



ELlevation
Curriculum & Compliance
NEW ESOL Contacts
2019-2020





Agenda Overview

- I. Outcomes & Goals
- II. Florida META Consent Decree
- III. ESOL Process
- IV. Using ELlevation
- V. Data Activity
- VI. Circle, Triangle, Square



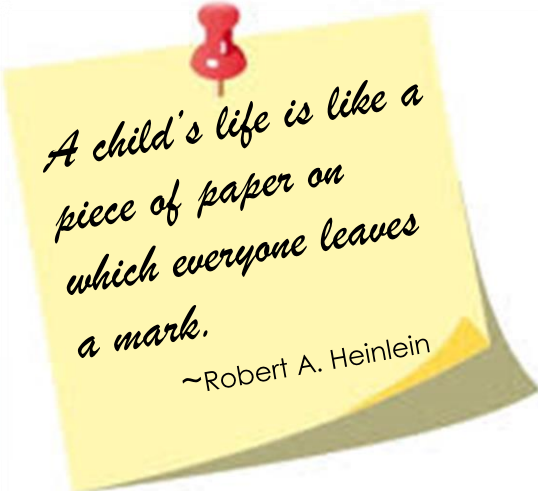
Outcomes

Content Objective:

Participants will implement **effective instructional** practices to enhance the academic achievement of ELLs and follow State and Federal Guidelines for ELLs

Language Objective:

Participants will utilize **instructional supports and** strategies to meet the diverse needs of ELLs, their families and instructional needs.



*A child's life is like a
piece of paper on
which everyone leaves
a mark.*

~Robert A. Heinlein



SOL IV Attendance Requirements



ATTENTION

ALL SEASONS OF LEARNING IV PARTICIPANTS

Participants must attend **ALL** sessions on dates and times indicated and meet **ALL** course requirements to receive the inservice points and retain the stipend.

Participants who arrive more than 15 minutes late for any session or leave more than 15 minutes prior to a session ending will **NOT** receive inservice points nor retain the stipend.



The School Board of Broward County, Florida



Outcomes & Goals of the ESOL Program

- Be prepared to **comply** with district, state and federal ESOL program guidelines
- Be able to meet the needs of English Language Learners (ELLs), their families and their teachers through accurate **record keeping**
- Prepare ELLs to achieve in all **academic areas** in English
- Ensure that English language learners (ELLs) will **understand, speak, read and write in English**





Engage Fully



Contribute Productively



Hold Students' Success Firm



Be Open to Different Perspective



Collect Wisdom



Presume Positive Intent



Sole Mates



Find a sole mate partner and share.....

- **Your position/role**
- **Location**
- **What do you think your responsibilities will be as an ESOL Contact?**



META Consent Decree

Florida's
framework
for
compliance
with Federal
& State laws

Civil rights
of English
Language
Learners

Equal access
to all
educational
programs

Ensures delivery of
COMPREHENSIBLE
instruction



META Consent Decree

Section
1

Identification & Assessment

Section
2

Equal Access To Appropriate Programming

Section
3

Equal Access to Appropriate Categorical and other Programs for ELLs

Section
4

Personnel

Section
5

Monitoring Issues

Section
6

Outcome Measures

META Carousel





Meet Moises

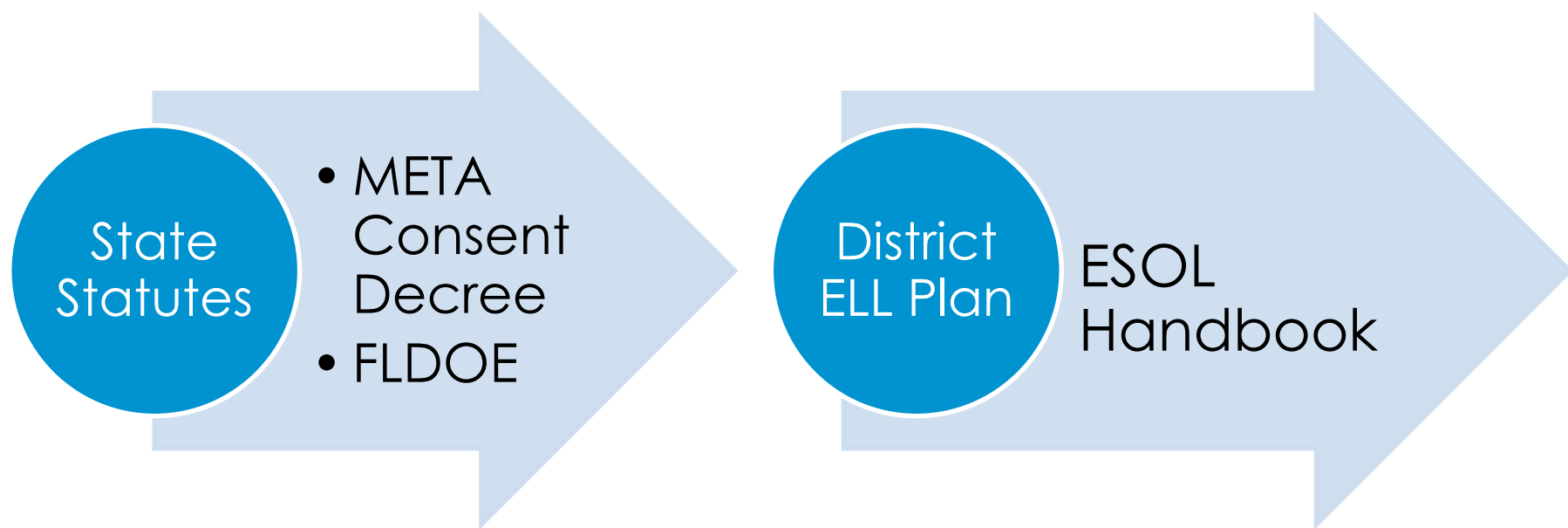


Luis Bautista 4 years ago

Oh man, I haven't watched this film ever since it was filmed. If anyone wonders who's the kid that played Moises..well that's me. Every time I watch this it encourages me to do better, to set an example to other English learners. I remember how I was looked down upon for not knowing any English, it was one of the most horrible and humiliating moments of my life. Thanks to all the hard work I put into learning English as well as school work, I've accomplished so much. I'm in high school now. I go to one of the top high schools in California. I'm no longer scared nor shy to speak freely. Finally, I definitely think that there should be a second part to this short documentary film.

Show less

Compliance Requirements and Resources



Where to find required information to ensure compliance?

CANVAS

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

SHAREPOINT

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



Bilingual ESOL Share Point

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

QuickLinks

[Bilingual/ESOL Intranet Home](#)

ESOL Program

▼ [ESOL Contact Info](#)

▼ [ESOL Memos](#)

▼ [ACCESS for ELLs 2.0](#)

Dual Language

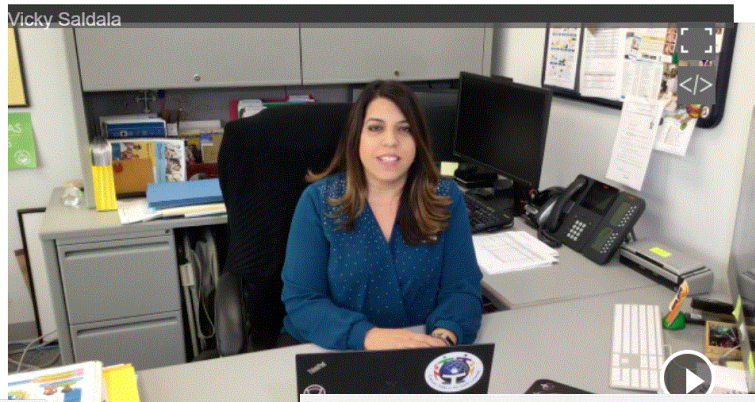
Interpretation / Translation
Services

World Languages

Bilingual Parent Outreach

Site contents

Bilingual/ESOL



QuickLinks

[Bilingual/ESOL Intranet Home](#)

ESOL Program

▼ [ESOL Contact Info](#)

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Dual Language

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ESOL Contact Info



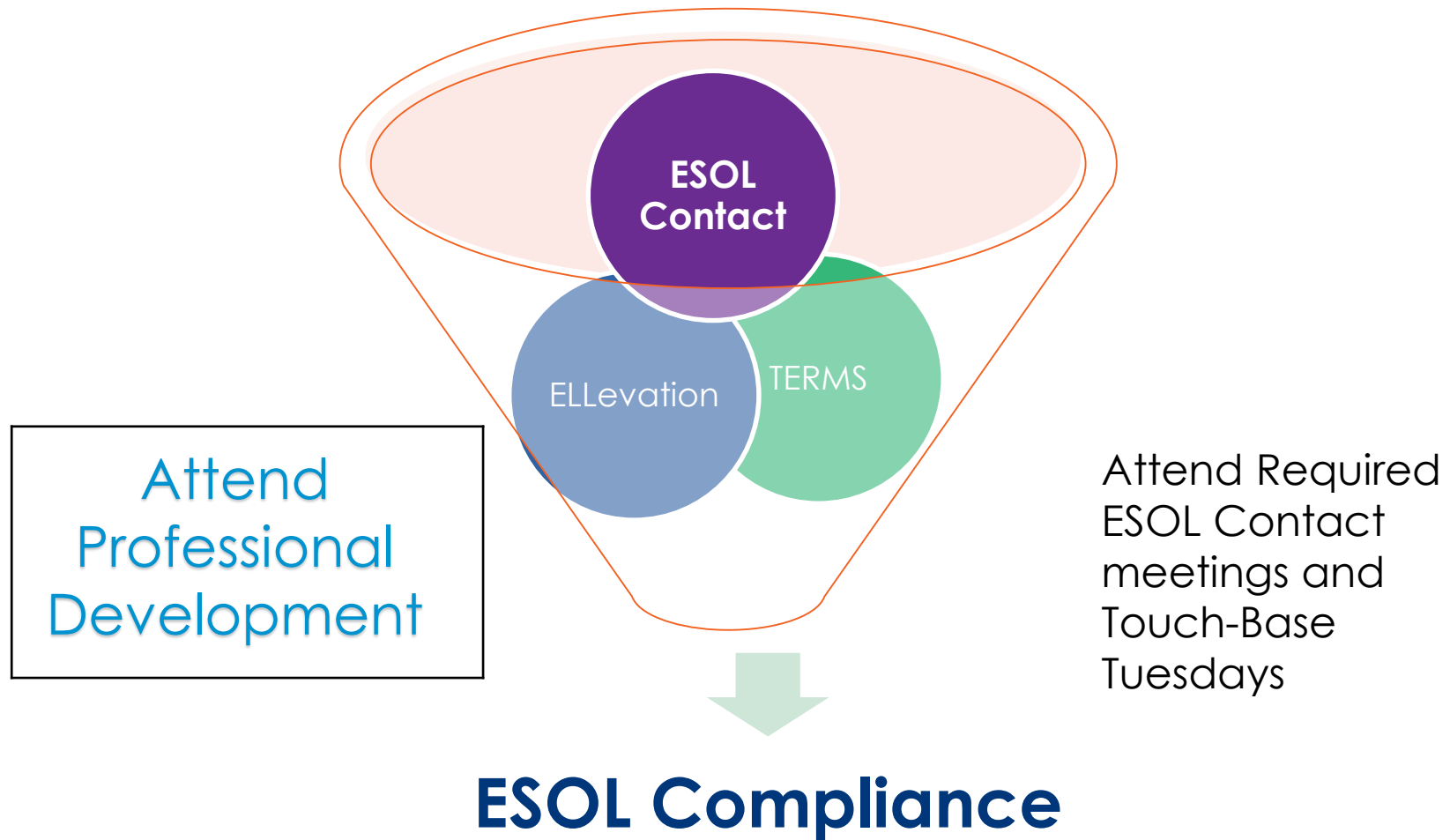
[ESOL Program Overview SharePoint.pdf](#)

ESOL PROGRAM DOCUMENTS

✓	Name	Modified	Modified By
✓	ACCESS for ELLs 2.0 (WIDA)	May 2	Rosemarie Richard
✓	District ELL Plan	May 1	Rosemarie Richard
✓	ESOL Program Forms	May 1	Rosemarie Richard
✓	ESOL Program Handbook	May 1	Rosemarie Richard
✓	K-12 ESOL Program BCPS	May 2	Rosemarie Richard



ESOL Contact Role



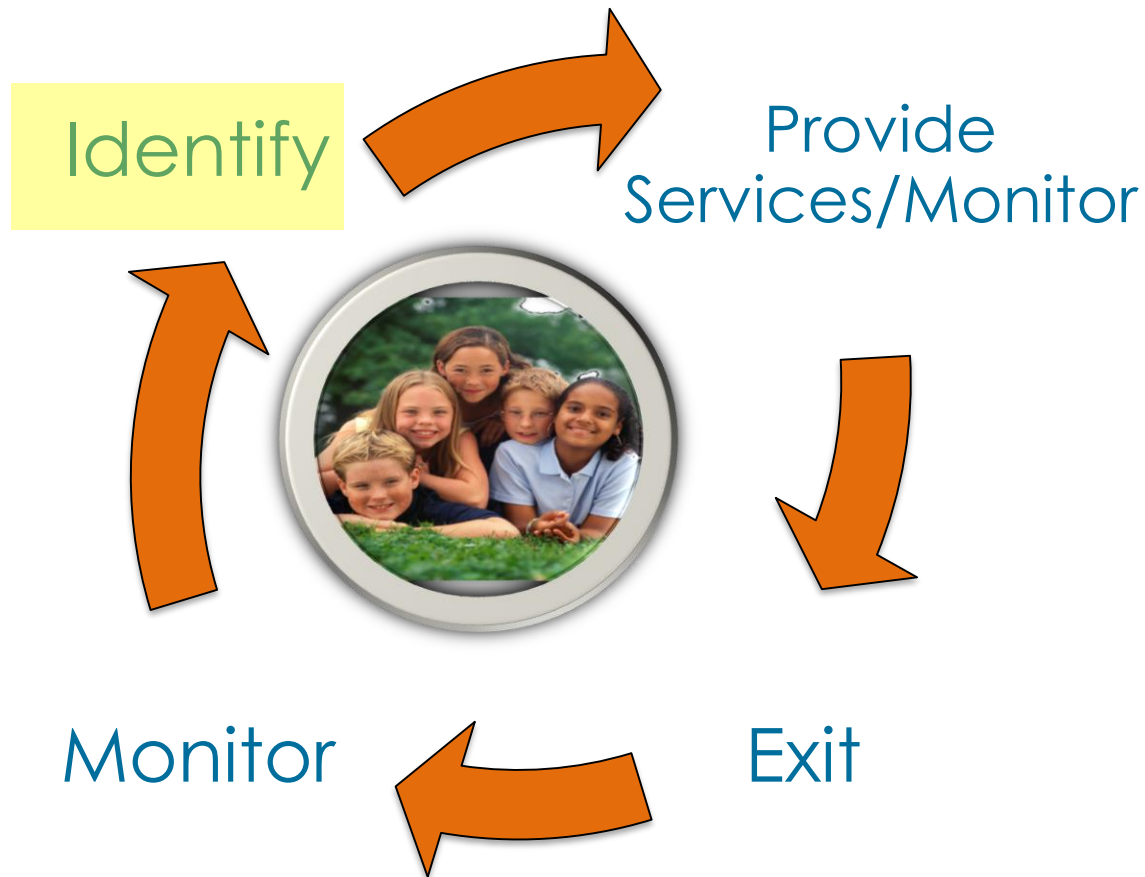
Skype for Business



Skype replaced Adobe Connect Sessions used to deliver quarterly **ESOL Contact** and **Touch Base Tuesday** meetings



ESOL Process



Registration Form

BROWARD
County Public Schools

Only the parent/guardian (F.S. §1000.21(5)) who registers the student may withdraw the student from his/her current school, unless there is documentation of extenuating circumstances indicating otherwise. If the information you provide on this form will be kept confidential and only used and disclosed by school and District staff on a need-to-know basis.

Student Registration Form

Date Entered on A03

Student's Last Name (Legal)		First Name (Legal)	Middle Name	Affirmed Name	
Student's Primary Home Address		Apt #	City	State	Zip Code
Home Phone #		Student's Cell Phone #		Student's E-mail Address	
SSN <small>*Not required for enrollment or graduation. F.S. §1000.3186 requires SBBC to request the SSN for its information management system.</small>		Date Student First Entered School in USA	Date of Birth	Birthplace (City/State/Country)	
Student Lives With		Ethnicity		Race (Check all that apply)	
<input type="checkbox"/> One Parent <input type="checkbox"/> Both Parents (same address) <input type="checkbox"/> Both Parents (different address) <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Independent Student <input type="checkbox"/> Other: _____		<input type="checkbox"/> Non-Hispanic or Non-Latino <input type="checkbox"/> Hispanic or Latino		<input type="checkbox"/> White <input type="checkbox"/> Black/African-American <input type="checkbox"/> Asian <input type="checkbox"/> Native American/Native Alaskan <input type="checkbox"/> Native Hawaiian/Pacific Islander	
Registering Parent's Last Name (Legal)		Suffix	First Name (Legal)	Driver License #	Relationship to Student
Registering Parent's Work Phone #		Registering Parent's Cell Phone #		Registering Parent's E-mail Address	
Home Language Survey (If the answer is "Yes" to any of these questions, the student must be tested for English proficiency.)					
<input type="checkbox"/> Yes <input type="checkbox"/> No	Is a language other than English used in the home?			If "yes", which language? _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the student have a first language other than English?			If "yes", which language? _____	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Does the student most frequently speak a language other than English?			If "yes", which language? _____	

**Translated
in the Top 3
languages**

DEUSS is used for:
State Accountability
Extension of Services
(REEVALS)
Good Cause Promotion
Immigrant Funding

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.



Funding Sources



Weighted FTE

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

Title III, Part A

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



An English Language Learner (ELL):

Was **not** born in the U.S.A. and whose native language is a language other than English

OR

Comes from home environment where a language other than English is spoken

OR

Is American Indian or Alaskan native, who comes from an environment where a language other than English has had a **significant impact** on his or her level of English language

AND

Has sufficient difficulty **speaking, reading, writing, or listening** to the English language.



Immigrant children and youth

**Are
ages
3-21**

and

**Were not
born in any
State or U.S.
territory or
possession
(PR)**

and

Have **not been
attending one
or more schools
in any one or
more States for
more than 3 full
academic
years.**

*Currently monitored and calculated by ETS



Pre-K Students

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



Identified based on HLS

- If being considered for ESE, assessed using Pre-IPT by the District
- Temporary A23 Panel and LY on A03 Panel until Kindergarten



- Assessed for ESOL upon registering for Kindergarten
- DEUSS is updated to the first day of Kindergarten



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

**Scores 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

On A03 panel:

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

Scores FES



On A03 panel

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

**U- Unable to
Classify**



**Follow the *Guidelines for ESE and ELLs*.
Language Classification is determined through
a district ELL committee meeting.**



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

Scores NES or LES

On A23 panel:

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

On A03 panel:

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

Scores FES: Convene ELL Committee

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

- Basis of Entry from “T” to “L”
- DEUSS, ESOL ENTRY, and PLAN DATE to the first day of Kindergarten
- Update CLASS to the date the ELL Committee Meeting was convened.
- On A03 panel:
- ELL code remains LY
- Assign LC (C1)

OR

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

- Enter EXIT and update PLAN to the date of the ELL Committee
- Assign LC (C2)
- Monitor the student for two years



Students with Interrupted ESOL Services



Students who **leave for 90 school days** or more
to another state or country and return
MUST BE **re-assessed**

Every effort should be made to honor time in an ESOL Program

- Original ENTRY date and DEUSS Date shall not be modified on TERMS
- PLAN date is updated
- Check Program 130 on TERMS
- Update Accommodations on ELlevation
- Generate the ELL Plan and file in the ELL folder
- Generate Letter of Notification of English Language Continuation



IDEA Oral Proficiency Test (IPT)

Elementary

IPT I (Form G)

Grades K – 5

Listening/Speaking

IDEA Oral Proficiency Test (IPT)

Secondary

IPT II (Form E)

Grades 6 – 12

Listening/Speaking

ESOL Program Identification Assessments

*KTEA

Kaufman Test of Education Achievement II, Brief Form (KTEA II)

Students in grades **3-12** who score **FES** on IPT but **did not** qualify for D/ZZ
or E/ZZ

U/LY or U/ZZ- Unable to be Classified
Follow the Guidelines for ESE and ELLs.

*Administered by District personnel

Send Request for Assessment to esolrequests@browardschools.com

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



IPT MATERIALS



Schools purchase using General Funds

- ☐ IPT Oral
- ☐ IPT Reading and Writing:
 - IPT 1 Grades 2-3
 - IPT 2 Grades 4-6
 - IPT 3 Grades 7-12



IPT Training

Plantation High School

Friday, August 9, 2019

Session 1: 8:00am- 11:00am

OR

Session 2: 12:00pm- 3:00pm



Student Identification Scenarios

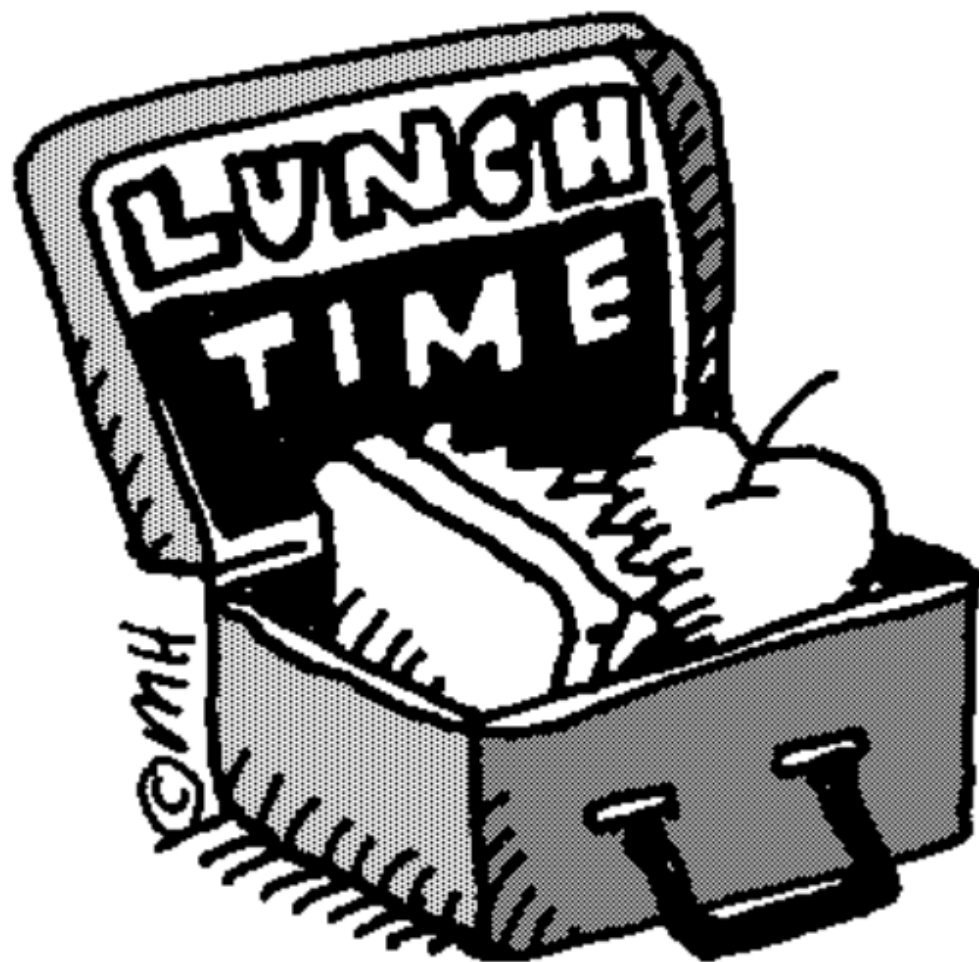
Marvens registers at your school for Kindergarten. Parent checked yes to **one** of the questions on the HLS.

What are your next steps?

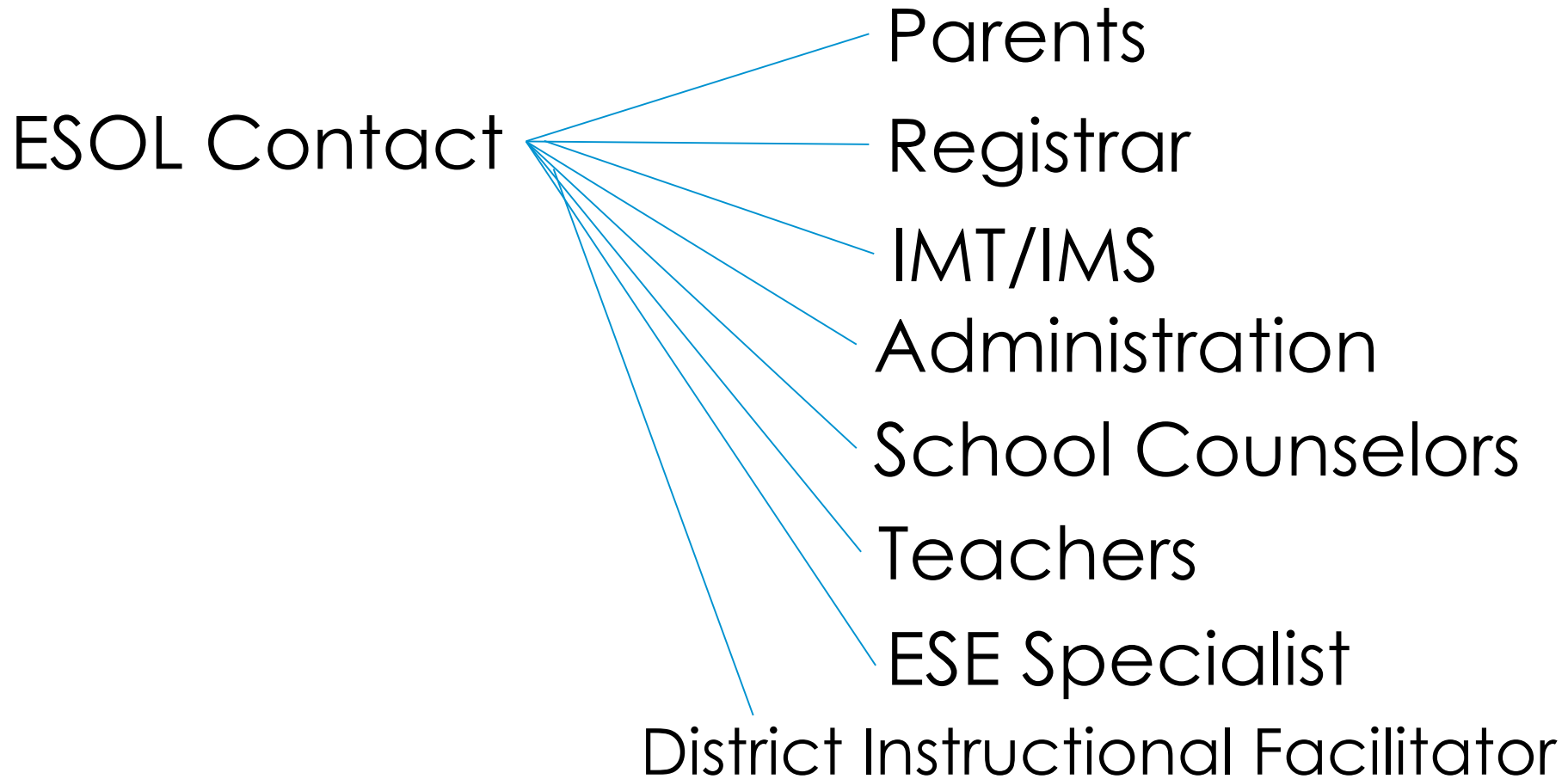
Luz registers at your school for 7th grade. Parent checked yes to all **three** of the questions on the HLS.

What are your next steps?





Collaboration is Critical



Each school
will be able
to assign
TWO users
per school

ELlevation Access Form

ELlevation is a secure web-based system for documenting and monitoring ESOL services for English Language Learners (ELLs). All documentation in ELlevation is required in order to meet the state and district ESOL program requirements as per the approved District ELL Plan. Each school is allotted **two** users per school.

This form is to be completed for **access** to ELlevation and returned to Vicky Saldala, Director at victoria.saldala@browardschools.com.

School Name		
*Location Number		
Administrator Name		
Administrator Signature		Date:

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

NEW Users – A new Staff member assigned the role of ESOL Contact at your school and responsible for updating and maintaining accurate records in ELlevation.

Full Name (Last Name, First Name)	CAB/Outlook Email* (District Issued Email)	Job Title

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

CURRENT Users – A **current** Staff member assigned the role of ESOL Contact at your school and responsible for updating and maintaining accurate records in ELlevation.

Full Name (Last Name, First Name)	CAB/Outlook Email* (District Issued Email)	Job Title

☐ Please check box if **identified personnel** attended ELlevation training.

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

INACTIVE Users – A Staff member **no longer** needing access, has left the school or is no longer responsible for updating and maintaining ESOL records.

Full Name (Last Name, First Name)	CAB/Outlook Email* (District Issued Email)	Job Title





- A secure web-based system for documentation that will oversee and monitor ESOL services for ELLs
- All documentation in ELLevation is required in order to meet state and district ESOL program requirements.

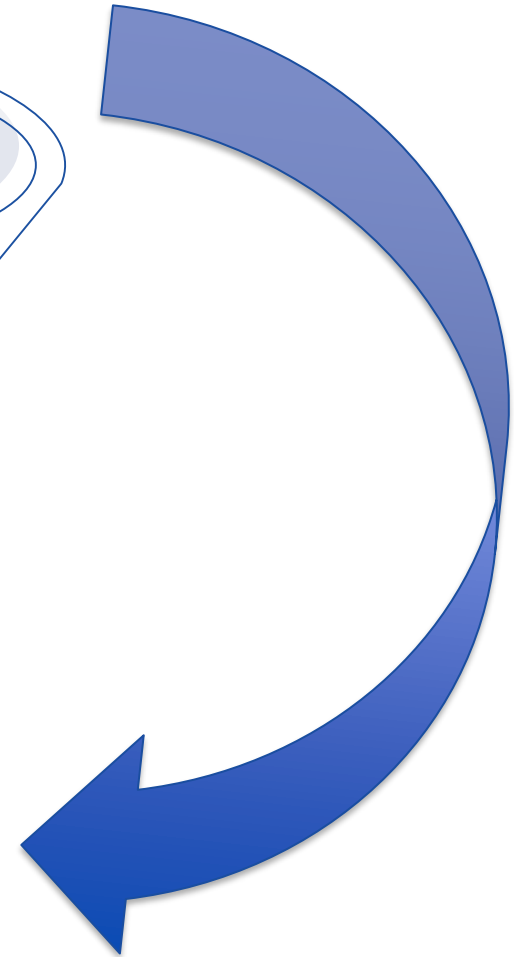
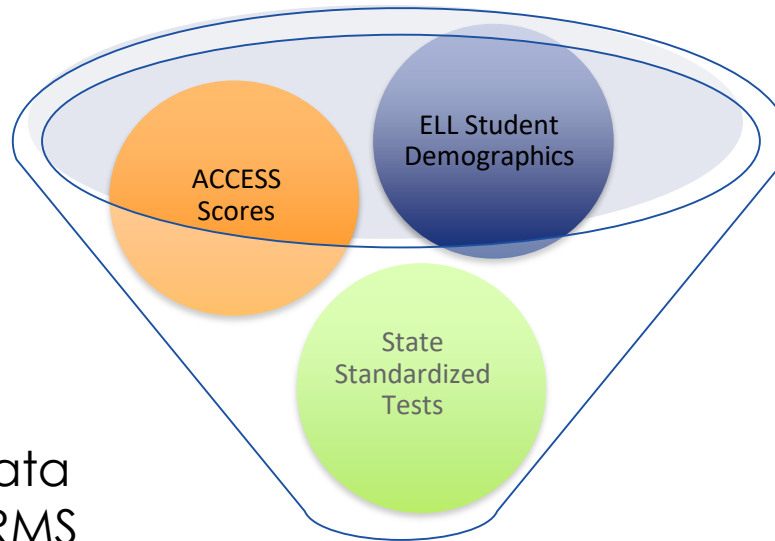
ELLevation Overview



TERMS



Student
demographic data
transfers from TERMS
to ELlevation
regularly
(within 48 hours)



Total Education Resource Management System (TERMS)

All information entered by IMT/IMS must correlate with information on ELL folder and ELL Plan

Panels containing ELL information

A03: Demographics and Language Classification (DEUSS, LC, IM, ELL Status, Language Survey)

A10: Schedule and Code 130

A10 Detail: Instructional Model Codes

A07: Academic History

A21: Test Scores

A23: Special Programs Panel (Dates: CLASS, ENTRY, PLAN, REEVAL, TIER)



Information Required for ESOL

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

[illegible]

Note:

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




Suggested IMT & ESOL Contact Communication Forms

HOME SCHOOLS DEPARTMENTS BCPS RESOURCES INITIATIVES COMMUNITIES MY TEAM SITES

QuickLinks

- Bilingual/ESOL Intranet Home
- ESOL Program
 - ESOL Contact Info
 - ESOL Memos
 - ACCESS for ELLs 2.0
 - Professional Development & Meeting Flyers
- Dual Language
- Interpretation / Translation Services
- World Languages
- Bilingual Parent Outreach
- Recent
- Site contents

ESOL Contact Info

 [ESOL Program Overview SharePoint.pdf](#)

ESOL PROGRAM DOCUMENTS

Name	Modified	Modified By
ACCESS for ELLs and WIDA Resources	December 13, 2018	Rosemarie Richard
Archived PD & Meeting Flyers	September 20, 2018	Rosemarie Richard
Code Red Flyers	January 10	Rosemarie Richard
District ELL Plan	May 1, 2018	Rosemarie Richard
ESE ELL Guidelines	August 2, 2018	Rosemarie Richard
ESOL Contact Lists 18-19	August 2, 2018	Rosemarie Richard
ESOL Instructional Strategies Matrix & Addendum	August 8, 2018	Rosemarie Richard
ESOL Program Forms	May 1, 2018	Rosemarie Richard
ESOL Program Handbook	May 1, 2018	Rosemarie Richard
Free Online Resources for ELLs	December 11, 2018	Rosemarie Richard
Language Enrichment Camp (LEC) Forms 18-19	Yesterday at 8:48 AM	Rosemarie Richard
Professional Development and Training Flyers	September 17, 2018	Rosemarie Richard
Scholarship Opportunity	September 6, 2018	Rosemarie Richard
Suggested IMT & ESOL Contact Communication	August 10, 2018	Rosemarie Richard
Title III Allocation for Supplemental Instructional Materials 18-19	November 14, 2018	Rosemarie Richard
Bilingual Dictionaries_Glossaries 2018	November 14, 2018	Rosemarie Richard
Content Area Glossaries	August 24, 2018	Rosemarie Richard
K-12 ESOL Program BCPS	May 2, 2018	Rosemarie Richard
State Database Guidelines for ELLs 2018-201	October 8, 2018	Rosemarie Richard
Who are the ELLs in BCPS Flyer	September 17, 2018	Rosemarie Richard

ESOL CONTACT MEETINGS

Name	Modified	Modified By
Archived ESOL Contact Meetings	May 2, 2018	Rosemarie Richard
2018-2019 ESOL Contact Meetings	July 19, 2018	George J. Sherman Jr
Instructions to Join Skype Meetings	December 6, 2018	Rosemarie Richard



<https://browardcountyschools.sharepoint.com/sites/Intranet/Academics/learning/ELL/Pages/ESOL-Program-Practice.aspx>

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

Let's Navigate

Log in

Login ID

Password

[I forgot my p](#)

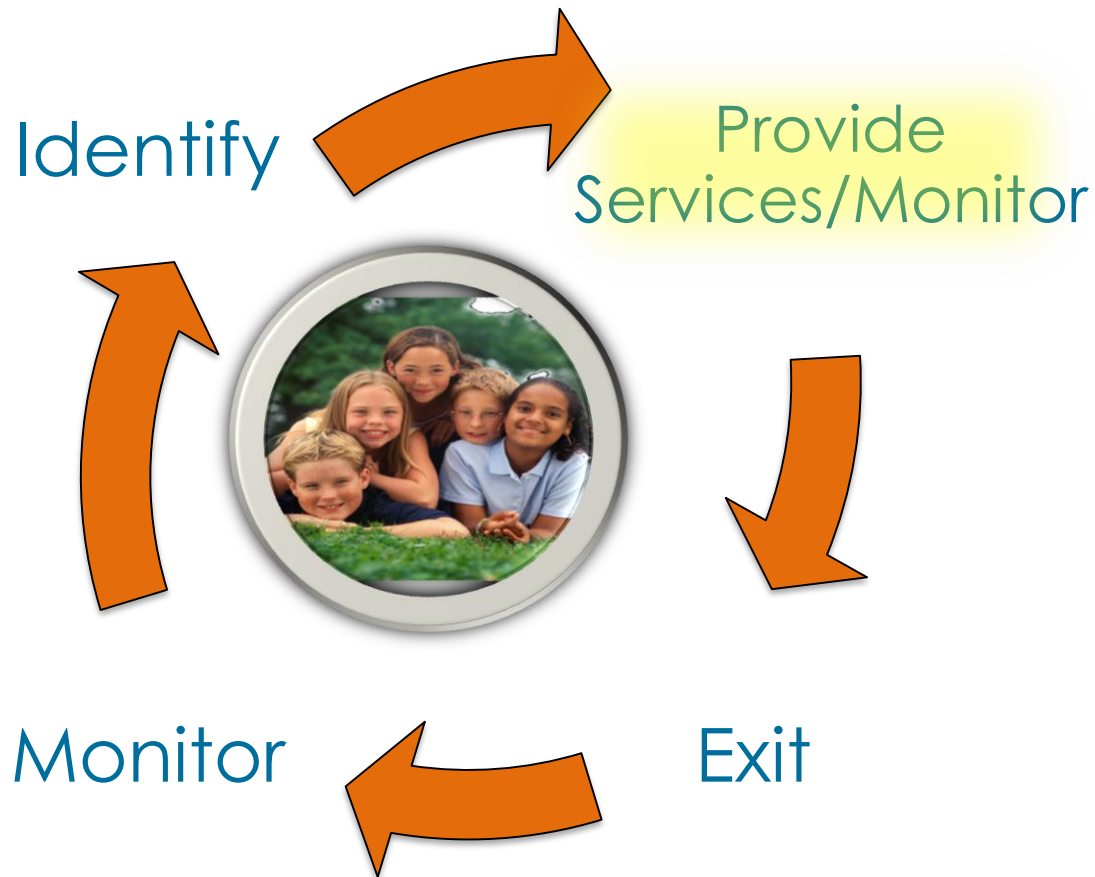
Product

Ellevation ▼

Log in



ESOL Process



ELL Folder

Use folder as
a checklist

THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
Bilingual /ESOL Department
ENGLISH LANGUAGE LEARNER (ELL) FOLDER

Student Name _____ FSI _____
(Last) (First) (Middle)

Date of Entry in United States School (DEUSS) _____ Entry in ESOL Program _____

Student Language _____ Parent Language _____

☐ Initial ELL Folder ☐ Replacement ☐ ELLSEP Folder included (English Language Learner Student Education Plan) if applicable

School Name _____ Year/Grade _____	School Name _____ Year/Grade _____	School Name _____ Year/Grade _____
<ul style="list-style-type: none"> <input type="checkbox"/> Programmatic Assessment (e.g. assessment instruments, report cards, transcripts) <input type="checkbox"/> Current ELL Plan* <input type="checkbox"/> Registration (Home Language Survey) <input type="checkbox"/> Initial Oral Language Classification Assessment Form <input type="checkbox"/> IPT Protocol Booklet(s) <input type="checkbox"/> K-TEA (Gr. 3-12, if applicable) <input type="checkbox"/> Parent Notification of Placement/Continuation of Services in the ESOL Program* <input type="checkbox"/> ELL Committee Invitation Letter(s) <input type="checkbox"/> ELL Committee Meeting with signatures* <input type="checkbox"/> Flexible Setting Accommodation Letter (when applicable) <input type="checkbox"/> State Assessment Score Report(s) <input type="checkbox"/> Parent Notification of Student Exiting from the ESOL Program* <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Programmatic Assessment (e.g. assessment instruments report cards, transcripts) <input type="checkbox"/> Current ELL Plan* <input type="checkbox"/> Registration (Home Language Survey) <input type="checkbox"/> Initial Oral Language Classification Assessment Form <input type="checkbox"/> IPT Protocol Booklet(s) <input type="checkbox"/> K-TEA (Gr. 3-12, if applicable) <input type="checkbox"/> Parent Notification of Placement Continuation of Services in the ESOL Program* <input type="checkbox"/> ELL Committee Invitation Letter(s) <input type="checkbox"/> ELL Committee Meeting with signatures* <input type="checkbox"/> Flexible Setting Accommodation Letter (when applicable) <input type="checkbox"/> State Assessment Score Report(s) <input type="checkbox"/> Parent Notification of Student Exiting from the ESOL Program* <input type="checkbox"/> Other _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Programmatic Assessment (e.g. assessment instruments report cards, transcripts) <input type="checkbox"/> Current ELL Plan* <input type="checkbox"/> Registration (Home Language Survey) <input type="checkbox"/> Initial Oral Language Classification Assessment Form <input type="checkbox"/> IPT Protocol Booklet(s) <input type="checkbox"/> K-TEA (Gr. 3-12, if applicable) <input type="checkbox"/> Parent Notification of Placement Continuation of Services in the ESOL Program* <input type="checkbox"/> ELL Committee Invitation Letter(s) <input type="checkbox"/> ELL Committee Meeting with signatures* <input type="checkbox"/> Flexible Setting Accommodation Letter (when applicable) <input type="checkbox"/> State Assessment Score Report(s) <input type="checkbox"/> Parent Notification of Student Exiting from the ESOL Program* <input type="checkbox"/> Other _____

ESOL Contact Signature mm/dd/yyyy ESOL Contact Signature mm/dd/yyyy ESOL Contact Signature mm/dd/yyyy

*Items generated in ELLevation



FOLDER REQUESTS: ESOLREQUESTS@BROWARDSCHOOLS.COM

ELL Programmatic Assessment and Academic Placement Review

Programmatic assessment must be conducted to provide a basis for developing appropriate placement and scheduling. Trained school personnel must complete with parents/guardians at the time of initial registration in a Broward County School. Please document all steps taken to determine the academic level(s) of the student, independent of the student’s English language proficiency.

Please complete all applicable areas below:

A. Age appropriate grade placement: _____

B. Interview with student and/or student’s parent/guardian to determine prior educational experiences and academic subject competencies in the native language

(Name of person interviewed) _____ (Relationship to student) _____

Results from interview:

Additional information about courses taken in other schools: _____

Subject areas of academic strength: _____

Literacy Level:

Native Language: Reading _____ Math _____ English: _____ Math: _____

Other important information obtained from parent/guardian: _____

Was home language assistance provided during the interview? _____ Provided by: _____

C. Review student’s prior school records (consider student performance in the home language for appropriate placement)

_____ Standardized Tests/Other Assessments

Instrument(s) _____ Language of Assessment(s) _____

Score(s) _____ Test Date(s) _____

_____ Report Cards/Transcripts

D. Additional steps taken by the school to determine academic placement (additional steps may include administration of subject area diagnostic or placement tests).

E. Programmatic Assessment Outcomes/Instructional Program: _____

Initial Placement Programmatic Assessment completed by:

Name _____ Title: _____ Date: _____

ESOL Contact/Guidance/Designee mm/dd/yyyy

(Back page)

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Generating a Replacement Folder

Request Folder from Previous location. If you are **unable** to secure the original folder, create a replacement folder as noted in the ESOL Handbook, Section 3

Generating a Replacement Folder

- Check replacement box on front of ELL Folder
- Print the following panels from TERMS: A03, A07, A23 (open panel and print)
- Generate an ELL Plan once data has been transferred on ELlevation
- Check items that are available on the current school year checklist

*Please note: ELL Committee meetings as well as any signatures may not be re-created.

****ELL Folders shall never be discarded!**



Testing Accommodations

- Assign Testing Accommodations at beginning of school year for all LY students **BEFORE** printing ELL Plan
- ELLs (LY) are provided accommodations on **statewide and district assessments AND during daily instruction.**



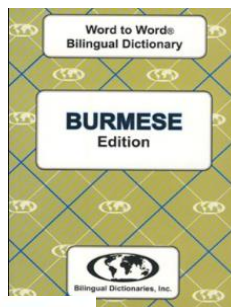
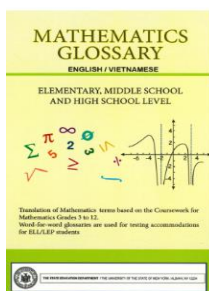
*NOTE: LFs do not receive accommodations



Accommodations and Instructional Practices for English Language Learners (ELLs) for Classroom Observation

Use of a **bilingual glossary** in addition to a bilingual dictionary.

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



Evidence of

- Bilingual Dictionary
- Extended Time
- Flexible Setting
- Bilingual Support for Lowest-Level ELLs
- ELL Engagement in Lesson
- ELL Consideration in Lesson Plans
- English Language Development Standards in Lesson Plans
- Teacher Awareness of ELL Levels of Students

Free Printable Content Glossaries:

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



Flexible Setting Letter

District and Statewide Testing: Flexible Setting Accommodation

(School Letterhead)

Date

Dear Parents or Guardians of _____:

Schools districts are required to offer accommodations to ELLs who are currently receiving services in a program operated in accordance with an approved district English Language Learner Plan.

An accommodation recommended for your child is that he/she be given the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator.

If you have a question or preference regarding this method of test administration, please contact _____ at _____.

Sincerely,

Principal/Designee

SB

Original: Parent
Copy: ELL folder



Generating ELL Plans

- At the beginning of the school year for all **LY** students.

AND

Anytime there is a(n):

- Annual Review Meeting
- REEVAL
- Exit Meeting
- Change in Program Services (Schedules)
- Change in accommodation(s)



Before Printing...

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

*Note: Never discard an ELL PLAN



Student #: [Redacted]
 Date: 5/28/2019
 Time: 7:50 AM

ELL Plan

Broward County Public Schools

Student: [Redacted]
 Report: CFR01
 Page: 1

Student Information

Student: [Redacted] Gender: Female Hispanic/Latino: Yes Phone/Cell: 954-608-1212 Birthplace: DOMINICAN REP Language: Spanish Active: Yes IEP: No	Test ID #: [Redacted] Date of Birth: 12/12/2006 Address: 973 SW 123 TER, 973, PEMBROKE PINES, FL 33025 Birth Country: Dominican Republic Immigrant: No Homebound: No 504: No	Student # [Redacted] School: [Redacted] Teacher: [Redacted] Grade Level: 7 Homeless: No Migrant: No Bilingual: No Dual No Language:
--	--	--

ELL Plan Date: 5/24/2019 2nd Date Exited ESOL:	Re-Eval Date: 5/24/2019 Basis of Entry: A-Aural/Oral	Lang. Classification: 3 Tier: Receiving ESOL Svcs: Yes
---	---	--

2018/2019 - Year	Teacher/Provider	Schedule
Service #1: C - Mainstream/Inclusion - Core/Basic Subject Areas	Classroom Teachers/ Subject Areas Teachers and ESOL Coordinator	-
2017/2018 - Year	Teacher/Provider	Schedule
Service #1: C - Mainstream/Inclusion - Core/Basic Subject Areas	Classroom Teachers/ Subject Areas Teachers and ESOL Coordinator	-

LP (Pending Proficiency):
 Program Participation:
 Basis of Entry: A-Aural/Oral
 Basis of Exit (First): Z-Not Available
 Basis of Exit (Second):
 Title III/Immigrant Ser.:
 Other Exceptionality:
 Lang. Classification: 3
 Diploma Description:
 2nd Date Exited ESOL:

Father:	Work: Home Language: Spanish	Phone:	Interpreting? No
---------	---------------------------------	--------	------------------

Came into US: Date Entered US Schools: 6/1/2014 District Enrollment: 8/21/2017 ESOL Program Entry Date: 9/20/2017 Exit Date: Home Language Survey Date: 8/21/2017 Parent Denial Date: Classification Date: Re-Eval Date: 5/24/2019	Years in US School: 6 Graduated: Withdrawn: Dropped Out: Monitored Since: Monitoring Status: Not Monitored Parent Granted Permission Date: ELL Plan Date: 5/24/2019 Re-Class Date:
--	--



Sample
ELL Plan

Chronology

Start	Stop	Activity	Start	Stop	Activity
1. 12/12/2006		12 Years, 5 months	9. 1/29/2018		ACCESS for ELLs 2.0, 6-8, Grd: 6
2. 6/1/2014		Date Entered US Schools	10. 5/4/2018		IPT Grd: 6
3. 8/1/2017	5/31/2018	Accommodations/Exemptions used ALL State and District Assessments	11. 5/8/2018	5/8/2018	Meeting: 5th Year Reevaluation
4. 8/21/2017		Enrolled in Broward County	12. 8/1/2018	5/31/2019	Accommodations/Exemptions used ALL State and District Assessments
5. 9/20/2017		ESOL Program Entry Date	13. 5/22/2019		IPT Grd: 7
6. 9/20/2017	9/20/2017	Meeting: Initial Placement Meeting	14. 5/24/2019		ELL Plan Date
7. 9/20/2017		IPT Grd: 6	15. 5/24/2019		Re-Eval Date
8. 11/1/2017	11/1/2017	Meeting: Additional Meeting	16. 5/24/2019	5/24/2019	Meeting: 6th Year Reevaluation

Student Class Schedule

Subject	Teacher	Code	Period	PGM	Duration	Instructional Model
HR: Homeroom		HR	00	999	0	Z
1st: M/J GRADE 7 MATH		12050400	01	130	500	C
2nd: M/J COMPRE SCI 2		20020700	03	130	250	C
3rd: M/J CIVICS		21060100	04	130	250	C
4th: M/J ART WORLD CULTR		01000700	05	102	250	Z
5th: M/J LANG ARTS 2		10010400	06	130	500	I

ELP Test History

Test	Date					
IPT	9/20/2017	Listening (13/LES)	Speaking (13/LES)	Reading (0/)	Writing (0/)	

Test	Date	Listening					Speaking					Reading					Writing					Literacy									
ACCESS for ELLs 2.0 (3.8/6)	1/29/2018	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
		6					3.8					3.1					3.5					3.4									

Test	Date					
IPT	5/4/2018	Listening (12/LES)	Speaking (12/LES)	Reading (77/CER)	Writing (38/LEW)	

Test	Date					
IPT	5/22/2019	Listening (23/LES)	Speaking (23/LES)	Reading (83/CER)	Writing (77/LEW)	

Student Course Grades

Grade Level	Grading Period	Course Subject	Course Name	Grade Received
6	2017/2018 - Quarter 2	Science	M/J COMPRE SCI 1	A
6	2017/2018 - Quarter 2	Mathematics	M/J GRADE 6 MATH ADV	C
6	2017/2018 - Quarter 2	English	M/J LANG ARTS 1, ADV	C
6	2017/2018 - Quarter 2	Social Stud. EL	M/J WORLD HISTORY	D

Standardized Test Scores

Date	Grade	Test Name	Scores
4/10/2018	6	FSA ELA Reading	Achievement Level: 2 Scale Score: 319

Testing Accommodations

Year & Semester:	2018/2019 - Year	ALL State and District Assessments
1 - Flexible Scheduling		<input checked="" type="checkbox"/>
2 - Approved Dictionary		<input checked="" type="checkbox"/>
3 - Flexible Setting		<input checked="" type="checkbox"/>

- Testing Accommodations are updated at the beginning of the school year.
- If Flexible Setting is chosen, a Flexible Setting letter must be sent home.

Testing
Accommodations



Generating a Parent Letter

- ✓ For **initial** placement in the ESOL Program
- ✓ Annually for **continuation** of services (**based on DEUSS Date**)

Step 3: Parent Letter Options

Letter Version ?	Initial	
Number of ELP tests: ?	Most Recent	
Testing Period From ?	08/19/2013	to 02/28/2018
Letter Mailing Date:	08/07/2017	
Language ?	All translations	<input checked="" type="checkbox"/> Include English version
Test Types:	All ELP Tests	
ESOL Services Offered Page: ?	Show	
ESOL Services Year/Semester ?	Most Recent	
Return Letter To ?		
Contact Name ?		
Contact Phone:		
Display Size ?	Reduced	
Double-sided Printing ?	Yes	

Must select a mailing date





ELlevation Curriculum & Compliance NEW ESOL Contacts 2019-2020



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Time to reflect ...

1. Discuss the importance of ELL Folders and ELL plans.
2. What documents must be included in an ELL Folder for a new student? Replacement folder?
3. How long does it take for information on TERMS to be uploaded onto ELLevation?
4. When are parents notified of a student's ESOL status?



Annual Review

For students entering a US school in 2017-2018 or 2018-2019

- ✓ Recommendations for continued placement for ELLs entering years **2 and 3** based on DEUSS (within 30 days)
- ✓ ELL Committee Meeting is **not** required
- ✓ Complete Me, Myself & I Meeting on ELlevation
- ✓ Print meeting report, sign, and date
- ✓ Generate Parent Letter with letter mailing date (Notification of Continuation)
- ✓ Update ELL PLAN Date on TERMS
- ✓ Ensure Testing Accommodations are updated for current school year
- ✓ Generate and save the ELL Plan within the required 30 day timeline and file in ELL Folder

Marie's DEUSS is
September 13, 2018.

What are the steps to
complete an Annual
Review for Marie?

Marco's DEUSS is
February 9, 2018.

What are the steps to
complete an Annual
Review for Marco?



REEVALS

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

- ✓ Recommendations for ELLs entering years **4, 5, 6** and beyond based on DEUSS (within 30 days)
- ✓ ELL Committee **IS** required.
- ✓ Current data must be reviewed to make recommendation for continuation of services. After Oct. 1st IPT assessment (L/S/R/W) must be administered; however, do not update language classification if they have ACCESS scores.
- ✓ Print ELL committee meeting report at time of meeting. Have all members (and parent) sign meeting report and date.
- ✓ Update PLAN Date and REEVAL date on TERMS (date of ELL Committee Meeting and PLAN date shall match.)
- ✓ Generate Dated Parent Letter (Notification of Continuation) and file in ELL folder
- ✓ Ensure Testing Accommodations are updated for current
- ✓ Generate and save the ELL Plan within the required 30 day timeline and file in ELL Folder

Kareem's DEUSS is
8/24/15. He entered
BCPS 4/1/16 in 7th grade.
Entered ESOL with Initial
Placement Test (IPT)
4/21/16

What are next steps for
Kareem?

Nurika's DEUSS is
October 3, 2014.

What are the steps to
complete a REEVAL for
Nurika?

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Functions of the ELL Committee

Function

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



Members

Minimum of 3 School Personnel

- Administrator or designee
 - ESOL teacher
 - Home language teacher (if applicable)
 - Classroom/subject area teacher(s)
 - School counselors, school social workers, school psychologists
 - Other educators as appropriate
-
- Parents must always be invited to attend

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



ELL Committee Meetings

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

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

Notes:

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

What specific goal can be written for this student?



Parent Invitation Letter

Date

Dear Parents or Guardians of _____

We are inviting you to an English Language Learner (ELL) Committee meeting

☐

to discuss ESOL Program entry / continued placement/exiting.

☐

to complete required documentation and to discuss your child's progress during his/her time in the ESOL Program.

The ELL Committee meeting is scheduled for:

Date: _____

Time: _____

Place: _____

If you have any questions, please contact _____ at


_____.

Sincerely,

File a copy of the invitation letter in ELL Folder in English and the parent's home language



Meeting Center

HomeStudentsSchoolsTeachersReportsResourcesAdmin

2nd Year Annual Evaluation

3rd Year Annual Evaluation

4th Year Reevaluation

5th Year Reevaluation

6th Year Reevaluation

Additional Reevaluation Meeting

Initial Placement Meeting

Post-Exit Monitoring Meeting

Additional Meeting

Retention Meeting

4th Year Reevaluation

71
UNSCHEDULED ⓘ

6
SCHEDULED

8
OPEN

63
FINALIZED

Student Name

Filter by name or ID

Schools

All

71 students meet the search criteria [\[Clear Filters\]](#)

Perform Action ▼

<input type="checkbox"/>	STUDENT ▲	GRADE ▼	DATE ▼	STATUS	
<input type="checkbox"/>	ABRAHAM, FRENEL	3	---	UnScheduled	⚙️ ▼

Section 12 of ESOL Handbook

60

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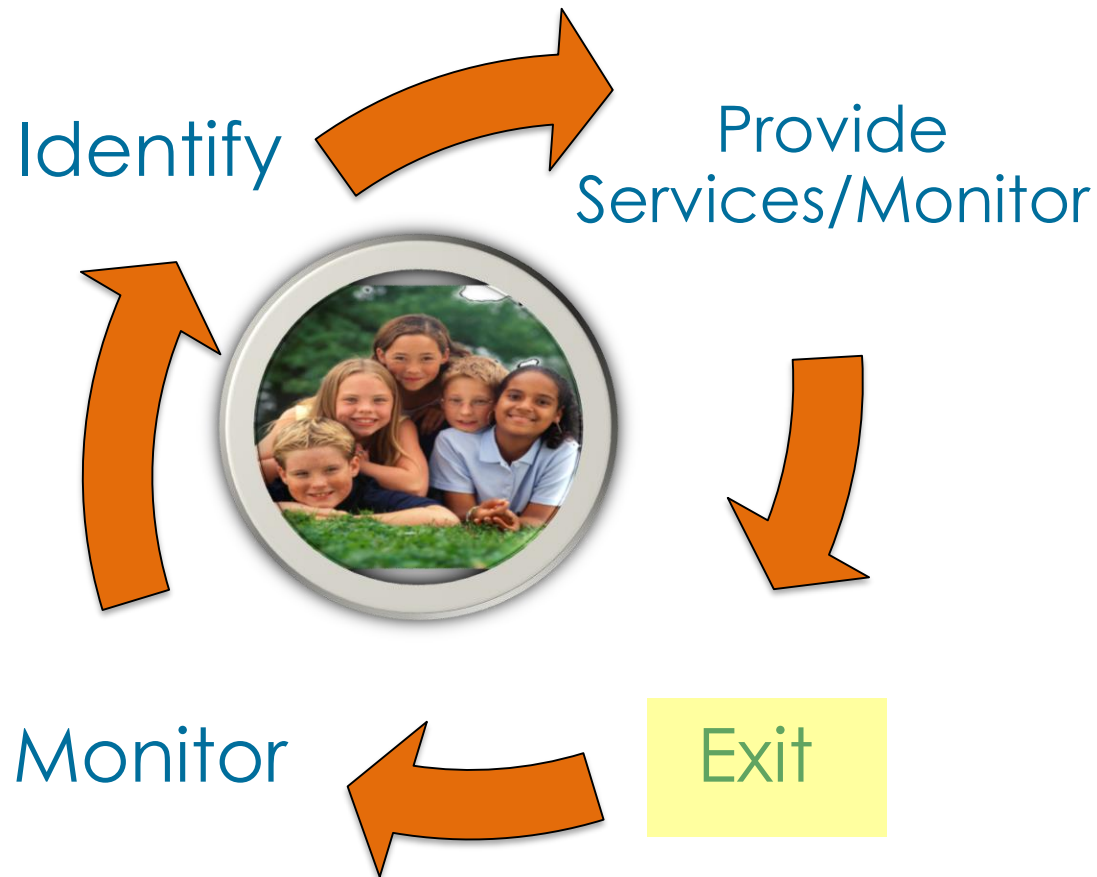
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ESOL Process



Purpose of ACCESS for ELLs

Monitor annual progress English language proficiency

Provide criteria for exiting ELLs from ESOL program

Purpose of ACCESS for ELLs

Provide valid and reliable information for decision-making and accountability

Inform classroom instruction and assessment









ACCESS for ELLs 2.0[®]
English Language Proficiency Test

Sample Student
Birth Date: mm/dd/yyyy | Grade: sample grade
Tier: sample tier
District ID: XXXXXXXXXXXXXXXX | State ID: XXXXXXXXXXXXXXXX
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.

Access
for ELLs
ISR

Language Domain	Proficiency Level (Possible 0-6.0)						Scale Score (Possible 100-600) and Confidence Band See Interpretive Guide for Score Reports for definitions					
	1	2	3	4	5	6	100	200	300	400	500	600
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

Domain	Proficiency Level	Students at this level generally can...	
Listening	4	understand oral language in English related to specific topics in school and can participate in class discussions, for example: • Exchange information and ideas with others • Connect people and events based on oral information	• Apply key information about processes or concepts presented orally • Identify positions or points of view on issues in oral discussions
Speaking	2	communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: • Share about what, when, or where something happened • Compare objects, people, pictures, events	• Describe steps in cycles or processes • Express opinions
Reading	3	understand written language related to common topics in school and can participate in class discussions, for example: • Classify main ideas and examples in written information • Identify main information that tells who, what, when or where something happened	• Identify steps in written processes and procedures • Recognize language related to claims and supporting evidence
Writing	3	communicate in writing in English using language related to common topics in school, for example: • Describe familiar issues and events • Create stories or short narratives	• Describe processes and procedures with some details • Give opinions with reasons in a few short sentences



Automated Exiting

(State Exit Criteria)

Exiting of students: **ETS will automate the exit process on TERMS**

For students who met exit criteria – ETS will automate the following fields on TERMS

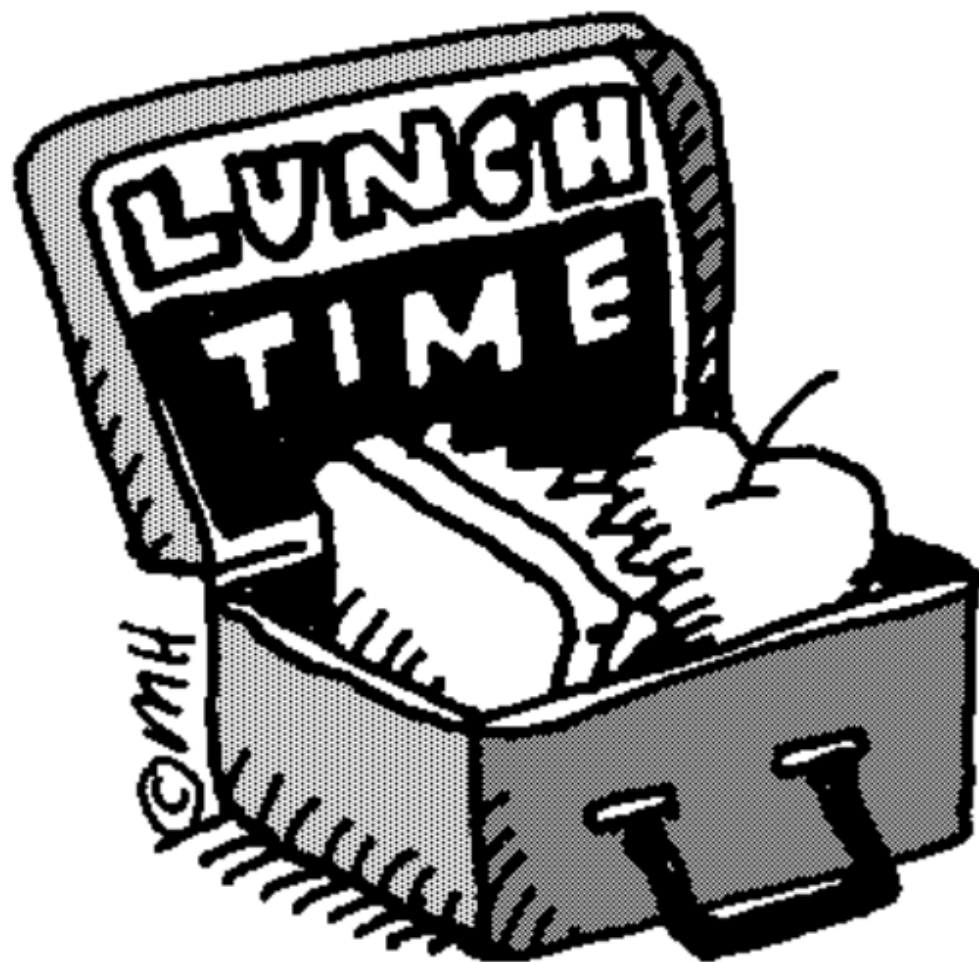
- EXIT Date & ELL Plan date (6/4/19)
- ESOL Status (LF)
- Tier Placement (Z)

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

ELlevation:

- Export list (view) for LF students
- Generate and Print ELL Plan
 - File in the ELL folder once ELlevation is up to date and save
- Generate and Print Parent Letter –
Notification of Program Exit





Data Activity

Student Name	ESOL Status	Grade Level	Date Entered U...	Years in US Sch...	ELL Plan Date	Re-Eval Date	Lang. Classificat...
	LY (ELL Current)	8	9/3/2013	6	9/30/2016	9/30/2016	2
	LY (ELL Current)	7	1/7/2014	6	1/12/2016	1/12/2016	3
	LY (ELL Current)	8	8/19/2013	6	8/22/2016		4
	LY (ELL Current)	7	11/19/2013	6	10/24/2016	10/24/2016	4
	LY (ELL Current)	8	8/24/2015	4	9/30/2016	9/30/2016	4
	LY (ELL Current)	7	10/26/2015	4	8/22/2016		2
	LY (ELL Current)	8	8/20/2015	4	1/12/2018		3
	LY (ELL Current)	8	9/1/2015	4	9/29/2016	9/29/2016	3
	LY (ELL Current)	6	11/30/2015	4	2/6/2017	2/6/2017	2
	LY (ELL Current)	8	8/22/2016	3	8/22/2016	8/25/2017	2
	LY (ELL Current)	7	1/9/2017	3	1/10/2017	4/5/2018	2
	LY (ELL Current)	8	8/22/2016	3	9/13/2016		B2
	LY (ELL Current)	6	8/22/2016	3	9/29/2017	9/29/2017	2

< First < Previous 1 2 Next > Last > 25

Is this school compliant?

How many REEVALS were due during the 18/19 SY?

How many annual reviews were due during the 18/19 SY?

What possible flags can you identify?



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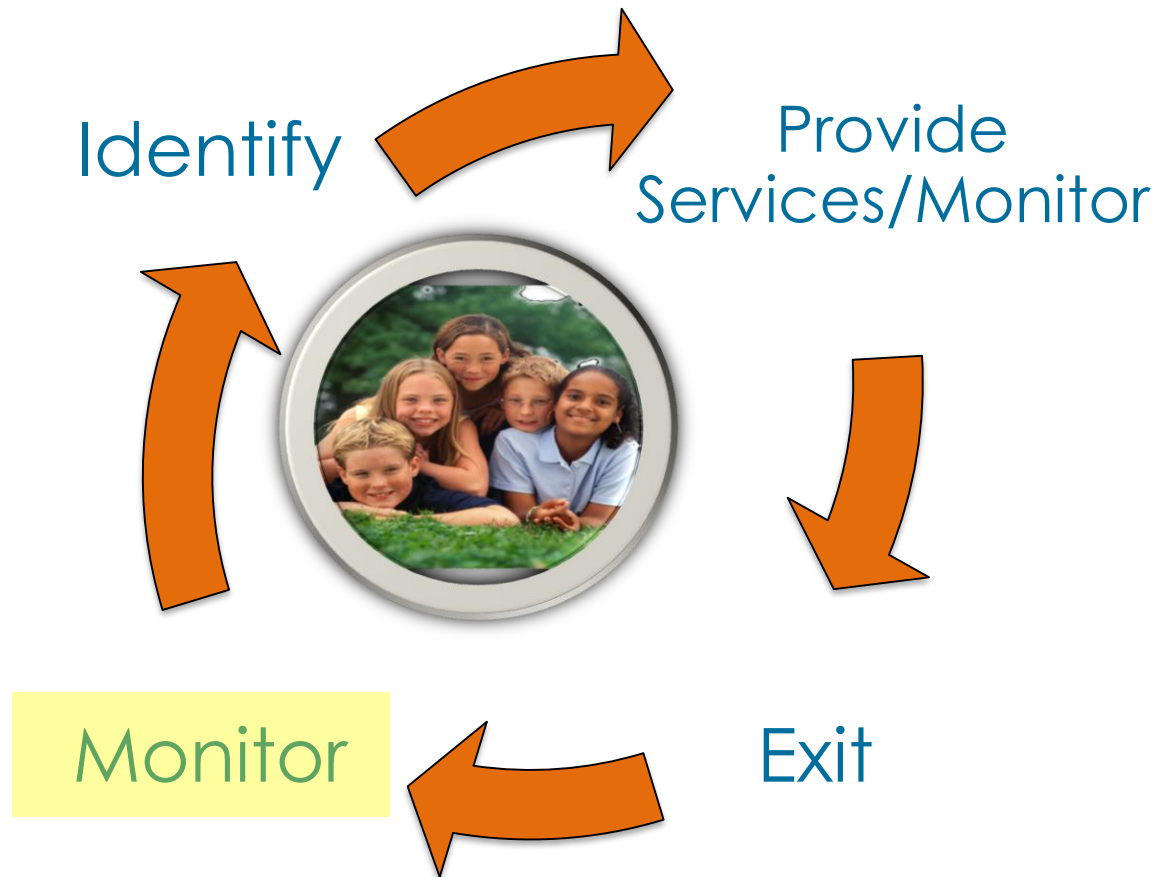
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ESOL Process



Monitoring After Exit

2-year period:



After satisfactory performance
during
2-year monitoring period,
ELL Code Changes from **LF** to **LZ**



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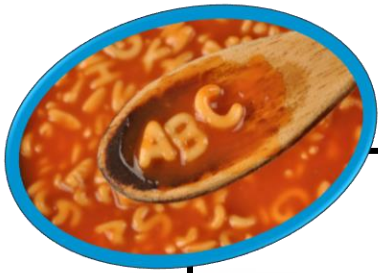
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Alphabet Soup

ESOL	Can Do Descriptors	ACCESS for ELLs
DEUSS	LC	IPT
TERMS	LY Click to add text	ELL
LF	LZ	META Consent Decree
K-TEA	IM	ELL Folder
ELL Plan	ELlevation	ZZ



Instructional Models

Sheltered/Self-Contained

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

Getting Started with English Language Learners, Judie Haynes 2007

Mainstreamed/Inclusion

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

Dual Language

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



Dual Language Program

Dual Language

- For the 2019-2020 school year, ELLs (LY) who are enrolled in a Dual Language Program, must have an ELL Instructional Model code of “T”.
- The IMT must manually enter “T” on each student’s A10 Detail panel in the target Language Arts course.

Dual Language Elementary and Middle Schools 2019-2020

Bethune
Boulevard Heights
Broadview
Chapel Trail
Coral Cove
Country Isles
Cypress
Dolphin Bay
Driftwood
Eagle Point
Eagle Ridge
Everglades
Flamingo
Gator Run

Gulfstream Academy of
Hallandale Beach K-8
Gulfstream Early
Childhood
Hollywood Hills
Hollywood Park
Indian Trace
James Hunt
Lakeside
Manatee Bay
Margate
Meadowbrook
Mirror Lake
Oakland Park
Oakridge

Pines Lakes
Pompano Beach
Ramblewood
Riverglades
Sawgrass
Sea Castle
Silver Lakes
Silver Palms
Stirling
Tamarac
Tedder
Watkins
Westchester

Apollo Middle
Glades Middle
Falcon Cove Middle
Lauderdale Lakes Middle
Pompano Beach Middle

Ramblewood Middle
Silver Lakes Middle
Silver Trail Middle
Tequesta Trace
Middle



Getting to Know ELLs

Like all of our students, every ELL has individual strengths and areas for growth.



Student A:

- Newcomer to the US
- Strong reader and writer in her native language
- Low confidence speaking English



Student B:

- Born and raised in the US
- Confident speaker of social English
- Struggles to read and write academic English

ELLevation offers the information you need to support each student!



Can Do Descriptors

DARREL TINZ ABUNDIO
Grade: 11 | Needham B. Broughton HS

[Generate Report](#)

IDENTIFICATION NUMBERS
Test ID #: 1001313338
Student #: 574644a

LANGUAGE
Spanish

LEVELS [View Test Scores](#)

3 Overall Proficient

2 Speaking Early Intermediate

1 Writing Beginning

3 Listening Intermediate

3 Reading Intermediate

Information **Can Dos** Classroom M... Testing Acco... Goals Notes Monitoring Documents Instruction

	CURRENT	SUCCESSIVE
Listening	3 INTERMEDIATE <ul style="list-style-type: none"> When listening, the student at Level 3 is working on: responding to conversations and identifying key words and phrases from read-alouds and oral presentations; answering questions about the meanings of words and phrases; making inferences and comparisons; responding to yes/no and wh-questions; comprehending details and following longer directions. 	4 EARLY ADVANCED <ul style="list-style-type: none"> When listening, the student at Level 4 is working on: responding to conversations and identifying key words, phrases, and details from long stories and presentations; answering questions and evaluating key vocabulary using details from long stories and conversations; demonstrating multiple-step thinking.
Speaking	2 EARLY INTERMEDIATE <ul style="list-style-type: none"> When speaking, the student at Level 2 is 	3 INTERMEDIATE <ul style="list-style-type: none"> When speaking, the student at Level 3 is





Read the description of the student's current and successive performances in **reading**.

- What is **one observation** you have about this student's **reading Can Do Descriptors**?
- How could you use this to **better support** your student and move them along the continuum?



Can Do Descriptors



Demographics	Schedule	Test Results	Can Dos	ESOL Services	Testing Accommodations	Classroom Modifications	Goals	Notes	Meetings	Instruction	Documents	Course Grades
WIDA ELP Standards												
Domain		Current Descriptors					Successive Descriptors					
 Listening	3.7: Developing Students at this level:					4: Expanding Students at this level:						
	<ul style="list-style-type: none">Follow multi-step oral directionsIdentify illustrated main ideas from paragraph-level oral discourseMatch literal meanings of oral descriptions or oral reading to illustrationsSequence pictures from oral stories, processes, or procedures					<ul style="list-style-type: none">Interpret oral information and apply to new situationsIdentify illustrated main ideas and supporting details from oral discourseInfer from and act on oral informationRole play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media						
 Speaking	4.9: Expanding Students at this level:					5: Bridging Students at this level:						
	<ul style="list-style-type: none">Answer opinion questions with supporting detailsDiscuss stories, issues, and conceptsGive content-based oral reportsOffer creative solutions to issues/problemsCompare/contrast content-based functions and relationships					<ul style="list-style-type: none">Justify/defend opinions or explanations with evidenceGive content-based presentations using technical vocabularySequence steps in gradelevel problem-solvingExplain in detail results of inquiry (e.g., scientific experiments)						
 Reading	5.4: Bridging Students at this level:					6: Reaching <ul style="list-style-type: none">Student has achieved English proficiency in this domain.						
	<ul style="list-style-type: none">Summarize information from multiple related sourcesAnswer analytical questions about grade-level textIdentify, explain, and give examples of figures of speechDraw conclusions from explicit and implicit text at or near grade level											
 Writing	3.6: Developing Students at this level:					4: Expanding Students at this level:						
	<ul style="list-style-type: none">Produce simple expository or narrative textString related sentences togetherCompare/contrast content-based informationDescribe events, people, processes, procedures					<ul style="list-style-type: none">Take notes using graphic organizersSummarize content-based informationAuthor multiple forms of writing (e.g., expository, narrative, persuasive) from modelsExplain strategies or use of information in solving problems						

WIDA ELP Standards © 2007 Board of Regents of the University of Wisconsin System. WIDA is a trademark of the Board of Regents of the University of Wisconsin System. For more information on using the WIDA ELP Standards please visit the WIDA website at www.wida.us. The WIDA Can Do descriptors work in conjunction with 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.



ESOL Instructional Strategies Matrix

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

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

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

~WIDA Focus on Technology in the Classroom, 2014



WIDA Standards Framework

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





The Five WIDA ELD Standards

ACADEMIC LANGUAGE

Social &
Instructional
Language

Language of
Language Arts

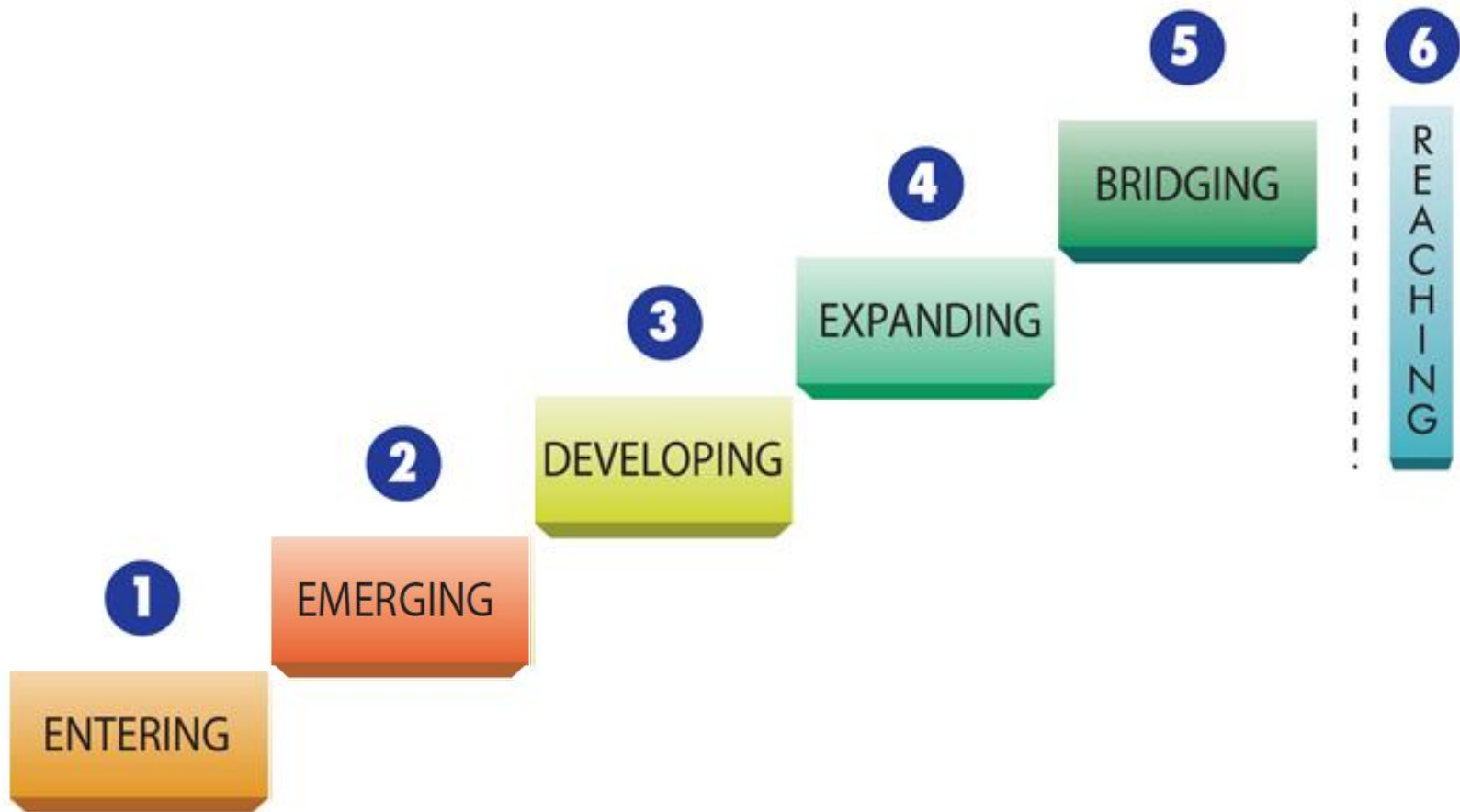
Language of
Mathematics

Language of
Science

Language of
Social Studies



Levels of English Language Proficiency



School Filter

Course/Section Filter

My Groups

Current School:



Clear Filter/Group



Show Only Incoming Students

Student Search:



Risk Factors

HS-Graduation

MS-Prog

Letters & Referrals

Attendance

PK & KG Literacy

Reading

FAIR

DAR

IRI

FSA

ACCESS-ELLs



Show ACCESS for ELLs 2.0



Show Alternate ACCESS for ELLs



Show ACCESS for ELLs KG



Export

Student Full Name	Student Demographics								ACCESS for ELLs											
	Grade	Curr School	Next School	Race	Gender	ELL	SWD	FRL	Test Information			Listening		Speaking		Reading		Writing		
									School Year	Test Level	Tier	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	
	01, 1					1-LY														
EX...	02	0131		BLACK	F	3-LY	No	Yes	2016	1st Grade	B	305	5.0	391	6.0	294	5.0	232	1.9	
FA...	02	0131		HISPANIC	M	3-LY	No	Yes	-	-	-	-	-	-	-	-	-	-	-	
GA...	02	0131		HISPANIC	M	2-LY	No	Yes	2016	1st Grade	A	295	4.0	268	1.9	249	1.9	258	2.6	
GA...	02	0131		HISPANIC	M	3-LY	No	Yes	2016	1st Grade	A	293	3.9	336	3.7	249	1.9	281	3.3	
GO...	02	0131		HISPANIC	F	3-LY	No	Yes	2016	1st Grade	B	305	5.0	391	6.0	281	3.9	276	3.1	
GR...	02	0131		BLACK	M	3-LY	No	Yes	2016	1st Grade	C	240	2.1	391	6.0	316	6.0	268	2.9	
HE...	02	0131		HISPANIC	M	3-LY	No	Yes	2016	1st Grade	C	337	6.0	391	6.0	277	3.6	268	2.9	
HI...	02	0131		HISPANIC	M	A1-LY	No	Yes	-	-	-	-	-	-	-	-	-	-	-	
JEA...	02	0131		BLACK	M	2-LY	Yes	Yes	2016	1st Grade	B	305	5.0	391	6.0	264	2.7	222	1.6	
JEU...	02	0131		BLACK	M	3-LY	No	Yes	2016	1st Grade	B	305	5.0	291	2.3	286	4.3	276	3.1	
KR...	02	0131		HISPANIC	F	3-LY	No	Yes	2016	1st Grade	B	305	5.0	391	6.0	286	4.3	232	1.9	
LA ...	02	0131		HISPANIC	F	4-LY	No	Yes	2016	1st Grade	B	305	5.0	391	6.0	294	5.0	276	3.1	



Student #: [REDACTED]
Date: 6/6/2018
Time: 10:13 AM

WIDA ELP Standards Report

Broward County Public Schools

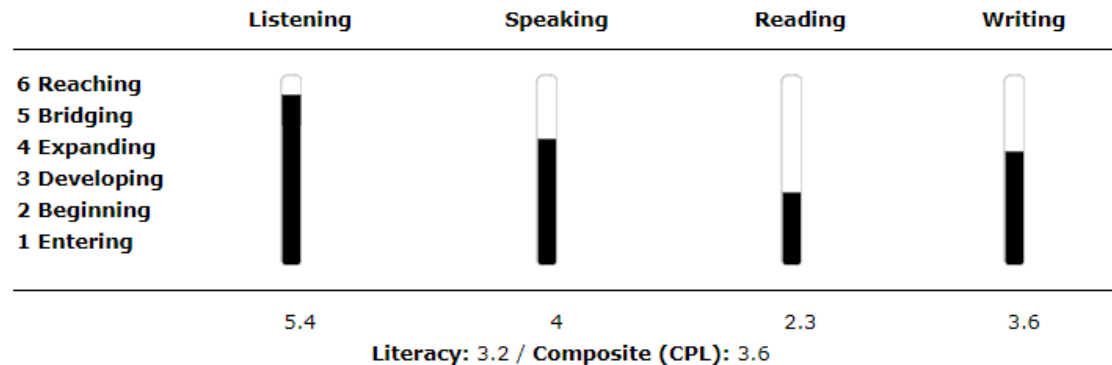
Student: BOZ, RANDOLPH;
Report: WIDASTD01
Page: 1

Filter: All Standards (1-5), Both: Formative and Summative, Of the selected Students, those with any type of ELP scores are included.

Student: [REDACTED]
Student #: [REDACTED]
Date of Birth: 3/6/2007
School: [REDACTED]
ELL Plan Date : 9/22/2017
Lang. Classification : 3
Basis of Entry : A-Aural/Oral

Test Date: 1/29/2018
Grade Level: 5
ELP Test Type: ACCESS for ELLs 2.0
Cluster: Grades 4-5
Re-Eval Date : 9/22/2017
2nd Date Exited ESOL :

Test Results



Note: Performance Definitions for the Levels of English Language Proficiency in Grades K-12 are available in the *CAN DO Performance Definitions* listing.



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**



Changing Mindsets

@ValentinaESL

from:

- My ELLs can't speak English.
- My ELLs aren't able to read on grade level.
- I don't know how to help my ELLs.
- My ELLs seem off task, angry or unhappy.

to:



Where to begin?



For **RETURNING** students:

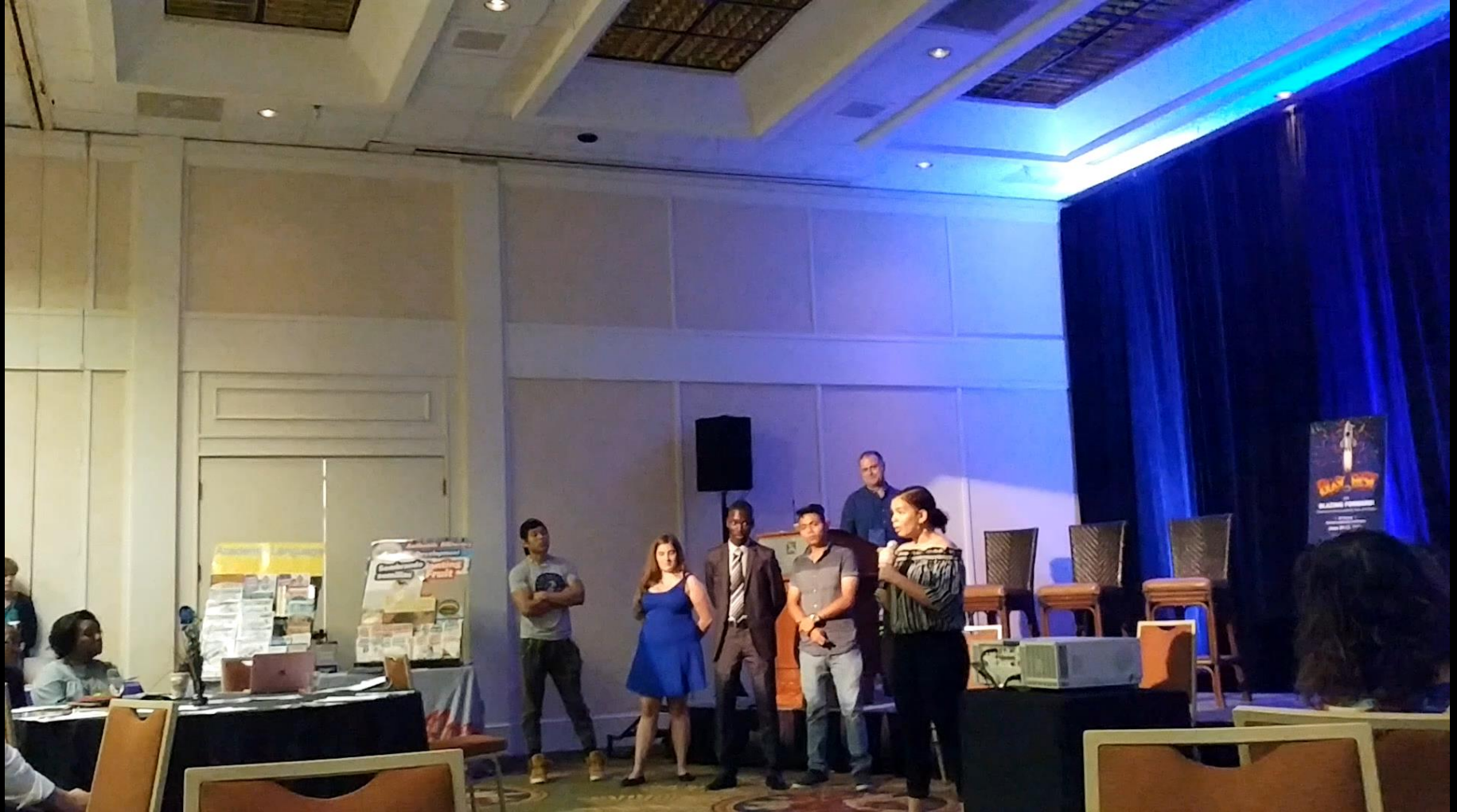
- ✓ Generate an Active ELLs view from *Student List* on ELlevation
- ✓ Analyze the data to prioritize
- ✓ Locate an ELL folder for all students on your list
- ✓ Identify students due for ANNUAL Reviews/REEVALs in August
- ✓ Identify students that may be exited via ELL Committee Meeting
 - ✓ Students with inconsistent data
 - ✓ Schedule ELL Committee meetings
- ✓ Generate list of students that met EXIT criteria from ELlevation
 - ✓ Generate notification Exit Parent Letter and send home (copy for folder)
 - ✓ Locate ACCESS Score Reports and send home

For **NEW** students:

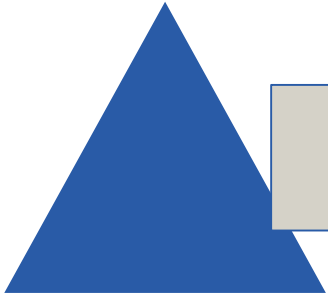
- ✓ Communicate with registrar to identify students that answered YES on the HLS. (Before testing, check if students were assessed in another Florida School).
 - ✓ Generate ELL Plan for ELL folder for students who met entry criteria



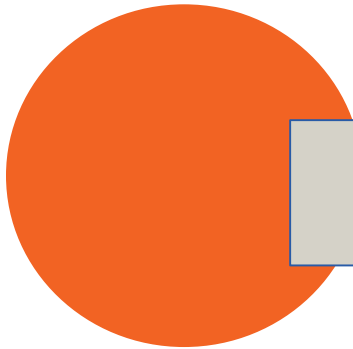
Teachers, Please: An Immigrant's Reflection



Closing: Triangle Circle Square



Three important points about today



A question still circling around your mind



A detail that “squared” or connected with you



BILINGUAL/ESOL

Overview

ESOL

Dual Language

International Welcome Center (Parent Outreach Office)

Interpretation/Translation Services

World Languages

Parents

Enrollment

Frequently Asked Questions

Staff Directory

ESOL Program Information

(Download [Adobe Acrobat Reader](#) to view or print pdf.)

[Everything You Need to Know About the ESOL Program](#)

The goal of the program is to ensure all students, entering Broward County Public Schools with varying levels of limited English proficiency, receive comparable and comprehensible instruction. This instruction helps these students to develop communicative and academic skills necessary for meeting national, state, and district educational standards.



All schools with students classified as English Language Learners (ELLs) must provide an appropriate ESOL program to meet the specific students' needs in language learning, academic achievement, and in cultural integration.

Students in the ESOL program are required to meet the same curriculum standards as any other student in English/Language Arts and content area instruction. The content of the curriculum is established by the Sunshine State Standards. ESOL strategies, supplementary materials, and native language assistance are used to ensure comprehensible instruction is being provided to every ELL student.

ESOL Instructional Facilitators provide the following services to schools and centers:

Assist in implementing the ESOL Program in accordance with the Florida META Consent Decree;

Support student achievement through ELL student assessment and placement;
Visit assigned schools monthly and support student achievement through lesson modeling and instructional coaching.

They also provide literacy and language development presentations for teachers of ELL students through faculty meetings, area curriculum council meetings, area advisory meetings, and presentations at Innovation Zone meetings.

QUICK LINKS

[ACCESS for ELLs 2.0](#)

[District ELL Plan](#)

[K-12 ESOL Plan](#)

[WIDA](#)

RESOURCES

[BrainShark Presentations](#)

[ESOL Instructional Strategies Matrix and Addendum](#)

[Follet Shelf e-Books](#)

[Instructional Considerations for ELLs](#)

[InSync Online](#)

[Online Resources](#)

IMMIGRANT SUPPORT PLAN

<https://www.browardschools.com/Page/34918>



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Resources

CANVAS

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

SHAREPOINT

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



Wrap Up: Complete your MLP Feedback.



Course Search

Use quotation marks (i.e., "science in the classroom") to search for an exact phrase.

?

☒ Courses ☐ PD Playlist [Advanced Search](#) [Show All](#)

My Surveys

You currently have no surveys that require your attention.



Bilingual ESOL Leadership

Vicky B. Saldala, Director
Leyda Sotolongo, ESOL Curriculum Supervisor
Stephanie Bustillo, Educational Specialist
Melinda Mayers, Educational Specialist
Monica Nelsas, Parent Outreach Specialist
Blanca Guerra, Curriculum Supervisor, World Language 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://bilingual-esol.browardschools.com>

