ESOL Contact Meeting

April 8, 2015

Adobe Connect

AM Session: 10:00 a.m.
PM Session: 3:00 p.m.

Bilingual/ESOL Department
Instruction & Interventions
Office of Academics
Agenda

- Welcome/Updates
- ESEA Waiver
- Digital DLA
- Language Enrichment Camp
- Title III Supplemental Instructional Materials
- ELLevation
- End of Year Testing
- Exit Criteria and Procedures
- Getting Ready for the 2015-2016 School Year
- Resources
- Upcoming Events
- Questions and Answers
Welcome!
Gloria Jaramillo, Bilingual Guidance Counselor
Flexibility Waiver Granted

Our Federal Lobbying team has shared the following good news:

- The United States Department of Education (ED) approved Florida's request for flexibility in the state's approved Elementary and Secondary Education Act of 1965 (ESEA) waiver.

- The flexibility exempts "recently arrived" English learners (ELLs) who have attended schools in the United States for less than two years from the performance component of the State's accountability system.
Language Enrichment Camp (LEC)

• Title III, Part A Grant funds were made available, through the Bilingual ESOL Department, to implement the 2014-2015 Language Enrichment Camp (LEC) for English Language Learners (ELLs).

• This funding is to be used to focus 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 LEC’s must end on Thursday April 9, 2015. NO EXCEPTIONS!!

• All Title III tutoring sheets & data results to evaluate the effectiveness of the camp must be received no later than April 15, 2015

For more information contact Leyda Sotolongo at leyda.sotolongo@browardschools.com
Supplemental Materials

• Title III additional funding to be used to purchase supplemental instructional materials for ELLs in the core content areas of mathematics, science, and English language arts to assist ELLs (LYs) with academic achievement and English language acquisition.

• Deadline is April 10th to submit orders.

• No late orders will be accepted.
ELLevation Access Form

ELLevation is a secure web-based system for documentation that will oversee and monitor ESOL services for English Language Learners (ELLs). All documentation in ELLevation is required in order to meet the state and district ESOL program requirements.

This form is to be completed for access to ELLevation and returned to Vicky Saldala, Director at victoria.saldala@browardschools.com or via pony to KCW 13th floor.

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

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

Select one staff member who will be responsible for updating and maintaining accurate records in ELLevation.

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

*For Charter Schools only: All correspondence will be communicated via school CAB email (Ex. charter12345@browardschools.com).

Please check box if identified personnel attended ELLevation training.

Login information will be emailed to the identified personnel within 24 hours. Please note to ensure appropriate access and notify if no longer works in this capacity. In the event of a change of access, the form must be completed and emailed to Vicky Saldala at victoria.saldala@browardschools.com or via pony to KCW 13th floor.

**FOR BILINGUAL/ESOL DEPARTMENT**

<table>
<thead>
<tr>
<th>ELLevation Login ID (Completed by District)</th>
<th>ELLevation (Completed by District)</th>
</tr>
</thead>
</table>

EXTENDED DUE DATE: Tuesday April 7, 2015
What is **ELLevation**?

- ELLevation is a secure web-based system for documentation that will oversee and monitor ESOL services for English Language Learners (ELLs).
- All documentation in ELLevation is required in order to meet the state and district ESOL program requirements.
Can view School Demographics!
Data Dashboard

- Generate School Lists
  - e.g.
  - Identify Current LF Students
Data Dashboard

- Generate School Lists
- e.g. Identify Current LY/LF Students
Meeting Center

Data will change depending on what is selected.

4th Year Reevaluation

71
UNSCHEDULED

6
SCHEDULED

8
OPEN

63
FINALIZED

71 students meet the search criteria [Clear Filters]
END OF YEAR TESTING

IPT

CELLA

FSA
Spring IPT Administration

Purpose

• Update language classification codes for ELLs
• Facilitate scheduling of ELLs in appropriate required Reading courses for the 2015-16 school year.

Who is assessed?

Current ELLs (LY) who:

Have a Language Classification of U, A1, A2, B1 or B2*

AND

Are in year(s) 1, 2, or 3 of the ESOL Program

* Students who are currently classified as C1 or fluent English speaker (FES), will not require an assessment during this time.

The IPT results must be recorded in TERMS. Deadline: May 1
Pre-K students (LY-T) tested BEFORE the school year starts (scoring NES OR LES)

- For LY-T students who score NES or LES when tested with the IPT I, *before the start of the 2015-16 school year, but no earlier than May 2015*, the ELL code remains LY.

- Assign A1-B2 classification, update PLAN date and change DATE OF ENTRY on TERMS to the first day of Kindergarten.
Pre-K students (LY-T) tested BEFORE the school year starts (scoring FES)

- For LY-T students who score FES on the IPT I, before the start of the 2015-16 school year, but no earlier than May 2015, must have their ELL code changed from LY to ZZ on TERMS.
Pre-K students (LY-T) tested **AFTER** the start of the **2015-16** school year
(Scoring **FES**)

- Convene an ELL committee to determine placement.

- If the recommendation is to **place** student in the ESOL Program assign **C1/LY** classification.

- Change date of entry to first day of Kindergarten and update plan date on **TERMS**.

- Convene an ELL committee to determine placement.

- If the recommendation is **NOT** to **place** student in the ESOL Program assign **C2/LF** classification.

- Enter exit date and update plan date on **TERMS**.

- Monitor the student for two years.
Testing Accommodations for LYs

- A1 Bilingual Dictionary
- A2 Bilingual Support
- A4 Flexible Scheduling
- A5 Flexible Setting
- A6 Flexible Timing

*Can make a difference!

*LFs do not receive testing accommodations
Important Reminder!

• Testing accommodations must be documented on the *Accommodations Checklist* (Appendix O) for LY students*

• If a student is using the Flexible Setting accommodation, a letter must be sent home to the parent and a copy placed in the ELL folder (Appendix P).

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

*As of February 2, 2015 record in ELLevation*
COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

• Another successful CELLA administration – Thank you!

• CELLA Scores should be arriving before the end of the school year!
CELLA RESULTS

Results will provide:

• data for charting student progress over time and for charting the progress of newly arrived students
• information about language proficiency levels of individual students that can be used in making decisions regarding exit from the ESOL* programs
• useful information about individual students’ strengths and weaknesses in English

Results will **NOT** be used for:

• grade-level placement
• grade promotion or retention decisions

*English for Speakers of Other Languages*
Note: Two copies of the Individual Student Report are provided: one copy for the student/parent and a second copy to be retained in the student cumulative folder.
What happens next?

Wait for the CELLA scores to exit eligible students prior to June 4, 2015.
Exit Criteria
Remember:

From now until CELLA and FSA scores are released at the end of the school year, the ONLY way to exit a student from the ESOL Program is through an ELL Committee.
EXIT CRITERIA GRADES K-2
CELLA only

Student must be Proficient at the applicable grade level on each subtest of CELLA.

Notwithstanding a student’s CELLA scores, upon the request of a teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an ESOL Program may be re-evaluated for English language proficiency to determine future placement by convening an ELL Committee and administering an assessment which must cover all 4 domains, including Listening, Speaking, Reading, and Writing, no earlier than 30 schools days prior to the ELL Committee’s determination.
EXIT CRITERIA GRADES 3-12

CELLA and ELL COMMITTEE MEETING

Student must be Proficient at the applicable grade level on each subtest of CELLA.

Notwithstanding a student’s CELLA scores, upon the request of a teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an ESOL Program may be re-evaluated for English language proficiency to determine future placement by convening an ELL Committee and administering an assessment which must cover all 4 domains, including Listening, Speaking, Reading, and Writing, no earlier than 30 schools days prior to the ELL Committee’s determination.
### CELLA Proficiency Scores

#### Oral Skills (listening and speaking) grade cluster scale scores by English Language Proficiency Level

<table>
<thead>
<tr>
<th>Grade Clusters</th>
<th>Beginning</th>
<th>Low Intermediate</th>
<th>High Intermediate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-5</td>
<td>560-675</td>
<td>676-697</td>
<td>698-719</td>
<td>720-805</td>
</tr>
<tr>
<td>6-8</td>
<td>565-680</td>
<td>681-712</td>
<td>713-732</td>
<td>733-830</td>
</tr>
<tr>
<td>9-12</td>
<td>580-681</td>
<td>682-713</td>
<td>714-738</td>
<td>739-835</td>
</tr>
</tbody>
</table>

#### Reading grade cluster scale scores by English Language Proficiency Level

<table>
<thead>
<tr>
<th>Grade Clusters</th>
<th>Beginning</th>
<th>Low Intermediate</th>
<th>High Intermediate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>345-545</td>
<td>546-628</td>
<td>629-689</td>
<td>690-800</td>
</tr>
<tr>
<td>3-5</td>
<td>590-689</td>
<td>690-714</td>
<td>715-733</td>
<td>734-810</td>
</tr>
<tr>
<td>6-8</td>
<td>600-713</td>
<td>714-741</td>
<td>742-758</td>
<td>759-815</td>
</tr>
<tr>
<td>9-12</td>
<td>605-743</td>
<td>744-761</td>
<td>762-777</td>
<td>778-820</td>
</tr>
</tbody>
</table>

#### Writing grade cluster scale scores by English Language Proficiency Level

<table>
<thead>
<tr>
<th>Grade Clusters</th>
<th>Beginning</th>
<th>Low Intermediate</th>
<th>High Intermediate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>513-636</td>
<td>637-657</td>
<td>658-689</td>
<td>690-775</td>
</tr>
<tr>
<td>3-5</td>
<td>575-674</td>
<td>675-702</td>
<td>703-726</td>
<td>727-825</td>
</tr>
<tr>
<td>6-8</td>
<td>580-687</td>
<td>688-719</td>
<td>720-745</td>
<td>746-845</td>
</tr>
<tr>
<td>9-12</td>
<td>600-689</td>
<td>690-720</td>
<td>721-745</td>
<td>746-850</td>
</tr>
</tbody>
</table>
WHERE DO I FIND MY STUDENTS’ SCORES?

QUESTAR
Data Warehouse Report
Questar Report
http://fl-servicepoint.questarai.com/

• Spring 2015 CELLA School Report – a report listing all students tested at the school, organized by grade, including summaries for that school. **Note:** This is the only electronic report that can be accessed by school personnel.

• Schools’ login information will be packaged within the 2015 CELLA ISR shipment.

• **A copy of the student’s CELLA Report must be placed in each student's ELL folder and the second copy must be sent to the parents.**
Coordinators are provided a user name and password to Questar’s ServicePoint website (https://fl-servicepoint.questarai.com/) in order to:

- retrieve District and School Score Reports after test administration.
- retrieve Secure Materials Missing Report after test administration.
Report #1 STUI013 Student LEP List
Choose Special Programs folder on the left side of the screen. Find the report titled **STUI013 Student LEP List**

Below are some options that need to be chosen:

- Sort Option (G=grade, program, student name, etc.)
- LEP Status Code=LY or LF

Print the Roster Summary only
Exit Documentation on TERMS & ELL Folder

- REMEMBER that you must use the cut off scores for the grade in which the student was tested.
  
  - In the event that scores do not arrive prior to June 4, 2015 and students are exited in August, you must use the cut off scores from the tested grade level. EXIT date in TERMS is 06/04/15.

- Exit Criteria is based on one measure.
  
  - Basis of EXIT Code:
    - K-2: H
    - 3-12: L

- For those students who exit, change the ELL Code from “LY” to “LF”.
- Enter EXIT date as the last day of school: 06/04/15
- Update PLAN date to match EXIT date.
Exit Documentation on TERMS & ELL Folder

• Note: An ELL committee may be convened to discuss exiting the program for students that meet proficiency in one or two of the CELLA subtests but it is not required.

✓ For students that are exited through the recommendation of an ELL Committee, the EXIT date is the date of the meeting and the PLAN date is updated to match that date.

✓ Exit Criteria is based on one measure:
  – ELL Committee: L

✓ Student is monitored for two years.
  – PLAN date is not updated during LF period.
  – At the end of a successful 2 years of monitoring ELL Code must be changed from LF to “LZ”
  – Student is monitored for two years on ELLevation
1) Generate a “Notification of Exiting ESOL Status Letter” for student who will potentially be exited
2) A copy is kept in the ELL folder and a copy is sent home.
Notification of English Language Program Exit

Student: Adalina Fake
Grade Level: 4
School: Fake Practice School
LEP Status: LY (ELL Current)

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 CELLA, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child has demonstrated English language proficiency and is not eligible for services for English Language Learners. Below, please find results that have informed our decision and your rights as a parent.

Adalina took the CELLA on 3/5/2014 and their ELP assessment results are listed below:

<table>
<thead>
<tr>
<th>Listening &amp; Speaking</th>
<th>Writing</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

The CELLA test results are ranked into the following categories:

Performance Level Number = Description
1 = Beginning
2 = Low Intermediate
3 = High Intermediate
4 = Proficient

Additional factors used to determine your child’s placement:
State mandated standardized test
District Placement Assessment
[ ] Committee Determination

Although your child is no longer eligible for English Language Development services, he/she will be monitored for academic achievement for two years from the time English language proficiency was attained.

If you have any questions about your child’s placement or the type of program options available to you, please contact Stephanie Bustillo at (754) 321-2573.

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

Parent/Guardian Signature: ___________________________ Date: ___________ Phone Number: ___________________

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.

Broward County
GETTING READY FOR
2015-2016

*Articulation with incoming schools is critical.
Programmatic Assessment

ELL Programmatic Assessment and Academic Placement Review

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

Please complete all applicable areas below:

A. Age appropriate grade placement: ______________________

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

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

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

Literacy Level:
Native Language: Reading __________ Math __________ English: __________ Math: __________
Other important information obtained from parent/guardian:

Was home language assistance provided during the interview? ______ Provided by: ______________________

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

_______ Standardized Tests/Other Assessments

Instrument(s) __________________________ Language of Assessment(s) __________________________

Score(s) ________________________ Test Date(s) ________________________

_______ Report Cards/Transcripts

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

E. Programmatic Assessment Outcomes/Instructional Program:

Initial Placement Programmatic Assessment completed by:

Name ______________________________ Title: __________________ Date: ______________

ESOL Contact/Guidance/Designee mm/dd/yyyy
Rule Changes for ELLs

- Rule 6A-6.09022 Extension of Services in English for Speakers of Other Languages (ESOL) Program.

- Extension of ESOL services shall be determined based on the initial enrollment date of a student in a U.S. school (DEUSS) in accordance with NCLB/ESEA requirements.

- Districts now have until 10/1 to convene an ELL committee for extension of services (REEVALS) for students with DEUSS/ENTRY DATE in the first two weeks of school.
To be completed at the beginning of the 2015-16 school year...

- Exit all students that meet exit criteria. EXIT date and PLAN date on TERMS is 06/04/15.

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

- Administer the IPT (Oral) to any students that enter new to Broward County (within 20 days of registration).
To be completed at the beginning of the 2015-16 school year (Cont.)…

• Ensure that all documents are in the ELL Folder by completing the checklist on the ELL Folder for the 2015-16 school year
• Update PLAN date on the A23 panel to indicate the most current schedule and program recommendations for LY students.
• Print ELL Plan on ELLevation
• File ELL Plan in ELL Folder
When is the "Notification of English Language Program Placement Letter" completed and sent home?

- At Initial Placement
  - Annually on anniversary date, while conducting Annual Reviews or REEVALS.
- Continued Placement:
  1. At re-entry for students that leave the country or state for 90 days or more.
GUIDELINES FOR STUDENTS WHO LEAVE STATE AND/OR COUNTRY

• Students who leave the country or state for 90 school days or more and return and re-enroll, should be reassessed for English language proficiency due to an interruption of ESOL services.

• The original ENTRY and/or DEUSS date may not be modified. Update the PLAN date, print the ELL plan from ELLevation, and file in the ELL folder to document the interruption of ESOL services.

• Send home “Notification of English Language Program Letter” and file a copy in the ELL folder.
GUIDELINES FOR STUDENTS COMING FROM OTHER FLORIDA DISTRICTS

• Students transferring from another Florida school district should not have interruption of services. Every effort should be made to obtain the ESOL Program information from the other district.

• Procedures for documenting prior school data are documented in the Database Handbook. Review data from previous county before assessing. Remember that the original ENTRY date and/or DEUSS may not be modified.
K-12 ESOL PLAN

• Proper Student Placement
  – Sheltered Instruction (K-12)
  – Basic Mainstream Instruction (K-12)

• Research-Based Instructional Materials
Placement K-5

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

**Middle School ESOL Program Chart B**

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

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

  - Schools that have 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive Intensive Reading through M/J Developmental Language Arts ESOL Reading using identified curriculum and materials. Class size should be limited to 20 students per section.

  - Schools that have fewer than 22 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive Intensive Reading through programs listed in the K-12 Comprehensive Reading Plan. Clustering students is recommended.

- 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 identified curriculum and materials. Clustering students is 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.

**High School ESOL Program Chart C**

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

  - High Schools that have 25 or more ELLs, classified as A1-A2, in the same grade level, must provide English through ESOL 1-4 using identified curriculum and materials.

  - Schools that have 20 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive Interactive Reading through Developmental Language Arts ESOL Reading using identified curriculum and materials. Class size should be limited to 20 students per section.

  - Schools that have fewer than 20 ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FCAT Reading, or no FCAT scores, must receive Interactive Reading through programs listed in the K-12 Comprehensive Reading Plan. Clustering students is recommended.

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

- High Schools that have fewer than 20 ELLs classified as A1-A2, must provide basic mainstream instruction in the Content Area using identified curriculum and materials.

- High Schools that have 25 or more ELLs classified as A1-A2, must provide sheltered instruction in the Content Area using identified curriculum and materials. Clustering students is 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.
ESOL COURSE
DEVELOPMENTAL LANGUAGE ARTS ESOL – READING

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

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

• Classroom instructional practices of ELLs must be monitored.

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

• The Bilingual/ESOL Department must be informed when a NEW ESOL Contact is assigned.

• Keep in mind it is required to have a current ELLevation Access form completed when roles are changed.
UPCOMING EVENTS

• ESOL Academic Competition

• ESOL Leadership Council Meeting

• Summer Professional Development Opportunity
ESOL Academic Competition
Secondary Level

Saturday, May 16, 2015
8:00am- 3:00pm
Location: Plantation High School
ESOL Leadership Council Meeting

LAST MEETING OF THE YEAR!
GIFTS FOR EVERYONE!

Tentatively May 20, 2015
at
K.C. Wright School Board Building
6:30 p.m. – 8:30 p.m.

*Flyer is forthcoming
# Summer Professional Development Opportunities

## Upcoming Trainings

- ESOL Contact
- IPT
- DLA ESOL Reading
- ELLevation

## Summer ESOL Teacher Institute

- **Tentative Dates:** June 8-9, 2015
- **Location:** Piper High School
- **Audience:** K-12 Teachers of ELLs

Information will be forthcoming
Ebooks

Follett Shelf makes hundreds of books available for grades K-12 from your home computer!

To access books FOR FREE go to:

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

login: browardesol
password: browardesol

OR

Go to www.browardesolparents.com, click on Follett Shelf and use the same login and password as above.
www.insyncedu.com/insync
Username: Your student’s 10 digit student number (0000000000)
Password: broward
Follow us on Twitter

@BrowardESOL
Follow us on Facebook

www.facebook.com/bilingualesoldepartment
Thank you for all you do!

Stay informed!
Pertinent information is posted on CAB and

http://esol.browardschools.com
ESOL Leadership Team

Vicky B. Saldala, Director
Leyda Sotolongo, Curriculum Supervisor
Blanca Guerra, Curriculum Supervisor
Stephanie Bustillo, ESOL Educational Specialist
Melinda Jones, ESOL Educational Specialist
754-321-2590

Yvette Fernández, Parent Outreach Specialist
754-321-2951

Celina Chavez, ESOL Educational Specialist, Charter Schools
(754) 321-2135