

**MIAMI DADE COUNTY PUBLIC SCHOOLS
DEPARTMENT OF BILINGUAL EDUCATION AND WORLD LANGUAGES
BILINGUAL PROGRAM MONITORING FORM**

School Name:	Work Location #:	Date:		
School Administrator:	ESOL Department Chairperson:			
Monitoring Items	YES	NO	N/A	Comments
Elementary and Secondary:				
1. There is evidence that ELL students are placed in the appropriate grade level following established guidelines in the SPP.				
2. School registration packet includes Home Language Survey and registration forms which may be obtained in multiple languages.				
3. Initial ELL testing is completed within first ten days of school; e.g., CELLA Online, OLPS-R.				
4. There is evidence of Programmatic Assessment and Native Language Writing Sample for ESOL level 1 students at initial entry (Secondary).				
5. There is evidence of ELL student schedule(s) in the Individual ESOL Program Records Folder for each year of participation in the ESOL Program (Secondary).				
6. Communication to parents/guardians of ELL students is translated into the parent/guardian home language whenever feasible. Communication is in English if not feasible.				
7. Appropriately certified or endorsed teachers instruct all ELL students.				
8. All teachers identify ELL students and their ESOL levels.				
9. Evidence of required communication to parents of ELLs is in the ESOL Program Records folder: Notice to Parents/Guardians of ELL Students, AMAO Letter, and Notice of ELL Committee meeting letter.				

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Elementary and Secondary:				
10. There is evidence that ELL students are assigned the proper Elementary School Academic Program (ESAP) code.				
11. There is evidence that ELL students are enrolled in special programs, such as magnet programs (if available), gifted programs, EFL programs and special school-sponsored clubs.				
12. All ELL students participate in district and state assessments, and are provided with appropriate accommodations.				
13. There is evidence that content area teachers provide comprehensible instruction through the use of ESOL strategies/WIDA Descriptors as documented in the lesson plans.				
14. There is evidence of the use of alternative assessment appropriate for ELL students in content area courses.				
15. There is evidence that the school is accurately implementing grading guidelines for ELL students and the comments are used appropriately.				
16. There is evidence that the appropriate Language Arts Florida Standards (LAFS) are being implemented for all bilingual programs; e.g., Pacing Guides.				
17. There is evidence that state adopted/recommended instructional materials are being used in the bilingual programs; e.g., Grades 6- 8, 11-12; INSIDE and EDGE for Developmental Language Arts Through ESOL and McDougal Littell for Language Arts/English Through ESOL course and Collections for Grades 9 & 10, digitally.				
18. There is evidence that instructional technology is an integral part of the ESOL program; e.g., iReady, MyOn, Reflex Math, Gizmos, Imagine Learning, Achieve 3000.				

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Elementary and Secondary:				
19. ESOL on-line records are kept current in ISIS and W-LEP. The ELL student's W-LEP must be printed, signed and dated, and kept in the ESOL Program Records folders annually.				
20. ESOL Program Records folders are properly maintained, updated and kept in the students' cumulative folder.				
21. An ELL Committee has been established and functions according to District Guidelines (e.g., progress review/intervention procedures retention, Post Program Review monitoring, request by parent, request for assistance from SST, etc.).				
22. An ELL Committee convenes to review data and make recommendations for grades 2-12 students with inconsistent test data.				
23. Evidence of ELL Committee log and minutes are actively maintained and copies of parent notification(s) are kept in the ESOL Program Records folders.				
24. There is evidence that procedures are followed for extension of services for ELL students with three or more years of participation in the ESOL program: assessments and ELL committees.				
25. There is evidence that all ELLs in grades K-5 are scheduled in Home Language Arts (Spanish/Haitian Creole) for the required time (SPP).				
26. There is evidence that proper procedures (ELL committees) are followed for remediation or retention of ELLs. Grades K-2 retentions must be reviewed by the Department of Bilingual Education.				
27. There is evidence that low performing ELLs in grades 4-12 (with > 2 years or more in the ESOL Program and regardless of ESOL level) are involved in districtwide testing and RTI/Progress Monitoring Process.				
28. There is evidence that in grades K-5, Language Arts/Reading/ESOL instruction is provided for 90 consecutive minutes. The amount of daily instructional time should be comparable to the amount of time provided for non-ELLs.				

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29. There is evidence that students are receiving ESOL and /or CCHL during the same scheduled time as their peers (Elementary).				
30. There is evidence that ESOL levels I and II students are receiving Curriculum Content in the Home Language (CCHL) services (schools that were allocated CCHL personnel).				
31. There is evidence that the Home Language Assistance Program (HLAP) personnel at the school is available during the instructional day to assist all ELL students during content area and that a log reflecting dates and student signatures is maintained (Secondary schools).				