



Division of Bilingual Education and World Languages

TO: Secondary ESOL Teachers

SUBJECT: 2012-2013 OPENING OF SCHOOL GUIDELINES AND PROCEDURES

Welcome to a new and exciting year!

ESOL PROGRAM GUIDELINES AND PROCEDURES

- CELLA Online test modalities reflect the following order: **Listening, Speaking, Reading & Writing**. Continue to administer the CELLA Online Test to all incoming new students whose Home Language Survey reflects “yes,” to one or more of the questions.
 - 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. The Division of Bilingual Education and World Languages will be charged per student listed on your “My Class” roster whether or not you assign a test and/or administer the test.
- CELLA Online Administrators’ User Guide may be accessed through the following link: <http://www.awschooltest.com/photos/MiamiDaderevADMINUserGuide.v14.pdf>
There are also various training video clips to assist you in logging and administering the CELLA tests: http://www.awschooltest.com/news.php?viewStory=133#Teacher_Login
- CELLA Online technical assistance must only be requested through your assigned region supervisor.

PROGRAMMATIC ASSESSMENT

- Programmatic Assessment of new secondary ELL students is initiated at the school site upon initial registration in M-DCPS. In addition to using the programmatic assessment to evaluate appropriate content course placement and advanced courses, school personnel should use school records, transcripts and other evidence of educational experiences to determine appropriate course selection.

LETTER OF PARTICIPATION: Notice to Parents/Guardians of English Language Learners (ELLs)

- A copy of the Letter of Participation in the ESOL program must be dated and signed by the principal. Keep all letters from previous years in the ESOL Program Records Folder. The Letter of Participation is posted at http://bilingual.dadeschools.net/BEWL/compliance_docs.asp under Compliance Documents.
- A copy of the student’s schedule must be printed prior to October FTE and kept in the ESOL Program Records Folder. New schedules must be printed after changes or updates of ESOL courses. Keep all schedules from previous year(s).
- Students’ CELLA results are available on Control-D Web Report Viewer #T0509470 via Intranet Web Application, and on the WLEP for individual student’s results under the Assessment Data tab on the top right hand side.
- **NEW-**Students’ CELLA Subscores Report is found under File Download Manager under the CELLA tab. Once the Excel report is opened, the schools can manipulate the data for further analysis.

ISIS INITIAL ENTRY:

- Students in grades 6-12 students who meet criteria for placement in the ESOL program will enter with:
 - **“A”** (Listening/Speaking) if they either do not pass all CELLA 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 sections.

Grade	Entry Code	Instrument	ISIS – Enter:
6 -12	A-Listening/Speaking R-Reading/Writing	CELLA Online	Assessment date, score, level, entry date, basis of entry A or R

Note:

- The score for students in grades 6-12 is a four digit number. You enter the 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 bring appropriate ESOL documentation to determine their ESOL status.
 - Students with documentation indicating that they have exited the ESOL program are to **exit** via an ELL committee meeting. A copy of the ELL committee meeting section along with supporting documentation needs to be submitted to your District Bilingual Supervisor. You will need to send a J-Screen Correction form found on the Division of Bilingual Education and World Languages Website. The form must accompany the documentation that supports this request (e.g. copy of current test, etc).
 - Students with no documentation will need to be assessed with the CELLA Online Tests.
 - Students who have not exited the ESOL program and have the CELLA State Assessment results will be placed accordingly.
- The Division of Bilingual Education will update ESOL levels for students with less than three years.
- Schools can update ESOL levels for students with three years or more (six semesters or more).

WLEP

- In order to access WLEP, teachers need to be given access to **Quad A-WLEP/WSPI**.
- All current information on the J screen has been uploaded to the WLEP. Students who were not administered the 2012 CELLA test will need to be tested with the CELLA Online in order to have an updated ESOL level.
 - The J screen will need to be updated in order to reflect a current ESOL level, even if the student remains at the same ESOL level.
- The Program Participation section needs to be completed at this time.
- Once all this information has been updated and verified, **print, sign and date** the bottom of the front page of the WLEP. A completed LEP Plan (signed and dated with employee number) must be available for all ELLs at the school by October FTE.
- A completed LEP Plan (signed and dated with employee number) must be printed for all students who exited the ESOL program at the end of the 2011-2012 school year.
- File current LEP plan in the student ESOL folder.

ELL COMMITTEE

- Functions of an ELL committee:
 - Three year 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. File in the ESOL Program Records Folder.
- Maintain a log documenting ELL Committee meetings.

NEW: THREE YEARS OR MORE (SIX SEMESTERS OR MORE) ANNIVERSARY DATE

- Florida Department of Education & M-DCPS Bilingual Department have established the following new procedures:
 - Schools will receive a monthly report with the names of the “three years or more anniversary date” students.
 - The schools will then follow the procedures delineated on the banner of the report.

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, inputs his/her employee number and clicks 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 ALL COURSES

- Available on the Learning Village at: village.dadeschools.net.

DICTIONARIES

- 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 classes during the year, as well as for all district and state assessments as appropriate.

SCHEDULING

Briefing ID# 12023 contains a Technical Assistance Paper for **Scheduling of ELLs** in Grades 6-12 in Language Arts/English through ESOL and Developmental Language Arts through ESOL.

<http://bilingual.dadeschools.net/BEWL/pdfs12/briefings.pdf>

- The Developmental Language Arts through ESOL course may be waived for ELLs in grades 6-9 who scored level 3 in FCAT Reading and in grades 10-12 who met FCAT Reading graduation requirements and did not score proficient in CELLA. All programmatic changes require the action of an ELL committee.

K-8 and MIDDLE SCHOOL-GRADE LEVEL COURSE CODES

- 100200002 M/J Language Arts 1 Through ESOL (6th grade ELLs)
- 100201002 M/J Language Arts 2 Through ESOL (7th grade ELLs)
- 100202002 M/J Language Arts 3 Through ESOL (8th grade ELLs)

K-8 and MIDDLE SCHOOL-ESOL LANGUAGE LEVEL COURSE CODES

- 1002181L1 M/J Developmental Language Arts Through ESOL (MC) Level 1 Reading
- 1002181L2 M/J Developmental Language Arts Through ESOL (MC) Level 2 Reading
- 1002181L3 M/J Developmental Language Arts Through ESOL (MC) Level 3 Reading
- 1002181L4 M/J Developmental Language Arts Through ESOL (MC) Level 4 Reading

SENIOR HIGH SCHOOLS-GRADE LEVEL COURSE CODES

- 100230002 English 1 Through ESOL (9th grade ELLs)
- 100231002 English 2 Through ESOL (10th grade ELLs)
- 100232002 English 3 Through ESOL (11th grade ELLs)
- 100252002 English 4 Through ESOL (12th grade ELLs)

SENIOR HIGH SCHOOLS-ESOL LANGUAGE LEVEL COURSE CODES

- 1002381L1 Developmental Language Arts Through ESOL (MC) Level 1 Reading
- 1002381L2 Developmental Language Arts Through ESOL (MC) Level 2 Reading
- 1002381L3 Developmental Language Arts Through ESOL (MC) Level 3 Reading
- 1002381L4 Developmental Language Arts Through ESOL (MC) Level 4 Reading

HOME LANGUAGE ASSISTANCE PROGRAM (HLAP) PROCEDURES

- Allocation of personnel is based on 15 or more ELLs speaking the same home language.
- All schools meeting criteria requirements **must** offer the program.
- Teachers/Paraprofessionals assigned to this program are expected to assist ELLs using their home language in the core subject areas of mathematics, science, and social sciences.
- HLAP is available to ESOL levels I-IV students.
- **Tutoring logs** indicating services provided are to be kept at the school by the administrator in charge of supervising the program.
- HLAP personnel **may not** be used as substitutes or for any alternative instructional assignment.
- HLAP services **may not** be provided to students during ESOL classes.

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