ESOL Contact Meeting

January 15, 2014
New River Middle School

January 16, 2014
Adobe Connect Session
ESOL Contact Meeting Agenda

• Revised Appendix F
• Survey 3 FTE
• Immigrant Report
• Annual Reviews & REEVALs
• Spring IDEA Proficiency Test (IPT)
• CELLA 2014 & Exit Criteria & Procedures
• Assessments & Testing Accommodations
• Grading Guidelines
• Upcoming Events
• Common Core Resources for ELLs
Revised Appendix F
# Initial Language Classification Assessment Form (Appendix F)

**The School Board of Broward County, Florida**

**ESOL Department**

**INITIAL LANGUAGE CLASSIFICATION ASSESSMENT FORM**

**Student’s Name:** [Name]

**Date:** [Date]

**Home Address:**

- **(Street Number)**: [Number]
- **(City)**: [City]
- **(State)**: [State]
- **(Zip)**: [Zip]

**Name:** [Name]

**Phone (Home):** [Phone]

**Phone (Work):** [Phone]

**Parent/Guardian:** [Parent/Guardian]

**Date of Birth:** [Date]

**Sex:** [Sex]

**M**

**F**

**PSI #:** [PSI]

**Grade:** [Grade]

**Country of Birth:** [Country]

**Home Language:** [Language]

**Date of Entry into U.S. School (DEUSS):** [Date]

**School:** [School]

**Comments/Observations:**

## INTERVIEW ON FREQUENCY OF LANGUAGE USAGE

<table>
<thead>
<tr>
<th>English</th>
<th>Home Language</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What language do people usually speak at the student’s home?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What language does the student speak at his/her home?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What language does the student usually speak with his/her best friend when he/she is not at school?</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Test Administered:**

- **Pre-IPT** (3-5-year-old Pre-K)
- **IPT I** (Grades K-5)
- **IPT II** (Grades 6-12)
- **K-TEA** (Grades 3-12 if applicable)

**Assessor’s Signature:** [Signature]

**District Language Classification:** [Classification]

## LANGUAGE LEVEL CLASSIFICATIONS

<table>
<thead>
<tr>
<th>A1</th>
<th>Beginning English Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non-English Speaker or minimal knowledge of English. Demonstrates very little understanding. Unable to participate in regular classroom instruction.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A2</th>
<th>Early Intermediate English Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrates limited understanding. Communicates socially in English with one or two word responses.</strong></td>
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<table>
<thead>
<tr>
<th>B1</th>
<th>Intermediate English Speaker</th>
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<tbody>
<tr>
<td><strong>Communicates orally in English, mostly with simple phrases and/or sentence responses.</strong></td>
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</table>

<table>
<thead>
<tr>
<th>B2</th>
<th>Early Advanced English Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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.</strong></td>
<td></td>
</tr>
</tbody>
</table>

| ELL CODE: | A1Y | A2Y | B1Y | B2Y |

## CODING FOR ELLS:

- **LY** Active English Language Learner (ELL)
- **ZZ** Does not qualify for the ESOL services/Not Applicable
- **LF** Former ELL within 2 year monitoring period
- **LZ** Former ELL that has completed the 2 year monitoring period

### PRE-K

- **LY-T** Pre-K students entering K who are tested before the start of school (no earlier than May) and do not qualify for the ESOL Program are coded ZZ.

### DATE:

**Assessor’s Date:** [Date]

**District Language Classification:** [Classification]

**Copy:** [Copy]

Updated to include DEUSS and other important information such as more detailed descriptions of the language classifications and clarification for Pre-K placement.
Survey 3 FTE
• It is important to have accurate records on TERMS as this is tied to Title III and Immigrant funding for next school year.
Immigrant Report
The term immigrant children and youth means individuals who:
(a) Are ages 3-21; and
(b) Were not born in any State or U.S. territory or possession; and
(c) Have not been attending one or more schools in any one or more States for more than 3 full academic years.
How is this information obtained?

<table>
<thead>
<tr>
<th>PREVIOUS SCHOOL EXPERIENCE:</th>
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<tbody>
<tr>
<td>Has the student previously attended a:</td>
</tr>
<tr>
<td>Broward Public School?</td>
</tr>
<tr>
<td>Florida Private School?</td>
</tr>
<tr>
<td>Florida Public School?</td>
</tr>
<tr>
<td>US School Outside of Florida?</td>
</tr>
<tr>
<td>Country</td>
</tr>
<tr>
<td>School Outside of The US?</td>
</tr>
<tr>
<td>Country</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has the student previously been:</th>
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</thead>
<tbody>
<tr>
<td>retained (repeated the same grade?)</td>
</tr>
<tr>
<td>in a Home Education Program?</td>
</tr>
<tr>
<td>in Exceptional Student Education (ESE)?</td>
</tr>
<tr>
<td>in a Magnet Program?</td>
</tr>
<tr>
<td>expelled from school?</td>
</tr>
<tr>
<td>on a 504 plan?</td>
</tr>
<tr>
<td>in an ESOL program?</td>
</tr>
<tr>
<td>convicted of a felony?</td>
</tr>
<tr>
<td>living outside of the USA?</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.
MEMO was posted on January 6th

Remember to identify eligible students with “Y” a change students who do not meet the criteria to “N”.

Work with front office staff to identify at the time of registration.
Where do I find the report?

• Instructions were posted on the ESOL CAB Conference on November 20th and forwarded to Charter Schools
• Report is located on Data Warehouse
• Click on School Reports Menu
• Click on Student folder
• Scroll down to STUI026 – Immigrant Student List
Annual Reviews & REEVALS
Annual Reviews

- Years 2 and 3 in the ESOL Program based on original entry date (anniversary date) or DEUSS
- Sign folder within 30 days prior to anniversary date and ask IMT to update the PLAN DATE
- Send home Parent Notification of Placement/Continuation letter
  (Appendix H of ESOL Handbook)
Extension of Services (REEVALS)

• Years 4, 5, 6 and beyond in the ESOL Program based on original entry date (anniversary date) or DEUSS
• Administer IPT Listening/Speaking, Reading, and Writing
• Convene an ELL Committee to determine continued placement or exit; use two of the state-approved rationales to substantiate recommendation
• Send home Parent Notification of Placement/Continuation (Appendix H) or Parent Notification of Student Exiting from the ESOL Program (Appendix N)
• Ask IMT or IMS to update PLAN DATE to the date of the ELL Committee meeting
• IPT Reading and Writing are for Extension of Services/REEVAL ONLY
Spring IPT Administration
Spring IPT Administration

Spring IPT is administered to update language classification codes for ELLs and schedule in the appropriate required Reading courses for the 2014-15 school year. The IPT must be administered and recorded in TERMS no later than **May 2, 2014** for the following students:

- Students with a language classification ranging from U-A1-B2, regardless of their Date of Entry into a United States School (DEUSS) or entry date into the ESOL program.
- Students who are currently classified as C1, or fluent English speaker (FES), will not require an assessment at this time.

*Spring administration can begin after February FTE (February 17, 2014).*
Important to Note

• For elementary schools, start with your 5th graders!
• Run updated reports such as the *LEP Student* report from the Downloads folder and *LEP Roster*
• Identify students that were assessed this school year to make sure that their last IPT administration was *more than 4 months ago*
Comprehensive English Language Learning Assessment (CELLA)
Comprehensible English Language Learning Assessment (CEILLA)
CELLA

CELLA Administration Window:
  – March 3, 2014 through April 4, 2014

Group Administration Week:
  – March 10, 2014 through March 14, 2014

*Spring Break is during the CELLA testing window!*

Please send the name of your school’s CELLA Contact to Sally Diaz at
sally.diaz@browardschools.com by January 27th.
Who participates in CELLA?

- All students who are coded LY at the time of testing
- Students who were coded LF on or after September 3, 2013

Q: Do we test students on CELLA if they are new to the school and have not been tested on the IPT at the time of CELLA administration to determine placement in ESOL?

A: The students must be assessed on CELLA if they have been placed in the ESOL Program at any time within the CELLA administration window. Schools have 20-days from the time of registration to administer the IPT for placement and can request an extension using the Appendix B Parent Notification Letter of 20-days Oral Language Assessment Expiration.
CELLA Trainings

Face-to-Face workshop (new CELLA Contacts)

February 5, 2014
Rock Island Professional Development Center
Room 607
– 8:00 a.m. – 11:00 a.m. (Elementary)
– 12:00 p.m. – 3:00 p.m. (Secondary)

Adobe Connect (refresher session for returning CELLA Contacts)

February 6, 2014
– 9:00 a.m.
– 1:00 p.m.
– 2:30 p.m.

• Links will be sent prior to the meeting.

A memo will be sent to Principals and ESOL Contacts.
Exit Criteria
Remember:

- From now until CELLA and FCAT 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.
Assessments & Testing Accommodations
District & Statewide Assessments

- English Language Learners participate in all district and statewide assessments.
  - FCAT
  - BAT
  - CELLA
  - FAIR (if appropriate)
  - End-of-Course Exams
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 ELLSEP folder (Appendix P).
Grading Guidelines
Grading Guidelines

• ELLs should not be penalized for their lack of English language proficiency
  – Take into consideration each individual's abilities and his/her efforts put forth during class (use Language Descriptors)

• Teachers required to use ESOL strategies and provide accommodations to help ELLs participate in mainstream instruction; students should be graded according to their performance with these supports
Grading Guidelines (cont’d)

• Students must be exposed to grade-level appropriate content; make sure to indicate on report card that student is receiving ESOL services.

• Teachers should avoid giving D's and F's to ELLs unless he/she is able to substantiate the fact that the grades are strictly based on inability/unwillingness to meet grade level criteria and not on a student's lack of English proficiency and ability to access the content.
Upcoming Events

Save the Date!
Digital DLA

- Falcon Cove Middle
- Walter C. Young Middle
- McArthur High
- Flanagan High
- Stranahan High
- Coral Glades High
- Northeast High
IPT Training

January 27, 2014
Location: Talent Development
8:30 a.m. – 11:30 a.m.

January 29, 2014
Location: ESOL Department
8:30 a.m. – 11:30 a.m.

Registration is available on ESS!
ESOL Curriculum and Compliance (New ESOL Contact Training)

January 21, 2014
Location: Talent Development
8:00 a.m. – 3:00 p.m.

Registration is available on ESS!
Parent Leadership Meeting

• The parent leadership meeting scheduled for January 15, 2014 has been cancelled.
• The next meeting is March 19, 2014.
Next ESOL Contact Meeting

Face-to-Face (New River Middle School)
April 9, 2014
3:00 p.m. or 4:00 p.m.

Adobe Connect Session
April 10, 2014
10:00 a.m. or 3:00 p.m.

Login information and links will be sent via CAB and e-mail.
ESOL Academic Competition
Secondary Level

Saturday, May 17, 2014*
Location: TBD

Please contact Jackie Alvarez if your school is interested in hosting this wonderful event!

*Date is subject to change
FCAT Live Training

February 13-14, 2014
Location: Dillard High School
REL Southeast Event

Southeast Research to Practice Bridge Event

Connecting Research on Language and Literacy to Practice
January 24–25, 2014
Fort Lauderdale Marriott Coral Springs Hotel
11775 Heron Bay Boulevard
Coral Springs, Florida 33076

Bridge Event Goals
1. Examine research findings on the causes and identification of reading disabilities;
2. Review evidence based reading, writing, and language interventions;
3. Discuss the measurement of reading growth; and
4. Provide opportunities for participants to interact with researchers about the needs of their students, schools, or districts.

http://rel-se.fsu.edu/events/

If you are unable to attend the live event, a webinar option is available.
Common Core Resources for ELLs
District Website for CCSS

Defining the Core

Common Core for All

Making the standards accessible for all learners

http://www.definingthecore.com/
Common Core State Standards for ELLs

Click on the Images Below
## Resources for Common Core Implementation

Click on the images below

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<th>RESA</th>
<th>CSRFS</th>
<th>EduCore</th>
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<th>Stanford University</th>
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<td>Understanding Language</td>
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<td>Text Complexity Grade Bands and Lexile Bands</td>
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<td><a href="#">Lexile.com</a></td>
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<td>Curriculum</td>
<td>Core Literacies</td>
<td>Renaissance Learning</td>
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<td>Working on the Common Core - Together! « Teaming Rocks! Collaborate in Powerful Ways</td>
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Find Free Teaching Resources in the NSDL Math Common Core Collection

The National STEM Digital Library

[NSDL](#)
Understanding Language
Language, Literacy, and Learning in the Content Areas

Our Mission

To heighten awareness of the language and literacy issues embedded within the new Standards.

TEACHING RESOURCES

TEACHING RESOURCES

PERSUASION ACROSS TIME AND SPACE

This unit shows instructional approaches that are likely to help ELLs meet new standards in English Language Arts. The lessons address potent literacy goals and build on students’ background knowledge and linguistic resources. Built around a set of famous persuasive speeches, the unit supports students in reading a range of complex texts. It invites them to write and speak in a variety of ways and for different audiences and purposes. To learn more, see the lessons below and read our Guidelines for ELA Instructional Materials Development.

http://ell.stanford.edu/
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.
Thank you for all you do!

Stay informed!
Pertinent information is posted on CAB and website

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

Vicky B. Saldala, Director
Leyda Sotolongo, Title III Coordinator
Samantha Uribe, ESOL Educational Specialist
Yvette Fernández, Parent Outreach Specialist

754-321-2950