Bilingual ESOL Department

Quarterly ESOL Contact Meeting

September 27, 2017

BROWARD County Public Schools

Agenda

- Reminders
- State/District Updates
- What needs to happen before October FTE?
- Resources

English Language Learners

2

Reminders

3

Registration Form

BROWARD COUNTY PUBLIC SCHOOLS

Student Registration Form

Date Entered on A03

Translated in the Top 3 languages

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.

4

DEUSS

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATABASE REQUIREMENTS VOLUME I:
AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Year: 2012-13

Data Element Number: **197237**

Data Element Name: **Date Entered United States School**

The month, day and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions).

TIER PLACEMENT FIELD GUIDELINES

- The Tier Placement field information on the A23 panel of TERMS will be **captured during FTE Survey 2 (October 2017).**
- The purpose of this field is to **determine the test TIER the student will be assessed on the 2017-18 ACCESS for ELLs 2.0 assessment in the spring.**
- The TIER will also determine the appropriate **number of 2017-18 ACCESS for ELLs 2.0 tests in each Tier that will be sent to each school location.**

How to enter the Tier Placement (Panel A23)

Active ELL Students (LY) in Grades 01-12.

Tier Placement (TERMS A23 Panel)	2016-17 ACCESS for ELLs 2.0 Overall Proficiency Scores	Date Entering U.S School *
	First, check if the student was assessed on the ACCESS for ELLs 2.0 in the previous school year and use the overall composite scores to assign the current tier placement.	**Second**, use DEUSS date if the student did not take ACCESS for ELLs 2.0 or missed any subtests in the previous school year.
A	1.0-2.0	07/01/2017 or after
B	2.1-3.0	Between 07/01/2015 and 06/30/17
C	3.1-6.0	Before 07/01/2015

* ESOL Contact should take into account student's interruption of services when assigning Tier Placement based on the DEUSS date.

Active ELL Students (LY) in Grades 01-12 with Severe Cognitive Disability.

Tier Placement field should be coded "D" – Alternate Tier if the active ELLs (LY) is enrolled in grades 01-12 and has **significant cognitive disabilities**.

IMPORTANT: Alternate ACCESS for ELLs assessment participation must based on accommodation described in the IEP. **The majority of ESE students are not eligible to take the alternate form and should be placed in Tier "A", "B", or "C".** Please contact the ESE Specialist at your schools or the student's teacher to confirm the placement

All Kindergarten Students

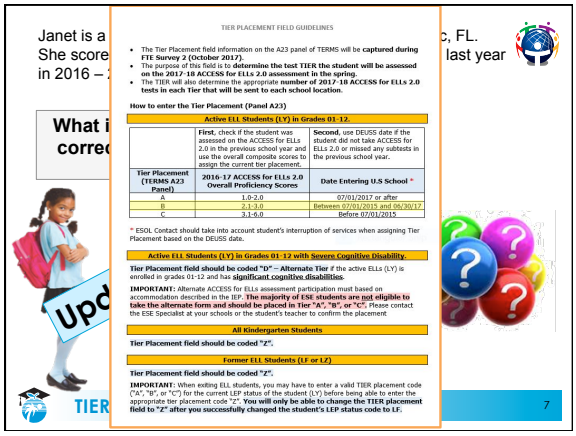
Tier Placement field should be coded "Z".

Former ELL Students (LF or LZ)

Tier Placement field should be coded "Z".

IMPORTANT: When exiting ELL students, you may have to enter a valid TIER placement code ("A", "B", or "C") for the current LEP status of the student (LY) before being able to enter the appropriate tier placement code "Z". **You will only be able to change the TIER placement field to "Z" after you successfully changed the student's LEP status code to LF.**

6



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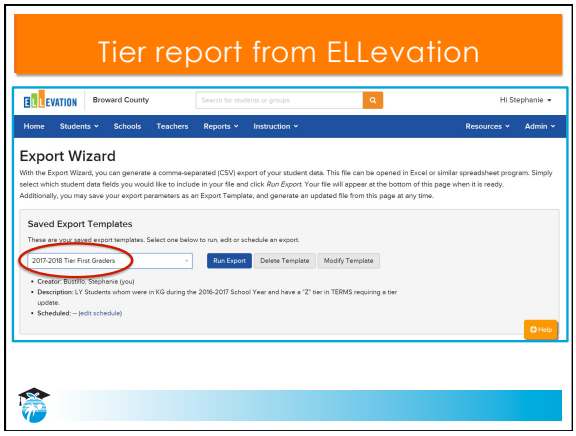
TIER

7



Tier report from ELLevation

ELLEVATION | Broward County | Search for students or groups | Hi Stephanie

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

Export Wizard

With the Export Wizard, you can generate a comma-separated (CSV) 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.

Saved Export Templates

These are your saved export templates. Select one below to run, edit or schedule an export.

2017-2018 Tier First Graders | Run Export | Delete Template | Modify Template

- Creator: Bustillo, Stephanie (you)
- Description: LY Students whom were in KG during the 2016-2017 School Year and have a "Z" tier in TERMS requiring a tier update.
- Scheduled: -- (edit schedule)

Help

State/District Updates

Immigrant Identification/Report

IMMIGRANT STATUS BULLETIN

The District has identified approximately 1,400 students with **potential errors in the Immigrant Status code and/or DEUSS**.

Please ask your ESOL Contact for the Immigrant Student Report from ELLevation in order to identify any mistakes at your school location.

1) The immigrant status field (IM) should have a **"Y"** for all students who meet the following requirements:
   - Between the ages 3-21; and
   - Were not born in any State or U.S. territory or possession; and
   - Have not been attending one or more schools in any one or more States for more than 3 full academic years (KG-12) based on DEUSS date.
2) The Date Entered United States School should be based on the month, day, and year the **student (KG-12) entered a school in the United States** (in any of the 50 states and the District of Columbia, excluding U.S. territories and possessions).
   If the student was transferred from another district, the DEUSS date should be the first day in the previous school district. As a reminder, every effort should be made to retrieve previous school records.

Please feel free to e-mail (Martha.Villa@browardschools.com) or contact Martha Villa-Rosa (754 321-2590) if you need further assistance.

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.

Last Name	Middle Na	First Nam	School Na	School LE	Test ID #	Birthday	Immigrant	Grade Lev	Birth Cour	Lang. Clas	Date Entered US Schools
						5/10/2002	Yes	10	Cuba	4	8/18/2014
						8/24/2001	Yes	11	Venezuela	B2	8/24/2015
						9/30/2000	Yes	12	Guyana		1/5/2015
						12/28/1999	Yes	12	Colombia	A1	8/22/2016
						7/27/2002	No	10	Pakistan	A1	3/6/2017
						8/27/2001	Yes	10	Argentina	5	8/24/2015
						8/30/2002	Yes	10	Turkey	4	9/16/2015
						6/27/2002	Yes	9	Peru	2	2/1/2017
						3/7/2003	Yes	9	Ecuador	3	8/22/2016
						1/25/2000	Yes	12	Jamaica		8/22/2016
						1/27/2003	Yes	9	Venezuela	2	8/22/2016
						6/11/2002	Yes	9	Korea, Rep	3	1/20/2015
						11/26/1999	Yes	12	Korea, Rep	3	1/20/2015
						9/8/2001	Yes	10	Argentina	A1	4/7/2017
						8/31/2002	Yes	10	Venezuela	A1	1/31/2017
						9/14/1999	Yes	12	Cuba	A1	1/17/2017
						1/2/2001	Yes	11	Cuba	3	8/18/2014

FLORIDA DEPARTMENT OF EDUCATION fldoe.org

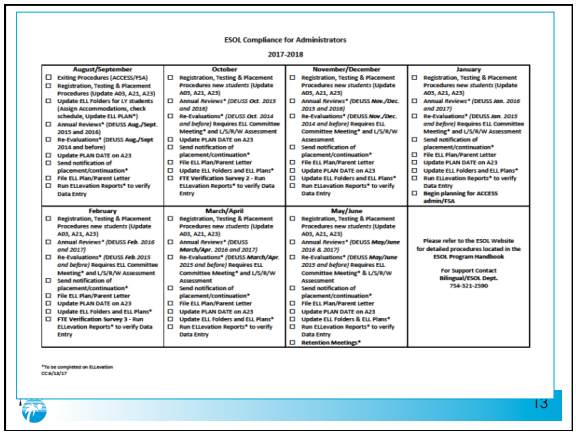
NEW!

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 Compliance for Administrators

2017-2018

August/September	October	November/December	January
☐ Exiting Procedures (ACCESS/FSA) ☐ Registration, Testing & Placement Procedures (Update A05, A21, A23) ☐ Update ELL Folders for LY students (Assign Accommodations, check schedule, Update ELL PLAN*) ☐ Annual Reviews* (DEUSS Aug./Sept. 2015 and 2016) ☐ Re-Evaluations* (DEUSS Aug./Sept 2014 and before) ☐ Update PLAN DATE on A23 ☐ Send notification of placement/continuation* ☐ File ELL Plan/Parent Letter ☐ Run ELLevation Reports* to verify Data Entry	☐ Registration, Testing & Placement Procedures new students (Update A05, A21, A23) ☐ Annual Reviews* (DEUSS Oct. 2015 and 2016) ☐ Re-Evaluations* (DEUSS Oct. 2014 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment ☐ Update PLAN DATE on A23 ☐ Send notification of placement/continuation* ☐ File ELL Plan/Parent Letter ☐ Update ELL Folders and ELL Plans* ☐ FTE Verification Survey 2 - Run ELLevation Reports* to verify Data Entry	☐ Registration, Testing & Placement Procedures new students (Update A05, A21, A23) ☐ Annual Reviews* (DEUSS Nov./Dec. 2015 and 2016) ☐ Re-Evaluations* (DEUSS Nov./Dec. 2014 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment ☐ Send notification of placement/continuation* ☐ File ELL Plan/Parent Letter ☐ Update PLAN DATE on A23 ☐ Update ELL Folders and ELL Plans* ☐ Run ELLevation Reports* to verify Data Entry	☐ Registration, Testing & Placement Procedures new students (Update A05, A21, A23) ☐ Annual Reviews* (DEUSS Jan. 2016 and 2017) ☐ Re-Evaluations* (DEUSS Jan. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment ☐ Send notification of placement/continuation* ☐ File ELL Plan/Parent Letter ☐ Update PLAN DATE on A23 ☐ Update ELL Folders and ELL Plans* ☐ Run ELLevation Reports* to verify Data Entry ☐ Begin planning for ACCESS admin/FSA
February	**March/April**	**May/June**	
☐ Registration, Testing & Placement Procedures new students (Update A05, A21, A23) ☐ Annual Reviews* (DEUSS Feb. 2016 and 2017) ☐ Re-Evaluations* (DEUSS Feb.2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment ☐ Send notification of placement/continuation* ☐ File ELL Plan/Parent Letter ☐ Update PLAN DATE on A23 ☐ Update ELL Folders and ELL Plans* ☐ FTE Verification Survey 3 - Run ELLevation Reports* to verify Data Entry	☐ Registration, Testing & Placement Procedures new students (Update A05, A21, A23) ☐ Annual Reviews* (DEUSS March/Apr. 2016 and 2017) ☐ Re-Evaluations* (DEUSS March/Apr. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment ☐ Send notification of placement/continuation* ☐ File ELL Plan/Parent Letter ☐ Update PLAN DATE on A23 ☐ Update ELL Folders and ELL Plans* ☐ Run ELLevation Reports* to verify Data Entry	☐ Registration, Testing & Placement Procedures new students (Update A05, A21, A23) ☐ Annual Reviews* (DEUSS May/June 2016 & 2017) ☐ Re-Evaluations* (DEUSS May/June 2015 and before) Requires ELL Committee Meeting* & L/S/R/W Assessment ☐ Send notification of placement/continuation* ☐ File ELL Plan/Parent Letter ☐ Update PLAN DATE on A23 ☐ Update ELL Folders & ELL Plans* ☐ Run ELLevation Reports* to verify Data Entry ☐ Retention Meetings*	Please refer to the ESOL Website for detailed procedures located in the ESOL Program Handbook For Support Contact Bilingual/ESOL Dept. 754-321-2590

*To be completed on ELLevation
CC:8/18/17

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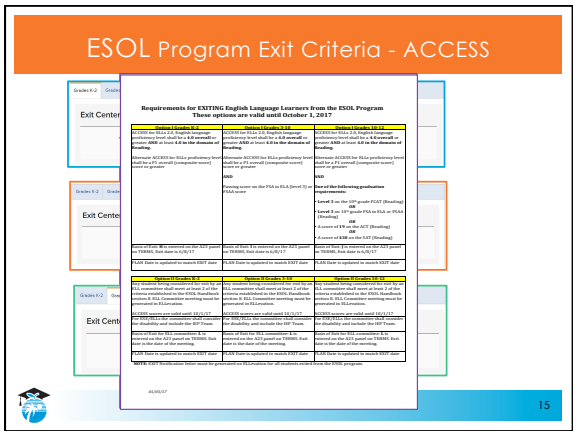

ESOL Program Exit Criteria - ACCESS

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

Option 1 (Grades K-2)	Option 2 (Grades 3-5)	Option 3 (Grades 6-8)
ACCESS for ELLs proficiency level (composite score) shall be a **4.0 overall** or greater **AND** at least **4.0 in the domain of Reading.** Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) cluster or greater	ACCESS for ELLs proficiency level (composite score) shall be a **4.0 overall** or greater **AND** at least **4.0 in the domain of Reading.** Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) cluster or greater **AND** Passing score on the FSA in ELA (level 3) or FSAA score	ACCESS for ELLs proficiency level (composite score) shall be a **4.0 overall** or greater **AND** at least **4.0 in the domain of Reading.** Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) cluster or greater **AND** **One of the following graduation requirements:** • **Level 3** on the 10th grade FCAT (Reading) **OR** • **Level 3** on 10th grade FSA in ELA or FSAA (Reading) **OR** • A score of **19** on the ACT (Reading) **OR** • A score of **430** on the SAT (Reading)
Date of Exit: **If** is entered on the A23 panel in TERMS, Exit date is 6/8/17	Date of Exit: **If** is entered on the A23 panel in TERMS, Exit date is 6/8/17	Date of Exit: **If** is entered on the A23 panel in TERMS, Exit date is 6/8/17
PLAN Date is updated to match DIST date	PLAN Date is updated to match DIST date	PLAN Date is updated to match DIST date

Option 4 (Grades 9-10)	Option 5 (Grades 11-12)	Option 6 (Grades 12-14)
Any student being considered for exit by an IEP team must be reviewed at least 2 of the criteria established in the ESOL Handbook section E. ELL Committee meeting must be generated in ELLevation.	Any student being considered for exit by an IEP team must be reviewed at least 2 of the criteria established in the ESOL Handbook section E. ELL Committee meeting must be generated in ELLevation.	Any student being considered for exit by an IEP team must be reviewed at least 2 of the criteria established in the ESOL Handbook section E. ELL Committee meeting must be generated in ELLevation.
ACCESS scores are valid until 10/1/17 For ESOL/ESLs the committee shall consider for disability and include the IEP Team.	ACCESS scores are valid until 10/1/17 For ESOL/ESLs the committee shall consider for disability and include the IEP Team.	ACCESS scores are valid until 10/1/17 For ESOL/ESLs the committee shall consider for disability and include the IEP Team.
Date of Exit for ELL committee: **1.** is entered on the A23 panel on TERMS. Exit date is the date of the meeting.	Date of Exit for ELL committee: **1.** is entered on the A23 panel on TERMS. Exit date is the date of the meeting.	Date of Exit for ELL committee: **1.** is entered on the A23 panel on TERMS. Exit date is the date of the meeting.
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NOTE: EXIT Notification letter must be generated on ELLevation for all students receiving from the ESOL program.

ELL/01/17

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IDENTIFYING ELLS FOR EXIT

Identify students in Exit Center → Generate a list of students ready to exit → Review student Data*

*Be mindful of retained 3rd grade ELLs Review their data using 3rd grade criteria (ACCESS 2.0 for ELLs and level 3 on FSA).

Exiting the ESOL Program

Deadline for using ACCESS for ELLs and State Assessment data is: OCTOBER 1, 2017

TERMS:

- A23 Panel: IMT updates **PLAN Date** and **EXIT Date 6/8/17**-last day of school
- Enter Basis of Exit (**H, I, J**)
- 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
- Monitor LF students for 2 years

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Exit Center on ELLevation

Step 1: Identify ELLs in the Exit Center who met exit criteria.

Step 2: Generate and Export a list of ELLs eligible to exit

Step 3: Provide list of ELLs who are exiting to IMT/IMS for processing in TERMS. Once the exit date is entered in the A23 panel, ELL will become LF in TERMS

Step 4: Wait 48 hours for ELL status to update to ELLevation

Step 5: Print 2 copies of Notification of English Program Exit Letter

Step 6: Send home one copy of the Notification of English Program Exit Letter to parent, and file 2nd copy in the ELL Folder

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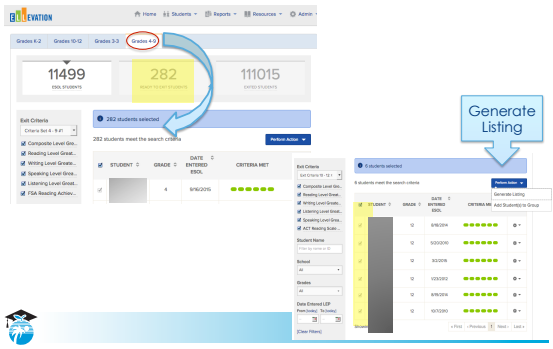
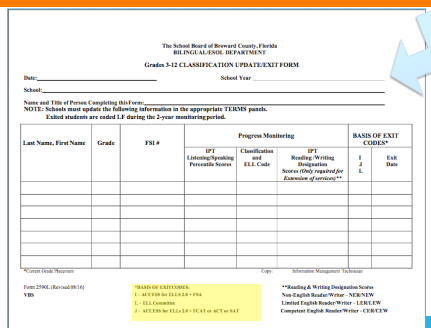
Exit Center on ELLevation



Communication with IMT



The School Board of Broward County, Florida
BILINGUAL/ESOL DEPARTMENT
Grades 3-12 CLASSIFICATION UPDATE/EXIT FORM

Date:_____ School Year _____

School:_____

Name and Title of Person Completing this Form:_____
NOTE: Schools must update the following information in the appropriate TERMS panels.
Exited students are coded LF during the 2-year monitoring period.

Last Name, First Name	Grade	FSI #	Progress Monitoring			BASIS OF EXIT CODES*	
			IPT Listening/Speaking Percentile Scores	Classification and ELL Code	IPT Reading /Writing Designation Scores *(Only required for Extension of services)***	I J L	Exit Date

*Current Grade/Placement Copy: Information Management Technician

Form 259KL (Revised 08/16)
VBS

*BASIS OF EXIT CODES:
I – ACCESS for ELLs 2.0 + FSA
L – ELL Committee
J – ACCESS for ELLs 2.0 + FCAT or ACT or SAT

**Reading & Writing Designation Scores
Non-English Reader/Writer – NER/NEW
Limited English Reader/Writer – LER/LEW
Competent English Reader/Writer – CER/CEW

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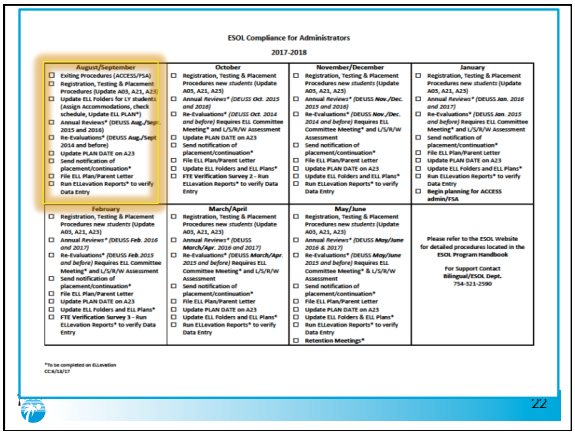
Provide Information from Exit Center to IMT in order to capture in TERMS

What needs to be done before October FTE?



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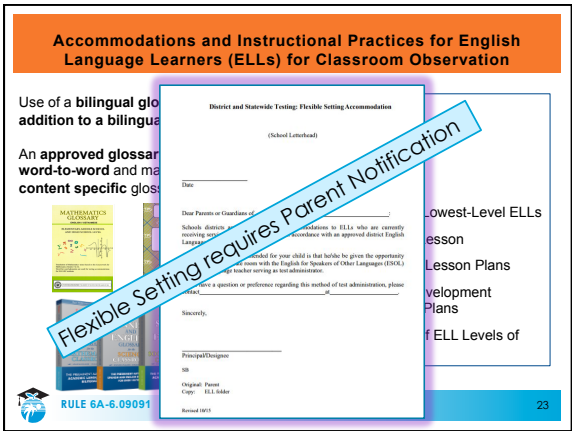
*To be completed on ELLevation
CC:8/16/17

22



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

Use of a **bilingual glo**
addition to a bilingua

An **approved glossar**
word-to-word and ma
content specific gloss

Flexible Setting requires Parent Notification

District and Statewide Testing: Flexible Setting Accommodation

(School Letterhead)

Date

Dear Parents or Guardians of _____:

Schools districts ... accommodations to ELLs who are currently receiving ... in accordance with an approved district English Language ...

... recommended for your child is that he/she be given the opportunity ... classroom with the English for Speakers of Other Languages (ESOL) ... teacher serving as test administrator.

... have a question or preference regarding this method of test administration, please ...

Sincerely,

Principal/Designee

SB

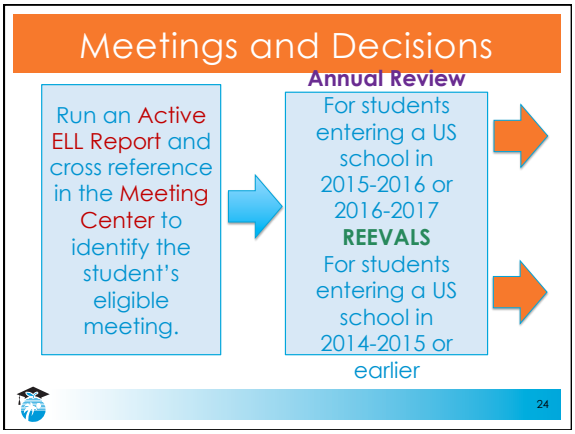
Original: Parent
Copy: ELL folder

Revised 10/15

...owest-Level ELLs
...esson
...Lesson Plans
...velopment
...Plans
...f ELL Levels of

RULE 6A-6.09091

23



Meetings and Decisions

Run an Active ELL Report and cross reference in the Meeting Center to identify the student's eligible meeting.

Annual Review

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

REEVALS

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

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Meetings and Decisions

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

On ELLevation:
- Complete Me, Myself & I Meeting
- Generate ELL Plan within the required 30 day timeline and file in ELL Folder
- Generate Parent Letter (Notification of Continuation)
- Generate Student Meeting Report at time of meeting

On TERMS
- Update ELL PLAN Date

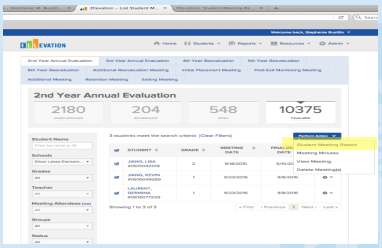
REEVALS
For students entering a US school in 2014-2015 or earlier

On ELLevation:
- ELL Committee **is** required (Meeting Center)
- Review Current student data
- Generate ELL Plan within the required 30 day timeline and file in ELL Folder
- Generate Parent Letter (Notification of Continuation)
- Generate Student Meeting Report ay time of Meeting (signature's required)

On TERMS
- Update ELL PLAN & REEVAL Date

25

Meetings and Decisions



Remember to generate Student Meeting Report at time of meeting.

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Deadline Extended for Extension of Services (REEVALs)

Attached is the official letter from the FLDOE granting districts an extension for Extension of Services (REEVALs) meetings until **October 13th.**

This only applies to students with a **DEUSS date on or before October 1st.**

Please note:
- Exit students by **October 1st**
- Annual Reviews must still be finalized by **October 1st**
- Initial placement testing **(IPT)** must still be completed within **30 schools** days from the point of registration.

This extension is only for REEVAL meetings.

According to the memorandum, you must **print and include the attached State letter for those students for whom the extension is applicable.**

FLORIDA DEPARTMENT OF EDUCATION

MEMORANDUM

TO: District Contacts for English for Speakers of Other Languages

FROM: Chase Ephin

DATE: September 21, 2017

SUBJECT: Extension of Services in English for Speakers of Other Languages (ESOL) Program

The memorandum is to provide reasonable flexibility to districts that were affected by Hurricane Irma to meet Rule 6A-6.09022, Extension of Services in English for Speakers of Other Languages (ESOL) Program, F.A.C. The deadline of October 1, 2017, has been changed to October 13, 2017, to that required English Language Learner (ELL) comparative meetings may be held in accordance with the rule. As a reminder, an ELL is eared of extension of services can be cleared for assigned ESOL FTE without meeting exit requirements. Please ensure the correct FTE is for end of survey week, which is October 11, 2017. Additionally, the memorandum should be included as part of the documentation in the ELL's cumulative folder.

CE/ec

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ELL Committee

Members (minimum of 4)

- Administrator or designee
- ESOL teacher
- Home language teacher (if applicable)
- Classroom/subject area teacher(s)
- School counselors, school social workers, school psychologists, and other educators as appropriate

Main Function

Resolve any issues that affect instructional program of an ELL

ELL Committee Meeting

Parent/Guardian MUST be invited

May make program placement recommendations

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

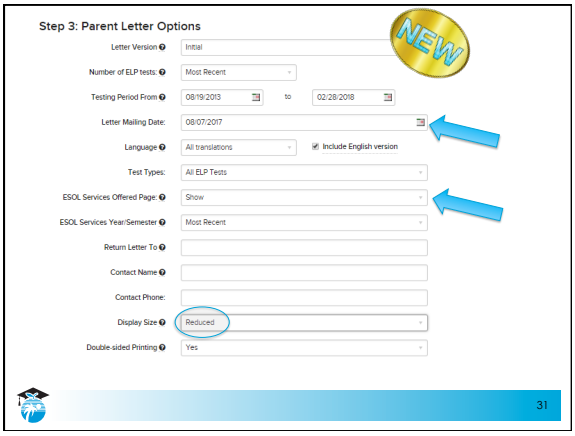
Parent Acceptance Area

Yes, I approve of this placement for my child.

Please sign and date this letter below and

Parent/Guardian Sign Date:

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



Generating ELL Plans

Generate an ELL Plan

- At the beginning of the school year for all LY students
- Anytime there is an ELL Meeting
- Or any time there is a Change in Program Services

After students have met exit criteria and exited on TERMS.

Please wait until all data is updated and accurate on TERMS before generating ELL Plans.

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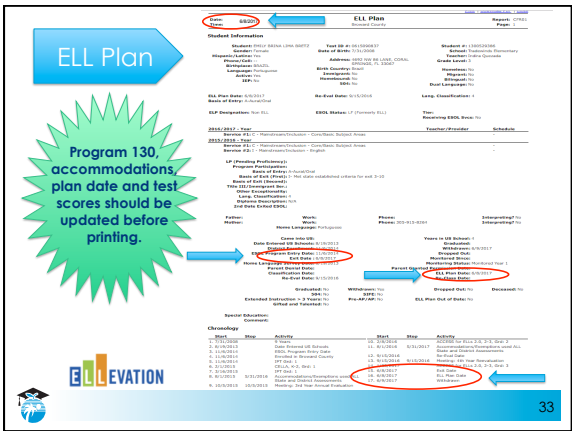

ESOL at a Glance Detailed Requirements

Identification/Placement	ELL Folders/ELL Plans	Annual Reviews	REEVALS
☐ Upon registration, parents complete the HLS. If affirmative response to any of the 3 questions on the HLS assess students ☐ Administer the IPT I/S ☐ Students that score LES or NES are placed in the ESOL Program ☐ Provide your IMT scores to be entered and open an A23 panel ☐ Update LC and DEUSS Date on A03 along with Language status and IM status ☐ After 48 hours, check data on ELLevation ☐ Generate ELL Plan with date* ☐ Print and file in ELL Folder ☐ Send notification of placement* A copy of the letter is filed in ELL Folder See section 1 & 2 of ESOL Handbook	☐ Generate ELL Folders for all students who qualify for the program ☐ Complete bio information and one box per year indicating the required documentation is enclosed ☐ Generate ELL Plans to demonstrate current services* (current schedule, accommodations, assessment scores, etc.) ☐ Sign and date the ELL Folder every year ☐ Use checklist on ELL folder to ensure all required documents are filed ☐ To order folders email esolrequests@brevardschools.com See section 3 of ESOL Handbook	☐ Based on student's DEUSS Dates (within 30 days - August 2016 and August 2015) for years 2 and 3 ☐ Conduct "Me, Myself and I" meetings* on ELLevation ☐ Generate and print Student Meeting Report* and file in ELL Folder ☐ IMT is provided updated PLAN Date to enter on A23.PLANn DATE is the day of the "meeting" ☐ After 48 hours, check that data is updated on ELLevation ☐ Generate ELL Plan* with date ☐ Print and file in ELL Folder ☐ Send notification of continuation of services* File a copy of the letter in the ELL Folder. See section 7 of ESOL Handbook	☐ Based on student's DEUSS Dates (within 30 days - August 2014, 2013, 2012, etc...) for years 4 and beyond ☐ Schedule and invite parents to an ELL Committee meeting ☐ Conduct a meeting* on ELLevation ☐ Use ACCESS and FSA scores to make determination of continued placement ☐ Generate, print Student Meeting Report*, all present sign and file in ELL Folder ☐ IMT updates the PLAN Date on A23 to the day of the meeting ☐ After 48 hours, check data on ELLevation ☐ Generate ELL Plan in a timely manner ☐ Print and file in ELL Folder ☐ Send notification of continuation of services* File a copy in the ELL Folder. See section 7 of ESOL Handbook
Accommodations:	**Exit**	**Post Exit Monitoring**	**ELLevation**
☐ are provided to ELs on a regular basis (for teacher created tests, chapter tests, as well as statewide assessments ☐ are assigned on ELLevation* ☐ are documented on teachers lesson plans ☐ State approved accommodations are: Flexible Scheduling, Assistance in the heritage language, Approved Dictionary, Flexible Setting ☐ Flexible setting requires parent notification See section 5 of ESOL Handbook	☐ 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.) ☐ Provide IMT basis of exit and exit date (6/8/17). Plan and exit date must match ☐ Generate Parent Notification of EXIT ☐ Once data is updated and on ELLevation, print ELL Plan and file in ELL folder ☐ Students that have inconsistent may be exited via ELL Committee) Section 6 of the ESOL Handbook	☐ Monitor LF students for 2 yrs ☐ Monitoring is completed at four specified times based on the exit date: 1st report card, End of 1st semester, End of 3rd year, and End of 2nd year ☐ Conduct a "Me, myself and I" meeting* ☐ Gather information from classroom teacher (grades, progress, etc.) ☐ File current report card along with a signed and dated Student Meeting Report Section 7 of the ESOL Handbook	☐ Run Export Wizard reports to identify your ELLs on a monthly basis ☐ Export Wizard reports can be downloaded as an Excel to sort data (Sort by DEUSS date to identify annual reviews and REEVALS) ☐ Use EXIT center to identify the students met criteria ☐ Use Data Dashboard to identify languages represented number of LYs and LPs. Section 12 of the ESOL Handbook

*To be completed on ELLevation
CC:6/16/17

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Essential Updates for FTE

- Exit ELLs who have met the state criteria
- Update PLAN dates for active E[illegible] to their first day of school
- Conduct Annual [illegible]ws: Make recommendations for ELLs entering yea[illegible]d 3 (Continue or Exit?)
- Co[illegible] ELL Committee Meetings for Extension of Services [illegible]VALs) for ELLs entering years 4, 5, 6, and beyond

Ensure that applicable information is updated on TERMS

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2017-2018 ACCESS for ELLs 2.0

Testing Window for 2017- 2018 :
1/29/18 – 3/29/18

JANUARY				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

FEBRUARY				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28		

MARCH				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Login: Florida
Password: Sunshine

www.wida.us

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WIDA Website www.wida.us

Florida's WIDA Webpage

YOUR SOURCE FOR FLORIDA-SPECIFIC INFORMATION ABOUT THE ACCESS FOR ELLS 2.0 SUITE OF ASSESSMENTS IS LOCATED ON FLORIDA'S WIDA WEBPAGE AT:
HTTPS://WWW.WIDA.US/MEMBERSHIP/STATES/FLORIDA.ASPX

WIDA Secure Portal

English Language Learner
English Language Proficiency Levels - Codes

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

Language Classification Level based on IPT			Language Classification based on ACCESS for ELLS 2.0 Composite (Overall) English Language Proficiency Levels		
LC Code (TERMS)	LC Definition	LC Full Definition	LC Code (TERMS)	LC Definition	LC Full Definition
A1	NON-ENGLISH SPEAKER OR MINIMAL KNOWLEDGE OF ENGLISH	**Beginning English Speaker** Non-English Speaker or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.	**Level 1** (Ranges from 1.0 to less than 2.0)	ENTERING	**ENTERING** - Pictorial or graphic representation of the language of the content areas; produces words, phrases, or chunks of languages; processes single statements or questions.
A2	LIMITED ENGLISH SPEAKER; DEMONSTRATES LIMITED UNDERSTANDING	**Early Intermediate English Speaker** Demonstrates limited understanding. Communicates orally in English with one or two word responses.	**Level 2** (Ranges from 2.0 to less than 3.0)	EMERGING	**EMERGING** - 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	**Intermediate English Speaker** Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.	**Level 3** (Ranges from 3.0 to less than 4.0)	DEVELOPING	**DEVELOPING** - 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	**Early Advanced English Speaker** 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.	**Level 4** (Ranges from 4.0 to less than 5.0)	EXPANDING	**EXPANDING** - 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	**Advanced English Speaker** Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.	**Level 5** (Ranges from 5.0 to less than 6.0	BRIDGING	**BRIDGING** - 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	**Fluent English Speaker** 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.	**Level 6** (6.0)	REACHING	**REACHING** - 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	**Dominant English Speaker** Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.	D	FULL ENGLISH SPEAKER; SPEAKS ENGLISH FLUENTLY	**Dominant English Speaker** Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.
E	NON-ENGLISH; ENGLISH SPEAKER	**Monolingual English Speaker**	E	NON-ENGLISH; ENGLISH SPEAKER	**Monolingual English Speaker**
U	UNABLE TO CLASSIFY	UNABLE TO CLASSIFY	U	UNABLE TO CLASSIFY	UNABLE TO CLASSIFY
T	TEMPORARY	TEMPORARY	T	TEMPORARY	TEMPORARY

BR2217 rlbi

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Immigrant Support Plan

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

Leadership Resources
- 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.

Instructional 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.

Student 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.

Community & Family 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.

Student Support 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.

IMMIGRANT RESOLUTION NO. 17-98

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Immigrant

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

Edit

Broward County Public Schools
Immigrant Support Plan

We Are Broward
Immigrant Support Plan
Broward County Public Schools #weareboward

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

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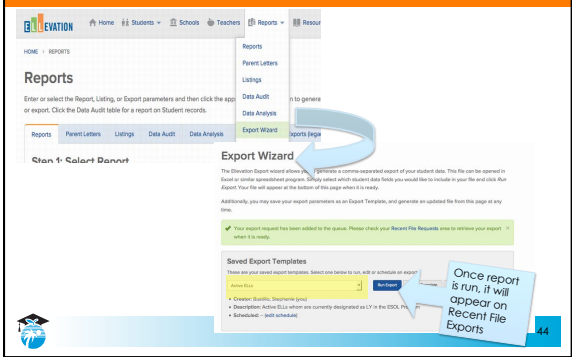
Monitoring After Exit

2-year period:

First Report Card → End of First Semester → End of First Year → End of Second Year

After satisfactory performance during 2-year monitoring period, ELL Code Changes from LF to LZ

IMMIGRANT REPORT ON EXPORT WIZARD



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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**

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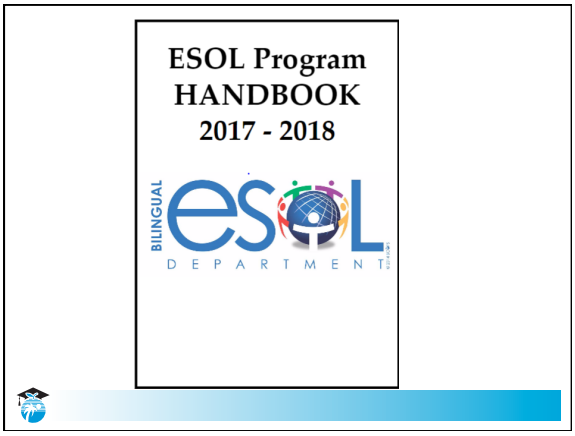
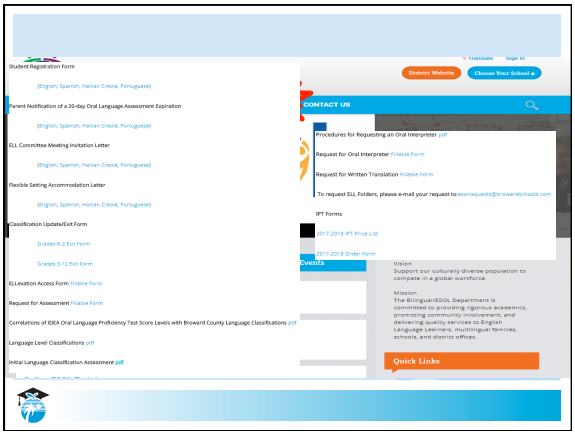
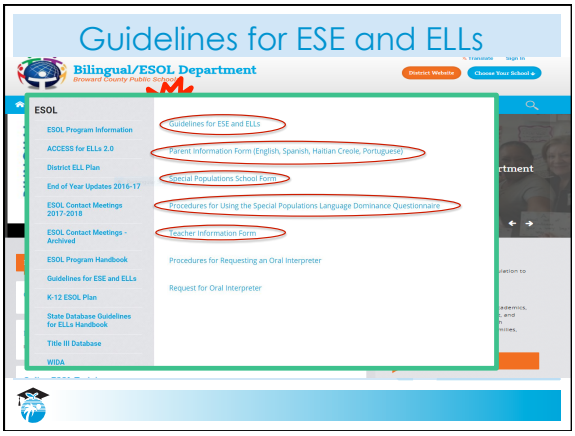
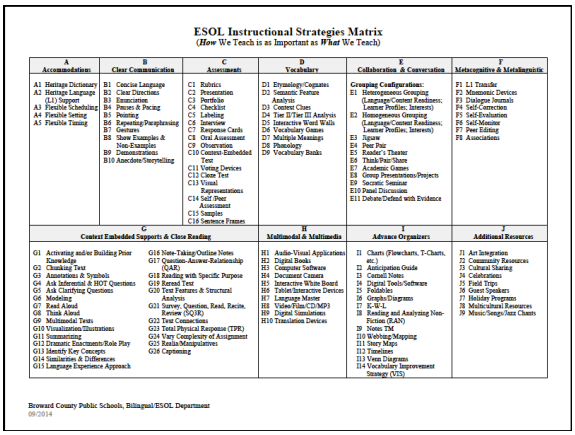
ESOL Program HANDBOOK 2017 - 2018

BILINGUAL ESOL DEPARTMENT









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 Test 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	**Grouping Configurations:** E1 Homogeneous 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 Content 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 Multimedal 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 (RANF) 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

Broward County Public Schools, Bilingual/ESOL Department
08/2014

Reading Placement

Elementary	Secondary
For ELLs classified as **A1**, **A2** and **B1** (if necessary)	For ELLs classified as **A1**, **A2** and **B1** (if necessary)
Schools that have 18 or more K-3 or 22 or more 4th and 5th 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 **Intensive Reading** through **Developmental Language Arts ESOL-Reading** using identified curriculum and materials.
Schools that have fewer than 18 or K-3 or fewer than 22 4th and 5th grade **A1-A2**, language classification, ACCESS **1 or 2** in the same grade, 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 **A1-A2**, ACCESS **1 or 2** language classification and have **level 1 or 2** on the FSA, or no FSA scores, must receive **Intensive Reading** through programs listed in the **K-12 Comprehensive Reading Plan/Intensive Reading Placement Chart**.

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.

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Title	Audience	Location/Dates
ESOL Developmental Language Arts 6-12	DLA Educators	Plantation MS, Room 507 **3 Days: October 4, 11 & 25**
Building Foundations for ELLs K-5	K-5 Educators	Village Elementary School Media Center **3 Days: October 4, 11, & 18**
WIDA Framework for Elementary Educators K-5	K-5 Educators	Rock Island Professional Devt. Center **October 20**
WIDA Framework for Secondary Educators 6-12	6-12 Educators	Rock Island Professional Devt. Center **October 20**
ESOL Strategies for Paraprofessionals	Paraprofessionals	Rock Island Professional Devt. Center **October 6**

Register on My Learning Plan

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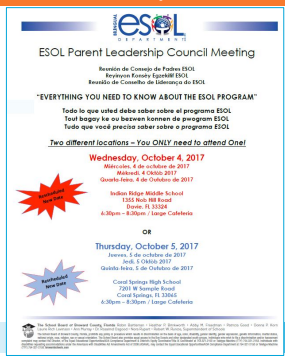
ESOL Parent Leadership Council Meeting



ESOL Parent Leadership Council Meeting

Reunión de Consejo de Padres ESOL
Reyinyen Koroty Egzekitif ESOL
Reunião de Conselho de Liderança do ESOL

"EVERYTHING YOU NEED TO KNOW ABOUT THE ESOL PROGRAM"

Todo lo que usted debe saber sobre el programa ESOL
Tout bagay ke ou bezwen konnen de pwogram ESOL
Tudo que você precisa saber sobre o programa ESOL

Two different locations – You ONLY need to attend One!

Wednesday, October 4, 2017
Miércoles, 4 de octubre de 2017
Mèkredi, 4 Oktòb 2017
Quarta-feira, 4 de Outubro de 2017

Rescheduled New Date

Indian Ridge Middle School
1355 Nob Hill Road
Davie, FL 33324
6:30pm – 8:30pm / Large Cafeteria

OR

Thursday, October 5, 2017
Jueves, 5 de octubre de 2017
Jedi, 5 Oktòb 2017
Quinta-feira, 5 de Outubro de 2017

Rescheduled New Date

Coral Springs High School
7201 W Sample Road
Coral Springs, FL 33065
6:30pm – 8:30pm / Large Cafeteria

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Upcoming ESOL Contact Meetings

PUT THIS on YOUR CALENDAR!

Face-to-Face	Adobe Connect
Young at Art Museum & Broward County Library 751 SW 121st Avenue Davie, FL 33325 ELEMENTARY, MIDDLE & HIGH 3:30 p.m. – 4:30 p.m.	(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.

CANCELED

Tuesday, September 5, 2017
Tuesday, October 3, 2017
Tuesday, November 7, 2017

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Broward Bilingual ESOL Departm ent

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BILINGUAL ESOL

Vicky B. Saldala, Director
Leyda Sotolongo, ESOL Curriculum Supervisor
Stephanie Bustillo, Educational Specialist
Melinda Mayers, Educational Specialist
TBA, Parent Outreach 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

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