School Participation:
The list of schools represented below may not be all-inclusive. Participants that entered their name and school information on the login screen of the Adobe Connect sessions are reflected.

### Elementary

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Present from the Department:

Administrators:
Vicky Saldala – ESOL Director, Stephanie Bustillo, Melinda Jones and Celina Chavez-Charter School Support, Leyda Sotolongo

Instructional Facilitators:
Sonia Rodriguez • Armelle Johnson • Annette Ramos • Rosie Richard • Deborah Benitez-Rosa • Jennifer Desmidt • Cristal Concepcion and Miriam Acevedo

ESOL Resource Facilitator:
Jacqueline Alvarez-Sepulveda • Jeanie Mesler

The information below is a brief recap of the meeting. For detailed information please refer to the PowerPoint slides found at http://www.quia.com/pages/browardesoltraining/page21. The recorded link for the April 20th meeting is http://browardschools.adobeconnect.com/p7uwxpava1o

I. ESOL Department Welcome/Agenda (slide 2-3)

II. Updates (slides 4-10)
   Staff (slides 4-5)
   • Congratulations to Vicky Saldala, Director, who was honored with the ALAS (Association of Latino Administrators and Superintendents) Latino Administrator of the Year
   • March Employee of the Month – Martha Villa Rosa
   • Idalina Orta, Dual Language Specialist joined the Bilingual/ESOL Department and is working with the growing population of dual language schools and staff

Language Enrichment Camp (slide 6)
• Thanks to the 90 school locations who participated in before school, after school, or Saturday LEC’s which ended on Thursday, April 12, 2016
• All student attendance rosters and teacher timesheets must be forwarded to lec@browardschools.com no later than Monday, May 2, 2016
• All pre & post data must be submitted by Friday, May 13, 2016

ACCESS for ELLs 2.0 (slide 7)
• Scores should arrive in schools before the end of the school year
• All K-12 students enrolled in the district and classified ELL with a code of “LY” on the first day of the test administration window should have been assessed

Spring IPT Administration (slide 8)
• Spring IPT Administration should be underway
• The ONLY students tested for 2016 Spring IPT are ELLs with a language classification (LC) of A1 or A2 and enrolled in grades 5-11
• Language classifications, scores, and PLAN dates must be updated in TERMS by May 24, 2016
• Results of Spring IPT Listening/Speaking provides update of language classification codes and determines appropriate placement in Reading classes during the 2016-2017 school year

Reminders:
• ELLs who need a REEVAL during the Spring continue to be assessed with IPT L/S/R/W regardless of their language classification
• Beginning in 2016-17, we will be transitioning our LC system, based on the results from ACCESS for ELLs.
• ELLs will have a LC of 1, 2, 3, 4, or 5

Seal of Biliteracy (slide 9)
• Broward County was one of a few districts who adopted the Seal of Biliteracy before the State of Florida approved a statewide seal
• Almost 1,000 seniors will earn the Seal of Biliteracy Medal as they graduate this year
• Information on the Seal of Biliteracy can be found in policy 6000.1, which is available at the Broward County Public Schools website under the “Our School Board Tab”
• Thanks to the efforts of Superintendent Runcie, Board Members, and the Seal of Biliteracy Committee, we are ensuring that our students are bilingual, biliterate, and bicultural

Every Student Succeeds Act (ESSA) (slide 10)
• Congress passed the Every Student Succeeds Act, which was signed into law on December 10, 2015
• ESSA replaces the No Child Left Behind Act and we will let you know how it impacts our daily operations as soon as we receive direction from State officials
• For more information, visit http://www.ed.gov/essa?src=rn

III. REMINDERS (slides 12-25)
Access for ELLS 2.0 Results (slide 12)
• Schools should expect to receive the reports in May, 2016
• Results will provide data for monitoring student progress over time, exiting ELLs from the ESOL program and instructional decision-making
• Results will NOT be used for grade -level placement or promotion/retention

Who is Assessed? (slide 14)
• Broward County does not exempt ELLs from Statewide assessments solely based on ESOL status
• ELLs participate in statewide assessments
• Just as a friendly reminder ESOL testing accommodations are used for all state and district assessments unless otherwise specified

Testing Accommodations (slide 15)
• Must be documented on ELLevation for all LY students (may be assigned as a group or per student)
• 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
• Must be used during instructional time throughout the school year
• More information is found in the K-12 District Plan and Section 5 of the ESOL Handbook
  
  **LFs do not receive testing accommodations**

**Grading of ELLs (slide 16)**

*A few key points for teachers to keep in mind:*

• 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 (slide 17)**

• Policy 6000.1 is available at the BCPS website under the “Our School Board Tab”
• 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 regarding an ELL must be made through the action of an ELL Committee meeting, and a parent must be invited

**Let’s Practice: Polling Question #1 (slide 18)**

• Polling Question #1: Josefina’s DEUSS date is 5/9/2014. She is currently in 2nd grade. Is she eligible for good cause promotion this school year?
  
  **Answer:** No. Josefina is not eligible. Based on her DEUSS date, she completes 2 academic years on 5/9/2016. Because the last day of school is June 9, 2016, the date on which decisions are based, she has been in the program longer than 2 years, so she is not eligible for good cause promotion.
  
  **Note:** The promotion criteria states that ELLs with less than 2 years of instruction cannot be retained solely due to the lack of proficiency in English (based on DEUSS Date)

**Let’s Practice: Polling Question #1 (slide 19)**

• Polling Question #2: Jacques’ DEUSS date is 8/14/2014. He is currently in 5th grade. Is he eligible for good cause promotion this school year?
  
  **Answer:** Yes, Jacques is eligible because the last day of school is June 9th at which point he has not been in the ESOL program longer than 2 years. In Jacque’s case his DEUSS date is after the conclusion of this school year, therefore Good Cause can be utilized

**Registration of Students (slide 20)**

• The principal's memo dated August 12, 2015 reminds all schools must ensure that unregistered students are not turned away
• Throughout the year, we must register all students, offering assistance with completing paperwork
• Allow students to begin the school year from the day they arrive
• Registration forms must be available to families in Spanish, Haitian-Creole and Portuguese, and the forms are available at [http://esol.browardschools.com/](http://esol.browardschools.com/)

**Assessing New Students (slide 21)**
- Assess all new students to Broward County that answered “YES” on the Home Language Survey
- Before assessing students who transfer from another Broward School or any district in Florida, check with the previous school for ESOL status
- Keep in mind when potentially identifying an ELL student the school location has 20 school days to assess the student.
- If you are unable to assess within 20 days of registration, send home the Parent Notification Letter of 20 days Oral Language Assessment Expiration to the parent or legal guardian
- The letter is located on the ESOL website under the ESOL Forms and is NOT available on ELLevation

**IPT I, II and III & Kaufman Test of Educational Achievement (KTEA) (slide 22)**
- Assessments used to identify and progress monitor our ELLs
- IPT I and II used for entry and to determine language growth
- IPT listening/Speaking assessment used for entry into the program

**Initial Identification Form (slide 23)**
- Must complete an Initial Identification Form during the assessment/identification process
- Use Initial Identification Form questions to determine D/ZZ students
- Dominant English Speakers or Monolingual English Speakers
- This form is **not** found in ELLevation yet. It is housed at [http://esol.browardschools.com/](http://esol.browardschools.com/)

**Re-Entry Guidelines (slide 24)**
- 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
- 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
Compliance (slide 25)
- Assign accommodations for LY students on ELLevation
- Complete Annual Reviews for ELLs entering years 2 and 3
- Complete REEVALs for extension of services for ELLs entering years 4, 5, 6, and beyond
- Update ESOL Program information on TERMS (Panels: A03, A10, A21, A23, etc.)

Compliance Reminders – How to Document on ELLevation (Slide 26)
Generate:
- ELL Plans on ELLevation (file in ELL Folder)
- ELL Folders for all LY students
- Parent Notification letters for new ELLs
- Parent Notification letters for ELLs continuing to receive ESOL Services

To request ELL folders email your name, school name, and the # of folders to esolrequests@browardschools.com. The folders will be placed in the pony mail within one week.

Annual Reviews & REEVALS: What’s the Difference? (Slide 27)
Annual Review: for students entering years 2 and 3
- The ESOL Contact must make recommendations for continued placement in the ESOL Program within 30 days prior to the anniversary date (e.g., Date of Entry in a United States School, if DEUSS is not available use the Date of Entry in the ESOL program) for every ELL receiving services in the program.
- For a recommendation for years 2 and 3, the Annual Review must be documented on ELLevation and an ELL Plan is printed for the ELL Folder.
- The Information Management Technician/Specialist (IMT/IMS) must also update the plan date on the A23 Panel.
- An ELL Committee meeting is not required for this recommendation

Reclassification
- An English Language Learner (ELL) Committee must be convened to reclassify a former ELL (LF) as an LY
- Districts must not change any of the original information because the only way for a student to be reclassified or re-exited is through an ELL Committee
- The district would report the ELL: Reclassification Date
- When a reclassified ELL exits the ESOL program again, the district would report the ELL: Reclassification Exit Date

REEVALS: for students entering years 4 and beyond
- An ELL Committee must convene and make recommendations for extension of services on the ESOL Program within 30 days prior to the anniversary date (e.g., Date of Entry in a United States School, if DEUSS is not available use the Date of Entry in the ESOL program) for every ELL who has completed a 3-year base period
- Any student being considered for extension of services shall be assessed with IPT (L, S, R, and W) no earlier than 30 days prior to the student’s anniversary date.
- Once the committee has finalized recommendations, completed the meeting requirements on ELLevation, and signatures have been obtained, place the original in the ELL Folder.
Meeting Center (slide 28)
- Continue to conduct Meetings based on Meeting buckets in ELLevation
- Meetings should be conducted on or 30 days prior to the student’s DEUSS date

ELLevation ELL Student Plan (slide 29)
- A Student ELL Plan must be printed any time there is a change in the Student’s Educational Program
- ELL Plans should not be discarded when Plans are updated. A student may have multiple ELL Plans within one school year

Keep in mind the following should be updated before printing:
- Program 130
- accommodations
- plan date
- test scores

Parent Notification Letter (Slide 30)
- Keeping the lines of communication open with our stakeholders is important. As a reminder, when notifying parents about initial placement or continuing in the program, the letters you need are housed on ELLevation.
- You would go to Reports then select Parent Letter in ELLevation. Select the appropriate letter and you are all set
- Parent Letters must be dated. Remind contacts to indicate "Mailing Date" when generating parent letters

Compliance: Reports & Letter (slide 31)
- Reminder: Information from TERMS can take up to 48 hours to load to ELLevation****
- You will have access to parent notification letters, forms, reports, data to include assessments and detailed information of each LY and LF ELL student
- This information travels with the student making it less possible to misplace and lose ELL folders
- We must not get rid of the ELLSEP folders because they are part of the student’s cum and will be needed for some of the documentation

Immigrant Students & Date of Entry in U.S. School (DEUSS) (Slides 32-36)

Immigrant Students (slide 32)
- a. Are ages 3-21; and
- b. Were not born in any State or U.S. territory or possession (PR) and
- c. Have not been attending one or more schools in any one or more States for more than 3 full academic years
- d. **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
**Date of Entry in U.S. School (DEUSS) (Slides 33-34)**

The DEUSS is utilized to monitor the following:
- Extension of Services, also known as REEVALs
- Promotion/Retention--Good Cause grades K-5
  
  DEUSS date and Immigrant status for any registering student is captured during the registration process.

**Immigrant Reports (slides 35 and 36)**

**Immigrant Report on Export Wizard (slide 35)**

How can you identify immigrant students at your location? This information is already filtered in ELLevation using the Export Wizard function:

Step 1: Toggle over the Reports tab

Step 2: Select the Export Wizard from the Reports drop down menu.

Step 3: Select the Active ELLs report.

Step 4: Run Report

Step 5: Filter Report:
- Highlight the row
- Select Data
- Select filter
- Filter by ascending

**Note:** Any student whose DEUSS date is within the last 3 years qualifies as an immigrant student.

**Immigrant Report – Sample Report (slide 36)**

Identify students who qualify as immigrants on ELLevation via:
- Additional Report Wizard
- Immigrant Report

**Exit Criteria – (Slides 37-38)**

**Exit Criteria (slide 37)**

- From now until ACCESS for ELLs 2.0 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
- Additional information for convening an ELL Committee meeting is available in Section 8 of the ESOL Handbook
- Information will be forthcoming once the state-approved criteria is determined
- **Please remember the exit criteria stated in Section 6 of the ESOL Handbook is not the currently approved state criteria. This information will be updated as soon as the state approved criteria is determined**
• When exiting a student via an ELL Committee Meeting, you must substantiate two of the 5 state approved rationales. In this case the date of exit is the date of the ELL Committee Meeting

• Basis of exit in TERMS: L

**Note:** Exit Criteria will be changing due to the administration of the new ACCESS 2.0 for ELLs. We are awaiting exit criteria from the State. The State has provided an exit criteria draft which is currently under review and will be presented on May 10, 2016. If the exit criteria are approved by the State, then it will take effect in June.

**Exit Documentation on TERMS & ELL Folder (Slide 38)**

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
- PLAN date is not updated during LF period
- Student is monitored for two years on ELLevation
- At end of a successful 2 years of monitoring, ELL Code must be changed from “LF” to “LZ”
- There will be a new Exit Form for grades 3-12

If scores do not arrive prior to June 9, 2016 and students are exited in August, you must use the cut off scores from the tested grade level.

**EXIT date in TERMS is 06/09/16(last day of school). It should reflect the date of the ELL Committee Meeting. For example, if the student was tested in 2nd grade and now is in 3rd grade, make sure to use the cut off scores for 2nd grade, which is the grade the student was in when the assessment was given.**

**IV. Preparing for Next Year (slides 39-55)**

**Beginning the 2016-2017 School Year (slides 40-41)**

- Parent Notification Letter(s) are generated in ELLevation.
- Exit all students that meet exit criteria. EXIT date and PLAN date on TERMS is 06/09/16.
- 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)
- Administer an English language proficiency Screening Assessment, to be determined by the State
- Ensure that all documents are in the ELL Folder by completing the checklist on the ELL Folder for the 2016-17 school year
- Update PLAN date on the A23 panel to indicate the most current schedule and program recommendations for LY students.
- Print Student ELL Plan on ELLevation
- File Student ELL Plan in ELL Folder
• Ensure that all documents are in the ELL Folder by completing the checklist on the ELL Folder for the 2016-17 school year

Pre-K Students (LY-T) Tested BEFORE new school year starts (slide 42)
• Beginning May 2nd use the IPT to assess Pre-K students who will be moving on to Kindergarten to determine whether the student qualifies for the ESOL program
• Remember that the T stands for temporary
• These slides which address Pre-K are excellent resources for you because they provide the guidelines to follow on TERMS
• Remember that D/ZZ and E/ZZ are an option. Please refer to the handbook
• You will administer an English language proficiency screening that will determined by the State

Pre-K Students (LY-T) AFTER the new school year starts (slides 43-44)
• We are still investigating which assessment will be used AFTER the 16-17 school year begins
• If your school location chooses to assess PreK students after the school year begins and the student scores FES you will have to monitor the (LF) student for 2 years on ELLevation
• Once the State informs us about their decision regarding the NEW Screener, we will communicate that information to you

Programmatic Assessment (slide 45)
• It is crucial to capture the Programmatic Assessment during the registration process
• This is found on the last page of the ELL Folder
• It is imperative to find out the registering student’s educational history

Placement K-5 (slide 46)
• Sheltered Instruction 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
• For more information, see Section 4 of the ESOL Handbook

Elementary, Middle and High School Placement (slides 47-49)
• For more information, see Section 4 of the ESOL Handbook
  **Sheltered Instruction – Middle:**
• In schools with ESOL sheltered classes, ELLs must receive instruction in Language Arts through ESOL I, II and III. M/J Developmental Language Arts ESOL-Reading is an elective course, in lieu of Intensive Reading, which could be used multiple times and provides ELLs with additional listening/speaking/reading and writing skills.
• Other subject area instruction may be provided in a sheltered setting by a bilingual teacher providing native language support and/or with the assistance of a bilingual paraprofessional.
• Students must be mainstreamed in classes such as art, music, and physical education (see Charts B & D).

**Sheltered Instruction - High**

• In schools with ESOL sheltered classes, ELLs must take English through ESOL I, II, III and IV courses to meet graduation requirements for English.
• These courses also meet Florida Academic Scholars Program requirements for language arts and provide students with appropriate composition and literature instruction.
• Developmental Language Arts ESOL-Reading is an elective course, in lieu of Intensive Reading, which can be taken multiple times and provides ELLs with additional listening/speaking/reading and writing skills.
• Other subject area instruction may be provided in a sheltered setting by a bilingual teacher using native language support and/or with the assistance of a bilingual paraprofessional.
• Students must be mainstreamed in classes such as art, music, and physical education (see Charts C & D).

**ESOL Course (MS & HS) Developmental Language Arts – ESOL Reading (slide 49)**

• 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.

**Basic Mainstream Instruction - Elementary, Middle, and High School**

• In schools that do not offer sheltered ESOL classes, ELLs must receive instruction through the basic mainstream.
• Basic mainstream using ESOL strategies is one of the delivery models that ensure comprehensible instruction for ELLs.
• School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher.
• Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations.
• All teachers of ELLs MUST document the ESOL strategies used for each lesson in their plan book.
• Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments.
• In addition, teachers evaluate students’ content area knowledge on an ongoing basis and recommend appropriate class placement.
• These also include honors, advanced placement, and dual enrollment courses.
• *Guidance department staff provides ELLs with information on courses needed based on their post-secondary career plans.*
Instructional Support
As per Section IV of the META Consent Decree, ELLs in ESOL basic subject area classrooms shall have access to an aide or teacher, proficient in their languages, in addition to a trained ESOL subject area teacher, when the school has at least 15 students speaking the same native language. These aides or teachers are trained to assist in ESOL basic subject area instruction.

WIDA (slides 50-51)
• Please continue to encourage your instructional staff to incorporate the English Language Development Standards across the content areas.
• The Bilingual ESOL Department has developed Professional Learning Opportunities where participants will have hands-on experiences exploring the WIDA Can Do Philosophy and how to integrate Listening/Speaking Reading/Writing

Spotlight on WIDA
• Looking through both the content & language lens= academic language #WIDAWednesday (3/9)
• Have you shared the Can Do Descriptors with teachers & admin to describe 2nd language acquisition & proficiency levels? #WIDAWednesday
• WIDA Principle 1: Students’ languages and cultures are valuable resources to be tapped and incorporated into schooling. #WIDAWednesday
• Can Do Descriptors: "Wonderful resource for understanding lang. acquisition & for differentiating instruction & assessment." #WIDAWednesday (2/10)

New ESOL Contact Assignments & ELLevation Access form (slides 52-53)
• As the ESOL Contact, you are the expert on WIDA, Compliance and Instruction of your ELLs.
• If you are not returning as the ESOL Contact in the 16-17 school year, please notify us as soon as possible.
• Notify School based administration and provide an update ELLevation ACCESS Form. The ELLevation Access form is required for new users and is available on the ESOL CAB Conference

ELLevation InClass (slide 54)
• The Bilingual ESOL Department is currently Piloting ELLevation InClass which is designed for classroom teachers to ensure that all teachers can best meet the needs of ELLs.
• Ellevation InClass can be used as a resource by teachers to guide instruction
• Check out the 2 minute video that include highlights of ELLevation In Class: https://drive.google.com/file/d/0BxspDbULAA6JanNkXd0WkIrWWc/view?usp=sharing

Social Emotional Learning (SEL) (slide 55)
• Including the instruction of SEL competencies as part of the instructional day serves as a valuable resource in working towards academic achievement
• The district is piloting some programs in the 16-17 school year, so we are one step closer to implementing district-wide standards in the area of SEL. Guidance Counselors should have more information at each location
• SEL is for EVERYONE. Becoming socially and emotionally competent is a lifelong process so promoting this capacity in young people is appropriate at all grade levels, K-12 and beyond. Children in early and late elementary levels may or may not come to school with developmentally appropriate skills, so proactive instruction helps ALL students acquire the necessary skills for effectiveness throughout their lives.
• The standards describe the content and skills for students in grades K - 12 for social and emotional learning. Each standard includes five benchmark levels that describe what students should know and be able to do in:
  Early Elementary (K-3)
  Late Elementary (4-5)
  Middle/Junior High ( 6-8)
  Early High School (9-10)
  Late high School(11-12)

V. Upcoming Events (slides 56-62)

Recently Arrived Immigrant & Youth Grant (slide 57)
• As a result of renewed attention to identifying immigrant students in our schools, we were granted 1.7 million dollars to support immigrant students and families
• Discovering Your Way is multi-faceted, and supports students, teachers, and their families to assist with the transition into American culture and schools. A new event this year for some is:
  Marlins STEAM DAY: May, 2016
• Many have enjoyed visits to the Miramar Cultural Arts Center, the African Research Library, and we are excited to bring 300 students on the Rally to the Tally Trip for an incredible civics experience in Tallahassee, visiting colleges along the way.

2016 ESOL Academic Competition (slide 58)
• We look forward to seeing many of you and your MS/HS ELLs in a few weeks at the ESOL Academic Competition.
• We are excited to see our ELLs shine in multiple events!
• Mr. Runcie is looking forward to attending as well!
• Contact Stephanie Bustillo or Melinda Jones if you have any additional questions

ESOL Leadership Council Meeting (slide 59)
• Next Meeting:
  Wednesday, May 18, 2016, 6:30 – 8:30 p.m., Indian Ridge Middle School,
  1355 S. Nob Hill Rd, Davie, FL 33334

ESOL Professional Learning Opportunities (slide 60)

Summer 2016 PD Opportunities
• There will be multiple opportunities to learn about WIDA and ELLevation this summer
• In June 2014, Florida’s state board of education adopted WIDA (World-Class Instructional Design and Assessment) English language proficiency standards to guide
the instruction of English-language learners. The goal is to plan and implement the research based WIDA Framework and WIDA Can Do Philosophy to meet the diverse needs of English Language Learners (ELLs) for classroom instruction and assessment.

- **ELLevation** – A secure web-based system for documentation that oversees and monitors ESOL services for ELLs
- **ELLevation InClass** – A secure web-based software platform designed for educators and the ELLs they serve. It informs instruction through data analysis to facilitate differentiation, enables collaboration amongst teachers, and includes recommended instructional strategies.

**Save the date - Seasons of Learning (slide 61)**

- Instruction & Interventions will offer Summer Professional Development during the Week of June 13th-16th, 2016

**Summer Opportunity Nearpod (slide 62)**

- Nearpod - a classroom tool for teachers to engage students with interactive lessons & assessments that students can access on any device
- Library of Content: Presentations and Lessons
- Interested in designing lessons and presentations? Please contact Lisa Bruns, ESOL Instructional Facilitator at lisa.bruns@browardschools.com. Training will be provided.

**VI. Resources (slides 63-74)**

**WIDA Educator Resources (slide 64)**

- Visit wida.us for excellent resources including Can Do Descriptors, ELD Standards, and webinars, just to name a few.

**ESOL Instructional Strategies Matrix (slide 65)**

- Visit esol.browardschools.com to find the ESOL instructional Strategies Matrix and Addendum for strategies that benefit ELLs in the mainstream classroom. The addendum defines each strategy and best practices for implementation.

**Naviance (slide 66)**

- There are many capabilities within this online system
- Naviance went "live" at the start of the second semester for all students in grades 6-12
- Training for the Naviance College and Career System is required for ALL Middle and High School Counseling Directors, School Counselors, Brace Advisors and Site Supervisors. Additional school staff (Career Education teacher, AP, Peer Counseling, etc.) are welcome to attend.

**In Sync (slide 67)**

- 1200+ Educational Resources & Activities
- READ and LISTEN to activities in English, Spanish, and Haitian Creole!
- K-8 subjects: Math, Science, Social Studies/History, and Reading/Language Arts
- Grade 9-12 topics: test prep, health & safety, college & career prep, life skills
- Access 24/7 from computers or mobile devices
• Use for...homework help * mastering difficult subject areas * test prep * learning important life skills * after school and summer school * writing good reports * getting more involved in your child’s academic success *

E-books – Follett Shelf (slide 68)
• Check out hundreds of books available for grades K-12 from your home computer.
• Go to www.browardesol.com, select e-books, and explore!

ESOL Parent Website (slide 69)
• Visit www.browardesolparents.com

Bilingual Parent Resource Centers (slide 70)
• Community Liaisons who speak Spanish and Haitian-Creole staff the 4 Parent Resource Centers

ESOL Parent Ambassador Program (slide 71)
• If you know any parents at your school location who are interested in starting an ESOL Parent Ambassador program at your location, please let our Parent Outreach Office know. Training is available
• Purpose is to assist non-English speaking families with the transition into the American school system including resources within BCPS

Stay Informed! (slide 72)
• We are working on alternative to the CAB Conference as we transition to Office 365
• Keep in touch and let us know if you have any questions

Bilingual/ESOL Department Website (slide 73)
• Please visit and bookmark the ESOL department website, esol.browardschools.com.
• On the website, you can find important information about upcoming meetings and events, ESOL forms, and links to resources for students, teachers, and parents.
• You will also find links to our ESOL Department Handbook

Follow us on Social Media (slide 74)
• Twitter: @BrowardESOL
• Facebook: Broward Bilingual ESOL Department
• Pinterest: Broward ESOL
• We tweet, post and pin great resources such as articles, strategies and pictures.
• We’d love to hear about any of the amazing things that are happening with the ELLs at your school. If you’re hosting an ESOL Family Night, working on a special project or using amazing technology please share!

ESOL Leadership Team (slide 75)

Questions & Answers

Q: Can an A1/LY ELL student, less than one year, be exempt from the FSA?
A: NO ELL is exempt from the FSA. ELLs take all State and District assessments.
Q: What date do we use as an exit date if we exit prior to June 9, 2016?
A: If you are exiting via ELL committee meeting, the date of the meeting is the EXIT date. Currently, students can only be exited via an ELL committee meeting.

Q: When are ELL Folders sent to high schools from middle schools?
A: ELLSEPs/ELL folders are sent with the cumulative folders.

Q: What do we do with the two ACCESS for ELLs 2.0 reports that we receive?
A: One goes home and the other goes in the ELL Folder.

Q: Do we administer the IPT L/S/R/W at the beginning of the year for students who need an extension of services (REEVAL)?
A: At the current time we are awaiting guidance from the state. Once ACCESS scores are available we will provide an update. The assessments that will be utilized for REEVALs will be forthcoming.