ESOL Contact Meeting
(ADOBE)
April 20, 2017
AGENDA

• Updates
• End of Year Assessments
• Reminders
• Preparing for Next Year
• Resources
• Upcoming Events
• Summer Opportunities
ELLs(LY)  
35,592  
13% total population

Monitored(LF)  
9,012  
3.3% total population

Total (LY&LF)  
44,604  
17% total population

Recent Immigrants  
16,586  
6% total population

Countries  
204

Languages  
186

March 2017
Language Enrichment Camp (LEC)

Title III, Part A Grant funds were made available, through the Bilingual ESOL Department, to implement the 2016-2017 LEC for ELLs.

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

ALL LECs end on Friday April 21, 2017.

ALL Title III tutoring sheets & data results (pre & post assessments) to evaluate the effectiveness of the camp must be forwarded to lec@browardschools.com no later than Friday, May 7th. All necessary templates to complete the pre/post data are on Sharepoint.

For more information contact Leyda Sotolongo at leyda.sotolongo@browardschools.com
Florida Seal of Biliteracy

Gold

• Rule 6A-1.09951, Florida Administrative Code (F.A.C.)--Requirements for the Florida Seal of Biliteracy Program
• Rule 6A-1.0995, F.A.C.--Form of High School Diplomas and Certificates of Completion

Silver
IPT ADMINISTRATION

**Purpose**
Initial Placement and REEVALs

**Who is assessed?**

- New students with a "Yes" on their Home Language Survey (L/S only)
- REEVALs (4th year and beyond, full battery L/S/R/W)

Do not enter alpha numeric (B2, C1, etc.) classification for REEVALs, only the percentages.
Congratulations & Thank You for the successful administration of ACCESS for ELLs 2.0!

ACCESS Scores **should** arrive before the end of the school year!
ACCESS FOR ELLS 2.0 RESULTS

Results will provide:

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

Results will **NOT** be used for:

- grade-level placement
- grade promotion or retention decisions

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

ACCESS for ELLs 2.0 Interpretive Guide is available at wida.us

More reports can be pulled from WIDA AMS (Principals have access)
<table>
<thead>
<tr>
<th><strong>ELL Committee Meeting</strong></th>
<th><strong>August 2017</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>From now until ACCESS for ELLs 2.0 and FSA scores are released at the end of the school year, the <strong>ONLY</strong> way to exit a student from the ESOL Program is through an ELL Committee</td>
<td></td>
</tr>
<tr>
<td><strong>Basis of EXIT Code</strong> K-12: L</td>
<td>Information will be forthcoming once the state-approved criteria is determined</td>
</tr>
</tbody>
</table>
Exit Documentation on TERMS & ELL Folder

For students who are exited now via ELL Committee:

• Change the ELL Code from “LY” to “LF”

• Enter EXIT date as the day of the ELL Committee Meeting
• Update PLAN date to match EXIT date.

1. PLAN date is not updated during LF period
2. Student is monitored for two years on ELLevation
3. At the end of a successful 2 years of monitoring, ELL Code must be changed from “LF” to “LZ”
At the end of this school year or beginning of the 2017-18 school year...

- Exit all students that meet exit criteria. EXIT date and PLAN date on TERMS is 06/08/17.
- Schedule ELL committee meetings for students requiring an extension of services (REEVALs).
- Send home a Notification of Continuation of Services Letter or Notification of Exiting ESOL Status Letter as applicable.
- Administer IPT to any students who enter new to Broward County (within 20 days of registration).
Monitoring After Exit
(Students classified as LF)

2-year period:

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

See Section 6 of the ESOL Handbook
In Broward County, All ELLs participate in all district and statewide assessments regardless of time in the ESOL Program.

- Accommodations are to be provided on a year-round basis for classroom instruction and teacher created tests, as well as district and state assessments.
TESTING ACCOMMODATIONS

• Testing accommodations must be documented on ELLevation for all LY students

• Accommodations can be assigned as a group or per student in ELLevation

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

LF students do not receive accommodations
Grading of ELLs

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

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

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

- A formal retention recommendation for an ELL must be made through the action of an ELL Committee meeting, and a parent must be invited

Policy 6000.1 can be found at www.browardschools.com in the Our School Board tab
What should I be working on now?

**All LY’s and LF’s** are accurately classified on TERMS and ELLevation

**Immigrant students** are accurately classified on TERMS and ELLevation

**Annual Reviews** are up-to-date on TERMS and ELLevation (For ELLs entering years 2 or 3)

**REEVALS** (Extension of Services) are up-to-date on TERMS and ELLevation. (For ELLs entering year 4 or beyond)

**Program 130** updated to reflect ESOL status

**Most up-to-date Student ELL Plan** for each LY is filed in the blue ELL Folder
## What’s the difference?

<table>
<thead>
<tr>
<th>Annual Reviews</th>
<th>REEVALS (Extension of Services)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recommendations for continued placement for years 2 and 3</strong></td>
<td><strong>Recommendations for extension of services for years 4, 5, 6 and beyond</strong></td>
</tr>
<tr>
<td>• ELL Committee Meeting is <strong>not</strong> required</td>
<td>• IPT assessment (L/S/R/W) <strong>must</strong> be administered</td>
</tr>
<tr>
<td>• &quot;Me, Myself, and I&quot; meeting (Only the ESOL Contact)</td>
<td>• An ELL Committee Meeting is required</td>
</tr>
<tr>
<td>• Update Only PLAN date on the A23 panel</td>
<td>• Must substantiate 2 out of 5 state approved rationale</td>
</tr>
<tr>
<td></td>
<td>• Update PLAN date and REEVAL date</td>
</tr>
</tbody>
</table>
Data will change depending on what is selected.
Meetings and Decisions

Remember to generate **Student Meeting Report** at time of meeting.

**After 48 Hours:** Print Parent Notification Letter and ELL Plan
There are no notes for this meeting

To add a note, re-open the meeting.
Accessing ELL Student Plan and Parent Notification Letters on ELLevation

Student's ELL Plan

- Student Profile
  - Demographics
  - Schedule
  - ELP T
  - Meeting
  - Documents

Katherine Ortega-Pascua
Grade: 8
Language: Spanish
LEP Status: ELL

Reports
- ELL Student Plan
  - WIDA ELP Standards Report
  - Cumulative Folder Report
  - Scale Score Comparison Report
  - State Accommodations Report
  - Modifications Report
  - Student Schedule Report

Generate:
ELL Plans on ELLevation (file in ELL Folder for all LY students)

Parent Notification Letters

Generate:
Parent Notification letters

To request ELL folders email your name, school name, and the # of folders to esolrequests@browardschools.com
**ELL Student Plan**

**Program 130, accommodations, plan date and test scores should be updated before printing.**

**Student:** Oriente Rescue-Katherine  
**Test ID #:** 99900619  
**Native Language:** Spanish  
**Birth Country:** Colombia  
**ACCESS for ELLs Tier:**

**Grade:** 8  
**ELP Designation:** ELL  
**Enrolled in US:** 8/31/2015  
**City/Town of Birth:** Medellin  
**School:** Hoover High  
**LEP Status:** ELL  
**Yrs in US Schools:** 1  
**DOB:** 6/1/1996  

**LEP Service:** Content-based ELL  
**Schedules:** 3x/Week (1:00)

**Teacher/Provider:**

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**English Proficiency Test Scores**

Each ELP student takes an English Proficiency test when they enroll and each spring. Each student receives a proficiency level in each domain (listening, speaking, reading, and writing) based on her raw scores. Once the student achieves specific levels in all four domains, and meets additional district and state exit criteria, they will no longer be considered an ELP student and will not receive LEP services.

Katherine took the ACCESS for ELLs 2.0 on 3/1/2016 and her test results are listed below.

<table>
<thead>
<tr>
<th>Listening</th>
<th>Writing</th>
<th>Reading</th>
<th>Speaking</th>
<th>Literacy</th>
<th>Oral</th>
<th>Comprehension</th>
<th>Composite Proficiency Level (CPL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 - Bridging</td>
<td>5 - Bridging</td>
<td>4.5 - Expanding</td>
<td>5.5 - Bridging</td>
<td>4.9 - Expanding</td>
<td>5.2 - Bridging</td>
<td>4.7 - Expanding</td>
<td>4.9</td>
</tr>
</tbody>
</table>

The test results are ranked into one of six categories, as shown below:

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Entering</td>
<td>Knows and uses minimal social language and minimal academic language with visual support</td>
</tr>
<tr>
<td>2 - Emerging</td>
<td>Knows and uses some social English and general academic language with visual support</td>
</tr>
<tr>
<td>3 - Developing</td>
<td>Knows and uses social English and some specific academic language with visual support</td>
</tr>
<tr>
<td>4 - Expanding</td>
<td>Knows and uses social English and some technical academic language</td>
</tr>
<tr>
<td>5 - Bridging</td>
<td>Knows and uses social and academic language working with grade level material</td>
</tr>
<tr>
<td>6 - Reaching</td>
<td>Knows and uses social and academic language at the highest level measured by this test</td>
</tr>
</tbody>
</table>

**WIDA Can Do Descriptors**

At this ELP student's level of English proficiency, you can expect that they will be able to:

- **Listening:**
  - Use oral information to accomplish grade-level tasks
  - Evaluate intent of speech and act accordingly
  - Make inferences from grade-level text read aloud
  - Discriminate among multiple genres read orally

- **Speaking:**
  - Defend a point of view and give reasons
  - Use and explain metaphors and analogies
  - Communicate with fluency in social and academic contexts
  - Negotiate meaning in group discussions
  - Discuss and give examples of abstract, content-based ideas (e.g., democracy, justice)

- **Reading:**
  - Order paragraphs
  - Identify summaries of passages
  - Identify figurative language (e.g., "dark as night")
  - Interpret adapted classics or modified text
  - Match cause to effect
  - Identify specific language of different genres and informational texts
  - Use an array of strategies (e.g., skim and scan for information)

- **Writing:**
  - Create expository text to explain graphs/charts
  - Produce research reports using multiple sources/citations
  - Begin using analogies
  - Critique literary essays or articles

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WIDA ELP Standards © 2007 Board of Regents of the University of Wisconsin System. WIDA is a trademark of the Board of Regents of the University of Wisconsin System. For more information on using the WIDA ELP Standards, please visit the WIDA website at www.wida.us. The WIDA Can Do descriptors work in conjunction with WIDA Performance Definitions of the English Language Proficiency standards. The Performance Definitions use three criteria (1. Linguistic complexity; 2. Vocabulary usage; and 3. Language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.
When is the "Notification of English Language Program Placement Letter" completed and sent home?

- At Initial Placement
- AND
- Continued Placement:
  1. Annually on anniversary date, while conducting Annual Reviews or REEVALS.
  2. At re-entry for students that leave the country or state for 90 days or more.
Compliance and More: Reports and Letters

Welcome back, Jordan

Most Recent Test Scores must be on ELLevation to Print Parent Letters.
# Reports from ELLevation

<table>
<thead>
<tr>
<th>Report Name</th>
<th>Description &amp; Frequency</th>
<th>What now?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active ELLs</strong></td>
<td>Active ELLs who are currently designated as LY in the ESOL Program</td>
<td>• Ensure number of LYs on ELLevation matches number of LYs on TERMS and number of LY folders.</td>
</tr>
<tr>
<td></td>
<td>Generated monthly (the first Friday of each Month)</td>
<td>• Sort report by student grade level in order to verify that all students are accounted for.</td>
</tr>
<tr>
<td><strong>Immigrant students</strong></td>
<td>Students who are potentially Immigrant based on state of FL definition of Immigrant Students</td>
<td>• Verify identified students have the correct Immigrant status.</td>
</tr>
<tr>
<td></td>
<td>Generated before October FTE and February FTE</td>
<td>• If DEUSS date is over 3 years ago, student is no longer considered an Immigrant.</td>
</tr>
<tr>
<td><strong>Annual and REEVAL Meetings</strong></td>
<td>Use this report to view student meeting dates</td>
<td>• Verify which meetings have occurred on ELLevation and/or maybe are due.</td>
</tr>
<tr>
<td></td>
<td>Generated bi- Monthly</td>
<td>• Cross reference with the meeting center to ensure that all ELLs are populating in the appropriate “buckets.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• It is suggested to filter and sort this report by DEUSS date.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Verify current plan dates are updated, REEVAL dates match meeting dates (if applicable) and purpose for meetings are accurate.</td>
</tr>
</tbody>
</table>
The term immigrant children and youth means individuals who:

(a) Are ages 3-21; AND

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

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

The DEUSS is used to monitor:

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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broward Public School?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida Private School?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Florida Public School?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>US School Outside of Florida?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Outside of the US?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained (repeated the same grade?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in a Home Education Program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in Exceptional Student Education (ESE)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in a Magnet Program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expelled from school?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on a 504 plan?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in an ESOL program?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convicted of a felony?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Living outside of the USA?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If your child previously lived outside of the United States, state the date your child first entered school in the USA: 

Date is entered on the A03 Panel.
Recently Arrived Immigrant & Youth Grant

• Family Reading Series (April-May)
  • Lauderhill Central Park Library (April 3rd-24th)
  • Southwest Regional Library (April 5th-May 3rd)

• Rally to the Tally (May 23rd-26th)

Contact Osiris De Los Rios for more information on these events.

$1,197,609.47
If a school requests an ELL Folder, you must provide the folder to the requesting school as part of the audit. The ESOL Contact is responsible for getting the folder back from the requesting school.
**Access Form**

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

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

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

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

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

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

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

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

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

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

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

☐ Please check box if identified personnel attended ELLevation training.

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

**Must be submitted for NEW Users.**
PRE-K STUDENTS (LY-T) TESTED BEFORE THE NEW SCHOOL YEAR STARTS

Score NES or LES:

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

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

Score FES:

- Do not update the A23 panel.
- **On A03 panel:**
  - ELL Code changes from LY to ZZ.
  - Enter appropriate LC (C2, D, or E).

Testing may begin no earlier than May 3, 2017
PRE-K STUDENTS (LY-T) TESTED AFTER THE NEW SCHOOL YEAR STARTS

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

• **On A03 panel:**
  - ELL code remains LY.

Score NES or LES: 35
PRE-K STUDENTS (LY-T) TESTED AFTER THE NEW SCHOOL YEAR STARTS

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

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

Score FES: Convene ELL Committee
Initial Language Classification Assessment Form

Continue to use during initial assessment process
Programmatic Assessment

ELL Programmatic Assessment and Academic Placement Review

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

Please complete all applicable areas below:

A. Age appropriate grade placement: 

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

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

Results from interview:
Additional information about courses taken in other schools: ____________________________
Subject areas of academic strength: ____________________________

Literacy Level:
Native Language: Reading ______ Math ______ English: ______ Math: ______

Other important information obtained from parent/guardian:

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

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

_______ Standardized Tests/Other Assessments

Instrument(s) ____________________________ Language of Assessment(s) ____________________________

Score(s) ____________________________ Test Date(s) ____________________________

_______ Report Cards/Transcripts

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

E. Programmatic Assessment Outcomes/Instructional Program:

Initial Placement Programmatic Assessment completed by:

Name ____________________________ Title: ____________________________ Date: mm/dd/yyyy

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

- Sheltered Instruction is designed for K-12 schools with a high ELL population.

- Elementary schools with 18 or more K-3rd ELLs, or 22 or more 4th-5th grade ELLs classified A1-A2 or Level 1-2 must provide sheltered instruction.

- Schools without those numbers must provide basic mainstream using personalized, differentiated instruction. Clustering strongly recommended.

- A process must be in place to monitor progress in linguistic and academic grade level skills.

- Mixing grades is not allowed in core classes under the Florida META Consent Decree.
Middle and High School Placement

Middle School ESOL Program Chart B

English Language Learners classified as A1-A2
B1 (if necessary) or English Language Proficiency Level 1-2
(see chart D for B1-C1)

Middle Schools that have 22 or more ELLs, classified as A1-A2 or ELP Level 1-2, in the same grade level, must provide MJ Language Arts through ESOL 1-3 using identified curriculum and materials.

Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification or ELP Level 1-2 must receive Intensive Reading through MJ Developmental Language Arts ESOL Reading using identified curriculum and materials. Class size should be limited to 22 students per section.

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

Middle Schools that have fewer than 22 ELLs classified as A1-A2, must provide basic mainstream instruction in the Content Area using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

High School ESOL Program Chart C

English Language Learners classified as A1-A2
B1 (if necessary) or English Language Proficiency Level 1-2
(see chart D for B1-C1)

High Schools that have 25 or more ELLs, classified as A1-A2 or ELP Level 1-2, in the same grade level, must provide English through ESOL I-IV using identified curriculum and materials.

Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification or ELP Level 1-2 must receive Intensive Reading through Developmental Language Arts ESOL Reading using identified curriculum and materials. Class size should be limited to 22 students per section.

High Schools that have 25 or more ELLs classified as A1-A2 or ELP Level 1-2, must provide basic mainstream instruction in the Content Area using differentiated instruction and identified curriculum. Clustering students is strongly recommended.

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

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

Middle & High School ESOL Program Chart D

English Language Learners
classified as
B1-B2-C1; or
English Language Proficiency Level 3-5

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

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

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

Per META Consent Decree, schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient, in the same language, and trained to assist in ESOL basic subject area instruction.
Scheduling Developmental Language Arts (DLA)

Are all DLA ESOL-Reading classes required to be single block next year or is that only a recommendation?

- We will continue to advocate for a double block if possible
- Schools will be allowed to offer a single block of DLA ESOL-Reading especially for high school students who need the credits for graduation

Can the English through ESOL classes be stacked? For example, can I put 11th and 12th graders together in one period and run English 3 through ESOL and English 4 through ESOL at the same time?

- This is not allowed unless the same model for is offered for non-ELL classes
- The State defines a sheltered class as a course where all students are LY
Scheduling Developmental Language Arts (DLA)

Do the classes need to be back to back?

- It would be **ideal** to have the Language Arts 1-3 and English I-IV course **back to back** with the DLA ESOL-Reading course so the students have a **continuous block**
- The school would have to make the determination based on the scheduling needs of the school

Can students be grouped in the Language Arts class by level, or do they have to be by grade as it is currently?

- MJ Language Arts 1-3 and English I-IV are core classes and must be **scheduled by Grade Level**
- Grades cannot be mixed
InClass

- Designed for classroom teachers
- Provides teachers with tools to:
  - identify ELLs’ needs
  - Support language acquisition
  - and ensure instructional success

Schools Currently Using InClass: 100
Currently Active InClass Users: 1,240

5,372 InClass Instructional Strategies have been visited between November 2016 and March 2017

InClass High-Quality Activities have been viewed 3,565 times between November 2016 and March 2017

https://drive.google.com/file/d/0BxspDbUIAA6JanNKcXd0WklrWWc/view?usp=sharing
Middle & High School ESOL Academic Competition
May 6, 2017 at Plantation High School

2017 Theme:
We Learn Languages, What’s Your Superpower?

For more information contact
Stephanie Bustillo or Melinda Mayers
stephanie.bustillo@browardschools.com or melinda.mayers@browardschools.com
2017 EAC REGISTERED SCHOOLS

**Middle School**
- Apollo
- Central Charter
- Deerfield Beach
- Driftwood
- Glades
- Gulfstream
- Indian Ridge
- Lauderdale Lakes
- Lyons Creek
- McNicol
- Millennium
- New River
- Tequesta Trace

**High School**
- Blanche Ely
- Coconut Creek
- Coral Glades
- Coral Springs
- Cypress Bay
- Deerfield Beach
- Flanagan
- Fort Lauderdale
- McArthur
- Miramar
- Nova
- Piper
- Plantation
- South Broward
- West Broward
ESOL Leadership Council Meeting

Next Meeting

Wednesday, May 17, 2017
6:30 – 8:30 p.m.
Indian Ridge Middle School
1355 S Nob Hill Rd, Davie, FL 33334
Upcoming Professional Learning

Seasons of Learning
June 12-15 (Four Days)
South Broward High School

**Audience:**
3 Tracks
- New ESOL Contact
- Elementary Educators
- Secondary Educators

August 7 – August 10
Schedule: TBA

**IPT**

**ELLevation**
- New Users
- Refresher
- Advanced Tools
- Administrators
Parent Outreach Centers
Staffed by Spanish and Haitian Creole speaking Community Liaisons

Park Ridge ES – Open Mondays
5200 NE 9th Avenue Pompano Beach, FL 33064

Tamarac ES – Open Mondays
7601 N. University Drive Tamarac, FL 33321

Oriole ES – Open Thursdays
3801 NW 39th Street Lauderdale Lakes, FL 33309

For more information call the Parent Outreach Office at 754-321-2951

ESOL Department Parent Outreach Office
Open Monday- Friday 8:00 to 4:00*
201 SW 172nd Avenue, Pembroke Pines, FL 33029
Keeping Up With BILINGUAL/ESOL

Website

http://esol.browardschools.com/

Social Media

@BrowardESOL

Broward Bilingual/ESOL Department

Bilingual/ESOL Department
600 S.E. Third Avenue, Fort Lauderdale, FL, 33301
754-321-2590
Broward County Public Schools
Thanks for all you do!