

## Division of Bilingual Education and World Languages



TO: Elementary ESOL Teachers

SUBJECT: 2013 - 2014 OPENING OF SCHOOL 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 three “no” responses (N, N, N) to the Home Language Survey questions should be coded “LN”. They do not meet the definition of ELL.
- **NEW - HOME LANGUAGE SURVEY (Briefing # 14170)**  
The HLS has been revised to include the Date of Entry in U.S. Schools. It will be used for all new students beginning the 2013-2014 school year. The Federal and State Compliance Office will provide training to registrars on the new document.

### 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 take 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 reflect the following order: **Listening, Speaking, Reading & Writing.** Administer the CELLA Online Test to all new incoming students in Grades 1-5/6, whose Home Language Survey reflects “Y” (Yes) to one or more of the questions.
  - 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. Each student username occupies a license for the academic school year. The Division of Bilingual Education and World Languages will be charged per username/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://www.awschooltest.com/photos/MiamiDaderevADMINUserGuide.v14.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)
- **CELLA Online technical assistance must only be requested through your assigned region supervisor.**

## INITIAL ENTRY

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

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 or R</b>

## NOTE

**ISIS** will accept a four digit score for the CELLA Online Test.

- **For kindergarten, two or three zeros (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”.
- 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”.

## RE-ENTRY

- 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.

## ESOL PROGRAM RECORDS

- Home Language Survey (white copy) must be completed and kept.
  - **NEW:** Home Language Survey: Date Entered United States School (DEUSS) found in ISIS, PF19.
- Notice to Parents/Guardians of English Language Learners (ELLs) must be:
  - Sent annually, when there is a programmatic change or when a student exits the ESOL program.

- Appropriately completed, dated and signed by the principal. All letters from previous years must be kept in the ESOL Program Records Folder. The Letter of Participation is posted at [http://bilingual.dadeschools.net/BEWL/compliance\\_docs.asp](http://bilingual.dadeschools.net/BEWL/compliance_docs.asp) under Compliance Documents.
- CELLA report(s), M-DCOLPS-R must be kept
- AMAO Letters
- ELL committee meeting: copy of Parent Notification and printed section of ELL committee meeting with original signatures.
- Copies of all completed ELL Student Plans (WLEP)

### **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 2013 CELLA test will need to be tested with the CELLA Online in order to have an updated ESOL level. **Program Update in WLEP must be completed for these students.**
  - 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.
- All active ELLs must have a current ELL plan in the ESOL Program Records Folder. Information needs to be updated and verified, **print ELL Plan, sign, employee number and date** the bottom of the front page of the plan.
- A completed ELL Plan (signed and dated with employee number) must be printed for all students who exited the ESOL program at the end of the 2012-2013 school year (6-6-2013).
- File current ELL plan in the student ESOL Program Records Folder.

### **ELL COMMITTEE**

- Functions of an ELL committee:
  - Three year or more (six semesters or more) anniversary date. The meeting must be conducted within 30 days of the anniversary date and no later than the anniversary date.
  - Not making adequate progress (must be documented on the ELL Plan whenever necessary at the end of each grading period)
  - Post Program Review - a 1.0 grade point average drop
  - Retention of ELL
  - 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.
- Minutes of meetings must be attached to the meeting section of the ELL Plan.

## **UPDATE: EXTENSION OF SERVICES IN ESOL PROGRAM - THREE YEARS OR MORE ANNIVERSARY DATE**

- Florida Department of Education & M-DCPS Bilingual Department have established the following 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. Students who meet criteria to exit the ESOL program during FTE week will be exited prior to October/February FTE. For students who meet criteria to exit at any other time during the year, an ELL committee meeting will be conducted within 30 days of the anniversary date. However, the committee will document on the ELL Plan that the exit will take place at the end of the grading period.

### **NOTE**

- **NEW** - See attachment Product # T0511P09-01

### **CELLA**

- 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.
- **CELLA ITEM ANALYSIS REPORT-** In order to access the report, your principal will need to grant you access to file download manager. The following are the steps to access the CELLA Item Analysis Report:
  - Go to Employee Portal and click on Apps to access File Download Manager.
  - Click on CELLA sub-scores to download CELLA data. Name the file (your school name) and save it.
  - Go to <http://osi.dadeschools.net/Excel/>. Click on CELLA Template to download and save (desktop, USB, etc.)
  - Open CELLA Template and click on “Import Data”. If “Security Warning” appears, click on “Enable Content”. Instead of “Security Warning”, an icon may appear. Be careful not to close that window. Select your CELLA file from where you saved it.
  - You will see the CELLA data being downloaded (blinking may take a few minutes).
  - Click on the tested grade either on the Content Page or the tabs at the bottom of the Excel page to access the data.

### **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**

- Pacing guides for ESOL, EFL, Spanish and Haitian Creole are found in the Learning Village at: [village.dadeschools.net](http://village.dadeschools.net).
- All teachers are encouraged to follow the pacing guides in order to meet the required standards in each subject area.

### **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)

### **DICTIONARIES (word-to-word)**

- Instruction in the use of **word-to-word** dictionaries in the students' heritage language/English must be provided to students when it is age and grade appropriate. Dictionaries must be made available to ELLs in Language Arts/Reading/ESOL and content classes 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 **oral 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 online Student Progression Plan (SPP) under "e-Handbooks".
- Level 1 ELLs are **not** to receive Reading/Language Arts grades. ELLs who received Reading/Language Arts grades during the 2012-2013 and dropped an 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 Dr. 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**

- **Grades K-2**
  - Spanish World Language will **only** be offered through an Extended Foreign Language Model (EFL). This Program should be scheduled following the District guidelines below:
    - Sixty (60) minutes daily of Spanish Language Arts, for a total of 300 minutes weekly.

- **Students need to be coded properly reflecting EFL** (ESAP programs number 50 or 51). Elementary School Academic Programs (ESAP) numbers can be found at <http://tlc.dadeschools.net/scheduling/pdfs/esap.pdf>
  - Students participating in an Extended Foreign Language Program must have a form of participation signed and dated by the parent/guardian in the cumulative folder (required at time of initial entry).
  - ELLs who are enrolled in the EFL program meet their Spanish Home Language Arts requirement through the EFL program.
  - ELLs in K-1 not participating in the EFL program will need to be assigned to Spanish S.
- **Grades 2 through 5/6**
    - Allocations for Spanish-S and World Languages are based on student enrollment; therefore, **Elementary School Academic Program (ESAP) must reflect participation in Spanish.** ESAP codes can be found at <http://tlc.dadeschools.net/scheduling/pdfs/esap.pdf>
    - 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.
    - Spanish-S and World Language 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).

## **SIX GRADE COURSE CODES**

- **Briefing ID# 12023** contains a Technical Assistance paper for Scheduling of ELL Students in Grades 6-12 in Language Arts/English through ESOL and Developmental Language Arts through ESOL. <http://bilingual.dadeschools.net/BEWL/pdfs12/briefings.pdf>
  - **Elementary Schools with 6th Grade – Grade Level Course Codes**
    - 1002000EM M/J Language Arts 1 Through ESOL (6th grade ELLs)
  - **Elementary Schools with 6th Grade – ESOL Language Level Course Codes**
    - 1002181E1 M/J Developmental Language Arts Through ESOL (MC) Level 1 Reading
    - 1002181E2 M/J Developmental Language Arts Through ESOL (MC) Level 2 Reading
    - 1002181E3 M/J Developmental Language Arts Through ESOL (MC) Level 3 Reading
    - 1002181E4 M/J Developmental Language Arts Through ESOL (MC) Level 4 Reading

### **INTERVENTIONS FOR ELLs**

- ELL students must receive a **minimum** of 150 minutes of Home Language Arts-Spanish/Haitian Creole weekly.
- ELLs who are having significant academic difficulties and have been in an ESOL program for two years or more are to be included in the Rtl process.
  - Time requirements for intervention for Rtl may be modified in art, music, and social science. For more information, please refer to the Student Progression Plan.
- ELLs with less than two years in the ESOL program who are enrolled in HLA/CCHL will be monitored and assessed in their home 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 ESTABLISHED EXTENDED FOREIGN LANGUAGE PROGRAMS**

- Dual language and Extended Foreign Language programs must be scheduled following district guidelines.
  - **EFL - 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. Art and Music may be infused in the content areas curriculum in grades K and 1 only.
  - **EFL - 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 - 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 <http://tlc.dadeschools.net/scheduling/pdfs/esap.pdf> 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 [village.dadeschools.net](http://village.dadeschools.net).
- 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 - (HCLA)**

- Haitian Creole students should be scheduled for HCLA 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.
- HCLA, ESAP program code 45 (Standard subjects w/ESOL and Haitian Creole).
- ESAP program code 53 (Standard subjects w/ESOL, CCHL, and Haitian Creole).



## CONTACTS

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### **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)*

For questions, please call the Division of Bilingual Education and World Languages at **305-995-2428**.