <li>Discuss stories, issues, and concepts</li> <li>Give content-based oral reports</li> <li>Offer creative solutions to issues/problems</li> <li>Compare/contrast content-based functions</li> </ul>	<ul style="list-style-type: none"> <li>Justify/defend opinions or explanations with evidence</li> <li>Give content-based presentations using technical vocabulary</li> <li>Sequence steps in grade-level problem-solving</li> <li>Explain in detail results of inquiry (e.g., scientific experiments)</li> </ul>	
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
<b>READING</b>	<ul style="list-style-type: none"> <li>Match icons or diagrams with words/concepts</li> <li>Identify cognates from first language, as applicable</li> <li>Make sound/symbol/word relations</li> <li>Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)</li> </ul>	<ul style="list-style-type: none"> <li>Identify facts and explicit messages from illustrated text</li> <li>Find changes to root words in context</li> <li>Identify elements of story grammar (e.g., characters, setting)</li> <li>Follow visually supported written directions (e.g., "Draw a star in the sky.")</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data from charts and graphs</li> <li>Identify main ideas and some details</li> <li>Sequence events in stories or content-based processes</li> <li>Use context clues and illustrations to determine meaning of words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales)</li> <li>Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)</li> <li>Find details that support main ideas</li> <li>Differentiate between fact and opinion in narrative and expository text</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from multiple related sources</li> <li>Answer analytical questions about grade-level text</li> <li>Identify, explain, and give examples of figures of speech</li> <li>Draw conclusions from explicit and implicit text at or near grade level</li> </ul>	Level 6 - Reaching
<b>WRITING</b>	<ul style="list-style-type: none"> <li>Label objects, pictures, or diagrams from word/phrase banks</li> <li>Communicate ideas by drawing</li> <li>Copy words, phrases, and short sentences</li> <li>Answer oral questions with single words</li> </ul>	<ul style="list-style-type: none"> <li>Make lists from labels or with peers</li> <li>Complete/produce sentences from word/phrase banks or walls</li> <li>Fill in graphic organizers, charts, and tables</li> <li>Make comparisons using real-life or visually-supported materials</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple expository or narrative text</li> <li>String related sentences together</li> <li>Compare/contrast content-based information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Take notes using graphic organizers</li> <li>Summarize content-based information</li> <li>Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</li> <li>Explain strategies or use of information in solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Produce extended responses of original text approaching grade level</li> <li>Apply content-based information to new contexts</li> <li>Connect or integrate personal experiences with literature/content</li> <li>Create grade-level stories or reports</li> </ul>	



# WIDA

Standard		Abbreviation
English Language Proficiency <b>Standard 1</b>	English language learners <b>communicate for Social and Instructional purposes within the school setting</b>	Social and Instructional <b>language</b>
English Language Proficiency <b>Standard 2</b>	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>	The <b>language</b> of Language Arts
English Language Proficiency <b>Standard 3</b>	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>	The <b>language</b> of Mathematics
English Language Proficiency <b>Standard 4</b>	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>	The <b>language</b> of Science
English Language Proficiency <b>Standard 5</b>	English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b>	The <b>language</b> of Social Studies



# Smile In 3



# District Updates



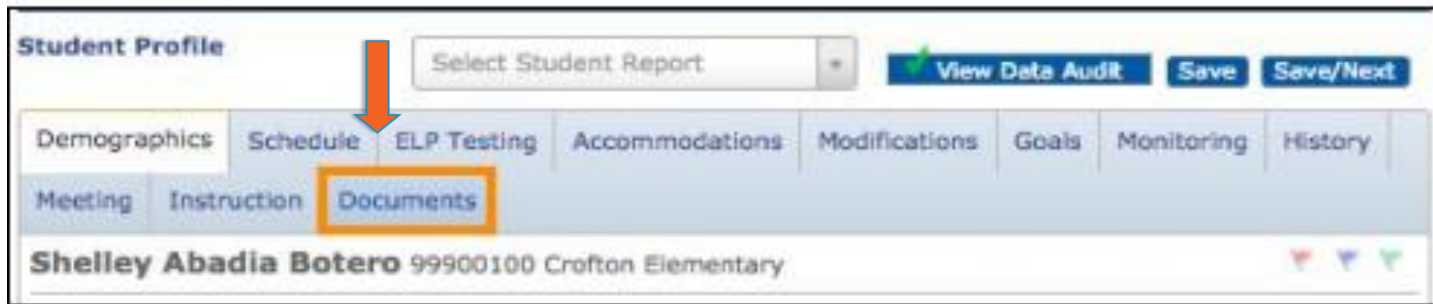
# ESOL Program HANDBOOK 2017 - 2018





# Document Storage

- Choose the student for whom you want to add documents. You can click on the student's name from the Student List or Search.
- In the Student Profile, select the **“Document”** tab



**Docs to Upload**

- Home Language Survey (Registration)
- Initial Classification Form
- ELL Committee Invitation Letter
- ELL Committee Meeting Report (with signatures)
- Flexible Setting Letter
- Student work samples
- Report Cards
- PMPs



**PALHANO MARIA AZUL**  
Test ID #GA

Select Student Report Data Audit

School: DeLillo Academy  
Grade: 2  
Language: Spanish  
LEP Status: ELL  
Entered LEP:

Composite: 4.1 - Expanding  
Listening: 5.9 - Bridging  
Speaking: 5.9 - Bridging  
Reading: 4 - Expanding  
Writing: 3.8 - Developing  
Literacy: 3.8 - Developing  
[View Test Results](#)

Demographics Schedule ELP Testing Accommodations Modifications Goals Monitoring History Meetings Instruction Documents

There are no documents for this student yet.  
Be the first to upload a document

Upload

**Upload Document**

Choose File Botero Writ...ample 1.jpg

Maximum file size is 1MB

Supported Files: pdf, doc, docx, xlsx, csv, or image (png, jpg, gif)

Document Type: Writing Samples

Document Name: Shelby Botero Writing Sample

Description: This is Shelley's writing sample documented in February 2007.

Please Note: This document will be visible to Elevation users with access to this student's record in Elevation. Please follow your District and State's guidance as to which documents should be added to student records.

Cancel Upload

Required

Required





Microsoft Office Home | Mail - celina.chavez@brc | 02\_FL-BCPS Ellevation Re | Ellevation - Student Instr | new - Google Search

Secure | https://esreps.ellevationeducation.com/StudentProfile/Documents/View/180

**ELLEVATION** Demo Database for Trainers | Search for students or groups | Hi Matthew

Home | Students | Schools | Teachers | Reports | Instruction | Resources

HOME > STUDENTS > PALHANO MARIA AZUL

Filter: None

**PALHANO MARIA AZUL**  
Test ID #GA

School: DeLillo Academy  
Grade: 2  
Language: Spanish  
LEP Status: ELL  
Entered LEP:

Composite: 4.1 - Expanding  
Listening: 5.9 - Bridging  
Speaking: 5.9 - Bridging  
Reading: 4 - Expanding  
Writing: 3.8 - Developing  
Literacy: 3.8 - Developing  
[View Test Results](#)

Demographics | Schedule | ELP Testing | Accommodations | Modifications | Goals | Monitoring | History | Meetings | Instruction | Documents

4 Documents [Upload](#) All Document Types

Document Name	Document Type	Uploaded	Uploaded By	
ELL Committee	ELL Committee Meeting Summary Report (With signatures)	a few seconds ago	Matthew Phillips	
Parent Invitation	ELL Committee Invitation Letter	a minute ago	Matthew Phillips	
Initial CLASS	Initial Oral Language Classification form	a minute ago	Matthew Phillips	
HLS_SY1718	Home Language Survey (Registration Form)	11 minutes ago	Matthew Phillips	

[Help](#)

You can now download, edit, or view the documents from this page.





## ESOL

- [ESOL Program Information](#)
- [ACCESS for ELLs 2.0](#)
- [District ELL Plan](#)
- [End of Year Updates 2016-17](#)
- [ESOL Contact Meetings](#)
- [ESOL Contact Meetings - Archived](#)
- [ESOL Program Handbook](#)
- [K-12 ESOL Plan](#)
- [State Database Guidelines for ELLs Handbook](#)
- [Title III Database](#)
- [WIDA](#)

## ESOL Program Information

### Leadership Team

Victoria B. Saldala, Director  
Leyda Sotolongo, Curriculum Supervisor  
Melinda Mayers, Educational Specialist  
Stephanie Bustillo, Educational Specialist  
Celina Chavez, Charter School Educational Specialist

### Everything You Need to Know About the ESOL Program

The goal of the program is to ensure that all students, entering Broward County Public Schools with varying levels of limited English proficiency, receive comparable and comprehensible instruction. This instruction helps these students to develop communicative and academic skills necessary for meeting national, state, and district educational standards.

All schools with students classified as English Language Learners (ELL) must provide an appropriate ESOL program to meet the specific students' needs in language learning, academic achievement, and in cultural integration.





BrainShark  
Presentations

ABOUT

BILINGUAL

## Free Online Resources

[Welcome](#)

[Free Online Resources](#)

[Free Online Resources in Spanish](#)

[Free Online Resources in Haitian Creole](#)

[Free Online Resources Portuguese](#)

- [META](#)
- [5.1 Enrollment & Withdrawal](#)
- [6000.1 Student Progression Plan](#)
- [Click here for SBBC Policy Listings](#)
- [17-18 IPT Price List](#)
- [17-18 IPT Order Form](#)
- [Free Online Resources for ESOL Students/Teachers](#)
- [Suggested Bilingual Dictionaries](#)

ACCESS for ELL Read CCSS! December 2013



[District Website](#)

[Choose Your School](#) ↓

### Student Registration Form

[\(English, Spanish, Haitian Creole, Portuguese\)](#)

### Parent Notification of a 20-day Oral Language Assessment Expiration

[\(English, Spanish, Haitian Creole, Portuguese\)](#)

### ELL Committee Meeting Invitation Letter

[\(English, Spanish, Haitian Creole, Portuguese\)](#)

### Flexible Setting Accommodation Letter

[\(English, Spanish, Haitian Creole, Portuguese\)](#)

### Classification Update/Exit Form

[Grades K-2 Exit Form](#)

[Grades 3-12 Exit Form](#)

### ELL Elevation Access Form [Fillable Form](#)

### Request for Assessment [Fillable Form](#)

### Correlations of IDEA Oral Language Proficiency Test Score Levels with Broward County Language Classifications [pdf](#)

### Language Level Classifications [pdf](#)

### Initial Language Classification Assessment [pdf](#)

## CONTACT US



[Procedures for Requesting an Oral Interpreter pdf](#)

[Request for Oral Interpreter \[Fillable Form\]\(#\)](#)

[Request for Written Translation \[Fillable Form\]\(#\)](#)

To request ELL Folders, please e-mail your request to: [esolrequests@browardschools.com](mailto:esolrequests@browardschools.com)

### IPT Forms

[2017-2018 IPT Price List](#)

[2017-2018 Order Form](#)

## Events

**Vision**  
Support our culturally diverse population to compete in a global workforce.

**Mission**  
The Bilingual/ESOL Department is committed to providing rigorous academics, promoting community involvement, and delivering quality services to English Language Learners, multilingual families, schools, and district offices.

[Quick Links](#)





# Registration Form



**BROWARD**  
County Public Schools

## Student Registration Form

Only the parent/guardian (F.S. §1000.21(5)) who registers the student may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the parent/guardian's responsibility to notify the school in writing within 10 school days. The information you provide on this form will be kept confidential and only used and discussed by school and District staff on a need-to-know basis.

**Date Entered on A03**

Student's Last Name (Legal)		First Name (Legal)	Middle Name	Affirmed Name	
Student's Primary Home Address		Apt #	City	State	Zip Code
Home Phone #		Student's Cell Phone #		Student's E-mail Address	
SSN <small>*Not required for enrollment or graduation. F.S. §1000.3106 requires SBBC to request the SSN for its information management system.</small>		Date Student First Entered School in USA	Date of Birth	Birthplace (City/State/Country)	
Student Lives With		Ethnicity		Race (Check all that apply)	
<input type="checkbox"/> One Parent <input type="checkbox"/> Both Parents (same address) <input type="checkbox"/> Both Parents (different address)		<input type="checkbox"/> Non-Hispanic or Non-Latino <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Other: _____		<input type="checkbox"/> White <input type="checkbox"/> Black/African-American <input type="checkbox"/> Asian <input type="checkbox"/> Native American/Native Alaskan <input type="checkbox"/> Native Hawaiian/Pacific Islander	
Registering Parent's Last Name (Legal)		Suffix	First Name (Legal)	Driver License #	Relationship to Student
Registering Parent's Work Phone #		Registering Parent's Cell Phone #		Registering Parent's E-mail Address	
Home Language Survey (If the answer is "Yes" to any of these questions, the student must be tested for English proficiency.)					
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is a language other than English used in the home?			If "yes", which language? _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the student have a first language other than English?			If "yes", which language? _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the student most frequently speak a language other than English?			If "yes", which language? _____	

**DEUSS is used for:**  
 State Accountability  
 Extension of Services  
 (REEVALS)  
 Good Cause Promotion  
 Immigrant Funding

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.



# NEWSELA

Unlock the Written Word for Everyone

## Learning Objective

Educators will be able to launch their classroom with Newsela PRO to apply informed strategies to support student learning.





**Home** | ELlevation & Curriculum

Announcements  
 Assignments  
 Discussions  
 Course Progress  
 People  
 Pages  
 Files  
 Syllabus  
 Outcomes  
 Quizzes  
 Modules  
 Collaborations  
 Office 365

**Broward County Public Schools**

**BILINGUAL esol DEPARTMENT**

The Bilingual/ESOL Department is committed to providing rigorous academics, promoting community involvement, and delivering quality services to English Language Learners, multilingual families, schools, and district offices.

[Overview of the ESOL Program](#)

Course Status: Unpublish | Published

Import from Commons  
 Choose Home Page  
 View Course Stream  
 New Announcement  
 View Course Analytics

Coming Up: Nothing for the next week

**Broward County Public Schools**

**Immigrant Support Plan**

Announcements  
 Assignments  
 Discussions  
 Course Progress  
 Pages  
 Files  
 Quizzes  
 Syllabus  
 Outcomes  
 People  
 Conferences  
 Collaborations  
 Discovery Education  
 Nearpod

**We Are Broward**  
 Immigrant Support Plan  
 Broward County Public Schools #wearebroward

Leadership Team Resources  
 Instructional Resources  
 Student Resources  
 Community and Family Resources  
 Student Support Services

Import from Commons  
 Choose Home Page  
 View Course Stream  
 New Announcement  
 View Course Analytics

Coming Up: Nothing for the next week



On March 7, 2017, the School Board of Broward County, FL., adopted Resolution No. 17-98 designating BCPS as an inclusive, safe and welcoming district. The We Are Broward Immigrant Support Plan was developed to guide discussions about diversity and culture which will instill in all students the opportunity to validate, respect and benefit from the reward of living in a rich cultural society. Protecting the safety and privacy of our students is a top priority for Broward County Public Schools. The development of the We Are Broward Immigrant Support Plan has been a collaborative effort between various departments and the community. The Bilingual/ESOL Department, Student Support Initiatives, and Office of School Performance & Accountability (OSPA) have taken the lead to ensure all stakeholders have input and their voice is heard through the process.

The We Are Broward Immigrant Support Plan can be found on CANVAS for Broward County Public School staff. The plan is a live document and will continue to be revised to ensure all resources are included. Documents intended for parents/guardians will be translated in the district's top three languages of Spanish, Haitian Creole, and Portuguese. The We Are Broward pamphlet highlights available community resources and programs. Families can contact the agencies for information on topics and services available to them.

## Components of the Immigrant Support Plan

- The leadership team (district and school-based) provides all staff with information related to immigrant students.
- Talking Points and a memorandum with frequently asked questions about Resolution 17-98 are included.
- A video message will be shared at the beginning of the school year.
- Training will be available for leadership teams.

### Leadership Resources

- The toolkit of resources, offered to leadership teams and teachers, include lessons allowing all students to experience and embrace the culture of their peers. These lessons explore the concepts of culture, diversity, and immigration.
- Lessons and additional resources are available on CANVAS.

### Instructional Resources

- Students from various schools form the We Are Broward student component.
- Students will meet regularly to share initiatives "I Am Broward" "We Are Broward" Public Service Announcements and campaign/assemblies.
- In Your Pocket pamphlet provides students with resources and contact information for community agencies.

### Student Resources

- The community resources includes information such as Know Your Rights, Family Preparedness Plan, Intensive Case Management, and Outreach Marketing.
- This section of the plan is in collaboration with multiple agencies. The Broward Children of Immigrant Families work group meets regularly to ensure the community aligns all resources with BCPS in order to provide support to immigrant families.

### Community & Family Resources

- This section of the plan includes resources for school counselors, social workers, and family counselors to share with students regarding Deferred Action for Childhood Arrivals (DACA) and college and career readiness opportunities.
- Training will be available for student support staff.

### Student Support Resources





Home

 Edit

 ▾

Modules

Announcements

Assignments

Discussions

Course Progress

Pages

Files

Quizzes

Syllabus

Outcomes

People

Conferences

Collaborations

Discovery  
Education

Nearpod

Settings

# Broward County Public Schools

## Immigrant Support Plan



Leadership Team Resources

Instructional Resources

Student Resources

Community and Family Resources

Student Support Services



# What is continuing?

- Title III, Part A Grant funds to implement the 2017-2018 **Language Enrichment Camp** (LEC) for ELLs will be available
- Title III additional funding for **Supplemental Instructional Materials** in the core content areas to assist ELLs (LYs) with academic achievement, English language acquisition or native language support
- Support to schools through the Bilingual/ESOL Department Instructional Facilitators
- Immigrant Grant activities (i.e., field trips, Rally to the Tally, Broward Youth Summit, CANA)

Cadre	Cadre Director	ESOL Instructional Facilitator	Dual Language Instructional Facilitator
ES1	Saemone Hollingsworth	Adalyn Peña	Sonia P. Rodriguez
ES 2	Estella Eckhart	Deborah Benitez-Rosa	Gloria Rodriguez
ES 3	Mark Narkier	Miriam Acevedo	Sonia P. Rodriguez
ES 4	Linda Pazos	Miriam Acevedo	Sonia P. Rodriguez
ES 5	Dr. Mark Strauss	Jennifer Desmidt	Gloria Rodriguez
ES 6	Irene Cejka	Jennifer Desmidt	Gloria Rodriguez
ES 7	Angela Fulton	Armelle Johnson	Sonia P. Rodriguez
ES 8	Jacquelyn Haywood	Cristal Concepcion	Sonia P. Rodriguez
ES 9	Sandra Shipman	Adalyn Peña	Gloria Rodriguez
ES 10	David Hall	Cristal Concepcion	Sonia P. Rodriguez
MS 1	Christine Semisch	Deborah Benitez-Rosa	N/A
MS 2	Jermaine Fleming	Annette Ramos	N/A
HS 1	Michael Ramirez	Rosemarie Richard	N/A
HS 2	Alan Strauss	Eric Rosenauer	N/A
CS 1	Carletha Shaw	Annette Ramos	N/A



# DUAL LANGUAGE



# What's New

What's  
New!  
2017/18

Volume 2

Back to School



August 10, 2017

Broward County Public Schools (BCPS) is counting down to the start of the 2017/18 school year! The first day of classes for schools on the traditional school year calendar is **Monday, August 21, 2017**.

Here is Volume 2 of What's New in 2017/18:



## More Schools Offer the Dual Language Program

- The number of innovative District elementary schools offering the Dual Language Program is growing. **Six elementary schools are debuting the popular program in 2017/18, bringing the total number of schools with Dual Language Programs to 41.** The six schools launching programs this school year include: Driftwood Elementary School, McNab Elementary School, Panther Run Elementary School, Pines Lake Elementary School, Riverglades Elementary School and Sea Castle Elementary School.
- The BCPS Dual Language Program offers a school-within-a-school approach to second language acquisition education. The goal of the program is to provide students with the opportunity to become fully bilingual by learning, listening, speaking, reading and writing in English and the target language. The Dual Language Program also promotes multicultural awareness and appreciation for other languages and cultures.

Learn more about Dual Language Programs and participating schools at [browardschools1.com/domain/11484](http://browardschools1.com/domain/11484).



# Dual Language Program

## Dual Language

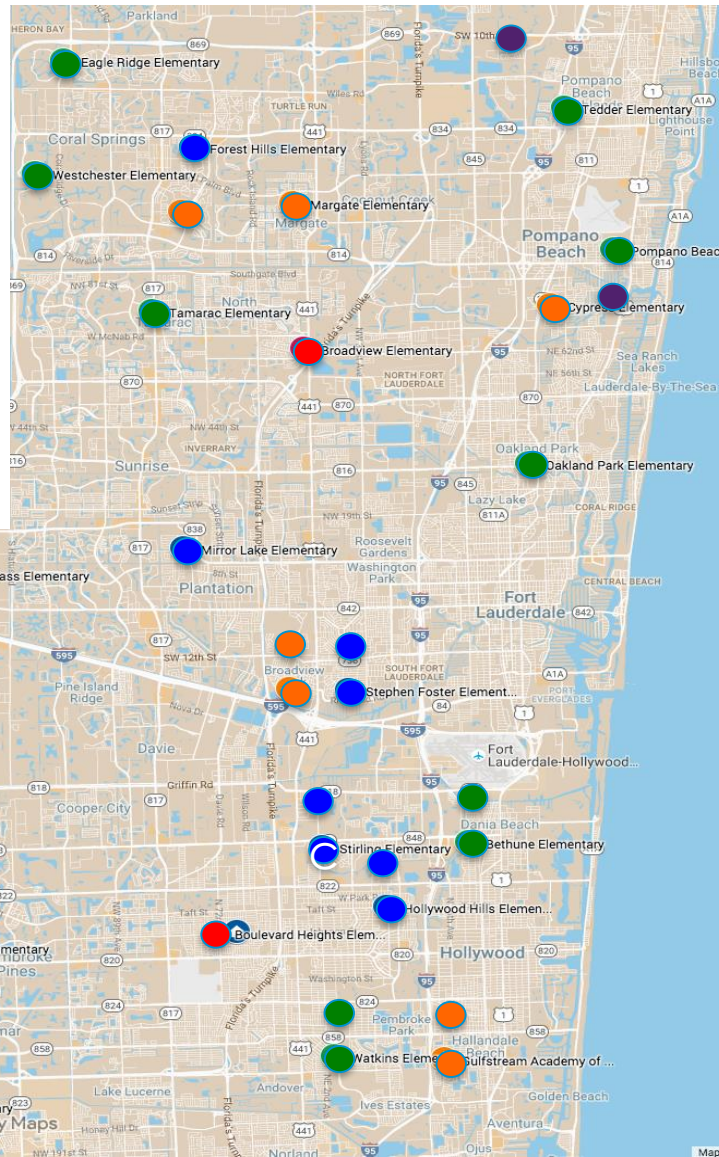
- For the 2017-2018 school year, ELLs (LY) who are enrolled in a Dual Language Program, must have an ELL Instructional Model code of “T”.
- The IMT must manually enter “T” on each student’s A10 Detail panel for all core courses.

## Dual Language Elementary Schools 2017-2018

Bethune	Gator Run	Pompano
Boulevard	Gulfstream Academy	Beach
Heights	of Hallandale Beach	Ramblewood
Broadview	K-8	Riverglades
Chapel Trail	Hollywood Hills	Sawgrass
Coral Cove	Hollywood Park	Sea Castle
Country Isles	Indian Trace	Silver Lakes
Cypress	Lakeside	Silver Palms
Dolphin	Manatee Bay	Stephen Foster
Driftwood	Margate	Stirling
Eagle Point	McNab	Tamarac
Eagle Ridge	Meadowbrook	Tedder
Everglades	Mirror Lake	Tequesta Trace
Flamingo	Oakland Park	Watkins
Forest Hills	Panther Run	Westchester
	Pines Lakes	



-  2013 or earlier (4)
-  2014 (11)
-  2015 (11)
-  2016 (9)
-  2017 (5)
-  2018 (6)



- 41 Elementary Schools Spanish/English
- 1 Elementary School French/English
- 4,700+ students in dual language
- 650+ ELLs participating
- 1 Middle School Spanish/English



# DUAL LANGUAGE CODES ENTERED ON TERMS

## Identify active ELLs (LY) in a Dual Language Program. These ELLs must have:

- ✧ “T” code on the **A10** panel for all CORE Courses instructed in the target language (i.e., Language Arts, Math Social Studies).
- ✧ An active **A23** panel
- ✧ Must be coded LY on the **A03** panel

```
PANEL: _____ A10 SCHEDULE DETAIL _____ YEAR: 17
STDT: _____ SCHL: _____ GR: _____ ST: _____
CLASS: A COURSE SEC/M DATE SCHL SA WGT T SY
-----
MEETS: T PRDS DAYS TIMES LOC: TP BLDG-RM BUS
-----
MBSHP: MINS ENTRY W/D--DATE TOT TCHR: NBR RI
-----
VALUE: CRDT TRMS DUR ATP GREQ QUAL: PGM--E EXC GE DR PS FLGS CI
-----
MISC: ELL MODEL MBRH RIC I F D A DEI LS LOC:GR EL SK AUD LOC V/A:ED CS SA VC
-----
VOC: SET VA-PGM LENG VOC-OCC MOC IP EVS B S TOTAL PAID DUE
-----
PF1=HELP 3=EXIT 7=BKWD 8=FWD 9=NXT PAGE 11=PRINT 12=ESCAPE
Please type key elements. _____ TERML: QPADEV
ONLINE _____ 1,1
```



*Elementary students enrolled in the dual-language curriculum dramatically outperform their peers in traditional classes, sometimes achieving proficiency levels two or three times those of traditional students, according to data from the school system. “The difference in proficiency is staggering,” said Suzanne Mitchell, Selma, November 2016*



- **Students need to meet the demands of today’s global society and economic opportunities.**
- **Prepares students for college and career readiness.**
- **Develops higher order thinking skills as they learn a second language.**
- **Students benefit from cognitive advantages with development of bilingualism and biliteracy.**





# Factors which influence rate of language acquisition

- Native Language Skills
- Educational Background
- Background Experiences
- Cognitive Factors
- Learning Style
- Motivation
- Age
- Practice in the Second Language
- Instructional Environment
- Language Classification
- Linguistic backgrounds
- Quality of Instruction
- Monitoring Patterns
- Accommodations





# Where to begin?

- ✓ **Generate Active ELLs student report (export wizard)**
- ✓ **Review data for students eligible for exit**
- ✓ **Check your data for accuracy**
- ✓ **Make sure you have an ELL folder for LY & LF students on your roster**
- ✓ **Assign accommodations for LY students**
- ✓ **Verify that program 130 is assigned to all LY students**
- ✓ **Generate and file the ELL Plan with updated: PLAN DATE to the first day of school.**
- ✓ **Create a new check list on ELL folder with current school year information for LY students.**
- ✓ **Provide teachers with resources:**
  - ❑ Language Classification of students
  - ❑ ESOL Instructional Strategies Matrix/Addendum
  - ❑ CAN DO Descriptors
  - ❑ Heritage Language Dictionary/Glossary



# Active ELL Report

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Last Name	Middle Name	First Name	School Name	School LEA	Student #	Birthdate	Grade	Native Language	Basis of Entry	Lang. Class	Yrs in US School	Date Entered	ESOL Program	ELL Plan Date	Re-Eval Date
2							9/22/2004	7	Haitian-Creole	A-Aural/O	3	>6	8/23/2010	9/1/2010	9/21/2016	9/21/2016
3							5/16/2005	7	Haitian-Creole	A-Aural/O	3	>6	8/23/2010	9/8/2010	9/22/2016	9/22/2016
4							1/5/2006	6	Haitian-Creole	A-Aural/O	4	6	8/22/2011	8/26/2011	9/21/2016	9/21/2016
5							5/21/2006	6	Spanish	A-Aural/O	4	6	8/22/2011	8/22/2011	9/22/2016	9/22/2016
6							1/21/2006	6	Haitian-Creole	A-Aural/O	3	6	8/22/2011	8/1/2011	9/22/2016	9/22/2016
7							3/1/2006	6	Spanish	A-Aural/O	4	6	8/22/2011	8/24/2011	9/21/2016	9/21/2016
8							9/9/2005	6	Spanish	A-Aural/O	4	4	8/19/2013	8/28/2013	9/12/2016	9/12/2016
9							1/3/2006	7	Spanish	A-Aural/O	3	4	5/1/2014	5/1/2014	4/18/2017	4/18/2017
10							1/28/2004	8	Spanish	A-Aural/O	2	1	8/22/2016	8/30/2016	8/30/2016	
11							7/21/2005	7	Haitian-Creole	A-Aural/O	2	1	8/22/2016	8/31/2016	8/31/2016	
12							7/3/2005	7	Haitian-Creole	A-Aural/O	2	1	8/22/2016	8/31/2016	8/31/2016	
13							7/5/2004	6	Haitian-Creole	A-Aural/O	3	1	8/22/2016	8/22/2016	8/22/2016	
14							10/18/2006	6	Spanish	A-Aural/O	1	1	10/24/2016	10/31/2016	10/31/2016	

- Run **Active ELL Report** from Export Wizard
- Download file in Excel
- **Sort** by DEUSS Date (Oldest to Newest)
- Analyze Data for students needing **REEVALs, Annual Reviews, updating PLAN dates**, etc.
- Check for possible **errors** (Language CLASS, Basis of Entry, DEUSS Date)





	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Last Name	Middle Name	First Name	School Name	School LEA	Test ID #	Birthday	Immigrant	Grade Level	Birth Country	Lang. Class	Date Entered US Schools	
2	HERNANDEZ		ELIZABETH	W. J. ...	...	...	5/10/2002	Yes	10	Cuba		4	8/18/2014
3							8/24/2001	Yes	11	Venezuela	B2		8/24/2015
4							9/30/2000	Yes	12	Guyana			1/5/2015
5							12/28/1999	Yes	12	Colombia	A1		8/22/2016
6							7/27/2002	No	10	Pakistan	A1		3/6/2017
7							8/27/2001	Yes	10	Argentina		5	8/24/2015
8							8/30/2002	Yes	10	Turkey		4	9/16/2015
9							6/27/2002	Yes	9	Peru		2	2/1/2017
10							3/7/2003	Yes	9	Ecuador		3	8/22/2016
11							1/25/2000	Yes	12	Jamaica			8/22/2016
12							1/27/2003	Yes	9	Venezuela		2	8/22/2016
13							6/11/2002	Yes	9	Korea, Rep		3	1/20/2015
14							11/26/1999	Yes	12	Korea, Rep		3	1/20/2015
15							9/8/2001	Yes	10	Argentina	A1		4/7/2017
16							8/31/2002	Yes	10	Venezuela	A1		1/31/2017
17							9/14/1999	Yes	12	Cuba	A1		1/17/2017
18							1/2/2001	Yes	11	Cuba		3	8/18/2014

**Are ages 3-21**

**Were not born in any State or U.S. territory or possession (PR)**

**Have **not** been attending one or more schools in any one or more States for more than 3 full academic years.**



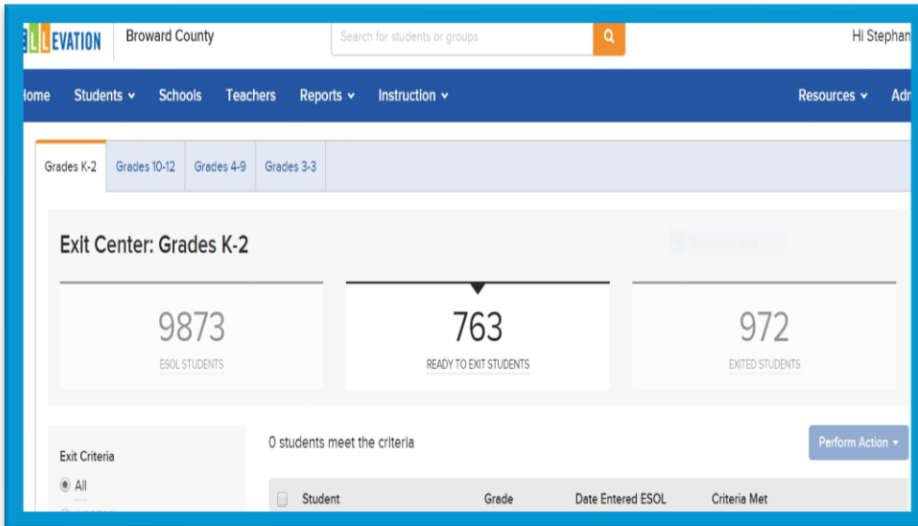
# Exit the ESOL Program

## TERMS:

- A23 Panel: Update PLAN Date and EXIT Date **6/8/17**-last day of school
- Enter Basis of Exit
- ELL Status changes automatically from LY to LF

## ELlevation

- Generate ELL Plan once ELlevation is up to date
- Generate Parent Letter – *Notification of Program Exit*
- Print the ELL Plan and file in the ELL folder



The screenshot displays the ELlevation software interface for Broward County. The top navigation bar includes 'Home', 'Students', 'Schools', 'Teachers', 'Reports', 'Instruction', 'Resources', and 'Admin'. The main content area is titled 'Exit Center: Grades K-2' and features three large data cards: '9873 ESOL STUDENTS', '763 READY TO EXIT STUDENTS', and '972 EXITED STUDENTS'. Below these cards, a table shows '0 students meet the criteria' with a 'Perform Action' button. The table headers are 'Student', 'Grade', 'Date Entered ESOL', and 'Criteria Met'. The 'Exit Criteria' section is set to 'All'.



**ELlevation Access Form**

ELlevation is a secure web-based system for documenting 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 as per the approved District ELL Plan. Each school is allotted **two** users per school.

This form is to be completed for **access** to ELlevation and returned to **Vicky Saldala, Director** at [victoria.saldala@browardschools.com](mailto:victoria.saldala@browardschools.com).

<b>School Name</b>	
<b>*Location Number</b>	
<b>Administrator Name</b>	
<b>Administrator Signature</b>	<b>Date:</b>

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

**NEW Users** - A new Staff member assigned the role of ESOL Contact at your school and responsible for updating and maintaining accurate records in ELlevation.

<b>Full Name</b> <i>(Last Name, First Name)</i>	<b>CAB/Outlook Email*</b> <i>(District Issued Email)</i>	<b>Job Title</b>

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

**CURRENT Users** - A **current** Staff member assigned the role of ESOL Contact at your school and responsible for updating and maintaining accurate records in ELlevation.

<b>Full Name</b> <i>(Last Name, First Name)</i>	<b>CAB/Outlook Email*</b> <i>(District Issued Email)</i>	<b>Job Title</b>

Please check box if **identified personnel attended ELlevation training.**

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

**INACTIVE Users** - A Staff member **no longer** needing access, has left the school or is no longer responsible for updating and maintaining ESOL records.

<b>Full Name</b> <i>(Last Name, First Name)</i>	<b>CAB/Outlook Email*</b> <i>(District Issued Email)</i>	<b>Job Title</b>

Each school will be able to assign **TWO** users per school



# ELL Folder

Use folder as a checklist

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA  
Bilingual /ESOL Department  
ENGLISH LANGUAGE LEARNER (ELL) FOLDER

Student Name \_\_\_\_\_ FSI \_\_\_\_\_  
(Last) (First) (Middle)

Date of Entry in United States School (DEUSS) \_\_\_\_\_ Entry in ESOL Program \_\_\_\_\_

Student Language \_\_\_\_\_ Parent Language \_\_\_\_\_

Initial ELL Folder  Replacement  ELLSEP Folder included (English Language Learner Student Education Plan) if applicable

School Name \_\_\_\_\_ School Name \_\_\_\_\_ School Name \_\_\_\_\_  
Year/Grade \_\_\_\_\_ Year/Grade \_\_\_\_\_ Year/Grade \_\_\_\_\_

<input type="checkbox"/> Programmatic Assessment (e.g. assessment instruments, report cards, transcripts) <input type="checkbox"/> Current <b>ELL Plan</b> * <input type="checkbox"/> Registration (Home Language Survey) <input type="checkbox"/> Initial Oral Language Classification Assessment Form <input type="checkbox"/> IPT Protocol Booklet(s) <input type="checkbox"/> K-TEA (Gr. 3-12, if applicable) <input type="checkbox"/> <b>Parent Notification of Placement/ Continuation of Services in the ESOL Program</b> * <input type="checkbox"/> ELL Committee Invitation Letter(s) <input type="checkbox"/> <b>ELL Committee Meeting with signatures</b> * <input type="checkbox"/> Flexible Setting Accommodation Letter (when applicable) <input type="checkbox"/> State Assessment Score Report(s) <input type="checkbox"/> <b>Parent Notification of Student Exiting from the ESOL Program</b> * <input type="checkbox"/> Other _____	<input type="checkbox"/> Programmatic Assessment (e.g. assessment instruments report cards, transcripts) <input type="checkbox"/> Current <b>ELL Plan</b> * <input type="checkbox"/> Registration (Home Language Survey) <input type="checkbox"/> Initial Oral Language Classification Assessment Form <input type="checkbox"/> IPT Protocol Booklet(s) <input type="checkbox"/> K-TEA (Gr. 3-12, if applicable) <input type="checkbox"/> <b>Parent Notification of Placement Continuation of Services in the ESOL Program</b> * <input type="checkbox"/> ELL Committee Invitation Letter(s) <input type="checkbox"/> <b>ELL Committee Meeting with signatures</b> * <input type="checkbox"/> Flexible Setting Accommodation Letter (when applicable) <input type="checkbox"/> State Assessment Score Report(s) <input type="checkbox"/> <b>Parent Notification of Student Exiting from the ESOL Program</b> * <input type="checkbox"/> Other _____	<input type="checkbox"/> Programmatic Assessment (e.g. assessment instruments report cards, transcripts) <input type="checkbox"/> Current <b>ELL Plan</b> * <input type="checkbox"/> Registration (Home Language Survey) <input type="checkbox"/> Initial Oral Language Classification Assessment Form <input type="checkbox"/> IPT Protocol Booklet(s) <input type="checkbox"/> K-TEA (Gr. 3-12, if applicable) <input type="checkbox"/> <b>Parent Notification of Placement Continuation of Services in the ESOL Program</b> * <input type="checkbox"/> ELL Committee Invitation Letter(s) <input type="checkbox"/> <b>ELL Committee Meeting with signatures</b> * <input type="checkbox"/> Flexible Setting Accommodation Letter (when applicable) <input type="checkbox"/> State Assessment Score Report(s) <input type="checkbox"/> <b>Parent Notification of Student Exiting from the ESOL Program</b> * <input type="checkbox"/> Other _____
---	---	---

ESOL Contact Signature mm/dd/yyyy ESOL Contact Signature mm/dd/yyyy ESOL Contact Signature mm/dd/yyyy

*\*Items generated in ELLevation*



**FOLDER REQUESTS: ESOLREQUESTS@BROWARDSCHOOLS.COM**



# IPT MATERIALS

Ballard  
Tighe &

Schools purchase using General Funds

- IPT Oral
- IPT Reading and Writing:
  - IPT 1 Grades 2-3
  - IPT 2 Grades 4-6
  - IPT 3 Grades 7-12



## Annual Review

For students entering a US school in 2015-2016 or 2016-2017

Recommendations for continued placement for ELLs entering years **2 and 3** based on DEUSS Date (within 30 days)

ELL Committee Meeting is **not** required  
Complete Me, Myself & I Meeting on ELlevation

Update ELL PLAN Date on TERMS  
Generate Parent Letter (Notification of Continuation)

Generate ELL Plan within the required 30 day timeline and file in ELL Folder

## REEVALS

For students entering a US school in 2014-2015 or earlier

Recommendations for ELLs entering years **4, 5, 6** and beyond based on DEUSS Date (within 30 days)

ELL Committee **IS** required. Current data must be reviewed to make recommendation for continuation of services. After Oct. 1<sup>st</sup> IPT assessment (L/S/R/W) must be administered; however, do not update language classifications

Update PLAN Date and REEVAL date on TERMS (date of ELL Committee Meeting and PLAN date shall match).  
Generate Parent Letter (Notification of Continuation)

Generate ELL Plan within the required 30 day timeline and file in ELL Folder



**English Language Learner**  
**English Language Proficiency Levels - Codes**

LANGUAGE CLASSIFICATION IS A LOCAL ELEMENT. THE CODES ARE AS FOLLOWS:

Previous Language Classification Level			New Language Classification based on ACCESS for ELLS 2.0 Composite (Overall) English Language Proficiency Levels		
LC Code (TERMS)	LC Definition	LC Full Definition	NEW LC Code (TERMS)	NEW LC Definition	LC Full Definition
A1	NON-ENGLISH SPEAKER OR MINIMAL KNOWLEDGE OF ENGLISH	<b>Beginning English Speaker</b> Non-English Speaker or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.	<b>Level 1</b> (Ranges from 1.0 to less than 2.0)	ENTERING	<b>ENTERING</b> - Pictorial or graphic representation of the language of the content areas; produces words, phrases, or chunks of language; processes single statements or questions.
A2	LIMITED ENGLISH SPEAKERS; DEMONSTRATES LIMITED UNDERSTANDING	<b>Early Intermediate English Speaker</b> Demonstrates limited understanding. Communicates orally in English with one or two word responses.	<b>Level 2</b> (Ranges from 2.0 to less than 3.0)	EMERGING	<b>EMERGING</b> - General language related to the content areas; produces phrases or short sentences; processes multiple related simple sentences.
B1	INTERMEDIATE ENGLISH SPEAKER, COMMUNICATES ORALLY IN ENGLISH, MOSTLY WITH SIMPLE PHRASES AND/OR SENTENCE RESPONSES	<b>Intermediate English Speaker</b> Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.	<b>Level 3</b> (Ranges from 3.0 to less than 4.0)	DEVELOPING	<b>DEVELOPING</b> - General and some specific language of the content areas; produces short and some expanded sentences in oral interaction or written paragraphs; processes discourse with a series of related extended sentences.
B2	INTERMEDIATE ENGLISH SPEAKER, COMMUNICATES IN ENGLISH ABOUT EVERYDAY SITUATIONS WITH LITTLE DIFFICULTY	<b>Early Advanced English Speaker</b> Communicates in English about everyday situations with little difficulty but lacks the academic language terminology. Experiences some difficulty in following grade level subject matter assignments.	<b>Level 4</b> (Ranges from 4.0 to less than 5.0)	EXPANDING	<b>EXPANDING</b> - Specific and some technical language of the content areas; produces and processes a variety of sentence lengths of varying linguistic complexity in oral discourse.
C1	ADVANCED ENGLISH SPEAKER, UNDERSTANDS AND SPEAKS ENGLISH FAIRLY WELL	<b>Advanced English Speaker</b> Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.	<b>Level 5</b> (Ranges from 5.0 to less than 6.0)	BRIDGING	<b>BRIDGING</b> - Specialized or technical language of the content areas; oral or written language approaching comparability to that of proficient English peers when presented with grade level material
C2	FULL ENGLISH SPEAKER; UNDERSTANDS AND SPEAKS ENGLISH WITH NEAR FLUENCY	<b>Fluent English Speaker</b> Understands and speaks English with near fluency. Reads and writes English at a comparable level with native English-speaking counterparts. May read and write the native language with variant degrees of proficiency.	<b>Level 6</b> (6.0)	REACHING	<b>REACHING</b> - Specialized or technical language reflective of the content areas at grade level; oral or written communication in English comparable to proficient English peers.
D	FULL ENGLISH SPEAKER; SPEAKS ENGLISH FLUENTLY	<b>Dominant English Speaker</b> Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.	D	FULL ENGLISH SPEAKER; SPEAKS ENGLISH FLUENTLY	<b>Dominant English Speaker</b> Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.
E	MONOLINGUAL ENGLISH SPEAKER	<b>Monolingual English Speaker</b>	E	MONOLINGUAL ENGLISH SPEAKER	<b>Monolingual English Speaker</b>
U	UNABLE TO CLASSIFY	UNABLE TO CLASSIFY	U	UNABLE TO CLASSIFY	UNABLE TO CLASSIFY
T	TEMPORARY	TEMPORARY	T	TEMPORARY	TEMPORARY

072517 vbs



## ESOL Instructional Strategies Matrix

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

A Accommodations	B Clear Communication	C Assessments	D Vocabulary	E Collaboration & Conversation	F Metacognitive & Metalinguistic
A1 Heritage Dictionary A2 Heritage Language (L1) Support A3 Flexible Scheduling A4 Flexible Setting A5 Flexible Timing	B1 Concise Language B2 Clear Directions B3 Enunciation B4 Pauses & Pacing B5 Pointing B6 Repeating/Paraphrasing B7 Gestures B8 Show Examples & Non-Examples B9 Demonstrations B10 Anecdote/Storytelling	C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test C13 Visual Representations C14 Self/Peer Assessment C15 Samples C16 Sentence Frames	D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks	<b>Grouping Configurations:</b> E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects E9 Socratic Seminar E10 Panel Discussion E11 Debate/Defend with Evidence	F1 L1 Transfer F2 Mnemonic Devices F3 Dialogue Journals F4 Self-Correction F5 Self-Evaluation F6 Self-Monitor F7 Peer Editing F8 Associations
G Context Embedded Supports & Close Reading			H Multimodal & Multimedia	I Advance Organizers	J Additional Resources
G1 Activating and/or Building Prior Knowledge G2 Chunking Text G3 Annotations & Symbols G4 Ask Inferential & HOT Questions G5 Ask Clarifying Questions G6 Modeling G7 Read Aloud G8 Think Aloud G9 Multimodal Texts G10 Visualization/Illustrations G11 Summarizing G12 Dramatic Enactments/Role Play G13 Identify Key Concepts G14 Similarities & Differences G15 Language Experience Approach		G16 Note-Taking/Outline Notes G17 Question-Answer-Relationship (QAR) G18 Reading with Specific Purpose G19 Reread Text G20 Text Features & Structural Analysis G21 Survey, Question, Read, Recite, Review (SQ3R) G22 Text Connections G23 Total Physical Response (TPR) G24 Vary Complexity of Assignment G25 Realia/Manipulatives G26 Captioning	H1 Audio-Visual Applications H2 Digital Books H3 Computer Software H4 Document Camera H5 Interactive White Board H6 Tablet/Interactive Devices H7 Language Master H8 Video/Film/CD/MP3 H9 Digital Simulations H10 Translation Devices	I1 Charts (Flowcharts, T-Charts, etc.) I2 Anticipation Guide I3 Cornell Notes I4 Digital Tools/Software I5 Foldables I6 Graphs/Diagrams I7 K-W-L I8 Reading and Analyzing Non-Fiction (RAN) I9 Notes TM I10 Webbing/Mapping I11 Story Maps I12 Timelines I13 Venn Diagrams I14 Vocabulary Improvement Strategy (VIS)	J1 Art Integration J2 Community Resources J3 Cultural Sharing J4 Celebrations J5 Field Trips J6 Guest Speakers J7 Holiday Programs J8 Multicultural Resources J9 Music/Songs/Jazz Chants

# Reading Placement

Elementary	Secondary
For ELLs classified as <b>A1</b> , <b>A2</b> and <b>B1</b> (if necessary)	For ELLs classified as <b>A1</b> , <b>A2</b> and <b>B1</b> (if necessary)
Schools that have 18 or more K-3 or 22 or more 4 <sup>th</sup> and 5 <sup>th</sup> grade ELLs who meet the criteria of A1-A2 in the same grade must provide sheltered instruction using identified curriculum and materials	Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FSA, or no FSA scores, must receive <b>Intensive Reading</b> through <b>Developmental Language Arts ESOL-Reading</b> using identified curriculum and materials.
Schools that have fewer than 18 or K-3 or fewer than 22 4 <sup>th</sup> and 5 <sup>th</sup> grade <b>A1-A2</b> , language classification, <b>ACCESS 1 or 2 in the same grade</b> , must receive basic mainstream instruction using differentiated instruction and identified curriculum. Clustering students is strongly recommended.	Schools that have fewer than 22 ELLs who meet the criteria of <b>A1-A2, ACCESS 1 or 2</b> language classification and have <b>level 1 or 2 on the FSA, or no FSA scores</b> , must receive <b>Intensive Reading</b> through programs listed in the <b>K-12 Comprehensive Reading Plan/Intensive Reading Placement Chart</b> .

For ELLs classified as intermediate (**Bs, Cs, 3-6**) may receive basic mainstream instruction using differentiated instruction and identified curriculum.

Per META, schools with at least 15 students speaking the same language shall provide at least one aide or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction.



# Upcoming ESOL Contact Meetings



## Face-to-Face

Young at Art Museum & Broward County Library  
751 SW 121<sup>st</sup> Avenue  
Davie, FL 33325

ELEMENTARY, MIDDLE & HIGH  
3:30 p.m. – 4:30 p.m.

## Adobe Connect

(Adobe Connect links will be sent via email)

Attend only one of the two sessions  
10:00 a.m. or 3:00 p.m.

Wednesday, September 27, 2017

Thursday, September 28, 2017

Wednesday, January 10, 2018

Thursday, January 11, 2018

Wednesday, April 18, 2018

Thursday, April 19, 2018

**Touch-Base Tuesdays**  
**First Tuesday of each month**  
**via Adobe Connect**  
10:00 a.m. or 3:00 p.m.

Tuesday, September 5, 2017

Tuesday, October 3, 2017

Tuesday, November 7, 2017



SIGN UP FOR  
PROFESSIONAL  
DEVELOPMENT



New ESOL Contact PD 4:30 PM -7:30 PM

- Bilingual ESOL Department Pines Office – 4 DAYS
- September 5<sup>th</sup> & 6<sup>th</sup>
- September 12<sup>th</sup> & 13<sup>th</sup>

Strategies (InClass)

- TBD



Register on My Learning Plan

Nestlé<sup>®</sup>  
**KitKat**<sup>®</sup>

サクッサク食感!





# Social Emotional Learning

Process through which children acquire and effectively apply knowledge, attitudes, and skills necessary to:

Understand  
& manage  
emotions

Set & achieve  
positive goals

Feel & show  
empathy for  
others

Establish & maintain  
positive  
relationships

Make  
responsible  
decisions



# SEL and ELLs

Help students to take pride in their cultures

Integrate SEL in curricula

**How do I minimize high anxiety which may cause difficulty in language acquisition?**

Pair ELLs with non-ELLs to encourage collaboration, mutual respect & teamwork

Build relationships and get to know your students

# Parent Outreach

## **The Parent Outreach Office serves:**

- English Language Learners (ELLs)
- Recently-arrived Immigrants
- Parents
- Families
- Community members/organizations



# Services Provided

- Information to parents and families about the American and Broward County School Systems
- Assistance to ELLs and parents with school-related issues
  - ❑ Meet with families one-on-one
  - ❑ Attend school-based meetings with families upon request
  - ❑ Help families with the registration process at schools
  - ❑ Assist families with school documentation and forms
- Graduation, college and career orientation for students and parents of middle and high schools



# More Services Provided

- ESOL Parent Nights
- ESOL Game Nights
- Free materials to support ELLs' learning at home
- Leadership Development to parents and volunteers
- Parent Outreach Centers at four (4) locations
- ESOL Leadership Council, a parent group who promotes ELL academic achievement
- ESOL Ambassadors initiative



# Newly Arrived Immigrant Students

## Programs and Activities

- Family Literacy Nights (Broward Library)
- Cultural Field Trips
- ACT & SAT Free Prep Courses (Broward Library)
- AIMSS (Accessible Information Motivating Student Success)
- IDEAS Handbook (Inspiring Determination, Expectations and Actions for Students)
- CANA (Cultural Academy for New Americans)
- I Learn America
- Rally to the Tally (high school)
- Broward County Youth Summit & Parent Institute (high school)
- Latinos in Action (middle and high school)



# Parent Outreach Office

## Team

**TBA, Parent Outreach Specialist**

**Y. Nathalie Delia, Community Liaison – Haitian Creole**

**Monica Nelsas, Community Liaison – Spanish**

**Osiris De Los Rios, Community Liaison – Immigrant Grant**

**Brunilda Chico, Bilingual Clerk**

**(754) 321-2951**



# BILINGUAL ESOL LEADERSHIP

**Vicky B. Saldala**, Director

**Leyda Sotolongo**, ESOL Curriculum Supervisor

**Stephanie Bustillo**, Educational Specialist

**Melinda Mayers**, Educational Specialist

**Blanca Guerra**, Curriculum Supervisor, World Language  
Supervisor

**Idalina Orta**, Dual Language Specialist

**Reina Murray**, Bilingual Guidance Counselor

**Celina Chavez**, Educational Specialist, Charter School  
Support

754-321-2590 KCW

754-321-2951 Pembroke Pines

