

2016-2019

**District
English Language Learners (ELL) Plan**

Contact Person: Ms. Melba Brito, Administrative Director
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**Rule 6A-6.0905
Form ESOL 100
(February 2016)**

Original signatures on
Signature Pages are
to be submitted to:

Date Received by FDOE

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Miami-Dade County Public Schools	Ms. Melba Brito, Administrative Director Department of Bilingual Education and World Languages	305 995-2428 mbrito@dadeschools.net
(4) MAILING ADDRESS:		(5) PREPARED BY: (If different from contact person)
Miami-Dade County Public Schools Department of Bilingual Education and World Languages 1501 NE 2 nd Avenue Miami, Florida 33132		First Name: Last Name: Mailing Address: Phone No:
(6) CERTIFICATION BY SCHOOL DISTRICT		
<p>The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.</p> <p>I, Alberto M. Carvalho, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.</p>		
<hr style="width: 80%; margin: 0 auto;"/> Signature of Superintendent or Authorized Agency Head Approval	<hr style="width: 80%; margin: 0 auto;"/> Date Signed	<hr style="width: 80%; margin: 0 auto;"/> Date of Governing Board
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)		
Name of Chairperson representing the District ELL PLC: Contact Information for District PLC Chairperson: Mailing address: E-mail Address: Phone Number: Date final plan was discussed with PLC: <hr style="width: 40%; margin-left: 0;"/>		
<hr style="width: 80%; margin: 0 auto;"/> Signature of the Chairperson of the District PLC Chairperson		<hr style="width: 80%; margin: 0 auto;"/> Date Signed by PLC

**DISTRICT ENGLISH LANGUAGE LEARNERS PLAN
ASSURANCES AND CERTIFICATION**

School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school- and district-level personnel comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902;6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1982;
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

By signature below, I, Alberto M. Carvalho, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Superintendent's Signature

Date Signed

Section 1: Identification (Rule 6A-6.0902, F.A.C.)

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs).

Upon initial enrollment into a Miami-Dade County Public School, each parent/guardian is surveyed at the time of registration by being asked to address the following questions in the Home Language Survey:

- a) Is a language other than English used in the home?
- b) Did the student have a first language other than English?
- c) Does the student most frequently speak a language other than English?

The Home Language Survey is a separate form; however, it is an integral part of all student registration procedures. Responses to these questions are recorded on the Home Language Survey (FM-5196), which is placed in the student cumulative folder.

Schools are prohibited from inquiring, requiring, or requesting, any documentation on the students and family member's immigration status. School personnel responsible for registering students are required to receive training on registration procedures.

How do LEA procedures compare to those followed for non-ELLs?

All students (ELLs and non-ELLs) are registered at each individual school site following the same procedures established by Federal & State Compliance office (formerly Attendance Services). Students entering the district register at the school on the basis of the actual residence of the parent or legal guardian. Assistance in the home language is provided to parents and guardians of ELLs as feasible.

Into what languages are the HLS translated?

The Home Language Survey is available to schools in English, Spanish, and Haitian Creole. Information on the Home Language Survey is recorded in the District's automated student database. <http://forms.dadeschools.net/webpdf/5196.pdf>

How does the LEA assist parents and students who do not speak English in the registration process?

As part of the registration process, registration forms are available to parents in Spanish and Haitian-Creole which are the two major languages represented in our District. Assistance to parents in other languages is available, as feasible, by school personnel that may be linguistically qualified to support the language and translation. All registration forms are provided in English, Spanish, and Haitian-Creole. Registration package may be viewed at http://attendanceservices.dadeschools.net/reg_require.asp

How do you identify immigrant students?

The student is an immigrant if:

- His/her age is between 3 and 21 years old AND

- He/she is not born in the USA, Puerto Rico, or the territory of the US (the United States Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands) AND
- He/she entered a US school within 3 years of the current date.

Business rules as per DOE:

<http://www.fldoe.org/core/fileparse.php/12026/urlt/1516-131785.pdf>

How is Date Entered US School (DEUSS) obtained in the registration process?

The information is collected upon initial registration from response provided by the parents on the Home Language Survey signed by the parent or guardian and verified by school records, if appropriate.

Please include a link to your HLS.

<http://forms.dadeschools.net/webpdf/5196.pdf>

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

- Registrar
 ESOL Coordinator/Administrator
 Other (Specify)
 • ESOL Teacher
 • ESE Teacher

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA to ascertain if a K-12 student is an ELL.

Name of Listening and Speaking Assessment(s)	Cut Score Used For Placement (Entry) Determination By Type Of Score			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS-R)	K	<20		
Comprehensive English Language Learning Assessment Form 3 (Online CELLA)	1		<1978	
Comprehensive English Language Learning Assessment Form 3 Online CELLA (Total score is used for grades 2-12)	2		< 2080	
Online CELLA	3		<2128	
Online CELLA	4		<2165	
Online CELLA	5		<2194	
Online CELLA	6		<2216	
Online CELLA	7		<2232	
Online CELLA	8		<2242	
Online CELLA	9		<2248	
Online CELLA	10		<2255	
Online CELLA	11		<2260	
Online CELLA	12		<2263	

1. A raw score represents the number of points a student received for correctly answering questions on a test.
2. A scale score is a raw score that has been converted to a scale. The conversion table provided by the test publisher should be used to report the scale score if the test results are not provided in terms of a scale score.
3. A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual. In grades 2-12, the Total Performance Category of the Online CELLA scores is used (sums of Listening/Speaking, Reading, and Writing scale scores) are used for placement into the ESOL program for students in grades 2-12.

ESOL LEVEL	RAW SCORE		DESCRIPTION
I	4	→	Novice Requires ESOL
II	8	→	Low Intermediate Requires ESOL
III	12	→	High Intermediate Requires ESOL
IV	16	→	Advanced Requires ESOL
V	20	→	Fluent Does not require ESOL

The basic instrument for assessing English listening and speaking skills of students in Kindergarten is the *Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS-R) Interview with Guidelines*. A student with a score of zero (0) through 16 is considered NES or LES and is placed in the ESOL program. A student who scores 20 is determined to be FES.

A test from the *Continuum of ESOL Placement Tests for Exceptional Students* (see link below) shall be used to assess the English proficiency/dominance of exceptional students whose Individual Educational Plans (IEPs) indicate that they take the Florida Alternate Assessment.

http://ese.dadeschools.net/ESOL_ESE/pdfs_09/Continuum_ESOL_Placement_Tests_060910.pdf

NOTE:

Charter Schools, at their discretion, may choose to administer the M-DCOLPS-R or the Online CELLA for student placement.

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

Upon registration and verification of Home Language Survey, students are administered the approved instruments for initial enrollment on the same day, when feasible. The appropriate schedule is then finalized. Additionally, supervisors from the Department of Bilingual Education and World Languages conduct random school internal reviews to ensure that placement procedures are implemented according to guidelines.

School principals are required to review the "Possible LEP Error Report" (T0511P23-01) and take appropriate action to correct errors and ensure that no students are missed. The "Possible LEP Error Report" is produced at selected intervals or on demand to assist school site personnel in maintaining complete and accurate records for their ELL students.

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?

Students in Kindergarten are only assessed in Listening/Speaking with the *Miami-Dade County Oral Language Proficiency Scale-Revised (M-DCOLPS-R)*. Students in grade 1 are assessed in Listening/Speaking with the *Online CELLA*. The basic instrument for assessing English listening, speaking, reading and writing of students in grades 2-12 is the *Online CELLA*.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-12.

Name of Reading and Writing Assessments:
Online Comprehensive English Language Assessment (CELLA) online Form 3
The Online CELLA assessment used for placement encompasses reading and writing.

The basic instrument for initial assessment in English listening, speaking, reading and writing of students in grades 3-12 is the *Online CELLA*. A student who is not proficient based on the *Online CELLA* total score is considered NES or LES and is placed in the ESOL program.

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

School site administrators are ultimately responsible for making sure that the *Online CELLA* assessment is administered to students in a timely manner. Schools are directed to complete all assessments before class schedules are finalized. Assessment is usually completed the same day the student completes the registration. The "Possible LEP Error Report" (T0511P23-01) is produced at selected intervals or on demand to assist school site personnel in maintaining complete and accurate records for their ELL students. Supervisors from the Department of Bilingual Education and World Languages initiate random school internal reviews to ensure that all tests are administered according to guidelines. Findings from these internal reviews are shared with the school administration as well as the Regional Center Superintendents.

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

An ELL Committee is convened for the purpose of analyzing all available academic information and determining the most appropriate educational placement. To this end, the ELL Committee may use any recommended assessment instrument or other academic information to ensure that the student is placed in the instructional program or combination of instructional programs that best meet his/her academic needs. The documentation of the assessment used and the justification for such action is maintained in the student's individual ELL plan. If the ELL Committee's decision is to place the student in the ESOL program, then the basis of Entry "L" is documented in the Individual Student Electronic ELL Plan, "W-LEP".

Current English Language Proficiency (ELP) assessment and previous school records, if available.

Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

Schools make every effort to obtain records for students transferring from other districts, states and countries. Review and evaluation of foreign records is available through the Foreign Records/Student Visa Department that provides students, parents, and schools support in evaluating the equivalence of their student records and act as a liaison with foreign educational departments, embassies <http://attendanceservices.dadeschools.net/frsvd.asp>.

After initial entry into the school and administration of the English Language Proficiency (ELP) assessment, all elementary Spanish and Haitian Creole students receive assistance in their Home Language. Other languages receive supplemental assistance through the Multilingual Team as feasible.

After initial entry into school and ELP assessment, all secondary students who score ESOL Level I (beginner) are required to do a writing sample in their native language, Spanish, French and Haitian Creole. The writing is scored using a district rubric designed to determine prior academic experience. In addition, a mathematics programmatic test is also administered to determine the students' instructional level. If the students score below the third grade in middle school and below the fifth grade in high school, an ELL committee will need to convene to discuss possible alternatives for this student. Curriculum Content in the Home language teachers are available in all elementary and K-8 with at least 15 or more Spanish or Haitian-Creole speaking students to provide instructional support in content as well as Language Arts. Paraprofessionals are available at all secondary schools and K-8 centers with 15 or more students of the same language to help these students in their native language.

Writing Rubric:

http://bilingual.dadeschools.net/BEWL/pdfs15/PA_writing_sample.pdf

Programmatic Assessment:

http://bilingual.dadeschools.net/BEWL/prog_assessments.asp

Secondary school students with limited or no prior experience that have been identified after administration and scoring of the writing and mathematics programmatic assessment are provided assistance through the Home Language Program (HLAP) and/or, if feasible, from the Multilingual Team.

Programmatic assessment of out-of-state or out-of-country student's takes place at the school, with staff seeking to document what prior school experiences each new student possesses, by using the student's school records, transcripts, and other evidence of educational experiences to determine a recommended grade level placement. Principals shall take appropriate steps, in cooperation with the faculty, to assess the student's level of learning in the core content areas and recommend the most appropriate placement for the student. Principals will use testing, faculty interviews, and/or the advice given by the Foreign Records/Student Visa Department at in the Federal and State Compliance Office to determine proper placement.

Students new to the district are immediately assessed for reading and mathematics proficiency to determine if remediation is appropriate. Teacher-developed tests or the district's placement test for Algebra and Geometry in Spanish and Haitian-Creole may be used to determine the most appropriate placement for students at the secondary level.

Out-of-country transfer students registering at the middle school level cannot be automatically placed in the lowest grade at that level. Special care is exercised to ensure that a student's limitation in ability to communicate in English is not a factor to be considered in determining grade placement.

Information considered when making placement decisions should include the following:

- Age Appropriate
- Documented Prior Educational Services (transcripts)
- Assessment - Diagnostic/placement test
- Parent/Guardian and Student Interview

Student services personnel follow the steps below to enter previous schooling information in the DSIS system.

1. Student's transcripts are evaluated by counselor, registrar or the foreign records office.
2. Information is transferred onto a TRACE form (See Attachment A.)
3. Registrar enters the information from the TRACE form to the TRACE screen to award credit.
4. Credits are added to the student's official records.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

Programmatic placement of out-of country students takes place at the school, with school staff seeking to document what prior school experiences each new student possesses, using school records, transcripts, and other evidence of educational experiences to determine a recommended grade level placement. Students who have educational records from their home country must be placed in grade level/courses based on these records. Any adjustment resulting in lowering grade level placement must be thoroughly documented with home language assessment data, e.g., tests, class work, and submitted for district review by

the Chief Academic Officer or designee. Parent(s)/guardian(s) must be informed prior to the grade level adjustment.

In instances where school site personnel are unable to interpret a transcript from a foreign country, the Foreign Records Department at Federal and State compliance office provides a detailed interpretation, translation, and conversion of all coursework taken at each grade level in the foreign country, along with the equivalent grade earned in each subject area. Students new to the district are immediately assessed for reading and mathematics proficiency to determine if remediation is appropriate. Teacher-developed tests or the district's placement test for Algebra and Geometry in Spanish and Haitian-Creole may be used to determine the most appropriate placement for students at the secondary level. However, the student's enrollment in school shall not be delayed while the records are being evaluated by this office.

Out-of-country transfer students registering at the middle school level cannot be automatically placed in the lowest grade at that level. Special care is exercised to ensure that a student's limitation in ability to communicate in English is not a factor to be considered in determining grade placement.

Information considered when making placement decisions includes the following:

- Age Appropriate
- Documented Prior Educational Services (transcripts)
- Assessment - Diagnostic/placement test
- Parent/Guardian and Student Interview

Student services personnel follow the steps below to enter previous schooling information in the ISIS system.

1. Student's transcripts are evaluated by counselor, registrar or the foreign records office.
2. Information is transferred onto a TRACE form (See Attachment A.)
3. Registrar enters the information from the TRACE form to the TRACE screen to award credit.
4. Credits are added to the student's official records.

Once the appropriate grade placement has been determined, credit and subject requirements associated with grades below the student's grade assignments are to be waived. In such cases credit requirements shall not be retroactive.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

Language arts taken in a foreign country is awarded as an English credit and English (the foreign language) taken in a foreign country is awarded as a foreign language (country of origin) credit.

Instructions for awarding credit may be found at,
<http://attendanceservices.dadeschools.net/trace.asp>.

What is the title of person(s) responsible for evaluating foreign transcripts? How are they trained? How is documentation maintained?

International Student Placement Specialist

Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll after having been either in another LEA, state, or country. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

If a student withdraws and re-enrolls with a valid English Language Proficiency (ELP) assessment administered within the academic year, no further assessment is required. However, if the assessment is more than a year old, the student is assessed with the Online Comprehensive English Language (CELLA) assessment Form 3, and placement procedures are followed.

Moving from one Florida LEA to another:

If a student moves from a Florida LEA with a current statewide English Language Proficiency (ELP) assessment administered within the academic year, no further assessment is required. The student is placed according to the current level. However, if the assessment is not a statewide ELP assessment, the student is assessed with the Online Comprehensive English Language (CELLA) assessment Form 3, and placement or exit procedures are followed.

Moving from another state to Florida LEA:

If a student moves from another consortium WIDA state with a current English Language Proficiency (ELP) assessment administered within the academic year, no further assessment is required. The student is placed according to the current level. However, If a student moves from a non WIDA consortium state and does not have a current State of Florida approved ELP assessment, the student is assessed with the Online Comprehensive English Language (CELLA) assessment Form 3, and placement or exit procedures are followed.

Moving from another country to Florida LEA:

If a student in grade K moves from another country, the student is assessed with the M-DCOLPS-R. If the student is in grades 1-12, the student is assessed with the Online Comprehensive English Language (CELLA) assessment Form 3, and placement procedures are followed.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.

The District has developed a web-based software application to maintain the Individual Student ELL Plan (WLEP). When the registration procedure is completed, the data entry clerk enters all demographic and assessment information into the District Student Information System (DSIS), a mainframe application. Within 24 hours this information is transferred to the

WLEP application, at which time a designee updates the instructional model information and any other pertinent information. Once completed or updated, the WLEP is printed and placed in the ESOL Program Records folder that is part of the permanent student cumulative record folder.

It is the principal's designee (usually the ESOL teacher) who is responsible for developing and updating all Student ELL Plans at the beginning of each school year. At the end of the school year, Information Technology (IT) updates all ACCESS for ELLs 2.0/FSA/FCAT information.

The Student ELL Plan is incorporated in the Individual Educational Plan (IEP) of an ELL Students with Disabilities (SWD). The IEP indicates all programs, services, and supports that are provided to an ELL SWD.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

The ELL Plan is comprised of the following sections:

- Student Information/Demographics
- Initial Assessment/Placement in ESOL Information/Instrument, Score, Level
- Program Exit Information/Instrument, Score, Level
- Program Participation/Instructional Model
- ESOL Level and Program Update Information/ Instrument, Score, Level
- Post Program Review/Dates
- LEP Committee Meetings/Purpose of meeting, rationale, signatures

Additionally, as part of the ELL Plan, the following is provided in the ESOL Program Records Folder:

- Home Language Survey
- ESOL tests
- Parent Notification letter
- ELL Committee Notification letter(s)
- Minutes of ELL Committee meetings
- Secondary Student Schedules

Please include a link to the ELL Student Plan.

ELL Plan – Elementary:

<http://forms.dadeschools.net/webpdf/4649.pdf>

ELL Plan – Secondary:

<http://forms.dadeschools.net/webpdf/4650.pdf>

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current Florida Department of Education (FDOE) [Database Manuals](#). (Check all that apply)

- X Sheltered English Language Arts
- X Sheltered Core/Basic Subject Areas
- X Mainstream-Inclusion English Language Arts
- X Mainstream-Inclusion Core/Basic Subject Areas
- Maintenance and Developmental Bilingual Education
- X Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

Elementary Models

- **Two Sheltered English Language Arts models are implemented:**
 - *Self-contained model* - where only ELL students are grouped in one class and receive specialized English language instruction from the ESOL certified/endorsed homeroom teacher.
 - *Pull-out model* - where an ESOL resource teacher provides specialized English language instruction at a location other than the ELL students' classroom.
- **Two Mainstream-Inclusion English Language Arts models are implemented:**
 - *Inclusion model* - where ELL and non-ELL students are grouped in a classroom and the ESOL resource teacher comes into the classroom to provide them with specialized English language instruction.
 - *Mainstream model* - where the ELL and non-ELL students are grouped in a classroom and an ESOL certified/endorsed classroom teacher adapts instruction to address the language proficiency needs of ELL students.
- **Three Core/Basic Subject Areas models are implemented:**
 - *Sheltered Core/Basic Subject Areas model* - where only ELL students are grouped in one self-contained classroom class and receive core subject area instruction from the ESOL certified/endorsed homeroom teacher. Most of the teachers assigned to self-contained model are bilingual and provide home language support to the ELL students.
 - *Mainstream-Inclusion Core/Basic Subject Areas model* - where the ELL and non-ELL students are grouped in a classroom and the endorsed classroom teacher adapts instruction delivered in English to address the language proficiency needs of ELL students.
 - *One-Way Developmental Bilingual Education* – where ELL students, ESOL Levels I and II, receive daily instruction of a core subject area in their native language

(Spanish or Haitian-Creole), delivered by specially allocated bilingual teachers. Instruction may be scheduled as pull-out or in-class models. All ELL students whose native language is Spanish or Haitian-Creole receive up to 150 minutes weekly of Home Language Arts instruction.

- **Dual Language Programs (Two-Way Developmental Bilingual Education)**

Dual Language Programs include both ELL and non-ELL students. Three models are implemented: Extended Foreign Language (EFL), Bilingual School Organization (BISO), and International Studies (IS). All schools implementing dual language programs must provide a minimum of 300 minutes of language arts/reading/writing instruction weekly in the target world language. This may be accomplished by delivering, in the target world language, a portion of the required language arts/reading or writing instructional block in combination with the world language instructional block. Schools implementing Models B or C have the flexibility of delivering *any* of the core subject areas in the target world language.

- **Model A** - 300 minutes weekly of instruction of language arts/reading/writing in the target world language (EFL).
- **Model B** - 300 minutes weekly of instruction of language arts/reading/writing in the target world language and additional instruction of a core subject area in the target world language (EFL).
- **Model C** - 300 minutes weekly of instruction of language arts/reading/writing in the target world language and additional instruction of two core subject areas in the target world language (BISO/IS).

Secondary Models

- **Sheltered English Language Arts models**

All ELL students at the secondary level are enrolled in two (2) ESOL courses: Language Arts/English Through ESOL and Developmental Language Arts Through ESOL.

All ELL students must be scheduled for one period of daily instruction in Language Arts/English Through ESOL which counts as a Language Arts/English credit as described in the FDOE Course Code Directory. These courses mirror the course descriptions for standard curriculum Language Arts/English courses and are taught using ESOL strategies. Students are grouped by grade level.

In addition, all ELL students are scheduled for one period of daily instruction in Developmental Language Arts Through ESOL, which counts as an elective credit as described in the FDOE Course Code Directory. This course is intended to address the linguistic needs of ELL students and, as such, students are grouped by language proficiency levels regardless of grade level.

- **Mainstream-Inclusion English Language Arts Model**

In schools that do not have sufficient ELL students to form grade-level Language Arts/English Through ESOL classes, ELL students are scheduled with non-ELL students in the appropriate grade-level Language Arts/English classes. The teacher must be endorsed and employ ESOL strategies.

- **Mainstream-Inclusion Core/Basic Subject Areas**

In schools that do not have sufficient ELL students to group them in grade-level core

subject area courses, ELL students are scheduled with non-ELL students. Instruction is delivered through the use of second language strategies to ensure that instruction in the basic subject areas is understandable for ELL students. The primary goal in this approach is mastery of the skills and concepts inherent in each subject area. Teachers providing this instruction receive pertinent training. The basic materials for this instruction are adaptations of those materials regularly used with non-ELL students.

School site administrators are responsible for monitoring the utilization of second language strategies. Evidence is documented during classroom observations, through lesson plans, classroom settings, materials used, audio/visuals, and grade book notations.

- **One-Way Developmental Bilingual Education**

At secondary schools that implement the Bilingual Curriculum Content (BCC), the program is delivered by teachers certified in their particular core subject area who have been determined to be proficient in the home language through administration of the Native Proficiency Inventory for Teachers. The curriculum areas offered depend on the number of ELL students enrolled in a particular grade level course.

- **Dual Language Programs (Two-Way Developmental Bilingual Education)**

The goal of the program is to produce students (ELL and non-ELL) who master both English and another language commensurate with their experiential and educational levels, ages, and interests. Students should be able to function easily when learning subject matter in either language and interact effectively with members of both cultures. All students participate in one period daily of foreign language instruction and one period daily of a core subject area course taught in the target language.

Regardless of the delivery model implemented, the instructional services delivered to ELL students are equal in scope, sequence, and quality to those provided to non-ELL students. The main responsibility of monitoring the fidelity of the implementation for each instructional model at each school falls on the school level administration. Regional Center administrators also monitor the during their regular school visits. In addition, District Supervisors from the Department of Bilingual Education and World Languages initiate on-going reviews to ensure the delivery and fidelity of each instructional model.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

District Student Progression Plan specifies that instruction provided to ELL students must be equal in amount, sequence, and scope to that provided to non-ELL students. The following documents address this: Student Progression Plan, K-12 Comprehensive Research-Based Reading Plan, Mathematics Comprehensive Plan, and District Literacy Plan for Students with Reading Deficiencies, among others.

Student Progression Plan:

http://oat.dadeschools.net/docs/SPP_2015-2016.pdf

K-12 Comprehensive Research-Based Reading Plan:

https://app1.fldoe.org/Reading_Plans/

District Literacy Plan for Students with Reading Deficiencies:

http://ese.dadeschools.net/ESOL_ESE/

Comprehensive Mathematics Plan:

<http://attachmentmanagerfiles.dadeschools.net/getFile.ashx?id=c8eLsUaBSmsNoHwC7Fkz3y~!jQ7II9uzzPInol30XYWd~!Pmk/3ZkQ8Ao0MI2b0HQrxUyDQc1k/HJQR7Nf5d6p8A==&app=AttachmentManager>

The Department of Bilingual Education and World Languages monitor compliance with district guideline by:

- reviewing individual student records and class schedules in the District Student Information System (DSIS);
- reviewing bilingual teachers' schedules, visiting schools and classrooms to ensure that curriculum is implemented and instructional materials are appropriate

How does the LEA determine if the instructional models are positively affecting student performance?

Evaluation to determine if the instructional models are positively affecting student performance is provided through the annual transmittal report titled *English Language Learners And Their Academic Progress* (for ELLs) and in the transmittal report titled *Immigrant Students and their Academic and Demographic Characteristics* for immigrant students that may also be ELLs. These reports are conducted annually through the M-DCPS' Office of Assessment, Research and Data Analysis.

How are ELLs assured equal access to all programs, services and facilities that are available to non-ELLs?

All ELLs have access to all programs and facilities in the same manner as non-ELLs. Accessibilities include but are not limited to; Gifted, ESE, Magnet Programs, Advanced Placement (AP), International Baccalaureate (IB) Dual Enrollment (DE), Bilingual Organization Schools (BISO), International Studies (IS), Extended Foreign Language (EFL), Cambridge.

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

Teachers document the use of ESOL instructional strategies in their lesson plans and on report cards, through the use of the comments section.

School site administrators are responsible for monitoring the delivery of comprehensible ESOL instructional strategies in their schools. The respective regional center administrators and supervisors from the Department of Bilingual Education and World Languages also initiate on-going reviews to ensure that schools are using and documenting ESOL instructional strategies

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs? What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

School site administrators are responsible for monitoring the delivery of comprehensible ESOL instructional strategies in the schools. In addition, the District provides support through the development of pacing plans for the ELA and Developmental LA Through ESOL courses are available to ESOL teachers that supports delivery of comprehensible instruction to ELLs. In addition, professional development is provided to guide teachers of ELLs on using the WIDA English language development standards. Classroom visitation, coaching, modeling by district personnel are provided as a follow up for teachers to support the delivery of comprehensible instruction to ELLs and documenting of ESOL instructional strategies. School administrators do classroom observations, as well as, lesson plan reviews, that are used to verify delivery of comprehensible instruction to ELLs. This is done at all schools in the district.

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? (Check all that apply)

- X Student Portfolios
- X Other Criterion Referenced Test (Specify)
 - Interim Assessments
 - Quarterly Assessments
 - SAT-10
 - SESAT
- X Native Language Assessment (Specify)
 - Idea Proficiency Test (IPT)
 - Assessment of Basic Academic Skills in Haitian-Creole (ABAS-HC)
- X LEA/school-wide assessments (Specify)
 - FSA
- X Other (Specify)
 - ACCESS for ELLs 2.0 data reports

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

- X Yes. Please provide a link to the LEA's SPP with specifics to ELLs highlighted.
http://oat.dadeschools.net/docs/SPP_2015-2016.pdf

Please refer to the following pages: 14-17, 53-58, 62 and Appendix F and Appendix E (ESE) Grading Guidelines.

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

ELL students who have had less than two years of instruction in an English for Speakers or Other Languages program based on the Date Entered U.S. School (DEUSS) benefit from Good Cause 1. The Good Cause promotion is documented in the ELL Student plan or IEP. The school notifies the parent of good cause decisions for ELL students who benefit from Good Cause 1.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

Retention recommendations of ELL students in grades other than grade three require the review and recommendations of the ELL Committee regardless of the length of time in the ESOL program. Promotion/retention of ELL students and ELL students with disabilities is based on the student's performance in the dominant language while the student is in the process of becoming independent in English. The ELL Committee or the IEP team review the student's academic performance as reflected by report card grades, progress monitoring assessment and not on diagnostic assessments that require proficiency in English.

Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following:

Statewide content area assessments

ACCESS for ELLs assessment programs

All ELL students are expected to participate in statewide assessment programs. The Office of Student Assessment and Educational Testing provide training for the Test Chairpersons in every school for each assessment (i.e., FSA, CELLA, ACCESS 2.0, EOC, etc.), in order to ensure compliance with state guidelines for inclusion of all English Language Learners (ELLs).

The following link to the Test Chair Webpage provides PowerPoint and Program Guides from training meetings:

<http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp>

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

A Test Chairperson is designated yearly by the principal of each school to coordinate the administration of the assessments. However, the principal is ultimately responsible for adherence to all guidelines and procedures outlined in the respective assessments' Program Guide and/or Test Administration Manual, as documented by a School Procedural Checklist submitted by every school at the conclusion of each test administration.

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes? Please provide links to communications in parents' languages.

The District testing calendar is posted on the Miami-Dade County Public Schools website for access by all parents under the calendar tab at www.dadeschools.net In addition, a grade-level specific version of the testing calendar is available at, http://oada.dadeschools.net/TestingCalendar/TestingCalendar_GradeLevel.asp

Primary communication to parents is provided by the school site, and sample letters in English, Spanish, and Haitian-Creole are provided to schools which may be customized by the school to provide parents with information about specific assessments. These materials are provided to the principal via Weekly Briefings, and to the school assessment coordinator as part of district training activities; copies may also be accessed on the Test Chairperson web page at, <http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp>

The M-DCPS utilizes FLDOE-provided materials to inform parents of statewide assessment policies, mandates and student outcomes. Materials provided include the letters notifying parents of upcoming assessments, above-mentioned, in addition to guides to understanding

score reports. All such communications disseminating information to schools are via Weekly Briefings. In addition, information is provided via a parent toolkit at, <http://news.dadeschools.net/toolkit1516/toolkit1516.htm#testing> .

All communications to parents are provided in the three predominant language spoken in the M-DCPS: English, Spanish, and Haitian Creole. In addition, communications regarding the English Language Learning assessment (Access for ELLs 2.0) is provided in English and twelve additional world languages by the FLDOE, and is shared with all M-DCPS locations via <https://www.wida.us/membership/states/Florida.aspx> (click on Parent Information).

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

Students must be determined English proficient and eligible for exit from the ESOL program based on the following standards:

Grades K-2

- Criteria used:
For students in grades K-2, the statewide English Language Proficiency Assessment is the only assessment required.

Grade 3-9

- Criteria used:
For students in grade 3-9, earning a passing score on the grade level FSA in ELA or the FSAA.

Grades 10-12

- Criteria used:
For students in grades 10-12, a score on the 10th grade FSA in ELA, or a score on the FSAA, or a score on the 10th grade FCAT in Reading sufficient to meet applicable graduation requirements, or an equivalent concordant score.

Schools must convene an ELL Committee to review the performance of an ELL student with inconsistent test data or upon the request of a student's teacher, counselor, administrator, or parent. Any student being considered for exit by an ELL Committee is assessed with the Online CELLA no earlier than (30) school days prior to the ELL Committee's determination regarding the exit. The committee must review the student's academic record holistically (assessment results, grades, etc.). Any ELL student with a disability being considered for exit by an IEP team shall include the Individual Education Plan (IEP) Team pursuant to State Board Rule 6A-6.03028. The ELL Committee decision is documented in the ELL Student Plan or IEP.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

School/LEA based testing administrator

- ESOL Teacher/Coordinator
- ESOL Chairperson
- Other (Specify)
 - ESE Teacher
 - ESE Chairperson

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

An ELL Committee is convened for the purpose of analyzing all available academic information, i.e., report cards, test scores, and classroom performance, and determining the most appropriate educational placement. To this end, the ELL Committee may use DOE approved English Language Proficiency (ELP) assessment instruments or other academic information to ensure that the decision made is in the best academic interest of the student. If the ELL Committee's decision is to exit the student from the ESOL program, then the basis of exit is "L" (ELL Committee).

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period.

The district policy on ELL students who meet exit qualifications in the middle of a grading period is to exit the student at the end of said grading period.

Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)

During the required two-year monitoring period, what is the title of person(s) responsible for:

The principal is responsible for establishing a school procedure to ensure that all former ELL students are monitored.

- ***Conducting the follow-up performance of former ELLs?***
This responsibility falls on the current Language Arts/Reading/English teacher.
- ***Updating the student ELL plan?***
This responsibility falls on the current Language Arts/Reading/English teacher.
- ***Reclassification of ELL status in data reporting systems?***
Reclassification of ELL status in the data reporting system is done by the person designated by the principal at the school, i.e. registrar, ESOL Chairperson.

What documentation is used to monitor the student's progress? (Check all that apply)

Report Cards

Test Scores

Classroom Performance

Teacher Input

Other (Specify)

- *Post-Program Review Report and LEP Post-Program Review Student Profile.*
The *Post-Program Review Report* is sent to the principal at the end of every grading period and generates a list of students by school that have been identified for mandated progress reviews. The report indicates if it is the first, second, third, or fourth review for that student. This review is also documented on the ELL Online Plan.

The *Post-Program Review Student Profile* compares the previous two grading periods in regard to the following indicators:

- Overall grade point average;
- Conduct;
- Effort;
- Negative report card comments;
- Absences; and
- Student Case Management Referrals.

These reports assist schools in determining adequate student progress. The principal is responsible for establishing a school procedure to ensure that all former ELL students are monitored.

What are the procedure(s), including possible reclassification, that are implemented when the academic performance of former ELLs is not on grade level?

An ELL Committee must take place for those students who have shown a decline of 1.0 in their overall grade point average; an ELL Committee may convene for students who have shown a decline in three or more elements (other than the GPA) as indicated on the Post-

Program Review Student Profile. Other information such as standardized test scores, teacher observations, counselor referrals, and parent requests may also assist the schools in determining the student's progress and the need for convening the ELL Committee.

The Committee reviews all pertinent data and recommends an appropriate educational plan. The ELL Committee may recommend initiating a Progress Monitoring Plan (PMP) through the Rtl process, referring for counseling or other student services, or reclassifying the student as ELL. The basis and nature of the recommendations are in writing and maintained in the student's permanent cumulative record folder. If the ELL Committee determines that the student continues to have a language problem, the student is reclassified as ELL (ESOL level IV) and reassigned into the ESOL program. The data on the LEP Screen of the DSIS system is updated to reflect the reclassification information.

An interim IEP Committee may be convened at any time during the two-year Post Program Review period to discuss the progress of an ESOL student with a disability. The Post Program Review is documented on the IEP.

Compliance of ELL Plan and Student Performance

Describe LEA internal procedures for monitoring the ESOL program for compliance and student academic performance.

The District provides compliance training to all school administrators, registrars, ESOL Chairperson on program compliance and data impacting student academic performance. Self-monitoring worksheets are available to all schools through the Department of Bilingual Education and World Languages website, as well as, copies of presentations provided. Staff from the Department of Bilingual Education and World Languages supervisors visit schools and do compliance reviews.

How do school sites, parents and stakeholders have access to the approved District ELL Plan?

The approved District ELL Plan is available to schools, parents and stakeholders through the Department of Bilingual Education and World Languages website.

How does the LEA ensure that schools are implementing the District ELL Plan?

Personnel from the Department of Bilingual Education and World Languages monitors schools on the implementation of Procedures stipulated on the District ELL plan. Professional development is also provided to all school site administrators and teachers, district wide, on a yearly basis. In addition, a compliance checklist is available for self-monitoring purposes

http://bilingual.dadeschools.net/BEWL/pdfs/ESOL_compliance_checklist.pdf

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used by school personnel to provide assistance to parents or guardians of ELLs in their home language.

All schools have available staff to provide assistance in Spanish and schools with large Haitian student population also have staff fluent in Haitian-Creole. If assistance is needed in other languages for ELL Committee meetings and/or parent/teacher conferences, a member of the multilingual team from the Department of Bilingual Education and World Languages may assist at school's request.

School district provides assistance to parents/guardians of ELL students in their heritage language, unless clearly not feasible:

- at time of registration
- at time of ELL Committee meetings
- at time of Parent/Teacher conferences
- at ESE related meetings: IEP; School Support Team (SST); Functional Assessment of Behavior (FAB)/Behavioral Intervention Plan (BIP)

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

In a diverse, high-poverty, urban environment such as Miami-Dade County, many parents and guardians are still acclimating themselves to the educational system and need assistance to form meaningful, engaging partnerships with their children's teachers and school. The Parent Academy's (TPA) programs help parents Connect-through opportunities for families to have contact with their child's school and gain access to valuable resources and information pertinent to their academic success; Communicate – through opportunities for families to dialogue and build relationships that support every child; and Collaborate – through opportunities for families to support their child and ensure academic success. TPA's campus is spread throughout the district and offers free workshops at schools, libraries, parks, colleges, and neighborhood centers, affording parents the opportunity to participate in workshops that are aligned with their needs and convenient to their homes and workplace. Workshops offered include: 1) It All Adds Up!: Strategies for Helping Students Strengthen their Math Skills; 2) Less Stressed About Tests: How to Help Your Child Succeed on Standardized Tests; 3) Families Building Better Readers: How Parents Can Enhance Their Children's Literacy Skills; 4) Healthy Lifestyles: Fitness and Nutrition in the Family and Stress Management; 5) Passport to Success: Creating a Home Environment Conducive to Students' Academic Success; 6) Family Empowerment Program: Building Healthy Relationships, Communication, and Decision Making ; 7) . Developing Your Child's Cultural Literacy: Exploring Multicultural Resources in the Community; 8)Technology and the Modern Family: The Parent Portal, On-line Resources, Internet Safety, and the Dangers and Advantages of Social Media; 9) Families Acting for Safety: Parenting for Anti-Bullying and Drug & Violence Prevention; and 10) Moving Up and Ahead: Helping Students Transition into Elementary, Middle, High School and Post-Secondary. Every TPA workshop is offered in English, Spanish, and Haitian-Creole to meet the cultural and linguistic needs of our parent population.

Specifically, our “Families Building Better Readers, delivered in multiple languages, affords parents from all ethnicities an opportunity to learn new strategies to assist their children with language and literacy development. Every parent receives a “tool kit” that includes workbooks in English, Spanish, or Creole and a plethora of reading activities to do with children at home. Families also receive free books in English/Spanish/Creole to build their children’s home library and increase their children’s love for reading.

Additionally, TPA provides ample opportunities for parents to spend quality time with their child in a culturally-rich setting designed to maximize learning experiences through our Family Learning Events. These thematic events offer an array of resources that promote literacy development. All Family Learning Events are tailored to be sensitive to M-DPCS families’ cultural, linguistic, and special needs.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model option(s)

- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs monitoring
- Reclassification of former ELLs

- State and/or LEA testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemption from FSA in ELA for ELLs with DEUSS less than one year
- Retention/Remediation/Good Cause
- Transition to regular classes or course change

- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Florida Standards and the English Language Development (ELD) Standards
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Report Cards*

X Other (Specify)

- Common Core State Standards
- Individual Educational Plan
- ESE Pertinent Forms

****If report cards are not available in other languages, please describe how the academic progress of an ELL is communicated to parents/guardians.***

Schools are required to have staff who speak the language of the majority of the student population and utilize a collaborative process to assist parents of students from homes where a language other than English is spoken if feasible.

Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)

What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)

- X LEA Level
School Level

Link to agenda membership and meetings

Parent Leadership Council Membership

<http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=w6NXONx/oZtXfYI00DarpWkdocWFhLbOqOmbmX4ui6yQo03SgxwaBJ2RxMN5kdJd&app=AttachmentManager>

Agendas

<http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=w6NXONx/oZsaKZ2c3NZxiHmbioQ1zIU//xKWqjtDkSIkH6DIyVJMXegayIB6J3Nq&app=AttachmentManager>

<http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=w6NXONx/oZsaKZ2c3NZxiHmbioQ1zIU/yrH5d9IRHfs~!0qNkbLsHJ5/BPYA3fakz&app=AttachmentManager>

Please address the functions and composition of the PLC:

The function of the Council is to ensure that students who are English Language Learners are provided with all the comprehensive educational opportunities and experiences that are made available to all students attending Miami-Dade County Public Schools, through the enhancement of home-school-community partnership. This goal is achieved by providing members of the PLC, and in particular the PLC Executive Board, ongoing training, information, and opportunities to become secure in their role as advocates.

- The Council supports ELL family education through recruitment, training and recognition strategies;
- The Council reviews the District ELL Plan and any other additional information affecting programs and program delivery to ELL students, as required by the state policies;
- The Council ensures that home and school educational activities are aimed at improving ELL and immigrant students' academic achievement;
- The Council works with the M-DCPS Office of Parental Involvement and the Department of Bilingual Education and World Languages in finding and applying solutions to issues of concern pertaining to the servicing of ELL and immigrant students and their families.

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.

The PLC is composed in the majority of parents of limited English proficient students as well as representation of parents of former LEP students, current LEP/ESE and LEP/Gifted.

How does the LEA involve the PLC in other LEA committees?

The majority of the members of the PLC Executive Board are parents of English Language Learners with representation from parents of ELL students that are classified ESE as well as Gifted. In addition, the majority of the members of the Executive Board are parents whose interest is to become more involved in the school system, and eventually assist other parents to become advocates on behalf of children. A member of the PLC may represent the group at the District's PTA/PTSA Dade County Council and members of the PLC are invited to participate in various parental involvement and community relations activities in the district.

How is the LEA PLC involved in the development of the District ELL Plan?

Members of the PLC are provided with copies of the proposed District Plan for Services to English Language Learners (ELL). A meeting is conducted during which the Plan is explained in their native language. Comments and suggestions are recorded. Chair of the PLC approves and signs the Plan. Meetings are held with the PLC members twice a year, once each semester or more frequent, if needed, and pertinent ELL issues/updates are discussed.

Does the LEA PLC approve of the District ELL Plan?

Yes

Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

The Department of Bilingual Education and World Languages provides ITS with business rules attached to specific courses. These business rules preclude a student assignment to the teachers of these courses if the teacher does not have ESOL Coverage/Endorsement, or an active waiver code. The Principal generates and signs a waiver request form (FM-5783). The teacher counter signs the form which clearly states the courses and timeline. The form is routed to the Region for approval and ultimately to Certification. Certification enters the appropriate waiver code in the computer and the course is unlocked for assignment. This code also serves to give those teachers priority access to the professional development course offerings.

Additionally, ITS generates a control-D report to schools after each FTE survey period that identifies teachers lacking the required training. The forms are signed by the affected teachers.

Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

All teachers' district-wide including content area teachers are notified of ESOL training opportunities via a Weekly Briefings published by School Operations. These notifications originate in CPL, are submitted by OPDE Administrative Director and approved by the Chief Human Capital Officer, Office of Human Capital Management. The training courses are offered face-to-face in varied locations in the north, south, and central part of the District during fall, spring, and summer sessions. The online sessions are offered to teachers on waivers, or who are identified as being on an ESOL timeline for compliance through Beacon Educator during the fall and winter/spring semester. The District pays for one online session for the identified teachers during these semesters. Upon being notified as being out of compliance or out of field in the area of ESOL requirements by their site administrators, all content area teachers seek to identify available 60-hour courses offered by the District on MyLearningPlan (MLP) management system's catalog. Once these teachers satisfactorily complete and fulfill all the requirements for any one of the following 60-hour course, their individual Staff Development Records will be systematically uploaded with the course title, component number, date completed, and total awarded points will be documented. Available ESOL courses offered include:

- Methods of Teaching ESOL
- Applied Linguistics
- Testing and Evaluations of ESOL
- ESOL Curriculum and Materials
- Cross Cultural Communications

Once the Staff Development Records are updated reflecting the completion of any one course, the META screen will also evidence the teacher fulfilling the ESOL compliance requirements.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Instructional staff requiring the 18-hour ESOL training are notified of training opportunities in the same fashion as teachers requiring only one 60-hour course. A Weekly Briefing is published by School Operations. These notifications originate in CPL, are submitted by OPDE Administrative Director and approved by the Chief Human Capital Officer, Office of Human Capital Management. The 18-hour training course is offered via an online platform through Beacon Educator during the fall and winter/spring term. Upon being identified by their site administrator as not being in compliance with ESOL requirements, these special areas instructional personnel will seek the course's availability offered by the District through Beacon on the MyLearningPlan (MLP) management system. Once these teachers satisfactorily complete and fulfill all the requirements for the online course: ESOL an Overview for the 18-hour credit, Beacon will provide a complete report evidencing the participants' completion status. The course will then be noted as completed by the CPL's Education Specialist/Teacher Trainer on MLP. The individual Staff Development Records will be systematically uploaded with the course title, component number, date completed, and total awarded points will be documented. Once the Staff Development Records are updated reflecting the completion of the course, the META screen will also evidence the teacher fulfilling the ESOL compliance requirements.

Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

When a teacher teaching Language Arts courses are assigned an ELL student, and the teacher does not hold the ESOL certification/endorsement. The computer does not allow the assignment to continue until the school has secured a signed out of field waiver from the teacher (FM-5783). The teacher counter signs the form which clearly states the courses and timelines. The form is routed to the Region for approval and ultimately to Certification. Certification enters the appropriate waiver code in the computer and the course is unlocked for assignment. This code also serves to give those teachers priority access to the professional development course offerings.

Furthermore, when a teacher is out of field for Category I, the teacher populates on the out of field report that is brought for approval by the District's School Board prior to the FTE surveys.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

For all District personnel, including school-based administrator, the LEA provides 60-hour ESOL training in a face-to-face and online format. All ESOL course training opportunities are published district-wide via Weekly Briefings published by School Operations. These notifications originate in CPL, are submitted by OPDE Administrative Director and approved by the Chief Human Capital Officer, Office of Human Capital Management. The training courses are offered face-to-face in varied locations in the north, south, and central part of the

District during fall, spring, and summer sessions. The online sessions are offered to personnel who signed waivers, or who are identified as being on an ESOL timeline for compliance through Beacon Educator during the fall and winter/spring semester.

Once an instructional personnel has been identified as being out of compliance or out of field, the designated status remains on the individual's META screen in their role as administrators until the requirements are fulfilled. The number of sessions required to be in compliance by any school-site based administrator is dependent on the ELL population assigned to their employee identification number. Upon being notified as being out of compliance or out of field in the area of ESOL requirements, all district personnel seek to identify available 60-hour courses offered by the District on MyLearningPlan (MLP) management system's catalog. Once these administrators satisfactorily complete and fulfill all the requirements for any one of the following 60-hour course, their individual Staff Development Records will be systematically uploaded with the course title, component number, date completed, and total awarded points will be documented. Available ESOL courses offered include:

- Methods of Teaching ESOL
- Applied Linguistics
- Testing and Evaluations of ESOL
- ESOL Curriculum and Materials
- Cross Cultural Communications

Once the Staff Development Records are updated reflecting the completion of any one course, the META screen will also evidence the teacher fulfilling the ESOL compliance requirements.

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system.

Guidance Counselors needing to fulfill ESOL training requirements are given the opportunity to complete one 60-hour session- Cross Cultural Communications. A Weekly Briefing is published by School Operations. These notifications originate in CPL, are submitted by OPDE Administrative Director and approved by the Chief Human Capital Officer, Office of Human Capital Management. Cross Cultural Communications is offered by the District face-to-face in varied locations in the north, south, and central part of the District during fall, spring, and summer sessions. The online session is also available for Guidance Counselors identified as being on an ESOL timeline for compliance through Beacon Educator during the fall and winter/spring semester. Upon being notified as being out of compliance or out of field in the area of ESOL requirements by their site administrators, these counselors seek to identify the times and location Cross Cultural Communications is offered by the District on MyLearningPlan (MLP) management system. Once the Counselor satisfactorily completes and fulfills all the requirements for the session, their individual Staff Development Records will be systematically uploaded with the course title, component number, date completed, and total awarded points will be documented. When the Staff Development Records are updated reflecting the completion of the course, the META screen will evidence the counselor fulfilling the ESOL compliance requirements.

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices.

Professional Development on WIDA English language development frameworks, Can-Do Descriptors and best practices are offered throughout the school year and a 2-4 day Summer Academy is offered. These professional development are designed to support the teacher's professional growth and knowledge on standards and best practices that support the academic achievement of ELLs. Include preparing teachers with the essential components of teaching reading, writing, listening, speaking, as well as the academic language of each content area targeted. These purposeful professional developments provide information on core content and supplemental materials and technology, enhancing the teacher's ability to deliver lessons and use assessments to target instruction that meets the needs of their ELLs.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

Teachers who are hired to teach in a bilingual environment need to be linguistically qualified. School administrators that are linguistically qualified in the language must administer "The Native Language Proficiency Inventory to Teachers of Basic Subject Areas in a Language Other Than English" to assess the fluency in the target language. This form is filed in the teacher's personnel file and in the certification office. Form can be found at, <http://forms.dadeschools.net/webpdf/5005.pdf>

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

District procedures for hiring bilingual paraprofessionals follow the same guidelines as paraprofessionals in regular positions, with a linguistically qualified school site administrator assessing their language proficiency in English and other languages. The primary assignment of the bilingual paraprofessional is to provide translation and tutorial assistance in mathematics, science, and social science in the student's home language.

Describe LEA procedures for training bilingual paraprofessionals in ESOL or home language strategies. Include how documentation of training is maintained.

Required courses are scheduled through the Center for Professional Learning (CPL) for paraprofessionals in need of completing training requirements. Courses are offered in a variety of times and formats to facilitate completion of requirements in an expeditious manner. Compliance with the training requirements is tracked through META training application available in CICS database.

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served.

Paraprofessionals who are hired to support ELL student in their home language in math, science and social studies need to be linguistically qualified in the student's home language. School administrators that are linguistically qualified in the language must administer "The Native Language Proficiency Inventory to Teachers of Basic Subject Areas in a Language Other Than English" to assess the fluency in the target language. This form is filed in the paraprofessional's personnel file <http://forms.dadeschools.net/webpdf/5005.pdf>.

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.

Florida Department of Education ADD-On Certification Program Request for Continuation for English for Speakers of Other Languages (ESOL) Certification Area/Level.

The continuance approval is valid and in effect through 2017.

<http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=13/ZUR~!uSrZ8eEyT3pTI56yqSK6K//clxWyrDIifsJD7gerBTJ7sb4Q~!ByqBZIDDkEquTjvx8cmYPdbbwKfNLGZQ~!i7HAUE7&app=AttachmentManager>

META Compliance Training Timeline

<http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=opkcQotv2RO5RZ4ECJ1b~!npAuuOjyIgjriJaNMUhKM=&app=AttachmentManager>

Non-META Compliance

<http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=trRDIEp/qoclGN7506dPcdzSDzBQrdGwgxpkGLHN/U8=&app=AttachmentManager>

Section 11: Extension of Services (Rule 6A-6.09022, F.A.C.)

Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting documentation is used in determining if continued ESOL services are necessary.

Three Years or More/Anniversary Date (based on DEUSS date) in ESOL Program Report (T0511P17-01) is available to schools monthly and generates a list of students clustered by DEUSS month to facilitate the review and ELL Committee meeting to ensure compliance with State Board/ELL Student Plan. School site administrators are ultimately responsible for making sure that the students with Three Years or More in the ESOL program are monitored in a timely manner as mandated.

Listening and Speaking Proficiency Assessment

List the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

The Comprehensive English Language Assessment (CELLA) Online Form 3 is used for extension of ESOL services. The assessment encompasses listening and speaking.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

The Comprehensive English Language Assessment (CELLA) Online Form 3 is used for extension of ESOL services. The assessment encompasses reading and writing.

NOTE: M-DCPS will make a determination and provide information to the FLDOE on the instrument that will be used for extension of ESOL services for the 2017 - 2018 school year.