HOW TO SUPPORT ELLs VIRTUALLY DURING COVID-19?

FLORIDA PTA MULTILINGUAL & INTERNATIONAL STUDENTS COMMITTEE

Deland Innocent, Ed.S.

February 17, 2021
DELAND INNOCENT

• Has worked for Miami-Dade County Public Schools for 34 years.
• District Supervisor with the Miami-Dade County Public Schools
  • Responsible for monitoring ESOL services in one of the three regions in Miami-Dade County Public Schools (103 schools).
  • Leader for the K-5 instructional support to teachers of English Language Learners district wide.
  • Responsible for ESOL compliance monitoring for the North Region Schools to ensure compliance with State and federal mandates.
AGENDA

✓ M-DCPS ELL Population
✓ Identification and placement in ESOL in M-DCPS as per Florida State Board Rules for ESOL
  ✓ Initial testing
  ✓ Annual testing
✓ Communication with Parents and Stakeholders
✓ M-DCPS Plan of Action for Instruction
## M-DCPS ELL Population

<table>
<thead>
<tr>
<th></th>
<th>Traditional</th>
<th>Charter</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ALL</strong></td>
<td>259,683</td>
<td>74,717</td>
<td>334,400</td>
</tr>
<tr>
<td><strong>ELL</strong></td>
<td>45,845</td>
<td>10,652</td>
<td>56,497</td>
</tr>
<tr>
<td><strong>PERCENTAGE</strong></td>
<td>17.7%</td>
<td>14.3%</td>
<td>16.9%</td>
</tr>
</tbody>
</table>

### State of Florida ELL Population = approximately 265,000 students

17% of the total district enrollment as of **October 2020 FTE – 259,683**

**Source:** Computation by Assessment, Research, and Data Analysis based on data in the Student Data Base System
**A Home Language Survey indicating the language spoken at home**

**Initial English Language Proficiency (ELP) testing and placement in the ESOL program if the student is not proficient on the ELP assessment. Initial assessment may vary from one LEA* to another.**

**ESOL services begin the first day of school for students whose parents answered “YES” on the second and/or third question on the HLS pending assessment.**

**Questions on the HLS**

1. Is a language other than English used in the home?
2. Did the student have a language other than English?
3. Does the student most frequently speak a language other than English?

*LEA = Local Educational Agency*
English Language Proficiency Test for initial Placement During COVID-19

• At the beginning of the pandemic (March 2020), prospective English Language Learners were placed in ESOL based on the responses on the Home Language Survey (HLS) pending testing.

• At the beginning of the school year in August 2020, virtual English Language Proficiency testing was implemented using M-DCPS Oral Language Proficiency test Revised (kindergarten) and CELLA Online for grades 1 through 12.
ACCESS for ELLs

ACCESS for ELLs is a large-scale test of English language proficiency based on the WIDA English Language Development (ELD) Standards that form the core of WIDA’s approach to instructing and assessing English language learners (ELLs) in Grades K-12.

Given annually in WIDA Consortium member states to monitor students’ progress in acquiring academic English (Listening/Speaking/Reading/Writing) and to include Kindergarten ACCESS for ELLs, ACCESS for ELLs paper-based, and Alternate ACCESS for ELLs for ESE students eligible to take the State of Florida Alternate Assessment (SFSA).

https://wida.wisc.edu/
On Tuesday March 17, the Florida Department of Education (FLDOE) announced that all K-12 schools and career and technical center campuses are to remain closed through April 15.

Important Information about the Coronavirus
M-DCPS wants to share important resources regarding the Coronavirus and information regarding keeping children healthy.

Click here for more information.

Distance Learning
Your destination for distance learning resources.

Instructional Continuity Plan (ICP)
Distance Teaching and Learning

Miami-Dade Online Academy
Applications are now being accepted for the 2020-2021 school year. Log on and learn more at mdo.dadeschools.net.

It’s No Joke M-DCPS
M-DCPS is raising awareness of the consequences associated with making statements of any kind that imply an intent to harm others—whether credible or intended as a hoax.

For more information Click Here

We’re Hiring!
School Teachers... School Bus Drivers... School Resource Officers... Cafeteria Workers...

DadeschoolsTV:
Online Videos: Live Streams: Training
Support for Families and Students

HELP DESK

WIFI ACCESS

DEVICES

MEAL DISTRIBUTION

distancelearning.dadeschools.net

STAY CONNECTED!

M-DCPS- Student Meal Distribution Sites

NORTH REGION
Miami Beach Senior High School
2321 PRIMROSE AVENUE
MIAMI BEACH, FL 33139

North Miami Senior High School
1371 NW 8 AVENUE
NORTH MIAMI, FL 33161

M-DCPS Student Meal
Preparation and Delivery

Distance Teaching and Learning

Preparing for Distance Teaching and Learning

FREE Comcast Internet

MEAL DISTRIBUTION

M-DCPS Student Meal Distribution Sites

CENTRAL REGION
Miami Central Senior High School
1781 NW 52ND STREET
MIAMI, FL 33147

Miami Senior High School
2451 SW FIRST ST
MIAMI, FL 33135

South Dade Senior High School
3941 SW 87TH AVENUE
MIAMI, FL 33155

SOUTH REGION
Homestead Senior High School
2851 SW 127TH AVENUE
HOMESTEAD, FL 33030

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Family Engagement
SAMPLE WEBINARS FOR PARENTS

ESE During Distance Learning

Mobile Application for Parents

Open Educational Resources

Source: https://parentacademymiami.com/technology-webinars/
SAMPLE WEBINARS FOR PARENTS

Source:
https://parentacademymiami.com/technology-webinars/
Plan of Action

- Miami-Dade County Public Schools (M-DCPS) plan of action for COVID-19
- Communication with Parents and Stakeholders
- Grade-Level Instruction (Social, Instructional and Academic Language)
Tips for Parents

Supporting Distance Learning

Practice Compassion with Your Child
- Be patient and have empathy during their academic and emotional experiences.
- Model self-help skills to promote independence.

Help Your Child Maintain a Schedule
- Establish a daily routine and have student materials accessible.
- Set weekly goals and celebrate accomplishments.

Dedicate a Space in Your Home for School Work
- Identify a consistent quiet space in your home where your child can sit and learn.
- Encourage your child to use headphones to enhance concentration.

Ask Your Child About What They Are Learning
- Engage in conversations about their social, emotional and academic progress.
- Assess progress, address learning challenges, and build on strengths.

Read with Your Child and Tell Family Stories
- Read a book in your family’s home language to build academic practice.
- Share family stories to help enhance identity and self-esteem.

Write About Your Experiences at Home
- Have your child start a journal to share thoughts and emotions during their new school experiences.
- Write together in your family’s home language as a self-reflection tool.

Office of Academics and Transformation, Division of Academics, Department of Bilingual Education and World Languages, 2020-2021
How are ELLs Supported?

<table>
<thead>
<tr>
<th>Data for ELLs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trainings for Teachers of ELLs</td>
</tr>
<tr>
<td>Resources and Supplemental Activities/Lessons for K-12</td>
</tr>
</tbody>
</table>
Projected Learning Loss

Learning Loss Index for ELL Students

Miami-Dade County Public Schools will create a Learning Loss Index to identify ELL students who may have regressed academically during the closure of schools associated with the COVID-19 pandemic. Multiple sources of the 2019-2020 data will be used in the creation of the index as indicated in the table below:

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Student Grades</th>
<th>Specific Elements/Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>i-Ready reading results in AP1, AP2, and AP3</td>
<td>K-8</td>
<td>Multiple linear regression will be used to identify students who scored lower than expected on AP3, conditional on their AP1 and AP2 results separately for each grade level.</td>
</tr>
<tr>
<td>i-Ready usage in reading in Grading Period 4</td>
<td>K-8</td>
<td>Students with substantially lower usage of the i-Ready application in Grading Period 4 compared with the Grading Period 3 will be identified.</td>
</tr>
<tr>
<td>School absences in Grading Period 4</td>
<td>K-12</td>
<td>Students who were absent more than a specific number of days during the Grading Period 4 will be identified.</td>
</tr>
<tr>
<td>Academic grades in English Language Arts</td>
<td>K-12</td>
<td>Students who regressed from an academic grade of A-C in Grading Period 3 to a grade of D-F in Grading Period 4 will be identified.</td>
</tr>
<tr>
<td>ACCESS for ELLs Proficiency Levels in all Modalities and Composite Level</td>
<td>K-12</td>
<td>Students who performed at the same level or lower proficiency level in Reading, Writing, Listening, or Speaking as well as on the Composite scale will be identified.</td>
</tr>
</tbody>
</table>

Procedure for the Calculation of the Learning Loss Index

1. Each of the data elements listed in the table above will be converted to a dichotomous indicator.
2. Then, the sum of the values of all indicators for each data source will be determined for each student.
3. Subsequently, the student’s total of all indicator values will be divided by the maximum possible value which depends on the grade level of the student and availability of data elements.

The result is the Learning Loss Index. Once the values of such indices are analyzed, the threshold for identification of students who suffered a learning loss during the school closure period will be determined.
Scaffolded Weekly Assessments and Lessons

- District created supplemental lessons for ELLs
  - WIDA Can-Do Key Uses
  - Tools for student engagement with visuals (pictures and videos)
- Interactive Power Point supplemental lessons for Elementary teachers of ELLs
- Students Learning Maps for English Language Arts at the secondary level (Videos, tutorials, modeled discussions and graphic organizers)
- Standard-based Planning Cards for secondary teachers of ELLs (tools, resources and strategies, videos and graphic organizers)
# TECHNOLOGY

## ELEMENTARY

- **Imagine Learning**
  - K-12 ESOL Level 1 students ONLY

- **i-Ready**
  - K-8 ESOL Level 2-4
  - ESOL Level 1 students only take diagnostics

## SECONDARY

- **Imagine Learning**
  - K-12 ESOL Level 1 students ONLY

- **Achieve 3000**
  - Grades 6-12 ESOL Level 2-4

- **i-Ready**
  - K-8 ESOL Level 2-4
  - ESOL Level 1 students only take diagnostics

- **Nearpod**
  - Standards-Based Lessons in Grades 6-12
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qui

Asking Questions

Revoir  Tot Siens  Parah
 avrio  Tschüss