



*From the desk of . . . District Supervisors,*  
Division of Bilingual Education and World Languages

**TO: Elementary ESOL Teachers**

**SUBJECT: 2011-2012 OPENING SCHOOL - BILINGUAL PROGRAMS GUIDELINES AND PROCEDURES**

Welcome to a new and exciting year!

**PRE-KINDERGARTEN**

- Administer the Home Language Survey
- Any Pre-K student who has an affirmative response to any of the three Home Language Survey questions should be coded “LY” and be provided linguistically and culturally appropriate services within the Pre-K program. Pre-K students are **not to be tested for English language proficiency**, at this time.
- Students with a Home Language Survey response of N, N, N who are English proficient as documented by three “no” responses to questions and do not meet the definition of ELL Under the do not need to be assessed.

**ESOL IDENTIFICATION AND PLACEMENT**

- **Kindergarten Students:** New students with Y (Yes) response in the Home Language Survey and former Pre-K students who were not tested at the end of last school year will need to be administered the M-DCOLPS-R (Form FM 5924 is available online in form management <http://forms.dadeschools.net/webpdf/5924.pdf>)
- **Grades 1 through 5/6:** CELLA Online test modalities order has been rearranged to reflect the following order: **Listening, Speaking, Reading & Writing.** Continue to administer the CELLA Online Test to all incoming new students in grades 1-5/6, who answer “yes,” to one or more of the questions on the Home Language Survey.
  - Grade 1, teacher administers the Listening/Speaking Sections ONLY!
  - Grades 2-5/6, teacher administers the four modalities: Listening/Speaking, Reading, and Writing.
  - **Please be aware that you should only list a student on the CELLA Online “My Class” roster, once the student is physically sitting in the testing room and is registered in your school. We are charged per student listed on your “my class” roster whether or not you assign a test and/or administer the test.**
- **CELLA Online Administrators Users Guide** may be accessed through the following link: [http://bilingual.dadeschools.net/BEWL/CELLA/CELLA\\_admin\\_users\\_guide.pdf](http://bilingual.dadeschools.net/BEWL/CELLA/CELLA_admin_users_guide.pdf). There are also various training video clips to assist you in logging and administering the tests: [http://www.awschooltest.com/news.php?viewStory=133#Teacher\\_Login](http://www.awschooltest.com/news.php?viewStory=133#Teacher_Login)  
**NEW**-Use the updated (dated 8-11) Letter of Participation. Letter of Participation in the ESOL program must be dated and signed by the principal. The original distributed to parents and a copy kept in the ESOL Program Records folder. Keep all letters from previous years. The Letter of Participation is posted at <http://bilingual.dadeschools.net/> on the left hand side, under Compliance Documents.
- Students’ CELLA results are available through Control-D Web Report Viewer #T0509470, by going through Intranet Web Application; and on the WLEP for individual student’s result under Assessment Data tab on the top right hand side.

**ISIS INITIAL ENTRY:**

- **Kindergarten and first grade** students who meet criteria for placement will enter with code **“A”** (Listening/Speaking).
- **Second through sixth grade** students who meet criteria for placement will enter with:
  - **“A”** (Listening/Speaking) if they either do not pass all sections or they do not pass the listening and speaking sections.
  - **“R”** (Reading/Writing) if they pass the Listening/Speaking sections and they do not pass either the Reading or Writing section.

Grade	Entry Code	Instrument	ISIS – Enter:
K-1	A-Aural/Oral	K -M-DCOLPS-R; 1 <sup>ST</sup> -CELLA Online	Assessment date, score, level, entry date, basis of entry <b>A</b>
2-5/6	A-Aural/Oral R-Reading/Writing	CELLA Online	Assessment date, score, level, entry date, basis of entry <b>A</b> or <b>R</b>

**Note:**

- ISIS will accept a four digit score for the CELLA Online Test.
- For second through twelfth grade students the score is a four digit number. You enter the total score found on the “Individual Student Test Report”.
  - **For kindergarten, two or three zero(s) (0) must be placed at the beginning of the M-DCOLPS-R scores.**
  - For first grade, a zero (0) must be placed at the beginning of the three digit total score found on the “Individual Student Test Report”.

## **RE-ENTRY OF ELL STUDENTS**

- Students who re-enter M-DCPS from another district in Florida should have appropriate ESOL documentation that determines their ESOL status.
  - Students who have documentation indicating that they have exited the ESOL program are to be exited via ELL committee. A copy of the ELL committee (meeting section) needs to be sent to your District Bilingual Supervisor.
  - Students who have not exited the ESOL program and have the CELLA State Assessment results will be placed accordingly.
  - Students with no documentation will need to be assessed with the CELLA Online Tests.
- The comment “*Student has had interruption in ESOL instructional services*” will appear on the “J” screen ONLY when the student re-enters from another country. The new ELL entry date will be used to determine the length of time in the ESOL program. However, the semester count will continue to be added to the original entry date.
- If a student re-enters from another city or state in the United States, the banner “Student has had interruption in ESOL Instructional services” **will not** appear on the J-Screen.
- Schools can update ESOL level for students with three years or more (six semesters or more).
- The Division of Bilingual Education will update ESOL level for students with less than three years or more (six semesters or more). This information must be submitted to your District Bilingual Supervisor for input.

## **WLEP**

- In order to access WLEP teachers need to be given access to **Quad A-WLEP/WSPI**.

## **ELL COMMITTEE**

- Functions of the ELL committee:
  - Possible retention
  - Three years or more (six semesters or more)/anniversary date
  - not making adequate progress
  - Post Program Review-a 1.0 grade point average drop
  - Other concerns
- Identify the members of the ELL Committee.
- Send a letter inviting parents to attend the ELL Committee meeting.
- Record recommendations in the WLEP.
- Print the completed section of the WLEP ELL Committee under the “Meetings” tab, and have the members sign before filing it in the ESOL Program Records Folder.
- All schools must maintain a log documenting ELL Committee meetings.

## **THREE YEARS OR MORE (SIX SEMESTERS OR MORE)**

- Florida Department of Education will be advising on new procedures, Briefing will follow.

## **POST PROGRAM REVIEWS**

- The student’s language arts teacher completes the Post Program Review section on the WLEP per guidelines. The language arts teacher indicates progress, enters their employee number, and clicks on save.
- Convene an ELL Committee for students within the two-year monitoring period who have shown a decline of 1.0 point in the overall grade point average or when academic concerns are identified.

## **PACING GUIDES for ESOL Courses**

Pacing Guides for all courses are available online on the Curriculum and Instruction website at:

[http://curriculum\\_materials.dadeschools.net/pacing\\_guides/](http://curriculum_materials.dadeschools.net/pacing_guides/) The Elementary Language Arts/Reading/ESOL Pacing Guides is a stand-alone and is to be used for self-contained, resources, & mainstream classes with ELLs.

## **THE TUTORING ACADEMY for ELL:**

- A briefing with information on the 2011-2012 Title III Supplementary Instructional Support/Tutoring Academy for ELL students will be available in October 2011.

## **RECOMMENDED INSTRUCTIONAL RESOURCES**

- Information for all elementary school instructional materials is available online at:  
[http://bilingual.dadeschools.net/BEWL/pdfs/EL\\_Materials\\_List\\_10-11.pdf](http://bilingual.dadeschools.net/BEWL/pdfs/EL_Materials_List_10-11.pdf)
- All teachers with ELL students in their classes should:
  - Use the appropriate Pacing Guide to plan lessons
  - Reflect ESOL strategies being used in lesson plans

## DICTIONARIES (word-to-word)

- Instruction in the use of word-to-word dictionaries in the students' heritage language/English language must be provided to students when it is age and grade appropriate. Dictionaries must be made available to students in ESOL and content class during the year, as well as, for all assessments as appropriate.

## GRADING GUIDELINES

- ESOL/Language Arts/Reading grades for ELL students in grades 1-5 must be awarded as follows:
  - Reading – is to reflect English language development infused with phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
  - Language Arts – is to reflect English language development infused with skills in grammar, spelling, and effective writing.
  - ESOL – is to reflect the student's progress in English language development, as it pertains to reading and language arts.
- If an ELL student is not meeting grade-level expectations in reading, please refer to the current Student Progression Plan (SPP) online under “e-Handbooks” <http://ehandbooks.dadeschools.net/policies/93/index.asp>
- Students who received Reading/Language Arts grades during the 2010-2011 and dropped in ESOL Level, due to the Spring CELLA administration should continue to receive grades in language arts and reading.

## SPED/ELL

- Questions and concerns about SPED/ELL should be addressed through Ms. Rosalia Gallo, District Supervisor for Special Education of ELL students. She may be reached at 305-274-8889 or e-mail her at [rgallo@dadeschools.net](mailto:rgallo@dadeschools.net)

## SPANISH FOR SPANISH SPEAKERS AND WORLD LANGUAGES – SPANISH

- Spanish for Spanish Speakers (Spanish-S) Home Language Arts (Spanish-S) and World Languages Spanish programs should be scheduled following the recommended District guidelines:
  - Sixty (60) minutes two times a week, with an additional thirty (30) minutes a third day for a total of 150 minutes weekly; or
  - Fifty (50) minutes three times-a-week.
- Allocations for Spanish-S and World Languages are based on student enrollment; therefore, **Elementary School Academic Program (ESAP) Programs must reflect participation in Spanish.** ESAP codes can be found at [www.dadeschools.net](http://www.dadeschools.net) under Master Schedule.
- Spanish-S language arts teachers should use the Pacing Guides for Spanish, which may be accessed at:
  - Curriculum and Instruction link: [http://curriculum\\_materials.dadeschools.net/pacing\\_guides/](http://curriculum_materials.dadeschools.net/pacing_guides/)
  - The Pacing Guides will need to be adjusted to reflect the actual time of instruction, i.e., dual language programs will be expected to follow the guides at a much faster pace than the standard Spanish-Program.
- **New:** World Languages teachers should use the Pacing Guides for Spanish SL, which may be accessed at:
  - Bilingual: [http://curriculum\\_materials.dadeschools.net/pacing\\_guides/](http://curriculum_materials.dadeschools.net/pacing_guides/)
- Spanish-S and World Languages teachers should use District recommended materials:
  - Spanish-S – “Lectura” from Scott Foresman
  - World Languages – Spanish “Muy Bien!” from ABC Books
- World Languages students must have a letter of participation signed and dated by the parent/guardian in the cumulative folder (required at the time of initial entry).
- **Interventions for ELL students:**
  - ELL students who have been in the ESOL program for less than two years must receive 150 minutes of Home Language Arts-Spanish/Haitian Creole weekly.
  - All ELL students who are having significant academic difficulties are included in the RtI process.
    - Students with less than two years in the ESOL program who are enrolled in HLA/CCHL will be monitored and assessed in their heritage language in order to determine whether these difficulties are due to the process of second language acquisition. For more information please refer to the Student Progression Plan.

## DUAL LANGUAGE AND EXTENDED FOREIGN LANGUAGE PROGRAMS

- Dual language and Extended Foreign Language programs must be scheduled following district guidelines.
  - EFL programs implementing Model A - 300 minutes weekly of instruction of language arts/reading/writing in the target world language. This may be accomplished by delivering a portion of the required English language arts/reading or writing instructional block in the target world language or integrating writing in science/social science as needed in selected time blocks. Art/Music may be infused into curriculum.
  - EFL programs implementing Model B - 300 minutes weekly of instruction of language arts/reading/writing and an additional instruction of a core subject area in the target world language.

- BISO, IS and EFL programs implementing Model C - 300 minutes weekly of instruction of language arts/reading/writing and an additional instruction of two core subject areas in the target world language (BISO/IS).
- Elementary School Academic Program (ESAP) must reflect participation in a dual language program that offers 300 minutes of Spanish Language Arts (ESAP programs number 50 or 51). ESAP codes can be found at [www.dadeschools.net](http://www.dadeschools.net) under Master Schedule.
- Spanish Language Arts teachers in a dual language or Extended Foreign Language Program should use the Pacing Guides for Spanish Language Arts instruction.
- Students participating in a dual language or Extended Foreign Language Program must have a letter of participation signed and dated by the parent/guardian in the cumulative folder (required at the time of initial entry).

**HAITIAN CREOLE LANGUAGE ARTS**

- Haitian ELL students are scheduled into Haitian Creole Language Arts when enrolled in a school offering the program.
  - **NEW:** ESAP program code 45 (Standard subjects w/ESOL and Haitian Creole). Code 15 is no longer used.
  - ESAP program code 53 (Standard subjects w/ESOL, CCHL, and Haitian Creole)
- Haitian Creole students should be scheduled for Haitian Creole language arts following the recommended District guidelines:
  - Sixty (60) minutes two times a week, with an additional thirty (30) minutes a third day for a total of 150 minutes weekly; or
  - Fifty (50) minutes three times-a-week.  
(Exception to the above schedule is to be made when schools have less than 15 students.)
- Haitian Creole Language Arts teachers should use the Pacing Guides for Haitian Creole, which may be accessed at:
  - Curriculum and Instruction link: [http://curriculum\\_materials.dadeschools.net/pacing\\_guides/](http://curriculum_materials.dadeschools.net/pacing_guides/)
- Haitian Creole Teachers allocations are based on student enrollment in the program; therefore, formulas will be adjusted accordingly.

**Please contact your District Supervisor for additional information and support:**

**CONTACT INFORMATION**

Region/ Program	District Supervisors	
North	Beatriz C. Pereira	<a href="mailto:BPereira@dadeschools.net">BPereira@dadeschools.net</a>
North Central	Deland Innocent	<a href="mailto:dinnocent@dadeschools.net">dinnocent@dadeschools.net</a>
South Central	Cary M. Pérez	<a href="mailto:cmperez@dadeschools.net">cmperez@dadeschools.net</a>
South	Lourdes M.	<a href="mailto:lmendez1@dadeschools.net">lmendez1@dadeschools.net</a>
BISO/IS	Toni Miranda	<a href="mailto:tmiranda@dadeschools.net">tmiranda@dadeschools.net</a>
ESOL/SPED	Rosalía Gallo	<a href="mailto:rgallo@dadeschools.net">rgallo@dadeschools.net</a>
Technology	Diane Zapata	<a href="mailto:dzapata@dadeschools.net">dzapata@dadeschools.net</a>

Specialized Programs	Curriculum Support Specialist	
Multi-Lingual Team	Martine DePaul	<a href="mailto:mdepaul@dadeschools.net">mdepaul@dadeschools.net</a>
ETO	Christine Dahnke	<a href="mailto:dahnkechristinec@dadeschools.net">dahnkechristinec@dadeschools.net</a>

**IMPORTANT**

In order to accurately report ESOL and ESOL related class assignments of ELL students and students taking World language courses, students must be reported under the appropriate Elementary School Academic Program, ESAP. This count is used in the calculation of the bilingual allocations generated for each school. Failure to accurately assign these academic programs may result in loss of bilingual allocations. For a list of academic programs, please go to Dade Schools Portal School Master Scheduling link, and then click on Resources, ELL ESAP Program Guide, [http://tlc.dadeschools.net/scheduling/pdfs/ESAP\\_list.pdf](http://tlc.dadeschools.net/scheduling/pdfs/ESAP_list.pdf)