



Bilingual ESOL Department

Quarterly ESOL Contact Meeting September 26, 2018

Agenda



- State/District Updates
- ELLevation Updates
- What needs to happen before October FTE?
- Coming Soon



State/District Updates



IPT Correlations Chart

Reminder

Good Morning ESOL Contacts,

What?

The IPT Correlations Chart has been updated. All previous versions (2010 and 2017) must be discarded.

- You **must** use the **2018 IPT Correlations chart** in order to identify your ELLs.
- The 2010 version of the IPT booklet can be used along with the 2018 Correlations chart.

Why?

The IPT was renamed and as a result the Broward County 2018 Correlations Chart was updated.

Starting when?:

Effective immediately. **Monday, August 27, 2018**

- You must use the 2018 IPT Correlations chart in order to identify your ELLs.

Where do I find information?

Attached you will find the following:

- 2018 Correlations Chart
- IPT I Oral Designation chart K-5 (2017)
- IPT II Oral Designation chart 6-12 (2017)

This information is also available via the Bilingual/ESOL SharePoint and Canvas Course.

Bilingual/ESOL SharePoint link:

<https://browardcountyschools.sharepoint.com/sites/esolprogram/SitePages/Home.aspx>

ESOL Contacts Canvas course link:

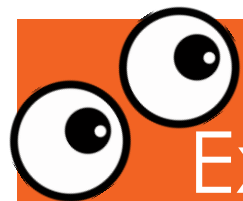
<https://browardschools.instructure.com/courses/598658>



Extension of Services in ESOL Programs

- Must have an ELL Committee to extend services
- Convened no earlier than 30 school days prior to the third anniversary of the student's *Date Entered United States School* (not ELL: Entry Date)
- Cannot be after the anniversary date
- If the anniversary date falls between the release of the statewide assessment results and October 1 of the following school year, districts may use them to satisfy the assessment requirement in the rule as part of the discussion to extend services so the ELLs will not have to be tested again.
- *This does not mean that districts have until October 1 to convene the ELL Committee unless the students have anniversary dates in the first two weeks of school.*





Let's take a closer look....

Extension of Services (REEVAL) Rule

Student DEUSS date:	Assessment Data to Review at ELL Committee Meeting	ELL Committee Meeting Required
8/15 - 8/29	FSA/ACCESS	Until October 1
8/30 – 9/30	FSA/ACCESS	On or 30 days prior to DEUSS date
10/1 and beyond	Full battery of IPT (Listening/Speaking/Reading/Writing)	On or 30 days prior to DEUSS date



NEW!

ELL Committee Meetings

Two of the state approved criteria must be substantiated in the Student Meeting Report as well as notes with **specific goals** in ELlevation to document and support recommendation for exiting or continuing in the ESOL Program.

Notes: Student score of 2.5 in the reading section of ACCESS 2.0 and score of 2 on ELA.

Notes:

Student will increase the overall ACCESS 2.0 score by .5 and FSA ELA by one level. Continued Accommodations are required.

What specific goal can be written for this student?



ELLevation Updates



New Saving ELL Plans

ESOL Contacts are now able to generate and save ELL Plans electronically to Student Profiles!

Why?

During the 2015-16 FTE Audit, some of our schools were cited for not having hard copies of ELL plans filed in ELL Folders. We have been working diligently with ELlevation to find a solution. We are excited to announce the launch of the ELL Student Plan feature on Ellevation!

When?

Effective immediately, it is **required to both SAVE the electronic copy within Ellevation and Print the ELL Plans to file in the ELL folder.**

How?

Attached are the written directions for your reference. We encourage you to watch this short clip on how to SAVE ELL Plans in each child's Documents Folder: <https://soapbox.wistia.com/videos/ly06hVH8YE>

If you have any additional questions, please contact us at (754) 321-2590 or your assigned Instructional Facilitator.

Stephanie Bustillo
Educational Specialist
600 SE 3rd Avenue
Fort Lauderdale, FL 33301
P: 754-321-2573 F: 754-321-2598

Directions are found on Canvas. Under the ESOL Handbook Tab, select:



NEW Saving ELL Plans Electronically.pdf



ELL Plans

The screenshot displays the LEVATION system interface. At the top, there is a navigation bar with 'Students', 'Reports', and 'Instruction' dropdown menus, a search bar labeled 'Find', and a graduation cap icon. Below this, a secondary bar contains 'Views', 'Filters', 'Fields', 'Chart', 'Save As', and 'Clear All'. The main content area shows a list of 253 students. A red arrow points to the 'Reports' dropdown button in the top bar. The 'Reports' dropdown menu is open, showing options: 'Reports' (circled in yellow), 'Parent Letters', 'Listings', and 'Export to CSV'. The 'Reports' option is further expanded, showing a list of report types: 'ELL Summary', 'WIDA ELP Standards Report', 'ELL Plan' (circled in yellow), 'Scale Score Comparison Report', 'State Testing Accommodations Report', 'Classroom Modifications Report', 'Student Schedule Report', and 'Monitoring Report Form'. A yellow arrow points to the 'ELL Plan' option. A warning message is visible: 'Generating a large number of documents may take several minutes to complete. For faster results, narrow down your list.'

LEVATION

Students ▾ Reports ▾ Instruction ▾

Find

Views ▾

Filters ▾ ×

Fields

Chart

Save As

Clear All

253 Students

Add to Group ▾

Edit ▾

Reports ▾

Add Student

ESOL Status ▾

Grade Level ▾

ESOL Status is any of X

LY (ELL Current)

Grade Level is any of X

OR

Generating a large number of documents may take several minutes to complete. For faster results, narrow down your list.

Reports

Generate individual student reports

Parent Letters

Generate individual parent letters

Listings

Generate student list reports

Export to CSV

Students who match current filters

ELL Summary

WIDA ELP Standards Report

ELL Plan

Scale Score Comparison Report

State Testing Accommodations Report

Classroom Modifications Report

Student Schedule Report

Monitoring Report Form

All options



Saved ELL Plans

ELL ELEVATION Students ▾ Reports ▾ Instruction ▾

Load View

Search saved views

All Views

My Saved Views

✓ All Active Students
Default view of all active students

ELL Plan Not Saved 2018-2019

VIEWS ▾ ELL Plan Not Sa... Filters ▾ Fields Grade Level ▾ Save Changes ▾ Save As Clear All

ESOL Status is any of LY (ELL Current)

AND

Student Document is not any of Saved ELL Plan

AND

Grade Level

Is any of

☐ Pre-K

☒ K

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

ELL Plan Not Saved 2018-2019

Group By

70

60

50

40

30

20

10

0

K

Students Add to Group Edit Reports Add Student Search students by name

Student	Test ID #	Composite Level	ESOL Status	Grade Level
			LY (ELL Current)	K
			LY (ELL Current)	K



ELL Plan

- Program 130
- Accommodations
- Plan date
- Test scores

should be updated
before printing

Student #:
Date: 9/18/2018
Time: 1:48 PM

ELL Plan
Broward County Public Schools

Student: SERRANO, JUAN
Report: CFR01
Page: 1

Student Information

Student:
Gender:
Hispanic/Latino:
Phone/Cell:
Birthplace:
Language:
Active:
IEP: No

Test ID #:
Date of Birth:
Address:
Birth Country:
Immigrant:
Homebound:
504:

Student #:
School:
Teacher:
Grade Level:
Homeless:
Migrant:
Bilingual:
Dual Language:

ELL Plan Date: 9/12/2018
2nd Date Exited ESOL:

Re-Eval Date: 9/12/2018
Basis of Entry: A-Aural/Oral

Lang. Classification: 4

ELP Designation: ELL

ESOL Status: LY (ELL Current)

Tier:
Receiving ESOL Svcs: Yes

2018/2019 - Year

Service #1: C - Mainstream/Inclusion - Core/Basic Subject Areas

Teacher/Provider

Schedule

7x / 7 (as needed)

2017/2018 - Year

Service #1: Title III - Tutoring

Service #2: C - Mainstream/Inclusion - Core/Basic Subject Areas

3x / Week (0:45)

5x / Week (as needed)

2016/2017 - Year

Service #1: C - Mainstream/Inclusion - Core/Basic Subject Areas

1x / Day (as needed)

2015/2016 - Year

Service #1: C - Mainstream/Inclusion - Core/Basic Subject Areas

Classroom Teacher

1x / Day (as needed)

LP (Pending Proficiency):
Program Participation:
Basis of Entry: A-Aural/Oral
Basis of Exit (First): Z-Not Available
Basis of Exit (Second):
Title III/Immigrant Ser.:
Other Exceptionality:
Lang. Classification: 4
Diploma Description: N/A
2nd Date Exited ESOL:

Father:
Mother:

Work:
Home Language: Spanish

Phone:
Phone: 786-436-6160

Interpreting? No
Interpreting? No

Came into US:

Date Entered US Schools: 8/19/2013
District Enrollment: 8/19/2013
ESOL Program Entry Date: 8/19/2013

Years in US School: 6

Graduated:

Withdrawn:

Dropped Out:

Monitored Since:

Monitoring Status: Not Monitored

Parent Granted Permission Date:

ELL Plan Date: 9/12/2018

Re-Class Date:

Graduated: No

504: No

Extended Instruction > 3 Years: No

Gifted and Talented: No

Withdrawn: No

SIFE: No

Pre-AP/AP: No

Dropped Out: No

Deceased: No

ELL Plan Out of Date: No

Special Education:
Comment:

Chronology

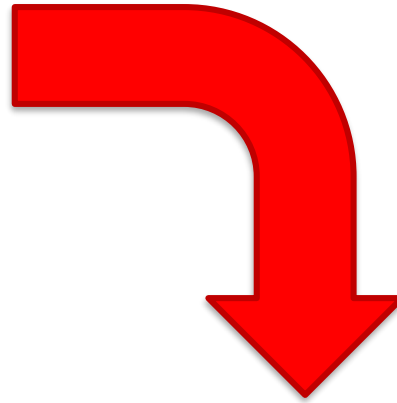
Start	Stop	Activity	Start	Stop	Activity
1. 4/13/2008		10 Years, 5 months	13. 2/8/2016		ACCESS for ELLs 2.0, 2-3, Grd: 2
2. 8/8/2013		IPT Grd: K	14. 8/1/2016	5/31/2017	Accommodations/Exemptions used ALL State and District Assessments
3. 8/19/2013		ESOL Program Entry Date			Meeting: 4th Year Reevaluation
4. 8/19/2013		Date Entered US Schools	15. 9/21/2016	9/21/2016	ACCESS for ELLs 2.0, 2-3, Grd: 3
5. 8/19/2013		Enrolled in Broward County	16. 1/30/2017		Accommodations/Exemptions used ALL State and District Assessments
6. 2/1/2014		CELLA, K-2, Grd: K	17. 8/1/2017	5/31/2018	Meeting: 5th Year Reevaluation
7. 4/1/2014		IPT Grd: K	18. 9/28/2017	9/28/2017	Meeting: 5th Year Reevaluation
8. 8/1/2014	5/31/2015	Accommodations/Exemptions used ALL State and District Assessments	19. 5/31/2018	5/31/2018	Meeting: 6th Year Reevaluation
9. 2/1/2015		CELLA, K-2, Grd: 1	20. 8/1/2018	5/31/2019	Accommodations/Exemptions used ALL State and District Assessments
10. 4/14/2015		IPT Grd: 1	21. 9/12/2018		ELL Plan Date
11. 8/1/2015	5/31/2016	Accommodations/Exemptions used ALL State and District Assessments	22. 9/12/2018		Re-Eval Date
12. 9/15/2015	9/15/2015	Meeting: 3rd Year Annual Evaluation	23. 9/12/2018	9/12/2018	Meeting: 6th Year Reevaluation

ELL EVATION



When are ELL Plans generated?

- At the **beginning** of the school year for all LY students.
- Anytime there is an **ELL Committee Meeting**
- Or any time there is a **Change** in Program Services
- **After** students have met **exit** criteria and exited on TERMS



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



Shared View

An Ellevation view has been shared with you



Ellevation Education <noreply@ellevationeducation.com>

Today, 11:49 AM

Stephanie M. Bustillo

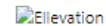


Reply all

To help protect your privacy, some content in this message has been blocked. To re-enable the blocked features, [click here](#).

To always show content from this sender, [click here](#).

An Ellevation view has been shared with you



Celina Chavez has created and shared a [new student list view](#) with you.

You can access this view by clicking the link below. You can also access this and any other views by visiting the "Shared With Me" menu on the student list.

<https://app.ellevationeducation.com/Students/List?viewID=80932>

Thanks,
The Ellevation Team

Having trouble logging in? [Click here to reset your password.](#)

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New Student List-Views

My Saved Views

Shared With Me



5th grade Composite score Chart



Active LY Students

Students who re Active LY Students in the ESOL Pro...



Immigrant Students View

Students who are potentially Immigrant.



LF View - Active Students

LF Report of students who exited based on the 2017...



LF View Inactive Students

LF Report of students who exited based on the 2017...



Reminders



Tier Placement

TIER PLACEMENT (TERMS A23 PANEL)	2017-18 ACCESS FOR ELLs 2.0 Overall Proficiency Scores	Date Entered U.S School (DEUSS)
A	1.0-2.0	07/01/2018 or after
B	2.1-3.0	Between 07/01/2016 and 06/30/18
C	3.1-6.0	Before 07/01/2016

TIER for Pre-K and KG = "Z"





Automated Exiting

(State Exit Criteria)

Rectangu

Exiting of Students: ETS will automate the exit process. (see page 4 for full document)

- For students who met exit criteria ETS will automate the following fields on T:
 - Exit date & ELL Plan date (6/6/2018)
 - ESOL Status (LF)
 - Tier (Z)
- A listing of students who qualify based on State Criteria will be provided via ELlevation. ESOL Contact must pull the list and send home a **Notification of Exit Letter** in the Native/Preferred Language (if applicable) and in English.

****This is only for students who qualified to exit via State Approved Exit criteria. ****

ELlevation

- Export list (view) for LF students
- Generate and print ELL Plan and file in the ELL folder once ELlevation is up to date
- Generate and print a dated Parent Letter – *Notification of Program Exit*

EXIT



LF View(s)

My Saved Views

Shared With Me

**“Notification of Program Exit”
(Parent Letter) must be generated, filed and sent home**

Shared view(s) will facilitate this process



LF View - Active Students

LF Report of students who exited based on the 2017...



LF View Inactive Students

LF Report of students who exited based on the 2017...



Exit by ELL Committee Meeting

Requirements for EXITING English Language Learners from the ESOL Program

These options are valid until October 1, 2018

Option I Grades K-2	Option I Grades 3-10	Option I Grades 10-12
ACCESS for ELLs 2.0, English language proficiency level shall be a 4.0 overall or greater AND at least 4.0 in the domain of Reading .	ACCESS for ELLs 2.0, English language proficiency level shall be a 4.0 overall or greater AND at least 4.0 in the domain of Reading .	ACCESS for ELLs 2.0, English language proficiency level shall be a 4.0 overall or greater AND at least 4.0 in the domain of Reading .
Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) score or greater	Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) score or greater	Alternate ACCESS for ELLs proficiency level shall be a P1 overall (composite score) score or greater
	AND Passing score on the FSA in ELA (level 3) or PSAA score	AND One of the following graduation requirements: • Level 3 on the 10 th grade FCAT (Reading) O R • Level 3 on 10 th grade FSA in ELA or PSAA (Reading) O R • A score of 18 on the ACT (Reading) O R • A score of 480 on the SAT (Reading)
Basis of Exit: H is entered on the A23 panel on TERMS. Exit date is 6/6/18	Basis of Exit: I is entered on the A23 panel on TERMS. Exit date is 6/6/18	Basis of Exit: J is entered on the A23 panel on TERMS. Exit date is 6/6/18
PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date

Option II Grades K-2	Option II Grades 3-10	Option II Grades 10-12
Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELlevation.	Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELlevation.	Any student being considered for exit by an ELL committee shall meet at least 2 of the criteria established in the ESOL Handbook section 8. ELL Committee meeting must be generated in ELlevation.
ACCESS scores are valid until 10/1/18 For ESE/ELLs the committee shall consider the disability and include the IEP Team.	ACCESS scores are valid until 10/1/18 For ESE/ELLs the committee shall consider the disability and include the IEP Team.	ACCESS scores are valid until 10/1/18 For ESE/ELLs the committee shall consider the disability and include the IEP Team.
Basis of Exit for ELL committee: L is entered on the A23 panel on TERMS. Exit date is the date of the meeting.	Basis of Exit for ELL committee: L is entered on the A23 panel on TERMS. Exit date is the date of the meeting.	Basis of Exit for ELL committee: L is entered on the A23 panel on TERMS. Exit date is the date of the meeting.
PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date	PLAN Date is updated to match EXIT date

NOTE: EXIT Notification letter must be generated on ELlevation for all students exited from the ESOL program.

TERMS:

- A23 Panel: Update PLAN Date and EXIT Date to the Meeting Date
- Update Tier to "Z"
- Enter Basis of Exit "L"
- ELL Status changes automatically from LY to LF

ELlevation

- Generate and print ELL Plan and file in the ELL folder once ELlevation is up to date
- Generate and print Parent Letter – *Notification of Program Exit*



Suggested IMT Forms

ESOL Contacts will provide IMT/IMS with the required data elements throughout the school year. Based on feedback, forms have been created to assist in communicating effectively to be in compliance!

The image displays four suggested IMT forms used for ESOL data collection:

- ESOL Information Required for Entry in the ESOL Program:** A table with columns for Student ID number, Student Name, and various dates and scores (e.g., #1 CLASS Date, #2 ENTRY Date, #3 PLAN Date, #4 BASIS of ENTRY, #5 TIER PLACEMENT, #6 Date, #7, #8 Listening/ Speaking, #9 Reading, #10 Writing).
- Information Required for Students who did not meet Entry Criteria:** A table with columns for Student Name and #1 Language Classification (LC) (C2, D, E, U).
- A03 DEMOGRAPHICS:** A form containing fields for KEY, TYPE, APP FIRST, MIDDLE, AKA, AFFIRMED FIRST, STREET, TYPE APT/BLDG, CITY, ST ZIP+4, RES CY, and various demographic data points.
- A21 panel:** A form containing fields for #3 Listening/ Speaking Percentile Scores, #4 Reading (DES ID) NEW, LER, CER Applicable after 10/1, and #5 Writing (DES ID) NEW, LEW, CEW Applicable after 10/1.

Note:

- Double check if the student attended another Broward school before testing.
- As a suggestion for Inter county transferring at the time of registration please attach the A07 panel from TERMS to the form .



Found on Canvas at:
<https://browardschools.instructure.com/courses/598658>

Instructional Models

Sheltered/Self-Contained

- Students from different language backgrounds grouped to receive instruction in content area classes
- Teachers adjust instruction and the level of English used to make **content comprehensible** for students

Getting Started with English Language Learners, Judie Haynes 2007

Mainstreamed/Inclusion

- Students in classroom with non-ELLs
- Teacher uses ESOL instructional strategies
- Can be effective when ELLs in the same grade are grouped together with the same classroom teacher (**clustering**)

Dual Language

- Prepares students to become fully bilingual by learning listening, speaking, reading and writing skills in English and the target language



Reading Placement

Elementary	Secondary
For ELLs classified as A1 , A2 and B1 (if necessary)	For ELLs classified as A1 , A2 and B1 (if necessary)
Schools with 18 or more K-3 or 22 or more 4 th and 5 th grade ELLs who meet the criteria of A1-A2 in the same grade must provide sheltered instruction using identified curriculum and materials	Schools with 22 or more ELLs who meet the criteria of A1-A2 language classification and have level 1 or 2 on the FSA, or no FSA scores, must receive Intensive Reading through Developmental Language Arts ESOL-Reading using identified curriculum and materials.
Schools with fewer than 18 or K-3 or fewer than 22 4 th and 5 th grade A1-A2 , language classification, ACCESS 1 or 2 in the same grade , must receive basic mainstream instruction using differentiated instruction and identified curriculum. Clustering students is strongly recommended.	Schools with fewer than 22 ELLs who meet the criteria of A1-A2 , ACCESS 1 or 2 language classification and have level 1 or 2 on the FSA, or no FSA scores , must receive Intensive Reading through programs listed in the K-12 Comprehensive Reading Plan/Intensive Reading Placement Chart .

For ELLs classified as intermediate (**Bs, Cs, 3-6**) may receive basic mainstream instruction using differentiated instruction and identified curriculum.

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



Factors Influencing Rate of Language Acquisition

- Native Language Skills
- Educational Background
- Background Experiences
- Cognitive Factors
- Learning Style
- Motivation
- Age
- Practice in the Second Language
- Instructional Environment
- Language Classification
- Linguistic backgrounds
- Quality of Instruction
- Monitoring Patterns
- Accommodations



WIDA Standards exist to promote **equity** for ELLs by representing the social, instructional, and academic language they need to engage with peers, educators, and school curricula.

~WIDA Focus on Technology in the Classroom, 2014



ESOL Instructional Strategies Matrix

(How We Teach is as Important as *What* We Teach)

A Accommodations	B Clear Communication	C Assessments	D Vocabulary	E Collaboration & Conversation	F Metacognitive & Metalinguistic
A1 Heritage Dictionary A2 Heritage Language (L1) Support A3 Flexible Scheduling A4 Flexible Setting A5 Flexible Timing	B1 Concise Language B2 Clear Directions B3 Enunciation B4 Pauses & Pacing B5 Pointing B6 Repeating/Paraphrasing B7 Gestures B8 Show Examples & Non-Examples B9 Demonstrations B10 Anecdote/Storytelling	C1 Rubrics C2 Presentation C3 Portfolio C4 Checklist C5 Labeling C6 Interview C7 Response Cards C8 Oral Assessment C9 Observation C10 Context-Embedded Text C11 Voting Devices C12 Cloze Test C13 Visual Representations C14 Self/Peer Assessment C15 Samples C16 Sentence Frames	D1 Etymology/Cognates D2 Semantic Feature Analysis D3 Context Clues D4 Tier II/Tier III Analysis D5 Interactive Word Walls D6 Vocabulary Games D7 Multiple Meanings D8 Phonology D9 Vocabulary Banks	Grouping Configurations: E1 Heterogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E2 Homogeneous Grouping (Language/Content Readiness; Learner Profiles; Interests) E3 Jigsaw E4 Peer Pair E5 Reader's Theater E6 Think/Pair/Share E7 Academic Games E8 Group Presentations/Projects E9 Socratic Seminar E10 Panel Discussion E11 Debate/Defend with Evidence	F1 L1 Transfer F2 Mnemonic Devices F3 Dialogue Journals F4 Self-Correction F5 Self-Evaluation F6 Self-Monitor F7 Peer Editing F8 Associations
G Context Embedded Supports & Close Reading			H Multimodal & Multimedia	I Advance Organizers	J Additional Resources
G1 Activating and/or Building Prior Knowledge G2 Chunking Text G3 Annotations & Symbols G4 Ask Inferential & HOT Questions G5 Ask Clarifying Questions G6 Modeling G7 Read Aloud G8 Think Aloud G9 Multimodal Texts G10 Visualization/Illustrations G11 Summarizing G12 Dramatic Enactments/Role Play G13 Identify Key Concepts G14 Similarities & Differences G15 Language Experience Approach			H1 Audio-Visual Applications H2 Digital Books H3 Computer Software H4 Document Camera H5 Interactive White Board H6 Tablet/Interactive Devices H7 Language Master H8 Video/Film/CD/MP3 H9 Digital Simulations H10 Translation Devices	I1 Charts (Flowcharts, T-Charts, etc.) I2 Anticipation Guide I3 Cornell Notes I4 Digital Tools/Software I5 Foldables I6 Graphs/Diagrams I7 K-W-L I8 Reading and Analyzing Non-Fiction (RAN) I9 Notes TM I10 Webbing/Mapping I11 Story Maps I12 Timelines I13 Venn Diagrams I14 Vocabulary Improvement Strategy (VIS)	J1 Art Integration J2 Community Resources J3 Cultural Sharing J4 Celebrations J5 Field Trips J6 Guest Speakers J7 Holiday Programs J8 Multicultural Resources J9 Music/Songs/Jazz Chants

PMP Criteria

KINDERGARTEN READING CRITERIA (Criteria include Measurements at END of each Quarter)			
Quarter	Criteria #1:	OR	Criteria #2:
First: Quarter 1 Weeks 1-5	Benchmark Assessment System (BAS) Not Applicable	OR	Letter Names Assessment < 15/52 OR Letter Sounds Assessment < 6/26 OR Concepts of Print < 6/21
First: Quarter 1 Weeks 6-9	Benchmark Assessment System (BAS) Instructional Reading Level < A		
Second: Quarter 2 Week 18	Benchmark Assessment System (BAS) Instructional Reading Level < B	OR	Letter Names Assessment < 38/52 OR Letter Sounds Assessment < 15/26 OR Concepts of Print < 10/21
Third: Quarter 3 Week 27	Benchmark Assessment System (BAS) Instructional Reading Level < C	OR	Letter Names Assessment < 46/52 OR Letter Sounds Assessment < 18/26 OR Concepts of Print < 14/21
Fourth: Quarter 4 Week 36	Benchmark Assessment System (BAS) Instructional Reading Level < D	OR	Letter Names Assessment < 52/52 OR Letter Sounds Assessment < 26/26 OR Concepts of Print < 18/21

If performance data indicate the student is working below proficiency in any criteria (1 OR 2), a PMP should be initiated; intervention instruction provided; and more frequent progress monitoring administered to target student's identified needs.

Reading PMP criteria is set at the 9th/final week of each quarter; however, if student data are obtained any time prior to the 6th week of each quarter, the District's 2018-2019 BAS Instructional Reading Level Chart provides monthly expected proficiency levels to determine the need for a PMP prior to the end of each quarter.



Kindergarten PMP Scenarios

Kindergarten Scenarios - Quarter 1 Progress Monitoring Plan (PMP)

Kindergarten Student Scenario #1 – PMP Should Not Be Initiated Until End of Quarter 1

- Kindergarten; Quarter 1, Week 4
- BAS=Level Pre-A; Letter Names=15/52; Letter Sounds=3/26; Concepts of Print=3/21**
- PMP should not be initiated in kindergarten until the end of quarter 1. The student is performing proficiently on level for BAS and Letter Names, however, the student should be instructed and monitored for progress in Letter Sounds and Concepts of Print to reach proficient levels for these skills by the end of quarter 1

KINDERGARTEN READING CRITERIA (Criteria include Measurements at END of each Quarter)			
Quarter	Criteria #1:	OR	Criteria #2:
First: Quarter 1 Weeks 1-5	Benchmark Assessment System (BAS) Not Applicable	OR	Letter Names Assessment < 15/52 OR Letter Sounds Assessment < 6/26 OR Concepts of Print < 6/21

Kindergarten Student Scenario #2 – PMP Initiated

- Kindergarten; Quarter 1, Week 8
- BAS=Level Pre-A; Letter Names=16/52; Letter Sounds=7/26; Concepts of Print=6/21**
- PMP is initiated because although the student is performing proficiently on level for Letter Names, Letter Sounds, and Concepts of Print, the student is performing below proficiency on BAS and needs to receive intervention instruction in reading connected text for accuracy and comprehension

KINDERGARTEN READING CRITERIA (Criteria include Measurements at END of each Quarter)			
Quarter	Criteria #1:	OR	Criteria #2:
First: Quarter 1 Weeks 6-9	Benchmark Assessment System (BAS) Instructional Reading Level < A	OR	Letter Names Assessment < 15/52 OR Letter Sounds Assessment < 6/26 OR Concepts of Print < 6/21

Kindergarten Scenarios - Quarter 1 Progress Monitoring Plan (PMP)

Kindergarten Student Scenario #3 – PMP Initiated

- Kindergarten; Quarter 1, Week 6
- BAS=Level A; Letter Names=15/52; Letter Sounds=6/26; Concepts of Print=1/21**
- PMP is initiated because although the student is performing proficiently on level for BAS, Letter Names, and Letter Sounds, the student needs to receive intervention instruction in reading for Concepts of Print

KINDERGARTEN READING CRITERIA (Criteria include Measurements at END of each Quarter)			
Quarter	Criteria #1:	OR	Criteria #2:
First: Quarter 1 Weeks 6-9	Benchmark Assessment System (BAS) Instructional Reading Level < A	OR	Letter Names Assessment < 15/52 OR Letter Sounds Assessment < 6/26 OR Concepts of Print < 6/21

Kindergarten Student Scenario #4 – No Need for PMP

- Kindergarten; Quarter 1, Week 7
- BAS=Level A; Letter Names=15/52; Letter Sounds=8/26; Concepts of Print=7/21**
- There is no need to initiate a PMP because the student is performing proficiently on level for BAS, Letter Names, Letter Sounds, and Concepts of Print

KINDERGARTEN READING CRITERIA (Criteria include Measurements at END of each Quarter)			
Quarter	Criteria #1:	OR	Criteria #2:
First: Quarter 1 Weeks 6-9	Benchmark Assessment System (BAS) Instructional Reading Level < A	OR	Letter Names Assessment < 15/52 OR Letter Sounds Assessment < 6/26 OR Concepts of Print < 6/21



What needs to be done before October FTE?



Funding Sources

WFTE

- Generated by active ELL students (LYs)
- Part of General Funds – Program 130
- Managed by the School Administrator

Title III, Part A

- Calculated based on projections
- Federal Grant Funding
- Managed by Bilingual/ESOL Department



ESOL Compliance for Administrators

2018-2019

<p>August/September</p> <ul style="list-style-type: none"> <input type="checkbox"/> Exiting Procedures (ETS/ACCESS/FSA) <input type="checkbox"/> Registration, Testing & Placement Procedures (Update A03, A21, A23) <input type="checkbox"/> Update ELL Folders for LY students (Assign Accommodations, check schedule, Update ELL PLAN*) <input type="checkbox"/> Annual Reviews* (DEUSS Aug./Sept. 2016 and 2017) <input type="checkbox"/> Re-Evaluations* (DEUSS Aug./Sept. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Send dated Notification of Placement/Continuation letter* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Run ELlevation Reports* to verify Data Entry 	<p>October</p> <ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS Oct. 2016 and 2017) <input type="checkbox"/> Re-Evaluations* (DEUSS Oct. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Send dated Notification of Placement/Continuation letter* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> FTE Verification Survey 2 - Run ELlevation Reports* to verify Data Entry 	<p>November/December</p> <ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS Nov./Dec. 2016 and 2017) <input type="checkbox"/> Re-Evaluations* (DEUSS Nov./Dec. 2015 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Send dated Notification of Placement/Continuation letter* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> Run ELlevation Reports* to verify Data Entry 	<p>January</p> <ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS Jan. 2017 and 2018) <input type="checkbox"/> Re-Evaluations* (DEUSS Jan. 2016 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Send dated Notification of Placement/Continuation letter* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> Run ELlevation Reports* to verify Data Entry <input type="checkbox"/> Begin planning for ACCESS admin/FSA
<p>February</p> <ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS Feb. 2017 and 2018) <input type="checkbox"/> Re-Evaluations* (DEUSS Feb. 2016 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Send dated Notification of Placement/Continuation letter* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> FTE Verification Survey 3 - Run ELlevation Reports* to verify Data Entry 	<p>March/April</p> <ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS March/Apr. 2017 and 2018) <input type="checkbox"/> Re-Evaluations* (DEUSS March/Apr. 2016 and before) Requires ELL Committee Meeting* and L/S/R/W Assessment <input type="checkbox"/> Send dated Notification of Placement/Continuation letter* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders and ELL Plans* <input type="checkbox"/> Run ELlevation Reports* to verify Data Entry 	<p>May/June</p> <ul style="list-style-type: none"> <input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS May/June 2017 & 2018) <input type="checkbox"/> Re-Evaluations* (DEUSS May/June 2016 and before) Requires ELL Committee Meeting* & L/S/R/W Assessment <input type="checkbox"/> Send dated Notification of Placement/Continuation letter* <input type="checkbox"/> File ELL Plan/Parent Letter <input type="checkbox"/> Update PLAN DATE on A23 <input type="checkbox"/> Update ELL Folders & ELL Plans* <input type="checkbox"/> Run ELlevation Reports* to verify Data Entry <input type="checkbox"/> Retention Meetings* 	<p>Please refer to the Bilingual/ESOL website for detailed procedures located in the ESOL Program Handbook</p> <p>For Support Contact Bilingual/ESOL Dept. 754-321-2590</p>

*To be completed on ELlevation
VBS/CC/AP 07/23/18



ESOL at a Glance Detailed Requirements 2018-2019

<p>Identification/Placement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Upon registration, parents complete the HLS. If affirmative response to any of the 3 questions on the HLS assess students <input type="checkbox"/> Administer the IPT L/S (Refer to Placement Chart in Section 2) <input type="checkbox"/> Students scoring LES or NES are placed in the ESOL Program <input type="checkbox"/> Provide the IMT/IMS the following: test scores (A20), LC, DEUSS Date, IM (Immigrant) Status (A03), PLAN Date and TIER (A23) <input type="checkbox"/> After 48 hours, check if data is updated on ELlevation <input type="checkbox"/> Generate ELL Plan*. Save, print and file in the ELL Folder <input type="checkbox"/> Send dated Notification of Placement letter* home <input type="checkbox"/> File a copy of the letter in ELL Folder <p style="text-align: center;">Sections 1 & 2 of ESOL Handbook</p>	<p>ELL Folders/ELL Plans</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiate an ELL Folder for students who qualify for the program <input type="checkbox"/> Complete student demographic information and one box per year indicating the required documentation is enclosed <input type="checkbox"/> Complete Programmatic Assessment and Academic Placement Review (back of folder) <input type="checkbox"/> Generate ELL Plans* to demonstrate current services (current schedule, testing accommodations, assessment scores, etc.). Save, print and file in the ELL Folder <input type="checkbox"/> At the beginning of the year, sign and date ELL Folder. Use checklist on ELL Folder to ensure all required documents are filed <input type="checkbox"/> To order folders, email quantity, contact name, and school name to: esolrequests@browardschools.com <p style="text-align: center;">Section 3 of ESOL Handbook</p>	<p>Annual Reviews</p> <ul style="list-style-type: none"> <input type="checkbox"/> Based on student's DEUSS Date (e.g. August 2017 and August 2016) for years 2 and 3 <input type="checkbox"/> Conduct Annual Review Meetings* on ELlevation (within 30 days prior to anniversary date) <input type="checkbox"/> Generate, print, and sign Student Meeting Report* <input type="checkbox"/> File a copy of the Student Meeting Report in the ELL Folder <input type="checkbox"/> Provide IMT/IMS with updated PLAN Date to enter on A23. PLAN DATE is the day of the "meeting" <input type="checkbox"/> After 48 hours, check if data is updated on ELlevation <input type="checkbox"/> Generate ELL Plan*. Save, print and file in ELL Folder <input type="checkbox"/> Send dated Notification of Continuation of Services* letter home <input type="checkbox"/> File a copy of the letter in the ELL Folder <p style="text-align: center;">Section 7 of ESOL Handbook</p>	<p>REEVALS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Based on student's DEUSS Date (e.g. August 2015, 2014, 2013, etc...) for years 4 and beyond <input type="checkbox"/> Schedule and invite parents to an ELL Committee meeting. Print and file in the ELL Folder. <input type="checkbox"/> Conduct a meeting* on ELlevation (within 30 days prior to anniversary date) <input type="checkbox"/> Use ACCESS and FSA scores to make determination of continued placement <input type="checkbox"/> Generate and print Student Meeting Report* with all present participants' signatures <input type="checkbox"/> File a copy of the Student Meeting Report in the ELL Folder <input type="checkbox"/> Provide IMT/IMS with updated PLAN Date to enter on A23. PLAN DATE is the day of the "meeting" <input type="checkbox"/> After 48 hours, check if data is updated on ELlevation <input type="checkbox"/> Generate ELL Plan*. Save, print and file in ELL Folder <input type="checkbox"/> Send dated Notification of Continuation of Services* <input type="checkbox"/> File a copy of the letter in the ELL Folder <p style="text-align: center;">Section 7 of ESOL Handbook</p>
<p>Accommodations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assign on ELlevation: Student List->Active LY Students->Assign->Edit->Assign Accommodations* <input type="checkbox"/> Provided to LYs on a regular basis (for teacher-created tests, chapter tests, as well as statewide assessments) <input type="checkbox"/> Documented on teachers' lesson plans <input type="checkbox"/> State approved accommodations are: Flexible Scheduling, Assistance in the Heritage Language, Approved Dictionary and/or Glossary, Flexible Setting <input type="checkbox"/> Flexible setting requires a dated parent notification letter to be sent home and a copy filed in ELL folder <input type="checkbox"/> Generate, save, print, and file ELL Plan* with updated accommodations in ELL Folder <p style="text-align: center;">Section 5 of ESOL Handbook</p>	<p>Exit</p> <ul style="list-style-type: none"> <input type="checkbox"/> If student met State criteria, ETS will automate the exit process on TERMS (PLAN & EXIT Date, Basis of EXIT, TIER, LEP Status, and Program Code) <input type="checkbox"/> If student is exited via ELL Committee, conduct a Meeting on ELlevation* <p><u>After Student Has Exited:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Generate Parent Notification of EXIT* letter and file in ELL Folder <input type="checkbox"/> After 48 hours, check if data is updated on ELlevation <input type="checkbox"/> Generate ELL Plan*. Save, print and file in ELL Folder <p style="text-align: center;">Section 6 of ESOL Handbook</p>	<p>Post Exit Monitoring</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitor LF students for 2 years <input type="checkbox"/> Monitoring is completed at four specified times based on the exit date <input type="checkbox"/> LF Monitoring Year 1: 1st report card, End of 1st semester, and End of 1st year <input type="checkbox"/> LF Monitoring Year 2: End of 2nd year <input type="checkbox"/> Conduct a Post-Exit Monitoring Meeting* <input type="checkbox"/> Gather information from classroom teacher (grades, progress, etc.) <input type="checkbox"/> File current report card along with a signed and dated Student Meeting Report <p style="text-align: center;">Section 6 of ESOL Handbook</p>	<p>ELlevation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use Student List to identify ELLs on a monthly basis (Student List->Views->Shared With Me->Reports->Active LY Students->Export to CSV)* <input type="checkbox"/> Use Data Dashboard to identify languages represented by number of LYs and LFs (Student List->Shared View "Composite")* <input type="checkbox"/> Generate required letter: Student List->Select all students from Saved View of LY->Reports->Select Parent Letter->Adjust Parent Letter Options->Generate Letter->Print* <input type="checkbox"/> Generate ELL Plan: Student List->Select all or individual students from Saved View->Reports->ELL Plan->Save->Print* <p style="text-align: center;">Section 12 of ESOL Handbook</p>

*To be completed on ELlevation

CC/VBS/SB/AP 09/20/2018



Essential Updates for E

- Update **PLAN dates** for active ELLs (LY) to their first day of school
- Conduct **Annual Reevaluations**: Make recommendations for ELLs entering years 2 and 3 (Continue or Exit?)
- Conduct ELL Committee Meetings for **Reevaluation of Services (REEVALs)** for ELLs entering years 4, 5, 6, and beyond



Annual Review

For students entering a US school in 2016-2017 or 2017-2018

REEVALS

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

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">✓ Recommendations for continued placement for ELLs entering years 2 and 3 based on DEUSS (within 30 days) | <ul style="list-style-type: none">✓ Recommendations for ELLs entering years 4, 5, 6 and beyond based on DEUSS (within 30 days) |
| <ul style="list-style-type: none">✓ ELL Committee Meeting is not required✓ Complete Me, Myself & I Meeting on ELlevation✓ Print meeting report, sign, and date | <ul style="list-style-type: none">✓ ELL Committee IS required.✓ Current data must be reviewed to make recommendation for continuation of services. After Oct. 1st IPT assessment (L/S/R/W) must be administered; however, do not update language classification if they have ACCESS scores. |
| <ul style="list-style-type: none">✓ Generate Parent Letter with letter mailing date (Notification of Continuation) | <ul style="list-style-type: none">✓ Print ELL committee meeting report at time of meeting. Have all members (and parent) sign meeting report and date. |
| <ul style="list-style-type: none">✓ Update ELL PLAN Date on TERMS | <ul style="list-style-type: none">✓ Update PLAN Date and REEVAL date on TERMS (date of ELL Committee Meeting and PLAN date shall match.) |
| <ul style="list-style-type: none">✓ Ensure Testing Accommodations are updated for current school year✓ Generate and save the ELL Plan within the required 30 day timeline and file in ELL Folder | <ul style="list-style-type: none">✓ Generate Dated Parent Letter (Notification of Continuation) and file in ELL folder✓ Ensure Testing Accommodations are updated for current✓ Generate and save the ELL Plan within the required 30 day timeline and file in ELL Folder |



Functions of the ELL Committee



Function

- Resolve any issues affecting instructional decisions of an ELL
- May make program placement recommendations
- Meeting must be performed on



Members

Minimum of 3 School Personnel

- Administrator or designee
 - ESOL teacher
 - Home language teacher (if applicable)
 - Classroom/subject area teacher(s)
 - School counselors, school social workers, school psychologists
 - Other educators as appropriate
-
- Parents must always be invited to attend
(and added as an “other” attendee in ELlevation)

*Signatures in blue or black ink are required for all participants including administrators. Parent(s) and/or guardians are always invited, however, if they do not attend, the meeting still takes place. The outcome of the meeting is made available to parents in writing via the Parent Notification Letter in their native language and filed in the ELL Folder



***Effective July 1, 2018**

COMING SOON



2018-2019 ACCESS for ELLs 2.0

Login:
Florida
Password:
Sunshine



Testing Window for 2018- 2019:
1/28/19 – 3/21/19



<https://wida.wisc.edu/>

PROFESSIONAL DEVELOPMENT



Intro to Wida PD

- Rock Island Professional Development Center (RIPDC) Room 401
 - **K-5** Tuesday, November 27th (8:00 a.m. – 3:00 p.m.)
 - **6-12** Thursday, November 29th (8:00 a.m. – 3:00 p.m.)

IPT Refresher

- September 24, 2018, RIPDC
 - 8 a.m. -11a.m. **OR**
 - 12 p.m. – 3 p.m.

IPT

- Park Lakes October 19, 2018
- 8 a.m. – 11 a.m.



Register on My Learning Plan

Title III Initiatives

- Title III, Part A Grant funds to implement the 2018-2019 **Language Enrichment Camp** (LEC) for English Language Learners (ELLs) will be available.
- Title III additional funding for **Supplemental Instructional Materials** in the core content areas to assist ELLs (LYs) with academic achievement, English language acquisition or native language support.
- Support to schools through the Bilingual/ESOL Department Instructional Facilitators.
- Immigrant Grant activities (i.e., field trips, Rally to the Tally, Broward Youth Summit, CANA)

Cadre	Cadre Director	ESOL Instructional Facilitator	Dual Language Instructional Facilitator
ES1	Saemone Hollingsworth	Jessica De La Prida	Sonia P. Rodriguez
ES 2	Estella Eckhart	Deborah Benitez-Rosa	Sonia P. Rodriguez
ES 3	Mark Narkier	Miriam Acevedo	Gloria Rodriguez
ES 4	Linda Pazos	Miriam Acevedo	Sonia P. Rodriguez
ES 5	Dr. Mark Strauss	Jennifer Desmidt	Gloria Rodriguez
ES 6	Ernie Lozano	Jennifer Desmidt	Gloria Rodriguez
ES 7	Angela Fulton	Armelle Johnson	Sonia P. Rodriguez
ES 8	Jacquelyn Haywood	Cristal Concepcion	Sonia P. Rodriguez
ES 9	Sandra Shipman	Adalyn Peña	Gloria Rodriguez
ES 10	Dr. David Hall	Cristal Concepcion	Gloria Rodriguez
MS 1	Christine Semisch	Deborah Benitez-Rosa	Sonia P. Rodriguez
MS 2	Dr. Jermaine Fleming	Annette Ramos	Gloria Rodriguez
HS 1	Michael Ramirez	Rosemarie Richard	N/A
HS 2	Alan Strauss	Eric Rosenauer	N/A
CS 1	Dr. Carletha Shaw	Annette Ramos	N/A



Skype for Business



Skype will replace Adobe Connect Sessions to deliver quarterly ESOL Contact Meetings and Touch Base Tuesday meetings.





Mark Your Calendar

» UPCOMING EVENTS



ESOL PARENT LEADERSHIP COUNCIL MEETING

Reunión de Consejo de Padres ESOL
Reyniyon Konsèy Egzekitif ESOL
Reunião do Conselho de Pais do ESOL

“EVERYTHING YOU NEED TO KNOW ABOUT THE ESOL PROGRAM”

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



Thursday, September 20, 2018
Jueves, 20 de septiembre, 2018
Jedi, 20 septanm, 2018
Quinta-feira, 20 de setembro de 2018

SW Regional Library
16835 Sheridan St. Pembroke Pines 33331
10:00 am – 12:00 pm

OR



*Thursday, October 4, 2018
Jueves, 4 de octubre, 2018
Jedi, 4 Oktòb, 2018
Quinta-feira, 4 de outubro de 2018

Indian Ridge Middle School
1355 Nob Hill Rd. Davie 33324
6:30 pm – 8:30 pm

* Elections for ESOL Steering Committee will be held on October 4th. Please join us if you are interested in serving.

Information Información Enfòmasyon Informação
754-321-2951
Email: esolparents@browardschools.com





The School Board of Broward County, Florida Robin Bartleman • Heather P. Brinkworth • Abby M. Freedman • Patricia Good • Donna P. Korn
Laurie Rich Levinson • Ann Murray • Dr. Rosalind Osgood • Nora Rupert • Robert W. Runcie, Superintendent of Schools

The School Board of Broward County, Florida, prohibits any policy or procedure which results in discrimination on the basis of age, color, disability, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sex or sexual orientation. The School Board also provides equal access to the Boy Scouts and other designated youth groups. Individuals who wish to file a discrimination and/or harassment complaint may contact the Director, of the Equal Educational Opportunities/NDA Compliance Department & District's Equity Coordinator/Title IX Coordinator at 754-321-2156 or TDD/Relay Machine (TTY) 754-321-2156. Individuals with disabilities requesting accommodations under the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), may contact the Equal Educational Opportunities/NDA Compliance Department at 754-321-2156 or TDD/Relay Machine (TTY) 754-321-2156. browardschools.com



Youth Policy Summit



Save the Date

Close Up Foundation & Bilingual/ESOL Department cordially invite you to the:


CLOSE UP – BROWARD YOUTH POLICY SUMMIT EXPO
DATE: NOVEMBER 16, 2018
LOCATION: NOVA SOUTHEASTERN UNIVERSITY
TIME: 10:00 AM – 12:00 PM WITH LUNCH
IMMEDIATELY FOLLOWING EXPO



Three hundred immigrant high school students from throughout Broward County will be exhibiting and presenting their Florida Legislative Policy Proposals and share their ideas on how to improve their communities.

Please join us to honor these students who have worked so hard to develop a youth agenda for Florida policy action. This event is a follow up to our 2017-18 *Close Up – Rally to the Rally* where students presented their legislative agendas to state elected officials in Tallahassee. We look forward to seeing you. Mark your calendars!

Please register at <https://bit.ly/2Q5dFVN>

For more information contact, Vicky Soldala, ESOL Director,
at victoria.soldala@browardschools.com or 954-552-6474.





Save the Date

Close Up Foundation & Bilingual/ESOL Department cordially invite you to the:


CLOSE UP – BROWARD PARENTS IN ACTION SUMMIT
DATE: NOVEMBER 17, 2018
LOCATION: SIGNATURE GRAND
TIME: 9:00 AM – 2:00 PM WITH LUNCH
IMMEDIATELY FOLLOWING EXPO

Broward County Public Schools Bilingual/ESOL Department, in partnership with the Close Up Foundation, invite you to take advantage of a FREE seminar for high school students and parents of BCPS English Language Learners or immigrant students. The event will provide important information about adult education programs for parents and college opportunities for students. Additionally, parents can learn about the civic engagement programs Close Up has provided immigrant students throughout the county.

Please join us to honor and support these Broward County students and families and learn how we can encourage our students to achieve their personal and educational goals. We look forward to seeing you. Mark your calendars!

Please register at <https://browardparentsinaction.eventbrite.com>

For more information contact, Vicky Soldala, ESOL Director,
at victoria.soldala@browardschools.com or 954-552-6474.





Scholarship opportunity

Dear Florida Educators,

We are writing to share information about the 2018 Hispanic Heritage Month student art and essay contests and educator awards. Through this contest, **three** Florida students will earn a **4-YEAR FLORIDA PREPAID SCHOLARSHIP**.

Once again, Governor Rick Scott and First Lady Ann Scott have invited all Florida students to participate in the **annual Hispanic Heritage Month** art and essay contests, which will be centered around the theme, **“A Celebration of Innovative Hispanic-American Leaders.”** Students in **grades K-3** have a chance to win a **cash prize** by submitting artwork, and students in grades **4-12** can earn a **4-YEAR FLORIDA PREPAID SCHOLARSHIP** through the essay contest.

The prizes could transform the lives of a student in your class or school. We hope that you will encourage all of your students to take full advantage of this opportunity to enhance their appreciation for Hispanic-American History *and* prepare financially for their own future education aspirations.

Additionally, students, parents, teachers and principals are invited to nominate full-time educators in elementary, middle and high schools for the Hispanic Heritage Month Excellence in Education Award.

All entries must be received **no later than 5:00 p.m. Eastern Time on Monday, October 15, 2018.**

To learn more about Florida's Hispanic Heritage Month celebration and contests, visit **www.FloridaHispanicHeritage.com**. You can also access promotional materials to share with your students and their families at **<http://www.fldoe.org/newsroom/hhm.shtml>**.



Scholarship opportunity



**IS YOUR CHILD
HAVING TROUBLE READING?**

Help is Here!



Reading Scholarship Accounts

In 2018, Florida became the first state to offer an education savings account program for students enrolled in public schools. The Reading Scholarship, administered by Step Up For Students, was created to help public school students in third through fifth grade who struggle with reading. The program offers parents access to education savings accounts, worth \$500 each, to pay for tuition and fees related to part-time tutoring, summer and after-school literacy programs, instructional materials and curriculum related to reading or literacy.

Who Is Eligible?

- Third- through fifth-grade public school students who scored a 1 or 2 on the third or fourth grade English Language Arts section of the Florida Standards Assessment in the prior year.
- Students who are classified as English Language Learners, and who are enrolled in a program or receiving services that are specifically designed to meet the instructional needs of English Language Learner students, will receive priority.

What Is It?

- The scholarships are worth \$500 each and can be used for reimbursement for the following:
 - » Tuition and fees for part-time tutoring provided by a person who holds a valid Florida educator's certificate, a baccalaureate or graduate degree in the subject, an adjunct teaching certificate, or has demonstrated mastery of the subject area knowledge.
 - » Fees for summer education programs designed to improve reading or literacy skills.
 - » Fees for after-school education programs designed to improve reading or literacy skills.
 - » Instructional materials and curriculum related to reading or literacy.
- Program funds are limited and are available on a first-come, first-served basis.

How Do I Apply?

Visit StepUpForStudents.org for the latest information.

Reading Scholarship Questions?

✉ reading@sufs.org ☎ Scholarship Hotline 877-735-7837

f StepUp4Students ➡ sufs.org @StepUp4Students



THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

600 S.E. 3rd Avenue, Fort Lauderdale, FL 33301 • Office: 754-321-2618 • Fax: 754-321-2701

Office of Academics
Daniel Gohl, Chief Academic Officer
754-321-2618
daniel.gohl@browardschools.com
www.browardschools.com/BoardofAcademics

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Superintendent of Schools

September 4, 2018

Dear Parent or Guardian,

The State of Florida has created a new scholarship for students who have scored a level 1 or 2 on the Grade 3 or Grade 4 Florida Standards Assessment English Language Arts (FSA-ELA). The Reading Scholarship, administered by Step Up For Students, was created to help students in third through fifth grade who struggle with reading. The scholarship will reimburse a family for up to \$500.00 for tuition and fees related to part-time tutoring, summer and after-school literacy programs, instructional materials and curriculum related to reading or literacy. These scholarships will be made available on a first come, first serve basis.

Students who have scored a level 1 or 2 on the Grade 3 or Grade 4 FSA-ELA in the prior year are eligible to apply. Students who are classified as English Language Learners and are enrolled in a Florida program, or receiving services that are specifically designed to meet the instructional needs of English Language Learner students, will receive priority.

The application and more information can be found at:
<https://www.stepupforstudents.org/for-parents/reading-scholarship/how-the-scholarship-works/>
or on the enclosed attachment. An interactive Online Chat assistant is available on the website to provide real-time answers to any questions.

Broward County Public Schools (BCPS) is committed to working with you at every grade level, and throughout the year, to improve your child's reading and literacy level. Information on the BCPS approach to literacy and strategies to support reading at home can be found at the links below:

- BCPS Literacy Field Guide: <http://www.bcps-literacyguide.com/>
- BCPS Read-At-Home Plan: <https://goo.gl/JG1TRAH>

We look forward to another successful school year!

Sincerely,

Daniel Gohl
Chief Academic Officer
|

Educating Today's Students to Succeed in Tomorrow's World
Broward County Public Schools is an Equal Opportunity/Equal Access Employer



Bilingual/ESOL Parent Outreach Office

754-321-2951



- Inform parents and families about American and Broward County School systems
- Provide assistance with ELLs and school-related issues
- Provide graduation, college, and career orientation for students and parents of middle and high schools

ESOL Game
Nights, Parent
Nights &
Parent
Centers

- Created to assist non-English speaking families, especially newly arrived, with the transition to BCPS
- Help families to be connected, comfortable and confident with education their children receive



Bilingual ESOL Share Point

QuickLinks

[Bilingual/ESOL Intranet Home](#)

ESOL Program

- ESOL Contact Info
- ESOL Memos
- ACCESS for ELLs 2.0

Dual Language

Interpretation / Translation Services

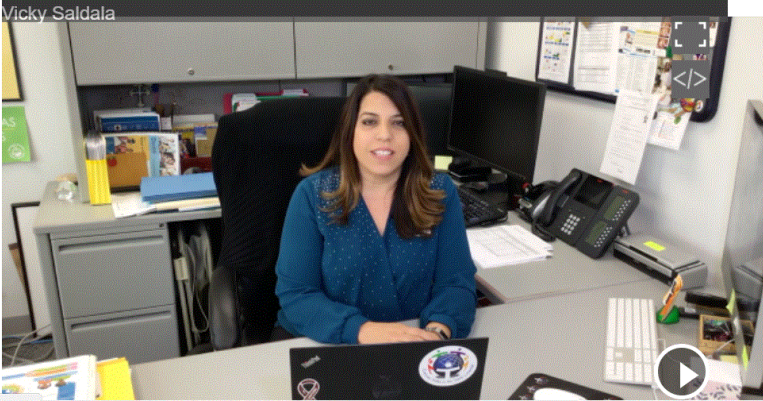
World Languages

Bilingual Parent Outreach

Site contents

Bilingual/ESOL

Rectangular Snip



Vicky Saldala

QuickLinks

[Bilingual/ESOL Intranet Home](#)

ESOL Program

- ESOL Contact Info
- ESOL Memos
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Dual Language


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ESOL Contact Info



ESOL Program Overview SharePoint.pdf

ESOL PROGRAM DOCUMENTS


✓	Name	Modified	Modified By
📄	ACCESS for ELLs 2.0 (WIDA)	... May 2	<input type="checkbox"/> Rosemarie Richard
📄	District ELL Plan	... May 1	<input type="checkbox"/> Rosemarie Richard
📄	ESOL Program Forms	... May 1	<input type="checkbox"/> Rosemarie Richard
📄	ESOL Program Handbook	... May 1	<input type="checkbox"/> Rosemarie Richard
📄	K-12 ESOL Program BCPS	... May 2	<input type="checkbox"/> Rosemarie Richard




<https://browardcountyschools.sharepoint.com/sites/esolprogram/SitePages/Home.aspx>

Canvas Resource


ESOL Contacts 2018-2019




ESOL Contact Information




Canvas




[Quarterly Meetings](#)




[ESOL Contact List](#)




[FORMS](#)




[ESOL Program Forms](#)




[ESOL Documents](#)




[WIDA](#)




[WIDA ESOL Program Handbook](#)



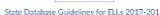
[MEMO](#)




[ESOL Contact Messages](#)




[ESOL](#)




[State Database Guidelines for ELLs 2017-2018](#)




[Teacher-Base Trainings](#)




[Professional Development](#)



[BMT Supported Communication Forms](#)




[ESOL ELL Guidelines](#)




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ELLevation & Curriculum

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Broward County Public Schools



BILINGUAL esol DEPARTMENT

The Bilingual/ESOL Department is committed to providing rigorous academics, promoting community involvement, and delivering quality services to English Language Learners, multilingual families, schools, and district offices.

[Overview of the ESOL Program](#)

[Syllabus](#) [Modules](#)

Course Status

[Unpublish](#) [Published](#)

[Import from Commons](#)

[Choose Home Page](#)

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Coming Up [View Calendar](#)

Nothing for the next week

Announcements

Assignments

Discussions

Course Progress

Pages

Files

Quizzes

Syllabus

Outcomes

People


Conferences

Collaborations

Discovery Education

Nearpod

Broward County Public Schools Immigrant Support Plan



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

[Import from Commons](#)

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[View Course Analytics](#)

Coming Up [View Calendar](#)

Nothing for the next week

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

<https://browardschools.instructure.com/courses/598658>



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<http://bilingual-esol.browardschools.com>

