Bilingual ESOL Department

2019-2020 Beginning of the Year ESOL Contact Meeting

Friday, August 9, 2019

Established 1915
BROWARD
County Public Schools

Thank you to our Vendors

Available in Breakout Hallway

Teacher Created Materials PUBLISHING

SCHOLASTIC EDUCATION

Edu Resource Solutions

AMERICAN READING COMPANY

Lakeshore® products designed with learning in mind™

Benchmark EDUCATION Building Literacy for Life™

New Staff

Soraya Soto-Santiago,
Dual Language
Instructional Facilitator

Marie Aponte,
Accounting Specialist

Claudia Campos,
Community Liaison - Spanish

Sarah Gadelha,
Bilingual Intake Facilitator-Portuguese

Celebrations

ELLevation Scholarship Winner,

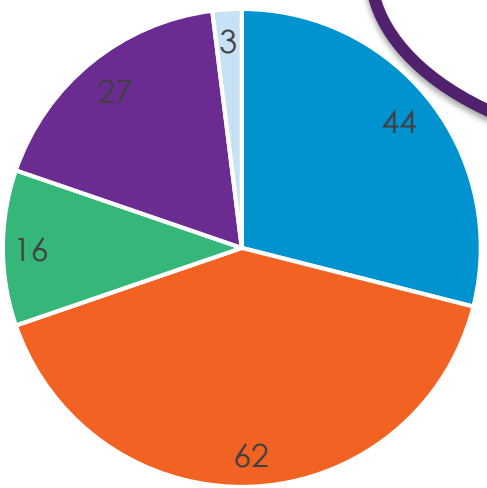
Melany Quintero

McArthur High School.

12 of the 69 Valedictorian/Salutatorian graduates were former ELLs (LZ) 2018- 2019

FTE Audit Results

2017-2018 Findings



- REEVALs
- Parent Notices
- ELL Plans
- Reported beyond 6 years
- ELL Folder missing

Most of the findings could have been resolved if the documents were uploaded

"Tears of joy this year!"
- Victoria Saldala

"Much improved, we are on the right track "
-FL State Auditor

30 schools were Audited

THANK YOU!

FRONT:

# of years as an ESOL Contact

12

BACK

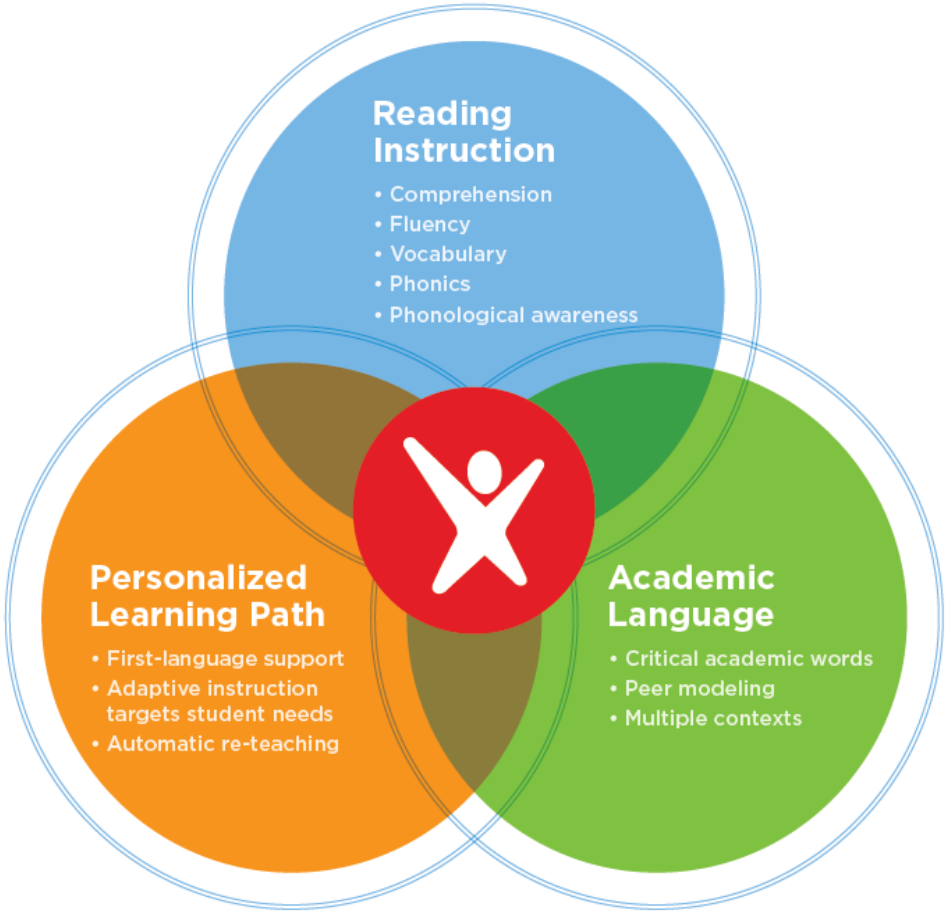
Share a highlight from last school year

AND

One vision/goal for the 19-20 school year

LOOK WHAT'S NEW!

Imagine Learning for ELLs



WHO: ELLs classified A1 or L1
WHAT: The Bilingual/ESOL Dept. has purchased Imagine Learning Language & Literacy subscriptions for K-5 ELLs identified in English Language Proficiency levels 1 or A1 to bridge the oral language and literacy gap.
USAGE: Imagine Learning will be used in lieu of i-ready with students who do not have enough language to effectively use i-ready.
Training: Half-day sessions and webinars
Additional Information: Refer to memo posted in July

Student Records

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA

Matthew Bradford
Task Assigned Chief Information Officer

DATE: June 13, 2019

ACTION REQUIRED

TO: All Principals
All Department Heads

FROM: Matthew Bradford
Task Assigned Chief Information Officer

VIA: Valerie S. Wanza, Ph.D.
Chief School Performance & Accountability Officer

SUBJECT: **K-5 STUDENT CUMULATIVE TRANSFERS**

In accordance with new guidelines set by Senate Bill (SB) 7030, Section 9, Subsection 2 amending 1003.24F.S. which institutes the *Procedures for maintenance and transfer of student records,* Broward County Public Schools (BCPS) records transfer protocols have changed. This amendment directly impacts School Board Policy 5100.2 – revision underway. The entire cumulative folder and all education records shall remain at the school, when requested as an out of district transfer.

Starting July 1, 2019, elementary schools will follow the same guidelines as secondary schools when transferring records.

Out of District Transfers - Charter, Private, Out of County, Out of State

- Transfer of records for Elementary, Middle and High School (K-12): District school **shall** retain the original records. **Within 3 days** of receipt of a request for educational records from a school outside Broward County District Schools, the sending principal shall forward copies of the requested records to include but not limited to: grades, testing, health, threat assessment evaluations, interventions, services, psychological evaluations, treatment, therapy, notes etc. to the receiving school. All original records shall be kept at the school until notification is received from Records Retention.

District Transfers (K-12)- lateral - (Does NOT include Charter Schools)

- Transfer of educational records within Broward County District Schools: Records of students withdrawing from one district school and enrolling in another district school shall be transferred to the receiving school. This is considered a lateral transfer. Withdrawing school will send the entire folder via Pony to the enrolling school. Schools will not withhold enrollment because of lack of registering documentation. The same rule applies to records of students promoted from elementary school to middle school or from middle school to high school within Broward County District Schools.

Any questions regarding this process, please contact **Lucia Ungaro, Supervisor, Records Retention, at 754-321-3151.**

VSW/MB/WP:df

cc: Senior Leadership Team
Veda Hudge, Director, Office of Service Quality
Directors, School Performance and Accountability
Directors, Information and Technology

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S.B. 7030 Sec 9; F.S. 1003.25

Student Cumulative Transfers

Pursuant to new guidelines set by SB 7030

Transfer of records for Elementary, Middle and High School (K-12)

District school shall retain the original records. **Within 3 days** of receipt of a request for educational records from a Charter School, the sending principal shall forward **copies** of the requested records to include but not limited to: **grades, testing, health, threat assessment evaluations, interventions, services, psychological evaluations, treatment, therapy, notes** etc. to the receiving school. All original records shall be kept at the school until notification is received from Records Retention.

LA Language Classification Code

NEW

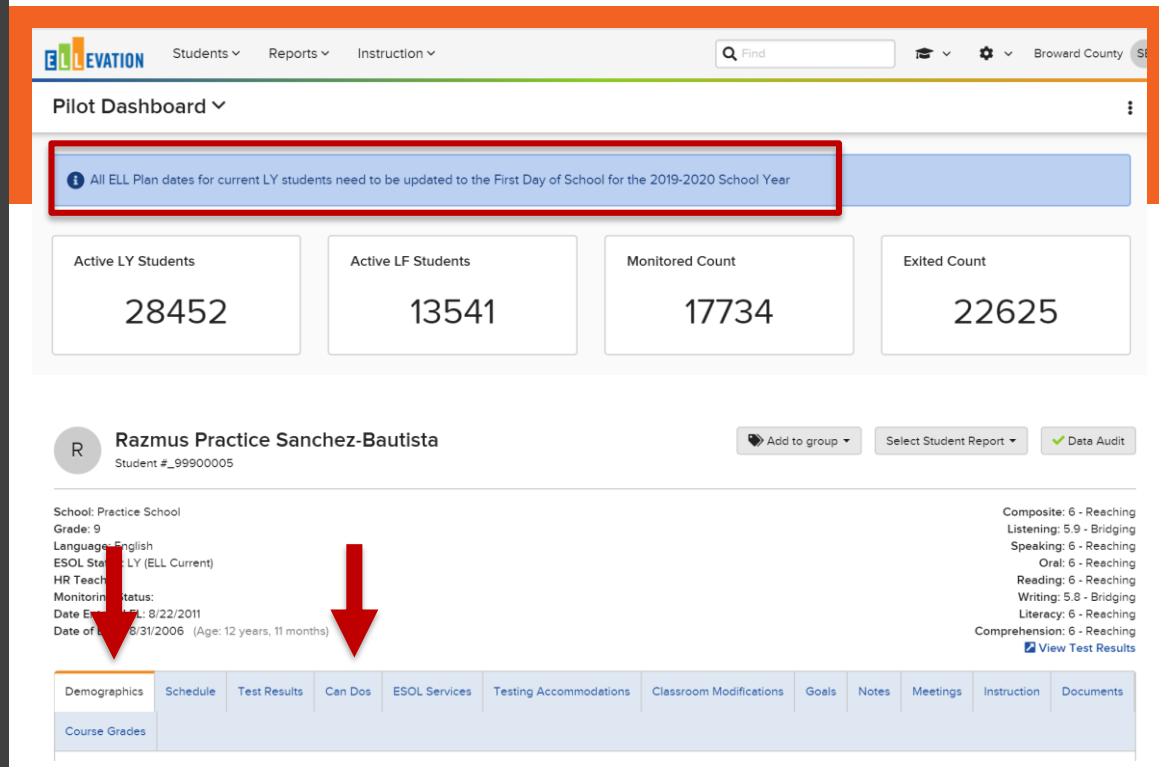
	Current	New for 2020
Exit ESOL program	**LY** become **LF** after an ESOL exit date is entered in the A23	**Same as current**
Years 1 and 2	After 2 years from the ESOL exit date **LF** becomes **LZ**	**After 2 years from the ESOL exit date LF becomes LA**
Years 3 and 4	LZ	**After 4 years from the ESOL exit date LA becomes LZ**
After year 4	LZ	**LZ**

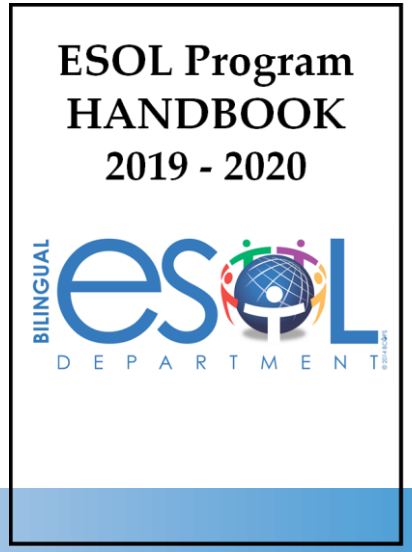
LA (The student has completed the two-year follow-up period after exiting the ESOL program (code LF) and is reported in this category (code LA) for the next two years (years 3-4 after exiting) for the purpose of student subgroup reporting per the state ESSA plan).

No monitoring is required for LA students!

What's New?

- **Ellevation**
  - Demographics Page
  - Can Do's Tab
  - Student List
  - District Dashboards with reminder banner
  - Create your own banner
- **HB Updates**
  - Sections and Pages
- **IMT / ETS Updates**
  - IM sweep
  - Tier sweep





ELLEVATION | Demo Database for Trainers

Search for students or groups

Home | Students | Schools | Teachers | Reports | Instruction

HOME › STUDENTS › PALHANO MARIA AZUL

Filter: None

P **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

Required

Document Name:
Teacher Recommendation

Required

Description:
Recommendation for continued placement in the ESOL Program

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

Cancel | Upload

Example:
2019-2020 Placement Letter JP

Generate, Print, Save, Upload and File

- **<u>Required for 2019- 2020 SY:</u>**
- Parent Letters (Placement, Continuation & Exit)
- ELL Student Meeting Report signature page

ESSA for ELLs Framework

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English Language Learners (ELLs)

FSA ELA for First-Year ELLs:

- **Test all ELLs in 1st year**
- **Learning gains counted in 2nd year**
- **Achievement counted in 3rd year**
- **State memo was sent on October 29, 2018**

Increased the federal accountability reported period for former ELLs from two years to four years.

LY=Active	**LF=2 year monitoring META & ESSA**	**LA=4 year monitoring ESSA only**

Accountability

Calculation of Federal percent of points index

- Includes all school grade components plus English Language Proficiency progress
- English Language Proficiency progress-the percent of ELLs who make progress on ACCESS for ELLs or Alternate ACCESS for ELLs

For ACCESS for ELLs

- ELLS who increase their whole number composite proficiency level or
- Remain at a composite score of 4,5,or 6 and do not decrease a level

Calculated Overall and by Subgroup

Federal Index (ESSA)

ESSA Indicator	Florida Component
Academic Achievement – including Student Growth	English Language Arts (ELA) Achievement
	Mathematics Achievement
	Learning Gains ELA
	Learning Gains Mathematics
	Learning Gains Lowest 25% ELA
	Learning Gains Lowest 25% Mathematics
Graduation Rate	4-Year Graduation Rate
School Quality or Student Success	Science
	Social Studies
	Middle School – Acceleration
	High School – College and Career Acceleration
Progress in Achieving English Language Proficiency (ELP)	ELP Progress **LY ONLY**

ZZ

LY

LF

LA

LY=ACTIVE **LF=2 YEAR MONITORING META & ESSA** **LA=4 YEAR MONITORING ESSA ONLY**

ELL Subgroup-Middle Schools

2018-19 Federal Percent of Points Index by Subgroup

English Language Learners

District Number	District Name	School Number	School Name	Percent Tested	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Graduation Rate 2017-18	College and Career Acceleration 2017-18	Progress of English Language Learners in Achieving English Language Proficiency	Total Components for the Federal Percent of Points Index	Total Points Earned for the Federal Percent of Points Index	Federal Percent of Points Index	Subgroup Below 41% in the Current Year?	Accelerator
06	BROWARD	[illegible]	[illegible]	99	41	56	50	44	45	36	33	41	47			52	10	445	45	NO	NOYES
06	BROWARD	[illegible]	[illegible]	98	54	65	62	62	70	66	50	71	74			72	10	646	65	NO	NOYES
06	BROWARD	[illegible]	[illegible]	99	43	58	53	55	63	52	44	61	31			78	10	538	54	NO	NONO
06	BROWARD	[illegible]	[illegible]	99	29	46	36	30	42	42	17	68	69			53	10	432	43	NO	NOYES
06	BROWARD	[illegible]	[illegible]	99	22	38	31	31	52	46	18	45	75			35	10	393	39	YES	NOYES
06	BROWARD	[illegible]	[illegible]	98	41	52	46	57	64	60	40	68	52			63	10	543	54	NO	NOYES
06	BROWARD	[illegible]	[illegible]	99	30	55	54	33	47	37	20	53	96			53	10	478	48	NO	NOYES
06	BROWARD	[illegible]	[illegible]	99	32	48	38	31	52	50	29	62				42	9	384	43	NO	NOYES
06	BROWARD	[illegible]	[illegible]	99	27	43	31	31	49	47	23	38	85			46	10	420	42	NO	NOYES
06	BROWARD	[illegible]	[illegible]	98	25	39	36	31	40	33	20	46	58			51	10	379	38	YES	NOYES
06	BROWARD	[illegible]	[illegible]	100	46	58	47	54	46	29		43				73	8	396	50	NO	NOYES

ANALYZE HIGHLIGHTED COLUMNS – WHAT DOES DATA REVEAL?

Comparison of Overall School to ELL Subgroup

School Number	School Name	Percent Tested	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement	Mathematics Learning Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Acceleration	Progress of English Language Learners in Achieving English Language Proficiency	Total Points Earned for the Federal Percent of Points Index	Total Components for the Federal Percent of Points Index	Federal Percent of Points Index All Students	Overall Federal Percent of Points Below 41%?
		99	37	44	35	40	43	33	34	40	62	69	437	10	44	NO
		99	23	39	36	28	39	31	23	38		69	326	9	39	YES

What areas can be focused on for improvement and support?

THIS SCHOOL WAS IDENTIFIED AS CS&I FOR ELL SUBGROUP

Purpose of ACCESS for ELLs

Monitor annual progress English language proficiency

Provide criteria for exiting ELLs from ESOL program

Provide valid and reliable information for decision-making and accountability

Inform classroom instruction and assessment

ESSA and ELLs

ACCESS for ELLs

ELLevation

(Compliance)

WIDA Framework

Can Do Descriptors

ELD Standards

Models of Instruction and Support

Instructional Resources

ELLevation Strategies (Curriculum)

Supports & Scaffolds

ACCESS for ELLs Dashboard (page 2 of 6)

SCHOOL LEVEL CHARACTERISTICS

School: All
Grade: All
School Type: All
Cadre: All
Board Member: All
I-Zone: All

SCHOOL YEAR: 2017 / 2018 / 2019

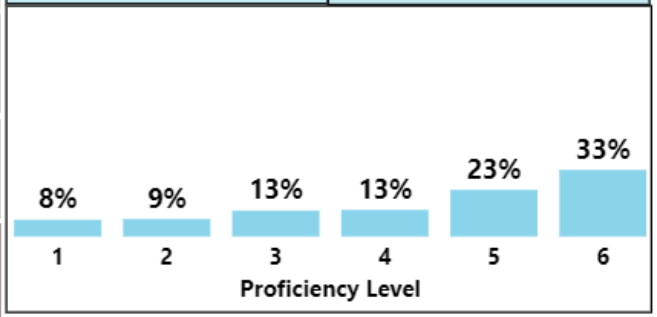
CLEAR FILTER

STUDENT LEVEL CHARACTERISTICS

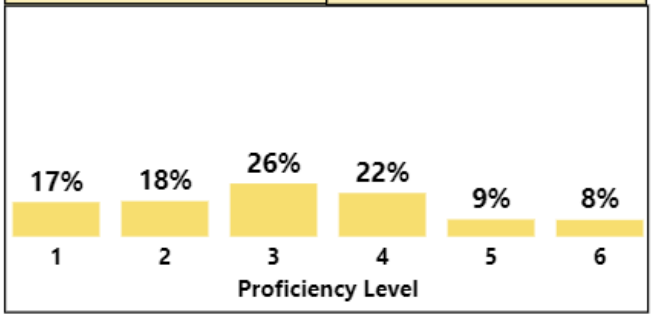
Gender: FEMALE, MALE
ESE: NON-SWD, SWD
FRL: FRL, NON-FRL
Country: All
Native Language: All
Race/Ethnicity: All
Time in ESOL: All

ACCESS FOR ELLs Language Domains

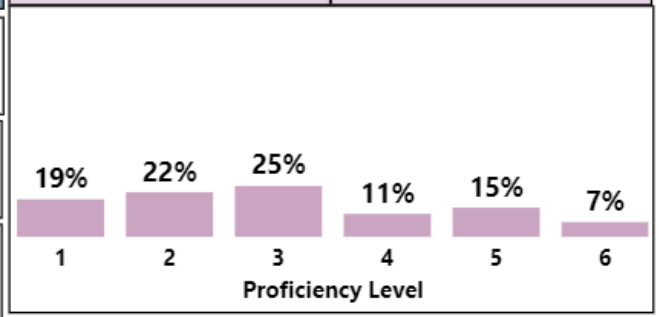
LISTENING (# Tested)	LISTENING (% Proficient)
30877	70



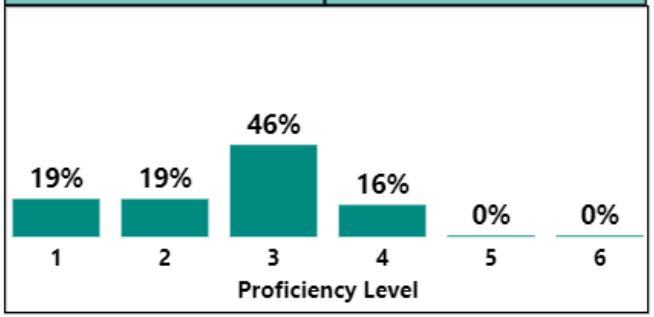
SPEAKING (# Tested)	SPEAKING (% Proficient)
30785	39



READING (# Tested)	READING (% Proficient)
30854	34



WRITING (# Tested)	WRITING (# Proficient)
30695	16



SY 2019	# Tested in All Domains	NUMBER PROFICIENT	PERCENT PROFICIENT
	30381	6776	22.3

Note: Student must score Level 4 or higher in both the Reading domain and in the Overall Composite score in order to be proficient on the ACCESS for ELLS. The State established proficiency levels only for the Reading domain and the Overall composite score. Results reported for all tested ELL students.

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BILINGUAL esol DEPARTMENT

HTTPS://BROWARDCOUNTYSCHOOLS.SHAREPOINT.COM/SITES/INTRANET/ACADEMICS/TSD/SAR/PAGES/ACCESS_DASHBOARD.ASPX

ACCESS for ELLs Dashboard (page 4 of 6)

SCHOOL LEVEL CHARACTERISTICS

School: All
Grade: All
School Type: All
Cadre: All
Board Member: All
I-Zone: All

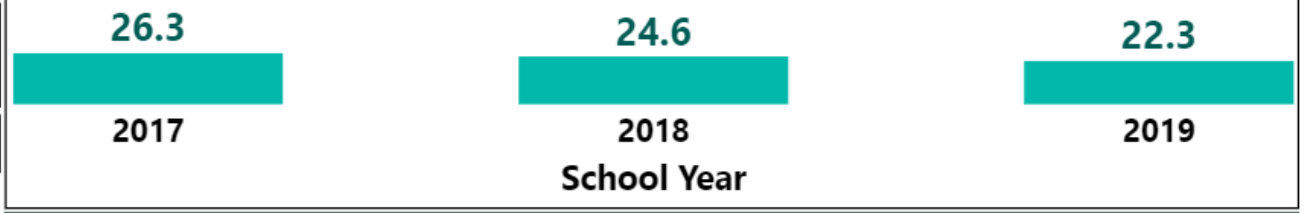
STUDENT LEVEL CHARACTERISTICS

Gender: FEMALE, MALE
ESE: NON-SWD, SWD
FRL: FRL, NON-FRL
Country: All
Native Language: All
Race/Ethnicity: All
Time in ESOL: All

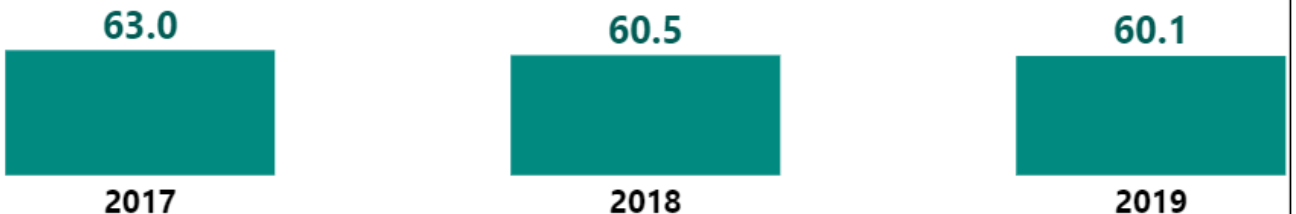
CLEAR FILTER

ACCESS FOR ELLs
Three-Year Trend

ACCESS FOR ELLs - PROFICIENCY
Percent of Students Proficient



ACCESS FOR ELLs - PROGRESS
Percent of Student Making Progress



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BILINGUAL esol DEPARTMENT

Note: Student must score Level 4 or higher in both the Reading domain and in the Overall composite score in order to be proficient on the ACCESS for ELLs. Students who increase a whole number composite proficiency level or remain at a composite score of 4, 5, or 6 and do not decrease a level make progress on the ACCESS for ELLs. Results reported for all tested ELL students.

ACCESS for ELLs Dashboard

SCHOOL LEVEL CHARACTERISTICS

School: All
Grade: All
School Type: All
Cadre: All
Board Member: All
I-Zone: All

SCHOOL YEAR: 2016 / 2017 / 2018

CLEAR FILTER

STUDENT LEVEL CHARACTERISTICS

Gender: FEMALE, MALE
ESE: NON-SWD, SWD
FRL: FRL, NON-FRL
Country: All
Native Language: All
Race/Ethnicity: All
Time in ESOL: All

ACCESS FOR ELLs

DOMAIN / NUMBER OF TESTED		PROFICIENCY LEVEL						
		LEVEL 1 ENTERING	LEVEL 2 EMERGING	LEVEL 3 DEVELOPING	LEVEL 4 EXPANDING	LEVEL 5 BRIGDING	LEVEL 6 REACHING	LEVEL 4-6
LANGUAGE DOMAINS								
LISTENING 31792	COUNT	2553	2662	4050	3985	7258	11284	22527
	%	8	8	13	13	23	35	71
SPEAKING 31581	COUNT	5251	5537	8408	6887	2573	2925	12385
	%	17	18	27	22	8	9	39
READING 31843	COUNT	6288	6646	7087	3590	5172	3060	11822
	%	20	21	22	11	16	10	37
WRITING 31693	COUNT	5770	5765	15424	4604	121	9	4734
	%	18	18	49	15	0	0	15
COMPOSITE SCORES								
COMPREHENSION 31738	COUNT	4220	4918	6568	4841	6924	4267	16032
	%	13	15	21	15	22	13	51
ORAL 31416	COUNT	3553	3506	7463	8478	5514	2902	16894
	%	11	11	24	27	18	9	54
LITERACY 31650	COUNT	5547	6062	13744	5429	820	48	6297
	%	18	19	43	17	3	0	20
OVERALL 31215	COUNT	4287	4783	12498	8366	1234	47	9647
	%	14	15	40	27	4	0	31

OVERALL

SY 2018	# Tested in All Domains	NUMBER PROFICIENT	PERCENT PROFICIENT
	31215	7694	24.6

Note: Student must score Level 4 or higher in both the Reading domain and in the Overall Composite score in order to be proficient on the ACCESS for ELLS. The State established proficiency levels only for the Reading domain and the Overall composite score. The 2015-16 ACCESS for ELLs scores have been retrofitted (converted to new score scales) and are being reported for comparison. Results reported for all tested ELL students.

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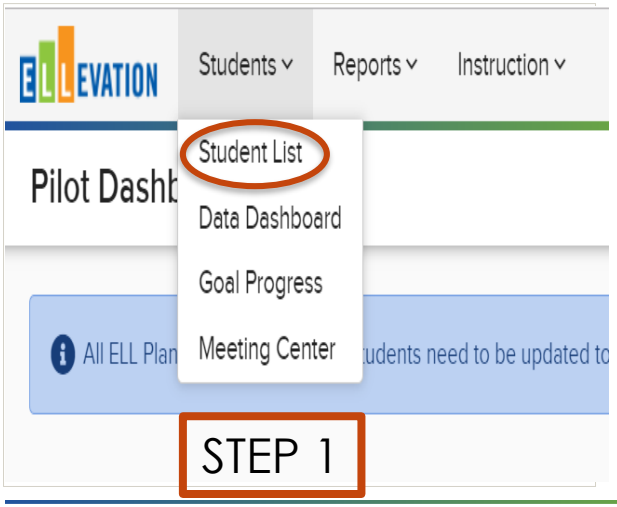
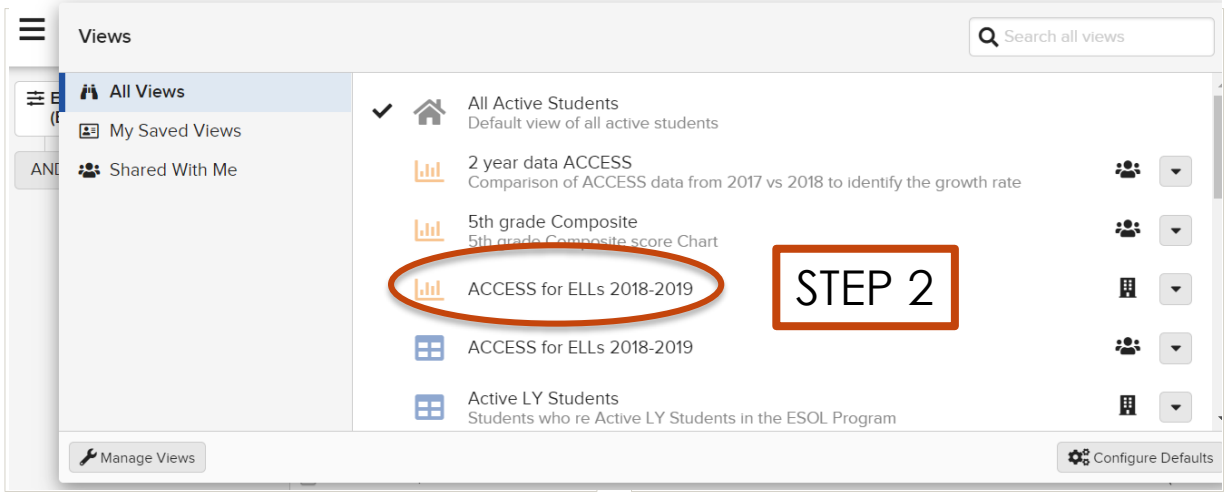
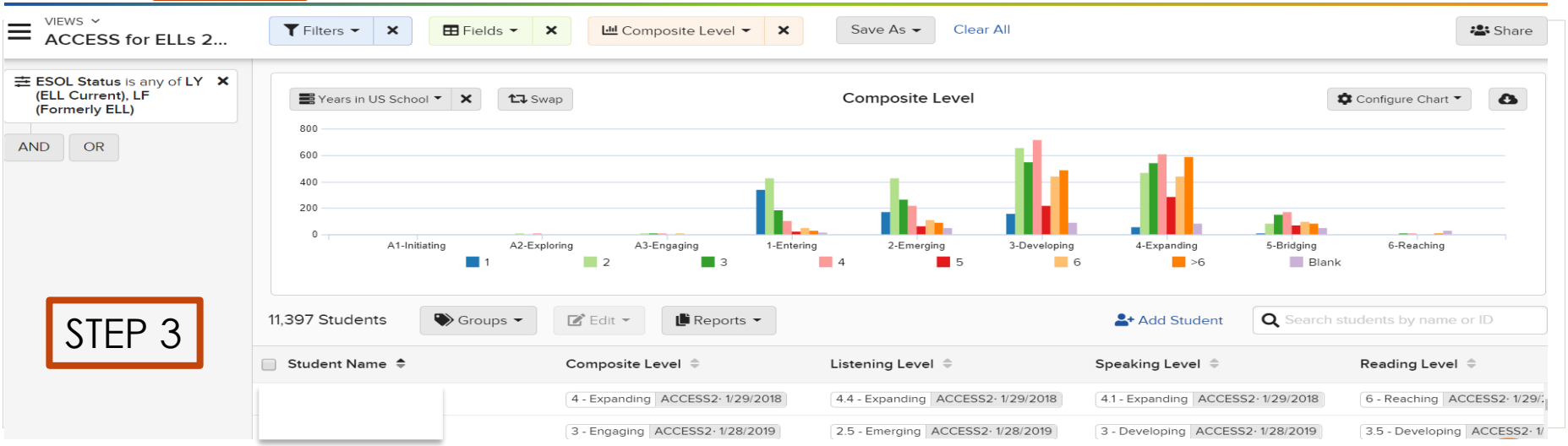
BILINGUAL esol DEPARTMENT

ACCESS for ELLs 2019 results in ELLevation, including the number of Years in U.S. School

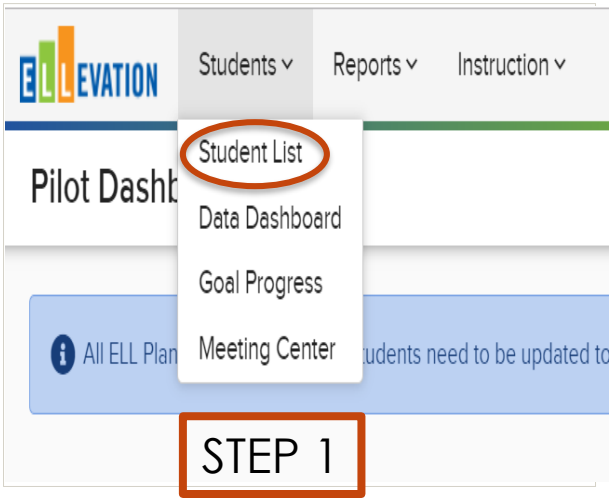


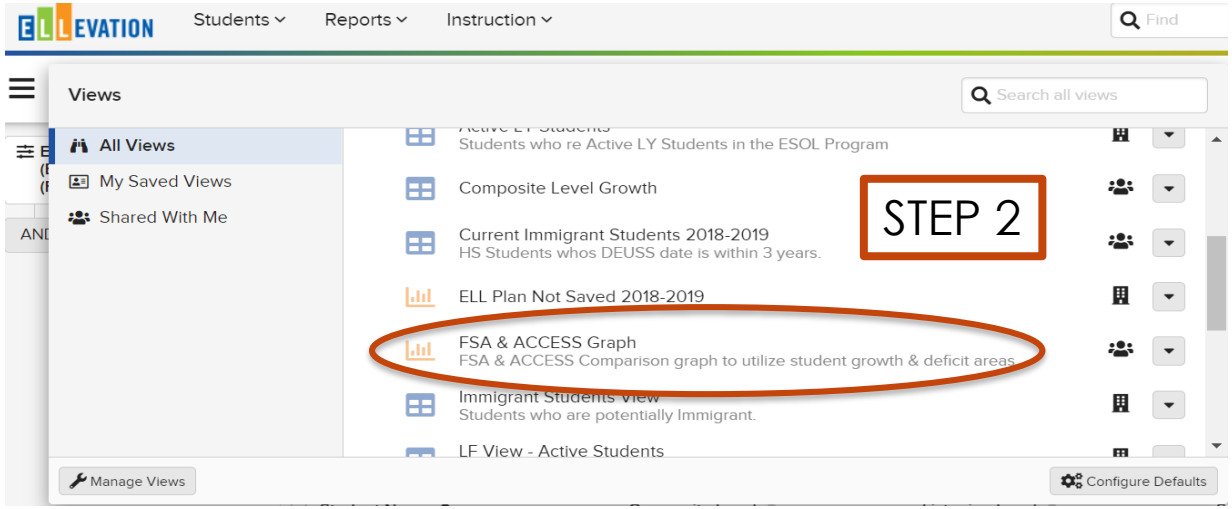


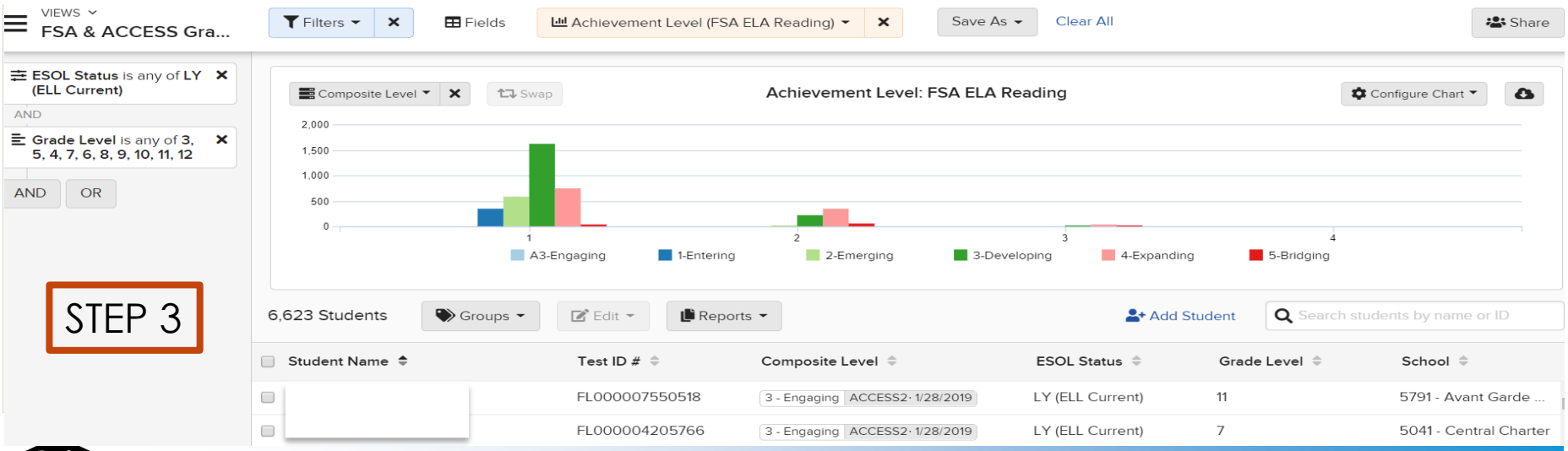


PROFICIENT = LEVEL 4 COMPOSITE PLUS LEVEL 4 READING

ACCESS for ELLs 2019 results in ELLevation, including the FSA (ELA) scores

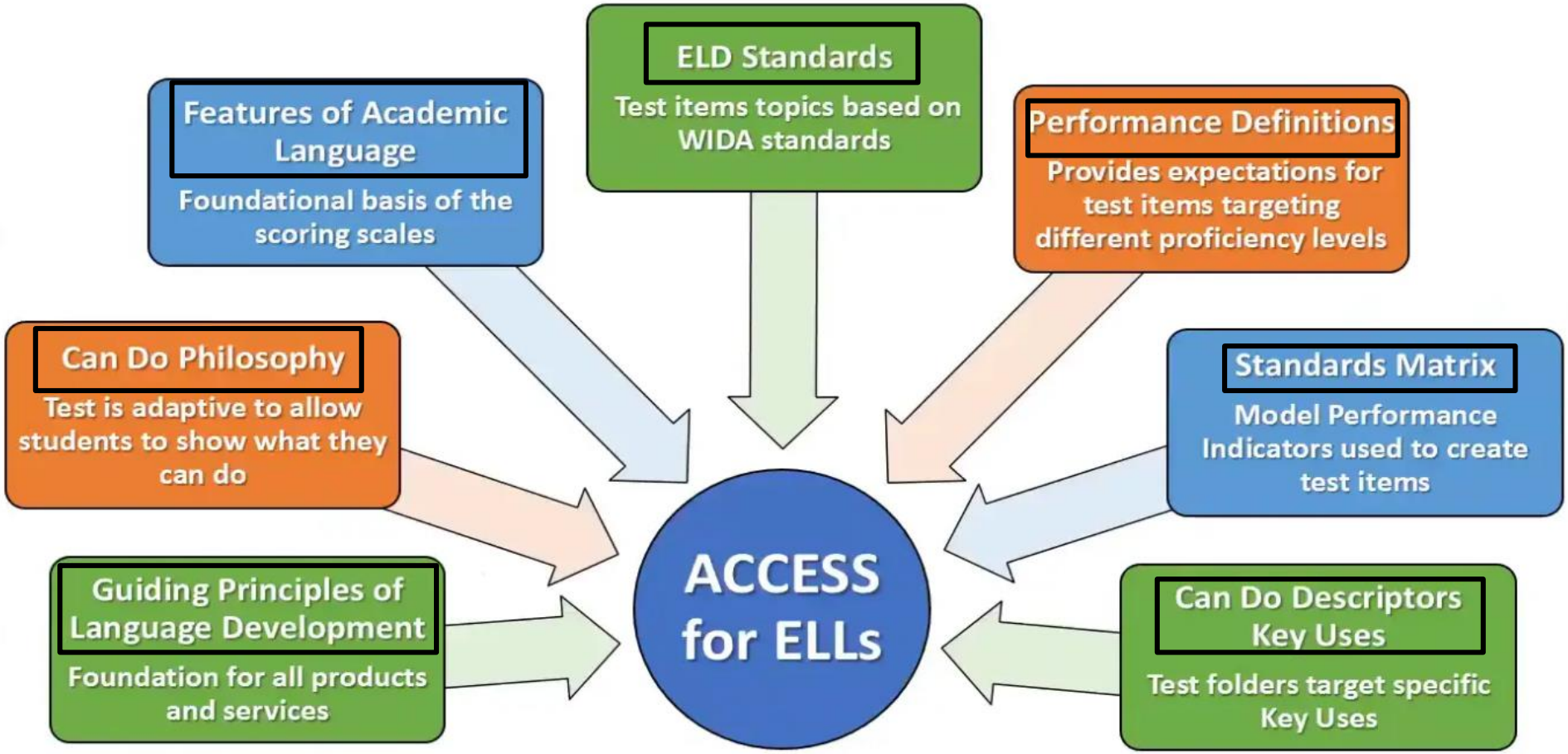






PROFICIENT = LEVEL 4 COMPOSITE PLUS LEVEL 4 READING PLUS PROFICIENCY IN ELA

WIDA Standards Framework



WIDA Standards Framework

- **5 ELD Standards**
- **4 Language Domains**
- **Levels of English Proficiency**
- **Can Do Descriptors**

HTTPS://WIDA.WISC.EDU/

Instructional Models

Sheltered/Self-Contained

ELLs receive classroom instruction together

Teacher(s) adjust instruction and use ESOL strategies to make **content comprehensible**

Getting Started with English Language Learners, Judie Haynes 2007

Mainstream/Inclusion

Students in classroom with non-ELLs

Teacher(s) use ESOL strategies to make **content comprehensible**

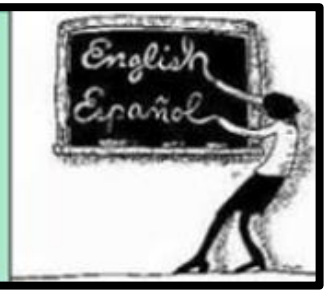
ELLs in the same grade are grouped with the same classroom teacher

Instructional Support

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

Dual Language

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



Instructional Supports

Sensory Supports	Graphic Supports	Interactive Supports
• Real-life objects (realia) • Manipulatives • Pictures & photographs • Illustrations, diagrams & drawings • Magazines & newspapers • Physical activities • Videos & Films • Broadcasts • Models & figures	• Charts • Graphic organizers • Tables • Graphs • Timelines • Number lines	• In pairs or partners • In triads or small groups • In a whole group • Using cooperative group structures • With the Internet (Web sites) or software programs • In the native language (L1) • With mentors

ELP standard	1- Social and Instructional language	2- The language of Language Arts	3- The language of Mathematics	4- The language of Science	5- The language of Social Studies
Venn Diagrams - Comparing and Contrasting Two Entities	• Two friends or family members • Two traditions	• Two characters • Two settings • Two genres	• Two operations • Two geometric figures • Two forms of proportion	• Two body systems or organs • Two animals or plants	• Two conflicts • Two forms of government • Two forms of transportation
T-Charts - Sorting or Categorizing Objects or Concepts	• Colors • Classroom objects	• Facts/Opinions • Points of view • Pros/Cons	• Area/Perimeter • Fractions/ Decimals • Addition/ Subtraction	• Forms of matter • Forms of energy • Senses • Vertebrates/ Invertebrates	• Types of transportation • Types of habitats
Cycles - Producing a Series of Connected Events or a Process	• Conflict/ Resolution • School or classroom routines	• Plot lines	• Steps in problem-solving	• Scientific inquiry • Life cycles • Water cycle	• Elections in a democracy • Passage of a law
Cause and Effect - Illustrating a Relationship	• Classroom or school rules • Health and safety at home or in school	• Responses of characters to events	• Variables in algebraic equations • Geometric theorems	• Chemical reactions • Adaptation • Weather events	• Political movements • Economic trends
Semantic Webs - Connecting Categories to Themes or Topics	• Personal interests • Idiomatic expressions • Multiple meanings of words and phrases	• Root words and affixes • Main idea/ Details	• Types and features of polygons • Types and characteristics of angles	• Foods and their nutritional ingredients • Types and characteristics of rocks	• Types of human and civil rights • Impact of economic policies

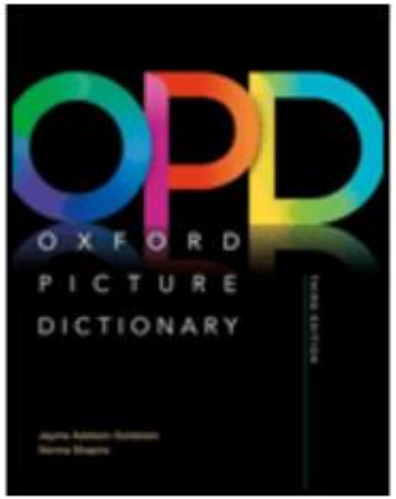
[WIDA Instructional Supports]

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 G16 Note-Taking/Outline Notes G17 Question-Answer-Relationship (QAR) G18 Reading with Specific Purpose G19 Reread Text G20 Text Features & Structural Analysis G21 Survey, Question, Read, Recite, Review (SQ3R) G22 Text Connections G23 Total Physical Response (TPR) G24 Vary Complexity of Assignment G25 Realia/Manipulatives G26 Captioning	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

[ESOL Instructional Strategies Matrix]



[Bilingual Dictionaries & Glossaries]

[Language Enrichment Camp]

Tier 1 Core Instructional Factors for ELLs
2019-2020

*Collaborative Problem Solving Team (CPST) should include personnel familiar with the English Language Learner (ELL).
*The core instruction for ELLs should be delivered with teachers knowledgeable about the process of acquiring a second language, and know how to deliver culturally relevant content, literacy, and language instruction. Instruction within these settings will not be viewed as an intervention (Tiers 2 or 3), but rather part of ELLs' core instruction (National Center on Response to Intervention, 2011).

DEUSS (Date Entered U.S. School)	EDUCATIONAL BACKGROUND	INTERRUPTED EDUCATION	ELL RESOURCES
☐ First time the student enrolled in a United States school (to include transiency)	☐ Transcripts ☐ Academic Grades ☐ Programmatic Assessment ☐ Literacy in Home Language(s) (L1) ☐ ELL Committee Recommendations ☐ Weaknesses and Strengths in L1 and/or L2	☐ Transiency ☐ Lack of ESOL services ☐ Students with Limited or Interrupted Formal Education (SLIFE)	☐ ELLevation Strategies for Teachers ☐ inSync (Grades K-12) ☐ English to Heritage Language Translation Dictionaries ☐ English to Heritage Language Translation Content Area Glossaries ☐ English to Heritage Language Translation Picture Dictionaries ☐ Potential Impact of Syntax and Phonology of English Language Learners ☐ Free Online Resources for Language Acquisition ☐ ELL Supplemental Resources (Grades K-12) ☐ Journeys ELL Resources and Leveled Readers in Spanish (Grades K-5) ☐ Imagine Learning (PreK-8) ☐ Reading Horizons (Grades 6-12) ☐ ESL Reading Smart (Grades 6-12) ☐ Language Enrichment Camp (LEC) ☐ Istation (Dual Language Schools)
ESOL INSTRUCTIONAL RESOURCES	**DATA**	**CROSS-CULTURAL VARIABLES**	
☐ ESOL Instructional Strategies Matrix ☐ ESOL Instructional Strategies Addendum	☐ FSA (R/W) (when applicable) ☐ ACCESS for ELLs ☐ IPT (Grades K-12) ☐ K-TEA (Grades 3-12) ☐ WIDA ELP Standards Report ☐ Formative Assessments ☐ Universal Design for Learning (UDL)	☐ Experiential (Varied life and educational experiences, Exposure to unique topics, and Diverse approaches to learning an expression) ☐ Social and Emotional (Personal Interests and needs, Empathy for diverse experiences, and Knowledge of community resources) ☐ Linguistic (Familiarity of Roman/Non-Roman Alphabet Systems, Knowledge of multiple languages, Varying representations of ideas, and Diverse strategies for language learning) ☐ Cultural (Different perspectives, Practices, Beliefs, and Social norms) ☐ Ways of thinking, and Familiarity of Alphanumeric/Non-Alphanumeric Systems	
SECOND LANGUAGE ACQUISITION	**ENGLISH LANGUAGE PROFICIENCY LEVELS**		
☐ Second Language Acquisition Chart	☐ English Language Proficiency Levels – Codes ☐ WIDA Can Do Descriptors		

04/17/19 Bilingual/ESOL Department

[Tier I Instructional Core Factors for ELLs]

[Supplemental Resources & Materials]

ELLevation Strategies

Ellevation Strategies

Instructional activities to reach and teach your ELLs

Build Background

Bridge new learning to prior knowledge & experiences

Demonstrations & Experiences	Inquiry and Research	Student Collaboration
Language Experience Approach	Anticipation and Reaction Guide	Brainstorm Walk
Virtual Field Trip	Reverse Read	Snippet
Hanging Hashtags	Native Language Text	Anticipation Creation
Be a Detective	Make Your Mark	

Clarify Input

Communicate new language and content clearly

Supported Lesson Delivery	Focused Listening	Purposeful Reading
5 and 2	Read Aloud	Interactive Reading Notebooks
Essential Questions	Powerful Podcasts	Text, Reading, Action!
Learning 1-2-3	Guided Notes	Partner Reading
TPR	Echo Echo	Cornell Note Taking
Anchor Charts	Teach! Teach!	Reading from Different Perspectives
	Double Vision Video	Reciprocal Teaching
		What's the Question Type?

Fortify Output

Strengthen speaking and writing skills

Classroom Chatter	Student Writing	Constructed Response
Find Your Match	A Reader, A Reporter and an Announcer	Graphic Organizer Match Up
Inside-Outside Circle	Dialogue Journal	Numbered Heads Together
Jigsaw	Written Conversation	Mix and Match with Constructed Response Cards
Clock Buddies	Writing Windows	Respond with Race
I am...Monologues	Fortune/Misfortune	
Which Corner?	Think, Write, Pair, Share	
Information Exchange		
Conversation Grid		

Foster Interactions

Create opportunities for authentic communication

Academic Conversations	Practice and Review	Opinions and Debates
Directed Discourse	Do You Know?	Pro Con Improv
The Expert and the Novice	Find the Fib	Tell MORE
Same Scene Twice	Fishbowl Review	Opinion Continuum
QSSSA	Common Thread	Prediction Cafe
	Don't Mention It	T Chart, Pair, Defend

Develop Academic Language

Teach words, sentences, & messages

Weighted Words	Strong Sentences	Meaningful Messages
Vocab Go-Fish	Draw that Idiom	Sticky Thinking
360 Degree Words - Move It! Make It! Mean It!	Building with Brick and Mortar Cards	Text Types
Direct Teaching of Affixes	Cloze Sentences	It's in the Details
Word Walls	Sentence Scramble	Simultaneous Round Table
Signal Words Flip Books		
Signal Words Flash Cards		
Vocabulary Rating		

Assess Language and Learning

Measure progress meaningfully

Quick Checks	Varied Assessments
Differentiated Question Prompts	Book Reviews
White Board Checkpoints	Multimedia Masterpieces
Exit Ticket	Wordless Books
Triangle, Square, Circle	Proud Portfolios

All underlined titles have an instructional video that models the activity in a real classroom.

How will you help your students today?

www.ellevationeducation.com

ELLEVATION

KEEP
CALM
AND
REMEMBER

At a Glance

Monthly ESOL Compliance
2019-2020

August/September	October	November/December	January
☐ Follow procedures for students meeting EXIT criteria ☐ Registration: Testing & Placement Procedures (A03, A21, A23) All Plan dates are updated to the beginning of the School Year ☐ Generate/Update ELL Folders for LY students (Assign Accommodations, Check schedules, ELL PLAN*) ☐ Annual Reviews* (DEUSS Aug./Sept. 2018 and 2017) ☐ Re-Evaluations* (DEUSS Aug./Sept. 2016 and before) ☐ Send home Notification of Placement/Continuation letter* and file in ELL Folder within 30 days ☐ Generate, Save, Print and File Updated ELL Plan* based on DEUSS Date ☐ Generate ELLevation Reports* to verify Data Entry	☐ Registration: Testing & Placement Procedures (A03, A21, A23) All Plan dates are updated based on DEUSS ☐ Annual *Reviews* (DEUSS Oct. 2018 and 2017)* ☐ Re-Evaluations* *(DEUSS after Oct. 1, 2016 and before)* Requires ELL Committee Meeting* and L/S/R/W Assessment ☐ Send home Notification of Placement/Continuation letter* and file in ELL Folder within 30 days of DEUSS ☐ Generate, Save, Print and File Updated ELL Plans* based on DEUSS Date ☐ FTE Verification Survey 2 - Generate ELLevation Reports* to verify Data	☐ Registration: Testing & Placement Procedures (A03, A21, A23) All Plan dates are updated based on DEUSS ☐ Annual *Reviews* (DEUSS Nov/Dec 2018 and 2017)* ☐ Re-Evaluations* *(DEUSS after Oct. 1, 2016 and before)* Requires ELL Committee Meeting* and L/S/R/W Assessment ☐ Send home Notification of Placement/Continuation letter* and file in ELL Folder within 30 days of DEUSS ☐ Generate, Save, Print and File Updated ELL Plans* based on DEUSS Date ☐ Generate ELLevation Reports* to verify Data Entry	☐ Registration: Testing & Placement Procedures (A03, A21, A23) All Plan dates are updated based on DEUSS ☐ Annual *Reviews* (DEUSS Jan. 2018 and 2019)* ☐ Re-Evaluations* (DEUSS *Jan. 2017 and before)* Requires ELL Committee Meeting* and L/S/R/W Assessment ☐ Send dated Notification of Placement/Continuation letter* and file in ELL Folder within 30 days of DEUSS ☐ Generate, Save, Print and File Updated ELL Plans* based on DEUSS Date ☐ Generate ELLevation Reports* to verify Data Entry ☐ Begin planning for ACCESS admin. Verify Tier levels (A-C, Z)
February	**March/April**	**May/June**	
☐ Registration: Testing & Placement Procedures (A03, A21, A23) All Plan dates are updated based on DEUSS ☐ Annual *Reviews* (DEUSS Feb. 2018 and 2019)* ☐ Re-Evaluations* (DEUSS *Feb. 2017 and before)* Requires ELL Committee Meeting* and L/S/R/W Assessment ☐ Send home Notification of Placement/Continuation letter* and file in ELL Folder within 30 days of DEUSS ☐ Generate, Save, Print and File Updated ELL Plans* based on DEUSS Date ☐ FTE Verification Survey 3 - Run ELLevation Reports* to verify Data Entry ☐ Plan for Testing (Dictionary, glossary, extended time, setting, etc.)	☐ Registration: Testing & Placement Procedures (A03, A21, A23) All Plan dates are updated based on DEUSS ☐ Annual *Reviews* (DEUSS March/Apr. 2018 and 2019)* ☐ Re-Evaluations* (DEUSS *March/Apr. 2017 and before)* Requires ELL Committee Meeting* and L/S/R/W Assessment ☐ Send home Notification of Placement/Continuation letter* and file in ELL Folder within 30 days of DEUSS ☐ Generate, Save, Print and File Updated ELL Plans* based on DEUSS Date ☐ Generate ELLevation Reports* to verify Data Entry	☐ Registration: Testing & Placement Procedures (A03, A21, A23) All Plan dates are updated based on DEUSS ☐ Annual *Reviews* (DEUSS May/June 2018 & 2019)* ☐ Re-Evaluations* (DEUSS *May/June 2017 and before)* Requires ELL Committee Meeting* & L/S/R/W Assessment ☐ Send home Notification of Placement/Continuation letter* and file in ELL Folder within 30 days of DEUSS ☐ Generate, Save, Print and File Updated ELL Plans* based on DEUSS Date ☐ Review BASIS, RtI Data to schedule Retention Meetings*	Please refer to the Bilingual/ESOL SharePoint website for detailed procedures located in the ESOL Program Handbook CANVAS https://browardschools.instructure.com/courses/598658 SHAREPOINT https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/learning/ELL/Pages/default.aspx For Support Contact Bilingual/ESOL Dept. 754-321-2590

*To be completed on ELLevation

SB/CC/AP/MM 05/31/2019

Continuous Improvement Areas

DEUSS Date Errors

Over **5000** records at the state level with incorrect DEUSS Dates

Six years or more

84% of LYs at the state level

10% of LYs in Broward

Basis of Exit "L"

40% of students exited via ELL Committee at the state level

20% in Broward

CHECK YOUR DATA!!!

ACCESS Individual Score Reports

WIDA | ACCESS for ELLs 2.0*
English Language Proficiency Test

Sample Student
Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXX
School: sample school
District: sample district
State: sample state

Individual Student Report 20XX

This report provides information about the student's scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students' progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

Language Domain	Proficiency Level (Possible 1.0-6.0)	Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions
Listening	4.0	368
Speaking	2.2	320
Reading	3.4	356
Writing	3.5	355
Oral Language 50% Listening + 50% Speaking	3.2	344
Literacy 50% Reading + 50% Writing	3.5	356
Comprehension 70% Reading + 30% Listening	3.7	360
Overall* 35% Reading + 35% Writing + 15% Listening + 15% Speaking	3.4	352

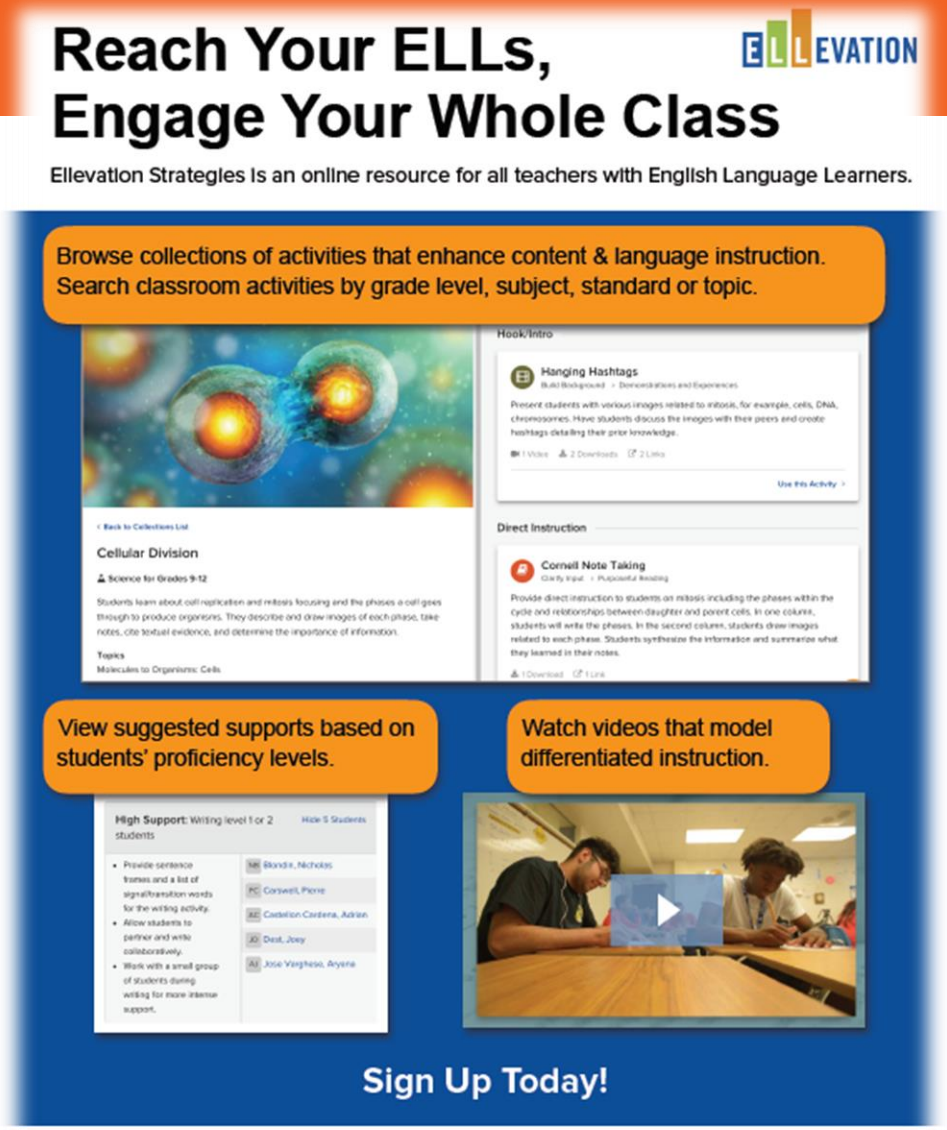
*Overall score is calculated only when all four domains have been assessed. NA: Not available

Traditional Schools:
Deliveries began this week

Charter Schools:
Pick up at Student Assessment & Research (SAR), Twin Lakes

Translated interpretive guides for parents are available at wida.wisc.edu
In the Resource Library

ELLevation Strategies for Teachers



"Change will Not Come if we wait for
some other person or some other time.
We are the ones
We've been waiting for.
We are the Change that We Seek."
Barack Obama
HANGCHUNGTEE.BLOGSPOT.COM

Spectrum of English Learners

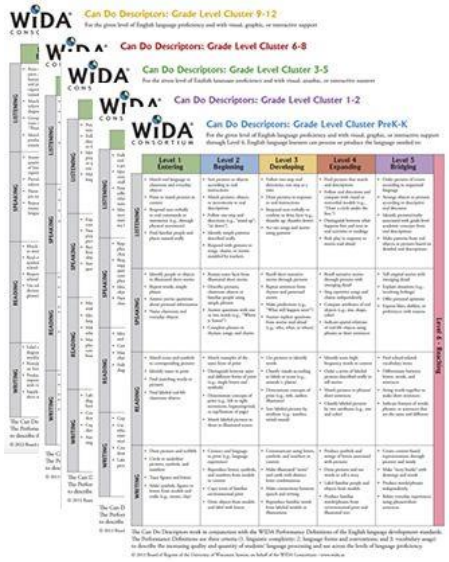
ELLs carry **twice** the load

Limited or No schooling in L1; not literate in L1; limited funds of ,knowledge

Born in US, but L1 spoken in home is not English; Some have literacy in L1 and L2: Some are literate in both

Strong Academic background in L1; fully literate in L1; varied experiential backgrounds

WIDA Can Dos



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	• Identify symbols, icons, and environmental print • Connect print to visuals • Match real-life familiar objects to labels • Follow directions using diagrams or pictures	• Search for pictures associated with word patterns • Identify and interpret pre-taught labeled diagrams • Match voice to print by pointing to icons, letters, or illustrated words • Sort words into word families	• Make text-to-self connections with prompting • Select titles to match a series of pictures • Sort illustrated content words into categories • Match phrases and sentences to pictures	• Put words in order to form sentences • Identify basic elements of fictional stories (e.g., title, setting, characters) • Follow sentence-level directions • Distinguish between general and specific language (e.g., flower v. rose) in context	• Begin using features of non-fiction text to aid comprehension • Use learning strategies (e.g., context clues) • Identify main ideas • Match figurative language to illustrations (e.g., "as big as a house")	Level 6 - Reaching
WRITING	• Copy written language • Use first language (L1, when L1 is a medium of instruction) to help form words in English • Communicate through drawings • Label familiar objects or pictures	• Provide information using graphic organizers • Generate lists of words/ phrases from banks or walls • Complete modeled sentence starters (e.g., "I like ____.") • Describe people, places, or objects from illustrated examples and models	• Engage in prewriting strategies (e.g., use of graphic organizers) • Form simple sentences using word/phrase banks • Participate in interactive journal writing • Give content-based information using visuals or graphics	• Produce original sentences • Create messages for social purposes (e.g., get well cards) • Compose journal entries about personal experiences • Use classroom resources (e.g., picture dictionaries) to compose sentences	• Create a related series of sentences in response to prompts • Produce content-related sentences • Compose stories • Explain processes or procedures using connected sentences	

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

7

Emergent English Learners Can…

- Match things, move things around
- Create models or representations
- Illustrate concepts
- Compare and Contrast things
- Act out, gesture, show

Recalling

Creating

Analyzing

Evaluating

Applying

Automated Exiting

(State Exit Criteria)

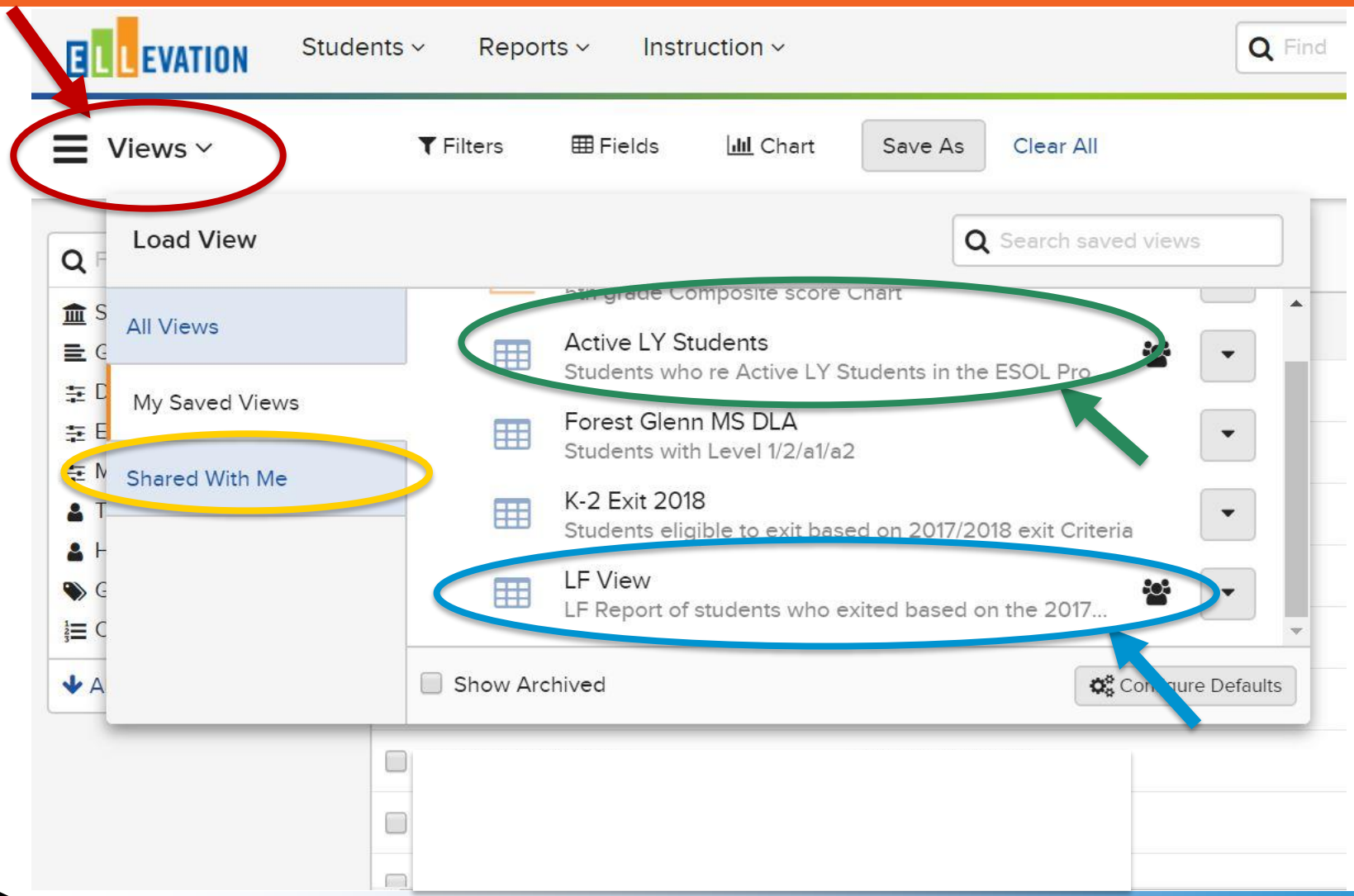
Automated EXIT

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

ELLevation:

- Export list (view) for LF students
- Generate, Print, Save and File updated ELL Plan
- Generate, print, save and upload Parent Letter – *Notification of Program Exit*

Shared Student Views



Student List & Views

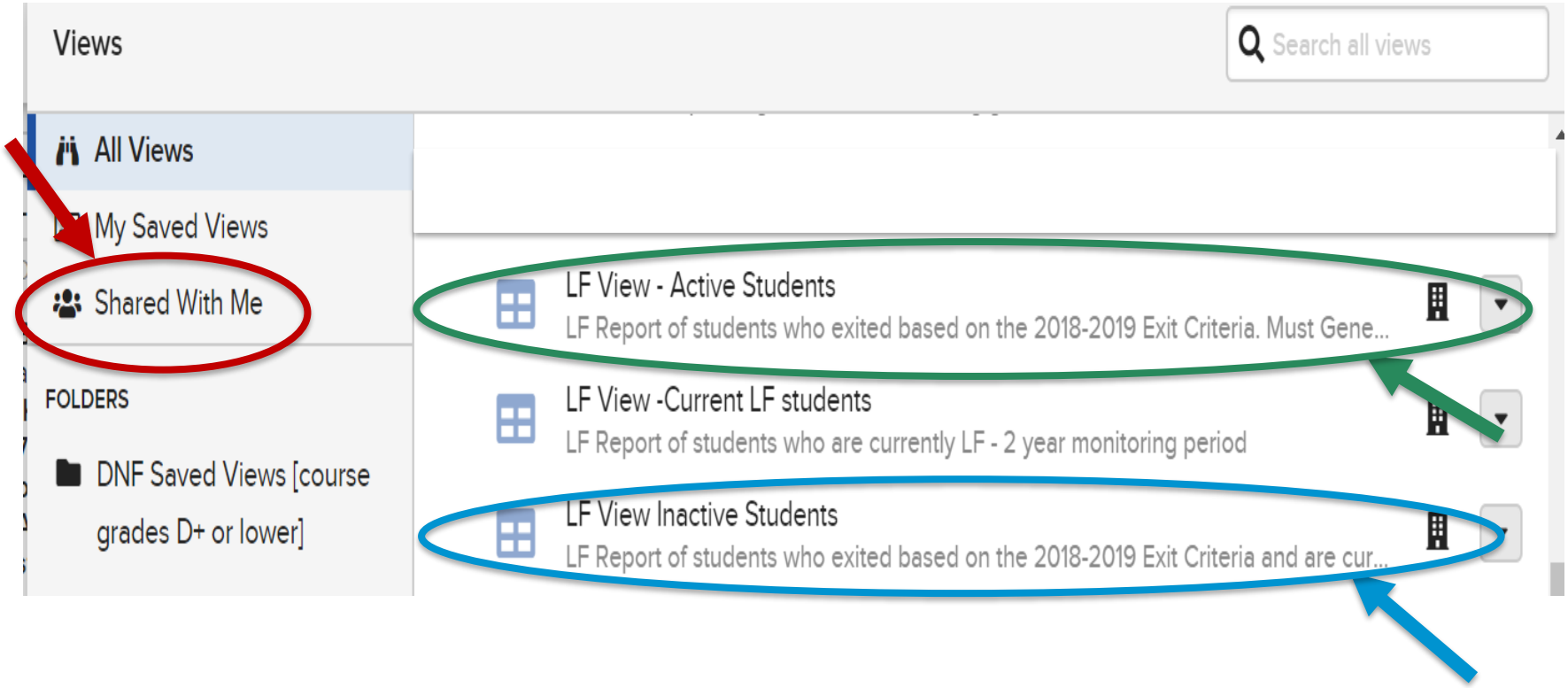
Schools | Teachers | Reports | Instruction

Filters | Fields | Chart | Save As | Clear All

34,377 Students | Add to Group | Edit | Reports | Add Student

Student	Test ID #	Composite Level	ESOL Status	Grade Level
		3.9 - Developing	LY (ELL Current)	4
		4.2 - Expanding	LY (ELL Current)	7
		4.9 - Expanding	LY (ELL Current)	10
		3.5 - Developing	LY (ELL Current)	1
		3.6 - Developing	LY (ELL Current)	1
		3.9 - Developing	LY (ELL Current)	2
		3.4 - Developing	LY (ELL Current)	K

LF Student Views



What is continuing?

- Title III, Part A Grant funds to implement the 2019-2020 **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
ES1	Saemone Hollingsworth	Jessica De La Prida
ES 2	Estella Eckhart	Deborah Benitez-Rosa
ES 3	Mark Narkier	Miriam Acevedo
ES 4	Kenneth King	Miriam Acevedo
ES 5	Dr. Mark Strauss	Jennifer Desmidt
ES 6	Ernie Lozano	Jennifer Desmidt
ES 7	Angela Fulton	Armelle Johnson
ES 8	Jacquelyn Haywood	Cristal Concepcion
ES 9	Sandra Shipman	Adalyn Peña
ES 10	Dr. David Hall	Cristal Concepcion
MS 1	Christine Semisch	Deborah Benitez-Rosa/ Armelle Johnson
MS 2	Dr. Jermaine Fleming	Annette Ramos
HS 1	Priscilla Ribeiro	Rosemarie Richard
HS 2	Todd LaPace	Eric Rosenauer
CS 1	Dr. Carletha Shaw	Annette Ramos

Where to begin with **LY** students

Generate an Active ELLs view from Student List on ELLevation

- Analyze the data to prioritize

Locate an ELL folder for all students on your list

- Contact schools if missing folders

Identify students due for ANNUAL Reviews/REEVALs in August

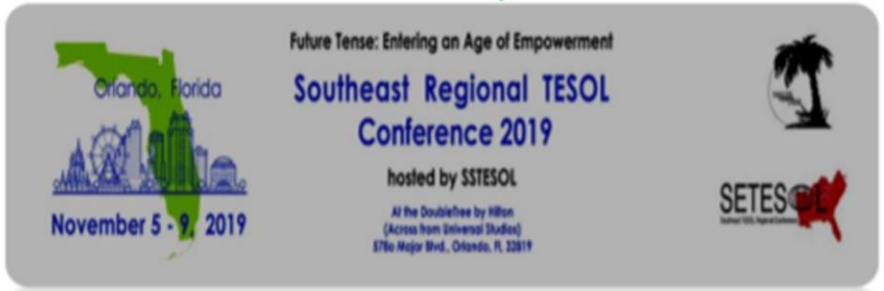
- Schedule REEVAL Meetings and complete Annual Reviews using ACCESS and FSA data

Please Post

Join Us!

Save the Date: Mark your calendar!

Save the Date: Mark your calendar!



- ✓ Register and attend the 2019 SETESOL Pre-Conference Institutes which will be held on November 6, 2019. Visit sstesol.org on the conference tab https://sunshinestatetesol.wildapricot.org/page-1075466 for more details.
- ✓ Plan to attend the 2019 SETESOL Conference from November 7 – 9, 2019. Visit https://sunshinestatetesol.wildapricot.org/
- ✓ Register early. Early bird registration closes on September 6, 2019.
- ✓ Book your hotel room. Special room rates at the Double Tree by Hilton across from Universal Studios end on October 11, 2019.
- ✓ Exhibit. Place an Ad in the conference book. Become a sponsor or donor. Contact: Eric Letourneaux at ericletourneaux@valenciacollege.edu

Southeast Regional TESOL

Professional Development

Quarterly Contact Meetings: Face-to-Face or Skype for Business	
Face-to-Face Young at Art Museum & Broward County Library 751 SW 121st Avenue Davie, FL 33325 ELEMENTARY, MIDDLE & HIGH 3:30 p.m. – 4:30 p.m.	**Skype for Business Link** (Skype for Business links will be provided) Attend only one of the two sessions 10:00 a.m. **or** 3:00 p.m.
Wednesday, September 25, 2019	Thursday, September 26, 2019
Wednesday, January 8, 2020	Thursday, January 9, 2020
Wednesday, April 15, 2020	Thursday, April 16, 2020
Touch-Base Tuesdays: First Tuesday of each month via Skype for Business 10:00 a.m. or 3:00 p.m.	
Tuesday, November 5, 2019 Tuesday, December 3, 2019 Tuesday, February 4, 2020 Tuesday, March 3, 2020	

ESOL Academic Competition (Middle & High Schools)
TBA

For further information, please e-mail:
Stephanie Bustillo stephanie.bustillo@browardschools.com or
Melinda Mayers melinda.jones@browardschools.com

5/28/2019 SB: MM

*Funded by Title III Grant

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

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ESOL Contact Professional Development

ESOL PROFESSIONAL DEVELOPMENT – 2019-20 First Quarter						
Facilitators	Audience	Date	Time	# of Days, Points	Location – Room #	Registration
ELLevation and Curriculum						
Eric Catalina (ELLevation)	New ESOL Contacts	Day 1: Mon., August 5, 2019 Day 2: Tues., August 6, 2019	8:00 a.m. – 3:00 p.m.	2 days 16 points	PDSS Davie TR 2	Learning Across Broward(LAB)
	New ESOL Contacts	Day 1: Wed., August 28, 2019 Day 2: Thurs., August 29, 2019	8:00 a.m. – 3:00 p.m.	2 days 16 points	Arthur Ashe, Jr. Campus Gymnasium	LAB
	New ESOL Contacts	Day 1: Wed., September 4, 2019 Day 2: Thurs., September 5, 2019	8:00 a.m. – 3:00 p.m.	2 days 16 points	TBA	LAB
ELLevation and Curriculum Refresher						
Miriam Demetrius (ELLevation)	Returning ESOL Contacts	Day 1: Mon., August 5, 2019 Day 2: Tues., August 6, 2019	8:00 a.m. – 3:00 p.m.	2 days 16 points	PDSS Davie TR 4	LAB
	Returning ESOL Contacts	Day 1: Wed., September 4, 2019 Day 2: Thurs., September 5, 2019	8:00 a.m. – 3:00 p.m.	2 days 16 points	TBA	LAB
	Returning ESOL Contacts	Day 1: Thurs., September 12, 2019 Day 2: Thurs., September 19, 2019	8:00 a.m. – 3:00 p.m.	2 days 16 points	Indian Ridge Middle School	LAB

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

ESOL
PARENT AMBASSADOR PROGRAM

For more information and resources

CANVAS

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

Bilingual/ESOL Department
754-321-2590

@BrowardESOL

Broward
Bilingual ESOL
Department

If you want to go fast,
go alone.
If you want to go far,
go together.
-African Proverb

Contact Information

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 Schools

754-321-2590 KCW
754-321-2951 Pembroke Pines
http://bilingual-esol.browardschools.com