



## ESOL Contact Meeting

### Face-to-Face Meeting:

Wednesday, April 17, 2019

Young at Art Museum

3:30 p.m. - 4:30 p.m.

### Skype Session

Thursday, April 18, 2019

10:00 a.m. or 3:00 p.m.

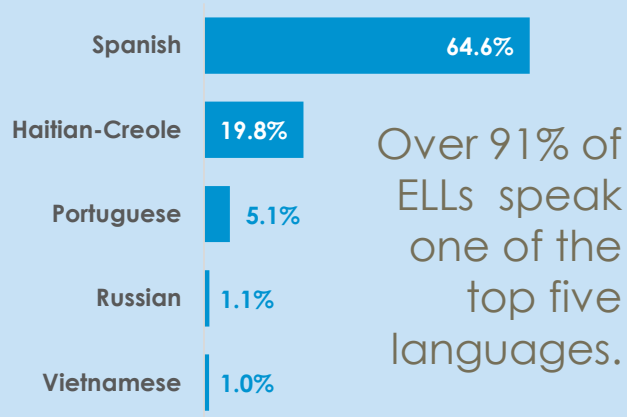
# Agenda

- End of Year Assessments
- What's New
- Let's Review
- Preparing for Next Year
- Reminders
- Upcoming Events

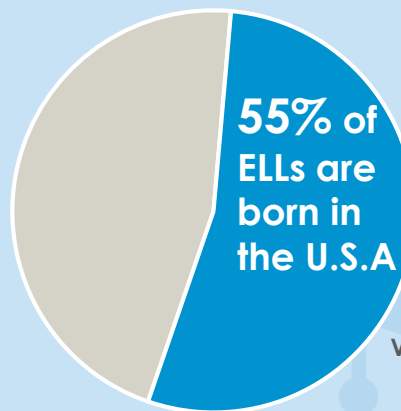


# BROWARD'S ENGLISH LANGUAGE LEARNERS

Broward's active ELLs speak **186 languages**

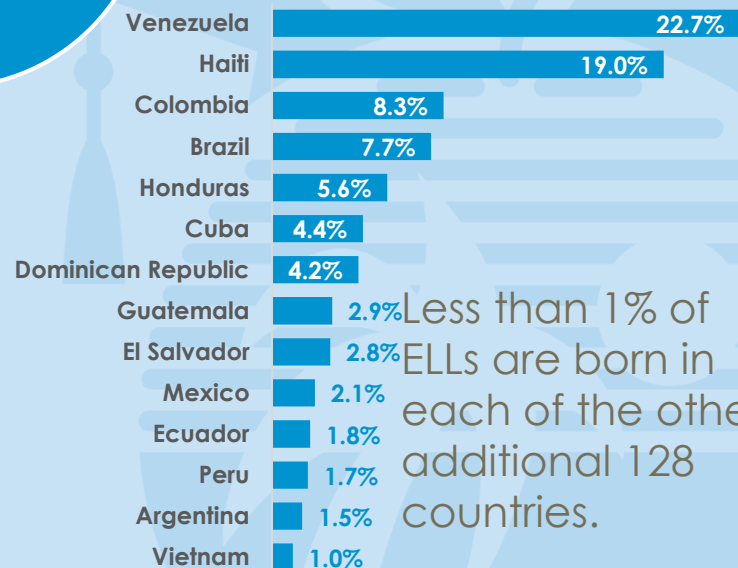


Each of the other 122 languages are spoken by less than 1% of ELLs.



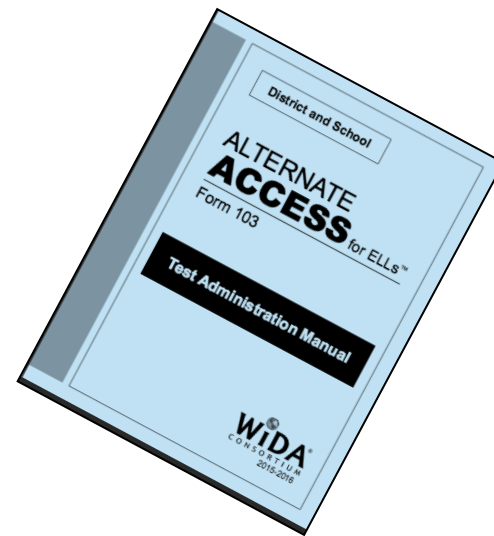
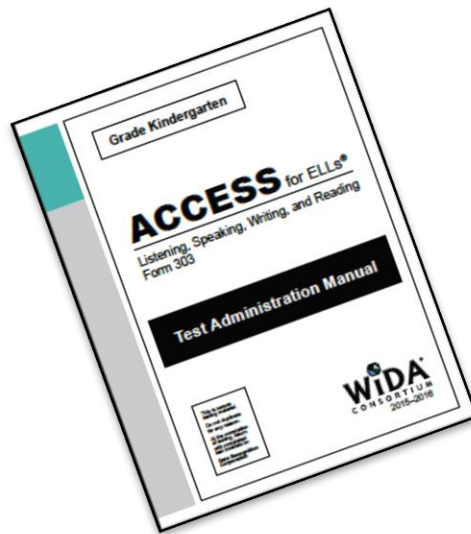
The remaining 45% of Broward's active ELLs are born in one of **167 countries**

63.9%  
Hispanics



\* Students (Ages 3-21 years) in grades KG-12 enrolled in public schools, charter schools, centers, and agencies.

# Congratulations & Thank You for the successful administration of ACCESS for ELLs!



ACCESS Scores should arrive before the end of the school year!



# 2018-2019 FSA Accommodations



## 2018–2019 FSA Accommodations Guide

### **Accommodations for English Language Learners (ELLs)**

All ELLs participate in statewide assessments. Students who are identified as ELLs must be provided with the allowable accommodations listed below and on the following pages.



# Accommodations

ELLs receive accommodations during  
statewide assessments **AND** daily instruction



An **approved glossary** is defined as **word-to-word** and may include **content specific vocabulary**



**Free Printable Content Glossaries:**

<https://steinhardt.nyu.edu/metrocenter/resources/glossaries>

# Accommodations

ELLs receive accommodations during  
statewide assessments AND daily instruction

Flexible  
Scheduling/  
Additional  
Time

Assistance in  
Heritage  
Language

An **approved glossary** is defined as  
**word-to-word** and may include  
**content specific vocabulary**

## D. Approved Dictionary and Glossary

- ELLs should have access to an English-to-heritage language translation and/or heritage language-to-English translation dictionary or glossary or both, such as those made available to ELLs in an instructional setting. Glossaries containing content specific word-to-word translations in heritage language can also be provided. The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. A dictionary or glossary written exclusively in the heritage language or in English shall not be provided. Electronic translation dictionaries or glossaries that meet the same requirements without accessing the Internet may be used.

2018–2019 FSA Accommodations Guide

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**Free Printable Content Glossaries:**

<https://steinhardt.nyu.edu/metrocenter/resources/glossaries>

# Flexible Setting Letter

District and Statewide Testing: Flexible Setting Accommodation

(School Letterhead)

Found on Canvas or SharePoint:

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

<https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/learning/ELL/Pages/default.aspx>

Sincerely,

\_\_\_\_\_  
Principal/Designee

SB

Original: Parent

Copy: ELL folder





# Promotion Criteria

## Retention- Policy 6000.1

- ELLs with less than 2 years of instruction **cannot** be retained solely due to the lack of proficiency in English. (based on DEUSS Date)
- **Third graders** with less than 2 years of instruction are promoted via Good Cause Promotion (Section 1008.25(6),F.S.)
- A formal retention recommendation for an ELL must be made through the action of an **ELL Committee** meeting, and a parent must be invited

Policy 6000.1 can be found at [www.browardschools.com](http://www.browardschools.com) in the Our School Board tab





### **Parent Communication**

It is important for school personnel to explain grading criteria and expectations to parents of ELLs. Parents must be informed that grading reflects their child's academic achievement, based on his or her language proficiency, through curriculum accommodations and the used of ESOL instructional strategies. This must be documented on report cards, interim reports, and/or parent conference forms. Parents of ELLs must be informed in a timely manner when their child is not performing/achieving according to standardized grade level assessments. For more information regarding promotion or retention of ELLs, refer to School Board *Policy 6000.1*.

### **Promotion and Retention of ELLs**

The School Board of Broward County has revised Policy 6000.1 Student Progression Plan in order to align the policy with current state and local requirements. This policy includes areas such as: Promotion criteria, Alternative promotion criteria: Good Cause, Student Retention and Reporting Student Progress. Refer to this policy and its corresponding Procedural Manual for additional information. All retentions must be referred to an ELL committee and documented in the ELL Plan.



#### Parent Communication

### 3. English Language Learners (ELL)

- a. Formal retention recommendations for English Language Learners (ELLs) in grades K-2 and 4-5 require the review and approval by an ELL committee, in which the parent must be invited (Meta Consent Decree, 1990).
  1. ELL students cannot be retained solely due to lack of proficiency in English.
  2. Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student's ELL Plan.

#### **Promotion and Retention of ELLs**

The School Board of Broward County has revised Policy 6000.1 Student Progression Plan in order to align the policy with current state and local requirements. This policy includes areas such as: Promotion criteria, Alternative promotion criteria: Good Cause, Student Retention and Reporting Student Progress. Refer to this policy and its corresponding Procedural Manual for additional information. All retentions must be referred to an ELL committee and documented in the ELL Plan.



# Considerations for Promotion/Retention of English Language Learners in Grade 3

As defined in Section [1008.25\(6\), F.S.](#), the good cause exemption for third-grade English Language Learners (ELLs) is:

Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.

School and district administrators may consider if the good cause exemption is also appropriate for ELLs traveling in and out of the country, who have not had two years of instruction in an English for Speakers of Other Languages program. To make a good cause decision, an ELL committee should be convened where documentation on the student's English language progress is evaluated. Considerations may include:

- Length of time the student has been in each country
- Student level of English language proficiency
- Academic experience in both English and the heritage language
- Transcripts from schools outside the United States

Applicable withdrawal and reentry codes in [Appendix A: Attendance Recordkeeping Required Codes for Grade PK-12 Students](#)



# Considerations for Promotion/Retention of English Language Learners in Grade 3

As defined in Section [1008.25\(6\), F.S.](#), the good cause exemption for third-grade English Language Learners (ELLs) is:

Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on the initial date of entry into a school in the United States.

Criterion #5:  
ELL Program Participation

English Language Learner (ELL) student with less than two years of instruction in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.

Criterion #6:  
ELL Committee  
Recommendation

English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.

- Student level of English language proficiency
- Academic experience in both English and the heritage language
- Transcripts from schools outside the United States

Applicable withdrawal and reentry codes in [Appendix A: Attendance Recordkeeping Required Codes for Grade PK-12 Students](#)

# Functions of the ELL Committee

## Effective July 1, 2018

### Function

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

### 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**  
(Dated Parent Invitation letter)

\*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 take 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.



# FTE Audit for 2017-2018 SY for select locations

## ESOL at a Glance Detailed Requirements 2018-2019

<p>□ After 48 hours, data is updated on ELlevation</p> <p>□ Generate ELL Plan*. Save, print and file in the ELL Folder</p> <p>□ Send dated Notification of Placement letter* home</p> <p>□ File a copy of the letter in ELL Folder</p> <p>Sections 1 &amp; 2 of ESOL Handbook</p>	<p><b>ELL Folders/ELL Plans</b></p> <p>Initiate an ELL Folder for students who qualify for the program</p> <p>Complete student demographic information and one box per year indicating the required documentation is enclosed</p> <p>Complete Programmatic Assessment and Academic Placement Review (back of folder)</p> <p>□ Generate ELL Plans* to demonstrate current services (current schedule, testing accommodations, assessment scores, etc.). Save, print and file in the ELL Folder</p> <p>□ At the beginning of the year, sign and date ELL Folder. Use checklist on ELL Folder to ensure all required documents are filed</p> <p>□ To order folders, email quantity, contact name, and school name to: <a href="mailto:esolrequests@browardschools.com">esolrequests@browardschools.com</a></p> <p>Section 3 of ESOL Handbook</p>	<p><b>Annual Reviews</b></p> <p>□ Based on student's DEUSS Date (e.g. August 2017 and August 2016) for years 2 and 3</p> <p>□ Conduct Annual Review Meetings* on ELlevation (within 30 days prior to anniversary date)</p> <p>□ Generate, print, and sign Student Meeting Report*</p> <p>□ File a copy of the Student Meeting Report in the ELL Folder</p> <p>□ Provide IMT/IMS with updated PLAN Date to enter on A23. PLAN DATE is the day of the "meeting"</p> <p>□ After 48 hours, check if data is updated on ELlevation</p> <p>□ Generate ELL Plan*. Save, print and file in ELL Folder</p> <p>□ Send dated Notification of Continuation of Services* letter home</p> <p>□ File a copy of the letter in the ELL Folder</p> <p>Section 7 of ESOL Handbook</p>	<p><b>REEVALS</b></p> <p>□ Based on student's DEUSS Date (e.g. August 2015, 2014, 2013, etc...) for years 4 and beyond</p> <p>□ Schedule and invite parents to an ELL Committee meeting. Print and file in the ELL Folder.</p> <p>□ Conduct a meeting* on ELlevation (within 30 days prior to anniversary date)</p> <p>□ Use ACCESS and FSA scores to make determination of continued placement</p> <p>□ Generate and print Student Meeting Report* with all present participants' signatures</p> <p>□ File a copy of the Student Meeting Report in the ELL Folder</p> <p>□ Provide IMT/IMS with updated PLAN Date to enter on A23. PLAN DATE is the day of the "meeting"</p> <p>□ After 48 hours, check if data is updated on ELlevation</p> <p>□ Generate ELL Plan*. Save, print and file in ELL Folder</p> <p>□ Send dated Notification of Continuation of Services*</p> <p>□ File a copy of the letter in the ELL Folder</p> <p>Section 7 of ESOL Handbook</p>
<p><b>Accommodations</b></p> <p>□ Assign on ELlevation: Student List-&gt; Active LY Students-&gt;Assign-&gt;Edit-&gt;Assign Accommodations*</p> <p>□ Provided to LYs on a regular basis (for teacher-created tests, chapter tests, as well as statewide assessments)</p> <p>□ Documented on teachers' lesson plans</p> <p>□ State approved accommodations are: Flexible Scheduling, Assistance in the Heritage Language, Approved Dictionary and/or Glossary, Flexible Setting</p> <p>□ Flexible setting requires a dated parent notification letter to be sent home and a copy filed in ELL folder</p> <p>□ Generate, save, print, and file ELL Plan* with updated accommodations in ELL Folder</p> <p>Section 5 of ESOL Handbook</p>	<p><b>Exit</b></p> <p>□ If student met State criteria, ETS will automate the exit process on TERMS (PLAN &amp; EXIT Date, Basis of EXIT, TIER, LEP Status, and Program Code)</p> <p>□ If student is exited via ELL Committee, conduct a Meeting on ELlevation*</p> <p><u>After Student Has Exited:</u></p> <p>□ Generate Parent Notification of EXIT* letter and file in ELL Folder</p> <p>□ After 48 hours, check if data is updated on ELlevation</p> <p>□ Generate ELL Plan*. Save, print and file in ELL Folder</p> <p>Section 6 of ESOL Handbook</p>	<p><b>Post Exit Monitoring</b></p> <p>□ Monitor LF students for 2 years</p> <p>□ Monitoring is completed at four specified times based on the exit date</p> <p>□ LF Monitoring Year 1: 1<sup>st</sup> report card, End of 1<sup>st</sup> semester, and End of 1<sup>st</sup> year</p> <p>□ LF Monitoring Year 2: End of 2<sup>nd</sup> year</p> <p>□ Conduct a Post-Exit Monitoring Meeting*</p> <p>□ Gather information from classroom teacher (grades, progress, etc.)</p> <p>□ File current report card along with a signed and dated Student Meeting Report</p> <p>Section 6 of ESOL Handbook</p>	<p><b>ELlevation</b></p> <p>□ Use Student List to identify ELLs on a monthly basis (Student List -&gt;Views -&gt; Shared With Me -&gt;Reports -&gt; Active LY Students-&gt; Export to CSV)*</p> <p>□ Use Data Dashboard to identify languages represented by number of LYs and LFs (Student List -&gt;Shared View "Composite")*</p> <p>□ Generate required letter: Student List -&gt; Select all students from Saved View of LY-&gt;Reports-&gt;Select Parent Letter-&gt; Adjust Parent Letter Options-&gt;Generate Letter-&gt;Print*</p> <p>□ Generate ELL Plan: Student List-&gt;Select all or individual students from Saved View-&gt; Reports -&gt;ELL Plan-&gt; Save-&gt;Print*</p> <p>Section 12 of ESOL Handbook</p>

\*To be completed on ELlevation

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



# At a Glance

## ESOL Compliance for Administrators

2018-2019

August/September	October	November/December	January
<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) <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	<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"/> 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	<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. 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	<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
February	March/April	May/June	
<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	<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	<input type="checkbox"/> Registration, Testing & Placement Procedures new students (Update A03, A21, A23) <input type="checkbox"/> Annual Reviews* (DEUSS May/June 2017 and 2018) <input type="checkbox"/> Re-Evaluations* (DEUSS May/June 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>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





# At the end of this school year or beginning of the 2018-19 school year...

- Students who qualify to **Exit will** be exited **automatically**.
- **Schedule** ELL committee meetings for students requiring an extension of services (REEVALs).
- **Generate and Send** home a *Notification of Continuation of Services Letter* or *Notification of Exiting ESOL Status Letter* as applicable
- **Administer** IPT to any students who enter new to Broward County (within 20 days of registration)



# ACCESS FOR ELLS 2.0 RESULTS

## Results will provide:

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

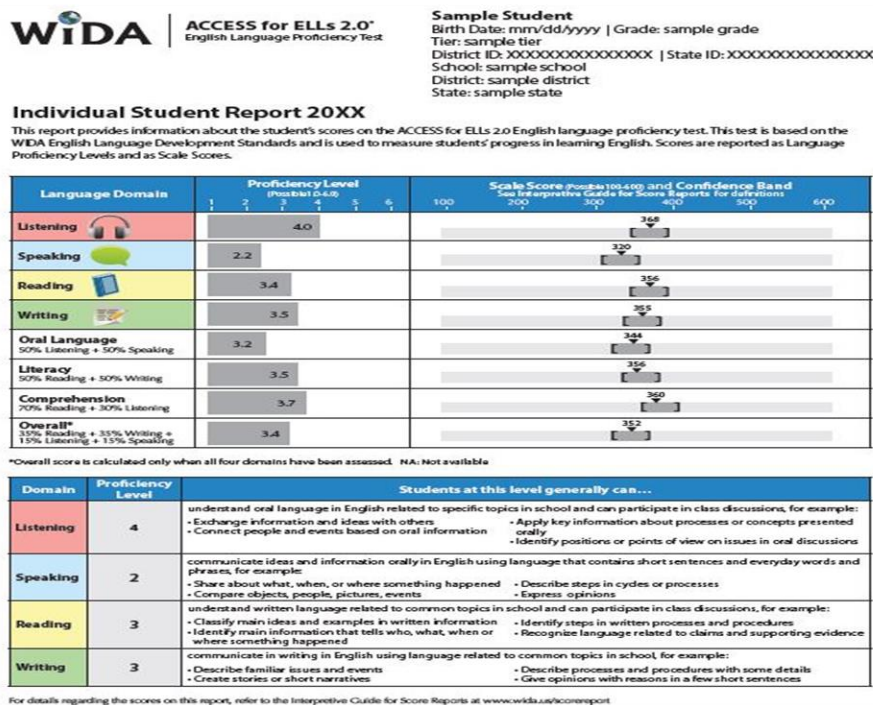
## Results will NOT be used for:

- grade-level placement
- grade promotion or retention decisions



**\*Exit criteria is determined by FLDOE**

# ACCESS for ELLs SAMPLE INDIVIDUAL STUDENT REPORT



Individual student results are reported as **scale scores** and **English language proficiency scores** in Listening, Speaking, Reading & Writing

**ACCESS for ELLS 2.0 Interpretive Guide is available at [wida.us](http://wida.us)**  
**More reports can be pulled from WIDA AMS (**Principals have access**)**



**<https://www.wida.us/membership/states/Florida.aspx>**

# What's the difference?

## Annual Review

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

Recommendations for continued placement for ELLs entering years **2 and 3** based on DEUSS Date (within 30 days)

- ELL Committee Meeting is **not** required
  - Complete Me, Myself & I Meeting on ELlevation
- 
- **TERMS:** Update ELL PLAN Date
  - Generate Parent Letter (Notification of Continuation)

**Generate and Save** ELL Plan within the required 30 day timeline and file in ELL Folder

## REEVALS

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

Recommendations for ELLs entering years **4, 5, 6** and beyond based on DEUSS Date (within 30 days)

- ELL Committee **IS** required.
  - Current **data** must be reviewed to make recommendation for continuation of services.
  - **After Oct. 1<sup>st</sup> IPT** assessment (L/S/R/W) must be administered; however, do not update language classifications
- 
- **TERMS:** Update PLAN Date and REEVAL date on TERMS (date of ELL Committee Meeting and PLAN date shall match)
  - **Generate** Parent Letter (Notification of Continuation)

**Generate and Save** ELL Plan within the required 30 day timeline and file in ELL Folder



# Meetings and Decisions

The screenshot shows the ELL Elevation web application interface. The top navigation bar includes links for Home, Students, Reports, Resources, and Admin. The main content area is titled "2nd Year Annual Evaluation" and displays four summary boxes: 2180 UNSCHEDULED, 204 SCHEDULED, 548 OPEN, and 10375 FINALIZED. Below these, a table lists students meeting search criteria. A dropdown menu is open for the "Perform Action" column, showing options: Student Meeting Report, Meeting Minutes, View Meeting, and Delete Meeting(s).

STUDENT	GRADE	MEETING DATE	FINALIZE DATE
<input checked="" type="checkbox"/> JIANG, LISA #0615042019	2	9/18/2015	6/15/2016
<input checked="" type="checkbox"/> JIANG, KEVIN #0616049289	1	9/23/2016	9/8/2016
<input checked="" type="checkbox"/> LAURENT, GERMINA #0616077259	1	9/23/2016	9/8/2016

Remember to generate Student Meeting Report at time of meeting.

**After 48 Hours: Print Parent Notification Letter and ELL Plan**



# Document Storage

- Choose the student for whom you want to add documents. You can click on the student's name from the Student List or Search.
- In the Student Profile, select the “**Document**” tab



The screenshot shows the 'Student Profile' interface. At the top, there is a 'Select Student Report' dropdown menu and three buttons: 'View Data Audit' (with a green checkmark), 'Save', and 'Save/Next'. Below these are several tabs: 'Demographics', 'Schedule', 'ELP Testing', 'Accommodations', 'Modifications', 'Goals', 'Monitoring', and 'History'. The 'Documents' tab is highlighted with an orange box, and a red arrow points to it from the text 'In the Student Profile, select the “Document” tab'. Below the tabs, the student's name 'Shelley Abadia Botero' and ID '99900100' are displayed, along with the school 'Crofton Elementary'.

**Docs to Upload**

- Home Language Survey (Registration)
- Initial Classification Form
- Documentation to substantiate REEVAL decision
- Documentation to substantiate Retention/Promotion decision
- Conference Form
- ELL Committee Invitation Letter
- ELL Committee Meeting Report (with signatures)
- Flexible Setting Letter
- Interim Reports
- Portfolio Samples
- Student work samples
- Report Cards
- PMPs/AIP/RTI





**PALHANO MARIA AZUL**

Test ID #GA

Select Student Report

✓ Data Audit

School: DeLillo Academy  
Grade: 2  
Language: Spanish  
LEP Status: ELL  
Entered LEP:

Composite: 4.1 - Expanding  
Listening: 5.9 - Bridging  
Speaking: 5.9 - Bridging  
Reading: 4 - Expanding  
Writing: 3.8 - Developing  
Literacy: 3.8 - Developing  
[View Test Results](#)

Demographics Schedule ELP Testing Accommodations Modifications Goals Monitoring History Meetings Instruction Documents



There are no documents for this student yet.  
Be the first to upload a document

Upload

## Document Storage Naming Guide

Choose File No file chosen

Maximum file size is 1MB

Supported Files: pdf, doc, docx, xlsx,  
csv, or image (png, jpg, gif)

Document Type:

Documentation to Substantiate REEVAL

Document Name:

Teacher Recommendation

Description:

Recommendation for continued  
placement in the ESOL Program

*Please Note: This document will be visible to  
Elevation users with access to this student's  
record in Elevation. Please follow your  
District and State's guidance as to which  
documents should be added to student*

Required

Required



# ELlevation Meeting Notes

Listening 23/ Speaking 23/LES

Reading 0/NER Writing 0/NEW

[View Test Results](#)

Grade: 4

Language: Spanish

LEP Status: LY (ELL Current)

HR Teacher: [redacted] and observation by current and previous instructional support services staff. (Documentation must be attached).

ESOL Program Entry Date: 8/19/2013

☐ Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards. (Documentation must be attached).

☒ Grades from the current or previous years.

☒ Test results other than those used in initial language proficiency assessment. (Documentation must be attached).

## Meeting Notes

There are no notes for this meeting

To add a note, re-open the meeting.

Generate Report

Re-open





# Sample ELL Plan

**Reminder!**

- Program 130,
- Accommodations
- plan date
- test scores



Student: 0018015012		ELL Plan		Student: Winston Park Elementary	
Date: 8/27/2018		Broward County Public Schools		Report: Page: 1	
Time: 2:39 PM					
<b>Student Information</b>					
Student:	Test ID #:	Student #:			
Gender:	Date of Birth:	School:			
Hispanic/Latino:	Address:	Teacher:			
Phone/Cell:	Birth Country:	Grade Level:			
Birthplace:	United States	Homeless:			
Language:	Immigrant:	Migrant:			
Thal	No	Bilingual:			
Active:	Homebound:	Dual Language:			
No	504:	No			
IEP:	No				
ELL Plan Date: 8/21/2017		Lang. Classification: 2		2nd Date Exited ESOL:	
Basis of Entry: A-Aural/Oral					
ELP Designation: ELL		ESOL Status: LY (ELL Current)		Tier:	
				Receiving ESOL Svcs: Yes	
<b>LP (Pending Proficiency):</b>					
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: 2					
Diploma Description: N/A					
2nd Date Exited ESOL:					
Father:	Work:	Phone:	Interpreting? No		
	Home Language: Thal				
Came into US:			Years in US School: 2		
Date Entered US Schools: 8/21/2017			Graduated:		
District Enrollment: 8/21/2017			Withdrawn: 6/7/2018		
ESOL Program Entry Date: 8/21/2017			Dropped Out:		
Exit Date:			Monitored Since:		
Home Language Survey Date: 8/21/2017			Monitoring Status: Not Monitored		
Parent Denial Date:			Parent Granted Permission Date:		
Classroom Date:			ELL Plan Date: 8/21/2017		
Re-Eval Date:			Re-Class Date:		
Graduated: No		Withdrawn: Yes		Dropped Out: No	
504: No		SIFE: No		Deceased: No	
Extended Instruction > 3 Years: No		Pre-AP/AP: No		ELL Plan Out of Date: No	
Gifted and Talented: No					
<b>Special Education:</b>					
Comment:					
<b>Chronology</b>					
Start	Stop	Activity	Start	Stop	Activity
1. 6/29/2012		6 Years, 2 months	6. 8/21/2017		ELL Plan Date
2. 8/1/2017	5/31/2018	Accommodations/Exemptions used ALL State and District Assessments	7. 8/31/2017		IPT Grd: K
3. 8/21/2017		ESOL Program Entry Date	8. 1/29/2018		ACCESS for ELLs 2.0, K, Grd: K
4. 8/21/2017		Date Entered US Schools	9. 6/7/2018		Withdrawn
5. 8/21/2017		Enrolled in Broward County			

# Sample ELL Plan

**Reminder!**

- Program 130,
- Accommodations
- plan date
- test scores



Student:		ELL Plan		Student:		
Date:		Broward County Public Schools		Report:		
Time:				Page: 1		
<b>Student Information</b>						
Student:	Test ID #:	Student #:				
Gender:	Date of Birth:	School: Winston Park Elementary				
Hispanic/Latino:	Address:	Teacher:				
Phone/Cell:	Birth Country: United States	Grade Level: K				
Birthplace:	Immigrant: No	Homeless: No				
Language: Thai	Homebound: No	Migrant: No				
Active: No	504: No	Bilingual: No				
IEP: No		Dual Language: No				
ELL Plan Date: 8/21/2017		Lang. Classification: 2		2nd Date Exited ESOL:		
Basis of Entry: A-Aural/Oral						
<b>ELP</b>						
Test	Date	Listening (57/)	Speaking (57/)	Reading (0/)	Writing (0/)	Standardized Test Scores
IPT	8/31/2017					No Standardized Test scores exist.
Test	Date	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	Literacy 1 2 3 4 5 6
ACCESS for ELLs 1/29/2018 2.0 (2.8/K)		1.9	2.0	4.1	3.0	3.5
<b>Accommodations</b>						Testing
Year & Semester: 2017/2018 - Year						ALL State and District Assessments
1 - Flexible Scheduling						<input checked="" type="checkbox"/>
3 - Flexible Setting						<input checked="" type="checkbox"/>
4 - Assistance in the Heritage Language						<input checked="" type="checkbox"/>
<b>Comments/Justification</b>						-
<b>Classroom Modifications</b>						
No Classroom Modifications exist for this Student.						
<b>Monitoring</b>						
No monitoring activity exists for this student.						
<b>Student History</b>						
No history activity items exist for this student.						
<b>Notes</b>						
Data shown on Broward County Schools reports may include confidential information which should not be disseminated without prior written approval. Secure any printed copies appropriately or destroy copies when no longer needed.						
<b>Special Education:</b>						
Comment:						
<b>Chronology</b>						
Start	Stop	Activity	Start	Stop	Activity	
1. 6/29/2012		6 Years, 2 months	6. 8/21/2017		ELL Plan Date	
2. 8/1/2017	5/31/2018	Accommodations/Exemptions used ALL State and District Assessments	7. 8/31/2017		IPT Grd: K	
3. 8/21/2017		ESOL Program Entry Date	8. 1/29/2018		ACCESS for ELLs 2.0, K, Grd: K	
4. 8/21/2017		Date Entered US Schools	9. 6/7/2018		Withdrawn	
5. 8/21/2017		Enrolled in Broward County				

# Generating ELL Plans

- At the beginning of the school year for all **LY** students.
- At the end of the year for students that met exit criteria

AND

Anytime there is a(n):

- Annual Review/REEVAL
- ELL Meeting
- Change in Program Services (Schedules)
- Change in accommodation



Before Printing...

- IMT updates the PLAN Date on A23
- Wait 48 hours
- Check that data is updated on ELlevation
- Generate and “save” ELL Plan with **date in a timely manner**
- File updated ELL Plan in ELL Folder

\*Note: Never discard an ELL PLAN



# PARENT NOTIFICATION

## Notification of English Language Program Placement or Continuation

**Student:** Katherine Ortega-Pascual  
**Grade Level:** 8

**School:** Hoover High  
**LEP Status:** ELL

Our school district provides a program of language instruction for English Language Learners (LEPs) to attain English proficiency, and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment, a language other than English was noted on your child's Home Language Survey. According to state and federal law, our school district is required to assess the English language proficiency of your child in listening, speaking, reading, and writing. Based on the results of the ACCESS for ELLs 2.0, a state-approved assessment for measuring English language proficiency, we are pleased to inform you that your child is eligible for services for English Language Learners. Below, please find results that have informed our decision, information about our language programs, and your rights as a parent.

Katherine took the ACCESS for ELLs 2.0 on 03/01/2016 and their results are listed below:

Listening	Writing	Reading	Speaking	Literacy	Composite
5	5	4.5	5.5	4.8	4.9

The ACCESS for ELLs test results are ranked into the following categories:

### # - Proficiency Level - Description

- 1 - **Entering** - Knows and uses minimal social language and minimal academic language with visual support
- 2 - **Emerging** - Knows and uses some social English and general academic language with visual support
- 3 - **Developing** - Knows and uses social English and some specific academic language with visual support
- 4 - **Expanding** - Knows and uses social English and some technical academic language
- 5 - **Bridging** - Knows and uses social and academic language working with grade level material
- 6 - **Reaching** - Knows and uses social and academic language at the highest level measured by this test

### Additional factors used to determine your child's program eligibility:

Committee determination  
Teacher's recommendation  
Classroom performance

Teachers of English Language Learners provide a variety of specialized services until students demonstrate skills in English sufficient for them to succeed academically in the regular classroom.

Your child receives the following English language development instruction:

### Content-based ESL: 3 times per Week for a duration of 1:00.

Content-based ESL: An English program that serves identified ELL students in English only by providing a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English-as-a-second-language instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn mathematics, science, social studies, or other academic subjects.

While the rate of English language development (ELD) varies between students, many exit the ELD program in 3-5 years. Your child's English language development will be assessed annually until he/she achieves: a Composite score of at least 5.0 on the ACCESS, a Writing score of at least 4.8 on the ACCESS, a Reading score of at least 4.8 on the ACCESS, and meets specific academic achievement requirements. Students who exit the program are monitored for academic success for 2 years.

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction educational program will be utilized in coordination with your child's existing plan. Your child currently has an IEP.

Throughout the school year, you will have many opportunities to learn about your child's progress in academics and learning English. I encourage you to attend parent-teacher conferences and school events to support your child's academic success. Your efforts will help us meet the 2016/2017 expected rate for graduation of 70%.

Demo Database for Trainers

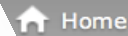
When is the "Notification of English Language Program Placement Letter" completed and sent home?

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



# Reports and Letters

Don't forget!



Home



Students



Schools



Teachers



Reports



Resources



Admin

back, Jordan

Last Visit: Friday, August 23, 2013 10:12:18 AM

TOTAL STUDENTS:

STUDENTS

Student Name or #



List

Flagged <sup>1</sup>

School

Grade

All

Status

All

Abajo, Juan

Abajo, Victoria

2000822 Abdullah, Kateb

507149 Abdullah, Dhameer

1002703002 ABED, JOAO

1 2 3 4 5

DATA QUICKVIEW

ELL/LEP Students

School: All

Grade: All

REPORTS and LETTERS

Use the options below to select a Report, Parent Letter, Listing, or Data Analysis for viewing and printing. Click "Reset" at the bottom to reset your filters.

Select a Report



----- REPORTS -----

Classroom Modifications Report

Cumulative Folder Report

ELL Student Plan

Monitoring Report Form

Scale Score Comparison Report

State Test Accommodations Report

Student Goals Report

Student Schedule Report

WIDA ELP Standards Report

----- PARENT LETTERS -----

Notification of Exiting LEP Status Letter (For ann...

Notification of Not Qualifying for LEP Status (For...

Notification of Qualifying for ELL/LEP Status

Parent Letter Labels

----- LISTINGS -----

CAN DO Performance Definitions

ELP Score History

ESL Teacher Schedule (By Time) - Abbreviated

ESL Teacher Schedule By School/ESL Teacher

ESL Teacher Schedule By Time

Most Recent Test Scores must be on TERMS and ELlevation to Print Parent Letters.



# Grading ELLs

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



# ELlevation New Features

**NEW**



# Ellevation Grades Update



Demographics

Schedule

ELP Test Results

EL Services and Programs

Designated Supports

Classroom Supports

Goals

Monitoring

History

Notes

Meetings

Instruction

Documents

Course Grades

8 Course Grades

All Grades

All Periods

All Subjects

Grading Period	Grade Level	Course Name	Course Subject	Grade Received
2017/2018 - Semester 1	6	Larts Core 6	ELA	A
2017/2018 - Semester 1	6	Math 6	Math	A+
2017/2018 - Semester 1	6	Science 6	Science	A+
2017/2018 - Semester 1	6	Soc Studies 6	History and Social Science	A+
2017/2018 - Quarter 1	6	Larts Core 6	ELA	B+
2017/2018 - Quarter 1	6	Math 6	Math	A+
2017/2018 - Quarter 1	6	Science 6	Science	A+
2017/2018 - Quarter 1	6	Soc Studies 6	History and Social Science	A+



Enable English Learning  
in ALL Classrooms





# Can-Do Tab

**NEW**

Home 6 of 24   
Return to search

Student Profile Select Student Report View Data Audit Save Save/Next

Demographics Schedule Test Results Can Dos ESOL Services Test Accommodations  
Classroom Modifications Goals History Notes Meetings Instruction Documents Course Grades

Grade: 10  
Language: Spanish  
ESOL Status: LY (ELL Current)

Listening: 6 / Speaking: 6 /  
Reading: 0 / LEW Writing: 0 / LEW

\*Name:  
\*School:  
Test ID #:  
Student #:  
Ethnicity:  
Race: ☒ White ☐ Black or African American  
☐ Asian ☐ American Indian  
Flags: ☐ NOM ☐ Homebound ☐  
☐ Homeless ☐ Bilingual

Demographics Schedule Test Results Can Dos ESOL Services Testing Accommodations Classroom Modifications Goals History Notes Meetings Instruction Documents  
Course Grades

Domain	Current Descriptors	Successive Descriptors
Listening	<b>5: Bridging</b> Students at this level: <ul style="list-style-type: none"><li>Carry out oral instructions containing grade-level, content-based language</li><li>Construct models or use manipulatives to problem-solve based on oral discourse</li><li>Distinguish between literal and figurative language in oral discourse</li><li>Form opinions of people, places, or ideas from oral scenarios</li></ul>	<b>6: Reaching</b> <ul style="list-style-type: none"><li>Student has achieved English proficiency in this domain.</li></ul>
Speaking	<b>4.2: Expanding</b> Students at this level: <ul style="list-style-type: none"><li>Answer opinion questions with supporting details</li><li>Discuss stories, issues, and concepts</li><li>Give content-based oral reports</li><li>Offer creative solutions to issues/problems</li><li>Compare/contrast content-based functions and relationships</li></ul>	<b>5: Bridging</b> Students at this level: <ul style="list-style-type: none"><li>Justify/defend opinions or explanations with evidence</li><li>Give content-based presentations using technical vocabulary</li><li>Sequence steps in gradelevel problem-solving</li><li>Explain in detail results of inquiry (e.g., scientific experiments)</li></ul>
Reading	<b>5.7: Bridging</b> Students at this level: <ul style="list-style-type: none"><li>Summarize information from multiple related sources</li><li>Answer analytical questions about grade-level text</li><li>Identify, explain, and give examples of figures of speech</li></ul>	<b>6: Reaching</b> <ul style="list-style-type: none"><li>Student has achieved English proficiency in this domain.</li></ul>



# Preparing for 2019 -2020




# Pre-K Students

## SECTION 11

### PRE-KINDERGARTEN

**In this section, you will find information on the following:**

- Entry Criteria Pre-Kindergarten ELLs
- Pre-Kindergarten Local Data Maintenance
- Exit Criteria for Pre-Kindergarten
- Pre-Kindergarten (Placement) Chart
- Frequently Asked Questions

 [https://www.browardschools1.com/cms/lib/FL01803656/Centricity/Domain1482/Section%2011%20HB%2017\\_18%20\\_FINAL.pdf](https://www.browardschools1.com/cms/lib/FL01803656/Centricity/Domain1482/Section%2011%20HB%2017_18%20_FINAL.pdf)

# Pre-K Students

- What do I need to know?
- How are they assessed?



- Identified based on HLS
- If being considered for ESE, assessed Pre-IPT by the District
- Temporary A23 Panel and LY on A03 Panel until Kindergarten
- Assessed for ESOL in Kindergarten
- DEUSS begins the first day of Kindergarten



# Pre-K (LY-T) Students (entering Kindergarten) tested **BEFORE** new school year begins

Score  
NES or  
LES

## On A23 panel:

- Change Basis of Entry from "T" to "A"
- Change DEUSS and ESOL ENTRY DATE to the first day of Kindergarten
- Update PLAN DATE to the first day of Kindergarten
- Update CLASS DATE to the date the IPT was administered

## On A03 panel:

- ELL Code remains LY
- Assign language classification (LC) (A1-B2)

Score  
FES

## On A03 panel

- ELL Code changes from LY to ZZ
- Enter appropriate LC (C2, D, or E)



# Pre-K students (LY-T) tested **AFTER** the new school year begins

Score  
NES or  
LES

## On A23 panel:

- Change Basis of Entry from “T” to “A”.
- Change DEUSS and ESOL ENTRY DATE to the first day of Kindergarten
- Update PLAN DATE to the first day of Kindergarten
- Update CLASS to the date the IPT was administered

## On A03 panel:

- ELL codes remain LY
- Assign LC (A1-B2)



# Pre-K students (LY-T) tested **AFTER** the new school year starts

Score FES:  
Convene  
ELL  
Committee

## **If the recommendation is to **PLACE** a student in the ESOL Program:**

### On A23 panel:

- Change Basis of Entry from "T" to "L"
- Change ENTRY to first day of Kindergarten
- Update PLAN date to the first day of K
- Update CLASS to the date the ELL Committee Meeting was convened.

### • On A03 panel:

- ELL code remains LY
- Assign LC (C1)

## **If the recommendations is **NOT** to place a student in the ESOL Program:**

### On A23 panel:

- Enter EXIT and update PLAN to the date of the ELL Committee

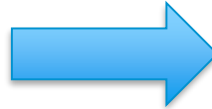
### On A03 panel:

- ELL Code changes to LF
- Assign LC (C2)
- Monitor the student for two years



# Scheduling Developmental Language Arts (DLA)

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



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

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



- This is **not allowed** unless the **same model** for is offered for **non-ELL classes**
- The State defines a **sheltered class** as a course where **all students are LY**





# Scheduling Developmental Language Arts (DLA)

**Do the classes need to be back to back?**



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

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



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



# Reminders



# Language Enrichment Camp (LEC)

- Title III, Part A Grant funds were made available, through the Bilingual ESOL Department, to implement the 2018-2019 LEC for ELLs.
- Focus was on enrichment opportunities in the core content areas of mathematics, science, and reading to assist ELLs (LYs) with academic achievement and English language acquisition.
- ALL LECs end on Friday **April 12, 2019**
- ALL Title III tutoring sheets & data results (pre & post assessments) to evaluate the effectiveness of the camp must be forwarded to [lec@browardschools.com](mailto:lec@browardschools.com) no later than **Friday, May 3rd**. All necessary templates to complete the pre/post data are on Sharepoint

*For more information contact Leyda Sotolongo at [leyda.sotolongo@browardschools.com](mailto:leyda.sotolongo@browardschools.com)*



# 2019 ESOL ACADEMIC COMPETITION

(Middle & High School ELLs)



**THEME: NAVIGATING THE PATH TO BILITERACY**  
**WHEN: SATURDAY, APRIL 27, 2019**  
**WHERE: PIPER HIGH SCHOOL**



# 2019 EAC Registered Schools

## Middle School

Deerfield Beach  
Driftwood  
Gulfstream  
Lauderdale Lakes  
McNicol  
Millennium  
New Renaissance  
Rickards  
Rise Academy School of  
Science & Technology  
Seminole  
Tequesta Trace

## High School

Boyd Anderson  
Blanche Ely  
Cooper City  
Coral Glades  
Coral Springs  
Cypress Bay  
Deerfield Beach  
Everglades  
Hallandale  
McArthur  
Miramar  
Northeast  
Piper  
Plantation  
Taravella  
Western



# Standards Review input requested



Per **Gov. DeSantis**  
Executive Order 19-32,  
the DOE is in process of  
reviewing the **current**  
**ELA and Math standards**  
**and would like your**  
**input**

<http://www.fldoe.org/standardsreview/>







Nilda Aguirre,  
Staff Developer



Claudia Campos,  
Community Liaison-  
Spanish





# Take the Pledge

to advocate for ELL success in your community.  
Help us reach 10,000 pledges.

## FOR EVERY PLEDGE

We'll donate \$1 to the  
Ellevation Scholarship  
Fund in support of ELLs  
in higher education.

**Will you join us and take the  
pledge?**

**[bit.ly/ellpledge](http://bit.ly/ellpledge)**



Save the  
Date!

# Upcoming Professional Learning

## Seasons of Learning

June 10 -11 or June 12 -13

(Two Day sessions)\*

## Western High School

- ELlevation and Curriculum
- Components of WIDA and Scaffolded Instruction K-5
- Components of WIDA and Scaffolded Instruction 6-12



SoLIV



Summer

SoL IV

Begins June 10th  
thru August 6, 2019

**Beginning of the Year  
Meeting :**

**Friday, August 9, 2019**

**Flyer  
coming  
Soon!**



# End of the Year Update

## 2017-2018 End-of-Year ESOL Update

If we continue to receive updates from the State, we will keep you abreast of important information. If you are no longer the ESOL Contact, please provide the updated information to <https://forms.office.com/Pages/ResponsePage.aspx?id=y7Wz7nBTWEQpaqN4PXUlsfLmrUgptLr5Lo8FXqQd5UQjd-BWk45WVFSEICQ01MNjAwSTZYSi4u>

### SAVE THE DATE:

Opening of the Year ESOL Contact Meeting

Date: Friday, August 10, 2018

Location: Nova High School

2-DAY New ESOL Contact Training and Refresher

Contact Training: Register on My Learning Plan

ACTIVITY/AUDIENCE	DATES/TIMES	LOCATION
<b>ESOL ELlevation &amp; Curriculum New Users</b> <b>Audience: New ESOL Contacts</b> Prepares ESOL Contacts to implement tools on ELlevation, the web-based platform used to adhere to district, state and federal guidelines for English Language Learners (ELLs), impacting instructional practices and compliance.	Mon. 6/11/18 & Tues. 6/12/18 or Wed. 6/13/18 & Thurs. 6/14/18 8:00 a.m. - 3:00 p.m.	Western High School
<b>ELlevation and Curriculum Refresher</b> <b>Audience: Returning ESOL Contacts</b> Prepares Returning ESOL Contacts to implement advanced tools on ELlevation, provide curriculum support for teachers in order to adhere to district, state and federal guidelines for English Language Learners (ELLs), impacting instructional practices and compliance.	Mon. 6/11/18 & Tues. 6/12/18 or Wed. 6/13/18 & Thurs. 6/14/18 8:00 a.m. - 3:00 p.m.	Western High School
<b>ESOL: Introduction to WIDA K-5</b> <b>Audience: Educators of ELLs K-5</b> Prepares K-5 educators to plan and implement the research-based WIDA Framework and the WIDA Can Do Philosophy, in order to meet the diverse needs of English Language Learners (ELLs) for classroom instruction and assessment.	Mon. 6/11/18 & Tues. 6/12/18 8:00 a.m. - 3:00 p.m.	Western High School
<b>ESOL: Introduction to WIDA 6-12</b> <b>Audience: Educators of ELLs 6-12</b> Prepares 6-12 educators to plan and implement the research-based WIDA Framework and the WIDA Can Do Philosophy, in order to meet the diverse needs of English Language Learners (ELLs) for classroom instruction and assessment.	Wed. 6/13/18 & Thurs. 6/14/18 8:00 a.m. - 3:00 p.m.	Western High School

**ACCESS for ELLs 2.0 Score Report:** The scores were released on May 30, 2018, but notification will be provided when reports are accessible.

- Schools will receive one hard copy of the different score reports in English. If additional reports are needed, they can be printed from WIDA AMS.
- Using the [WIDA AMS Portal](#) schools can generate individual student reports in the On-Demand Reports Menu.
- Principals have access to WIDA AMS for their location using their email address. If a principal has forgotten their username or password, they can click on "forgot username or password" on the website. If the principal is new to the school, contact [victoria.saldala@broward.k12.fl.us](mailto:victoria.saldala@broward.k12.fl.us) for their location reassigned.

Update  
coming  
Soon!



# Access Form

Must be  
submitted  
for NEW  
Users.



## ELL Elevation Access Form

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

This form is to be completed for access to ELL Elevation and returned to Vicky Saldala, Director at [victoria.saldala@browardschools.com](mailto:victoria.saldala@browardschools.com).

School Name	
*Location Number	
Administrator Name	
Administrator Signature	

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

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

Full Name (Last Name, First Name)	CAB Email*	Job Title

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

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

Full Name (Last Name, First Name)	CAB Email*	Job Title

☐ Please check box if identified personnel attended ELL Elevation training.

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

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

Full Name (Last Name, First Name)	CAB Email*	Job Title





# ESOL Parent Leadership Council 2018-2019

## CHAIR

Maria Gabriela Salas

## VICE-CHAIR

Elizabeth Laverde

## SECRETARY

Dinorah Rodriguez

**Flyer  
Coming  
Soon!**

**Upcoming Meeting:**

**Thursday, May 30, 2019**

10:00 a.m. – 12:00 p.m.

Southwest Regional Library

16835 Sheridan St. Pembroke Pines, FL 33331



# PARENT OUTREACH CENTERS

Park Ridge ES – Open Thursdays

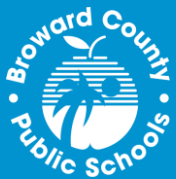
Tamarac ES – Open Mondays

Oriole ES – Open Thursdays

**Outreach Office – Daily 8:00 a.m. to 4:00 p.m.**

*For more information call the Parent Outreach Office at*

*754-321-2951*



**BROWARD COUNTY PUBLIC SCHOOLS**



@BrowardESOL



Broward  
Bilingual  
ESOL  
Department



Broward  
ESOL



**Follow Us On Social Media**





Thanks for all you do!





**Vicky B. Saldala**, Director  
**Leyda Sotolongo**, ESOL Curriculum Supervisor  
**Stephanie Bustillo**, Educational Specialist  
**Melinda Mayers**, Educational Specialist  
**Monica Nelsas**, Parent Outreach Specialist  
**Blanca Guerra**, World Language Curriculum Supervisor  
**Idalina Orta**, Dual Language Specialist  
**Reina Murray**, Bilingual Guidance Counselor  
**Celina Chavez**, Educational Specialist, Charter School Support

754-321-2590 KCW

754-321-2951- Pembroke Pines

<http://esol.browardschools.com>

