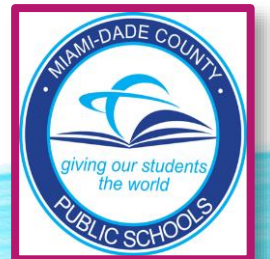


HOW TO SUPPORT ELLs VIRTUALLY DURING COVID-19?

FLORIDA PTA MULTILINGUAL & INTERNATIONAL STUDENTS COMMITTEE

February 17, 2021



Deland Innocent, Ed.S.



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

	Traditional	Charter	Total
ALL	259,683	74,717	334,400
ELL	45,845	10,652	56,497
PERCENTAGE	17.7%	14.3%	16.9%

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

HOW ENGLISH LANGUAGE LEARNERS ARE IDENTIFIED?

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**

[Clear Form](#)

MIAMI-DADE COUNTY PUBLIC SCHOOLS
HOME LANGUAGE SURVEY
To Be Completed By Parent or Guardian

Student I.D. No. _____

Student Name _____ Last _____ First _____ Middle _____

Date of Birth _____ / _____ / _____ Grade _____ Parent Language _____ Student Language _____
Month Day Year

Date Entered U.S. School: _____ / _____ / _____ Ethnic Hispanic (Y/N) (Check all that apply) Race: White Black Asian
Month Day Year American Indian Native Pacific Islander

If the answer is "YES" to any of these questions, the student must be tested for English proficiency.

1. Is a language other than English used in the home?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. Did the student have a first language other than English?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. Does the student most frequently speak a language other than English?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

School _____ Date _____ Parent/Guardian Signature _____

ESCUELAS PUBLICAS DEL CONDADO DE MIAMI-DADE
ENCUESTA SOBRE EL IDIOMA HABLADO EN EL HOGAR
Debe ser completado por el/la padre/madre o tutoría

No. De I.D. _____

Nombre del Estudiante _____ Apellido _____ Nombre _____ Inicial _____

Fecha de Nacimiento _____ / _____ / _____ Grado _____ Lengua Paterna _____ Idioma del Estudiante _____
Mes Dia Año

Fecha de Entrada a la Escuela de los Estados Unidos: _____ / _____ / _____ Origen Etnico (Marque todo lo pertinente) Raza: Blanco Negro
Mes Dia Año Asiático Indígena de los EEUU Orlundo de las Islas del Pacífico

Si responde "SI" a alguna de estas preguntas, el estudiante debe tomar un examen para saber cual es su conocimiento del Inglés.

1. ¿Usan en su casa algún otro idioma que no sea el Inglés?	Sí <input type="checkbox"/>	No <input type="checkbox"/>
2. ¿Tuvo el estudiante una lengua materna distinta al Inglés?	Sí <input type="checkbox"/>	No <input type="checkbox"/>
3. ¿Habla el estudiante frecuentemente otro idioma que no sea el Inglés?	Sí <input type="checkbox"/>	No <input type="checkbox"/>

Escuela _____ Fecha _____ Firma del Padre/Madre _____

MIAMI-DADE COUNTY PUBLIC SCHOOLS
SONDAJ SOU KI LANG TIMOUN NAN PALE
Pou paran oubyen moun ki responsab timoun nan ranpli

No. I.D. Elèv La _____

Non Elèv la _____ Non fenmi _____ Non _____

Dat Fèt li _____ / _____ / _____ Klas _____ Lang paran Yo _____ Lang Elèv La _____
Mwa Jou Ane

Dat ou Antre U.S. Lekòl: _____ / _____ / _____ Etnisite (Tcheke tout sa ki aplike) Ras: Blan Nwa Azyatik
Mwa Jou Ane Espayòl (W/N) Amriken Endyen Natif Il Pasifik

Si repons lan se "WI" pou nenpòt nan kesyon anba yo, elèv la dwe pran yon tès Anglè.

1. Eske yo sèvi ak yon lang ki pa Anglè lakay li?	Wi <input type="checkbox"/>	Non <input type="checkbox"/>
2. Eske elèv la te genyen yon premye lang anvan Anglè?	Wi <input type="checkbox"/>	Non <input type="checkbox"/>
3. Eske elèv la abitye pale yon lang ki pa Anglè?	Wi <input type="checkbox"/>	Non <input type="checkbox"/>

Lekòl _____ Dat _____ Siyati Paran _____

CC: FILE IN CUMULATIVE FOLDER
TO STAFF FOR TESTING

FM-5196ESH Rev. (08-15)

- 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

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.

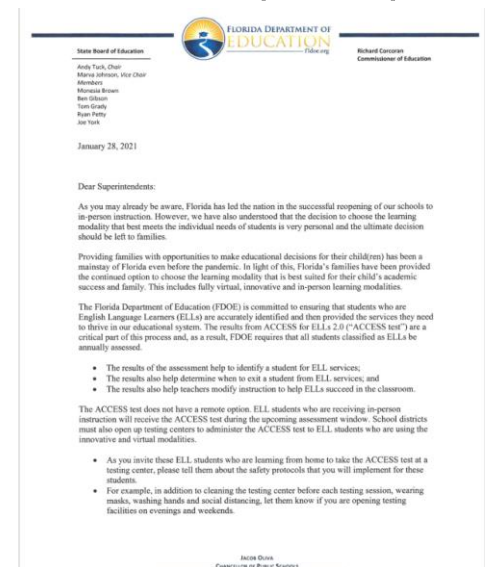
ACCESS for ELLs

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/>

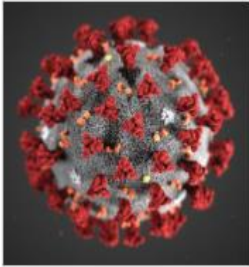


Public Announcements

Discover M-DCPS | Calendars | Committees | Directories | News | Schools | School Board | Superintendent | Portal | Jobs

Students Grades... | **Parents** Child info... | **Employees** HR, payroll... | **Community** Events... | **Bond** Updates...


 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](#)




Log On Learn More

MIAMI-DADE ONLINE ACADEMY

Applications are now being accepted for the 2020-2021 school year. Log on and learn more at [mdo.dadeschools.net](#).


[Flyer](#)



#ItsNoJokeMDCPS

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...](#)



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MIAMI-DADE COUNTY PUBLIC SCHOOLS

2020-2021 Opening of Schools Message

23818 Views • Published on 08/29/2020 - 4:50 PM ET

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www.dadeschools.net

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Support for Families and Students



HELP DESK



Distance Teaching and Learning

WIFI ACCESS

Preparing for Distance Teaching and Learning

Shifting from classroom teaching to online teaching is an adjustment, no doubt, but with a little planning and practice, you can do it too. The District has identified digital resources such as Edgenuity, Gizmos, and i-Ready (to become familiar with these tools, please register for the corresponding webinar/On-Demand Professional Development [PD] listed below) that you can use to deliver core content. However, you may use digital resources of your choosing to provide students with assignments during school closures.

FREE Comcast Internet

- Internet Essentials Update for M-DCPS ([Click here for more information](#))
- Online Guide for Internet Essentials COVID-19 Initiative ([Click here for more information](#))

DEVICES



STAY CONNECTED!

Miami-Dade County Public Schools (M-DCPS) has the ability to communicate quickly and efficiently with parents through automated voice, email and text messages.

Accurate and up-to-date contact information is critical to receiving important outreach and emergency messages from the District and your child's school.

Communicate with your child's principal to update your contact information.

To opt in for emergency messages, text "Y" to 67587 on your mobile device.

The Dadeschools Mobile app is a one-stop shop for parents to receive valuable information. Download this free app on your mobile device.

distancelearning.dadeschools.net

M-DCPS- Student Meal Distribution Sites

Beginning March 31st. Grab and Go Meals between 4:00 p.m. to 7:00 p.m.

NORTH REGION	CENTRAL REGION	SOUTH REGION
Miami Beach Senior High School 2231 PRAIRIE AVENUE MIAMI BEACH, FL 33139	Miami Central Senior High School 1781 NW 95TH STREET MIAMI, FL 33147	Homestead Senior High School 2351 SE 12TH AVENUE HOMESTEAD, FL 33034
North Miami Senior High School 13110 NE 8 AVENUE NORTH MIAMI, FL 33161	Miami Senior High School 2450 SW FIRST ST, MIAMI, FL 33135	South Dade Senior High School 28401 SW 167TH AVENUE MIAMI, FL 33030
	Miami Coral Park Senior High School	

MEAL DISTRIBUTION

Family Engagement

Family Support Services **THE PARENT ACADEMY**

Be the **LINK**
to your child's
SUCCESS



Home ▾ M-DCPS ▾ **Virtual Campus** BPOP ▾ Family Matters Virtual Family Fun Resources ▾ English ▾

About TPA >

Virtual Campus

These presentations are prepared by professional grade-level teachers and reflect those of

ENGLISH

A Parent's Experience in ESE
E-Cigarettes/Vaping
Future Bound Miami Video #1
Future Bound Miami Video #2
Future Bound Miami Video #3
Handling Challenging Behaviors
Homework Help

[A Parent's Experience in ESE](#)

[E-Cigarettes/Vaping](#)

[Future Bound Miami Video #1](#)

[Future Bound Miami Video #2](#)

[Future Bound Miami Video #3](#)

[Handling Challenging Behaviors](#)

[Homework Help](#)

[Improving Academic Progress](#)

[iReady for Parents](#)

[Keeping Our Children Safe](#)

[Language Development](#)

[Online Safety](#)

[Open Educational Resources \(OER\) – English](#)

[Social Emotional Development](#)

[Test Anxiety](#)

[Understanding Executive Functioning](#)

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ESPAÑOL

[Experiencias de una familia con un niño especial](#)
[Cigarrillos Electrónicos](#)
[Future Bound Miami Video #1 Español](#)
[Future Bound Miami Video #2 Español](#)
[Future Bound Miami Video #3 Español](#)
[Manejando el comportamiento de mi hijo](#)
[Ayuda con las tareas](#)

KREYOL

[Pakou Yon Paran](#)
[Sigarèt Elektwonik/Vapè](#)
[Future Bound Miami Video #1 Kreyol](#)
[Future Bound Miami Video #2 Kreyol](#)
[Future Bound Miami Video #3 Kreyol](#)
[Kouman pou jere pwoblèm konpòtman yo](#)
[Ède ak devwa lakay](#)



SAMPLE WEBINARS FOR PARENTS



ESE During Distance Learning

[English](#) | [Spanish](#) | [Creole](#)



Mobile Application for Parents

[English](#) | [Spanish](#) | [Creole](#)



Open Educational Resources

[English](#) | [Spanish](#) | [Creole](#)

Source: <https://parentacademymiami.com/technology-webinars/>

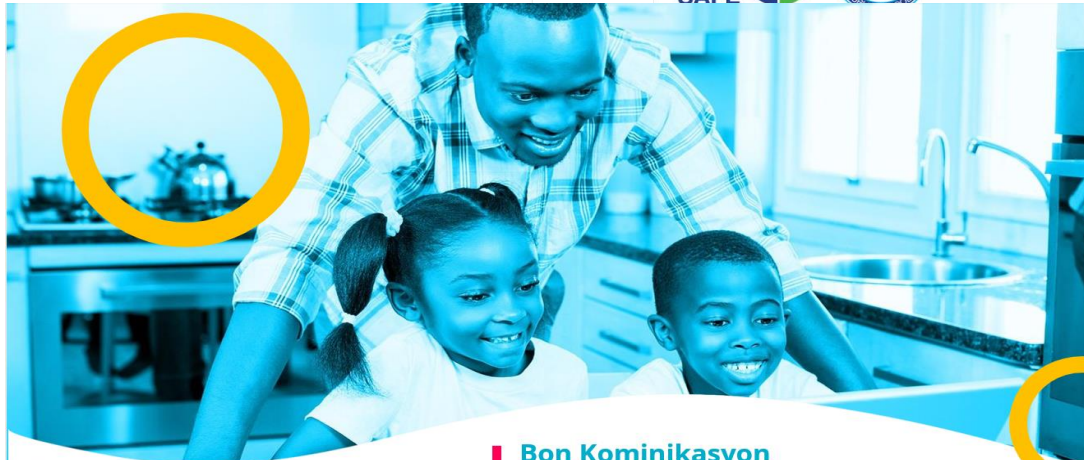
SAMPLE WEBINARS FOR PARENTS



Comunicandose Eficazmente Con Su Escuela
Escuelas Públicas de Miami-Dade



Communicating Effectively With Your School
Miami-Dade County Public Schools



Bon Kominikasyon Avèk Lekòl Ou
Miami-Dade County Public Schools
Office of Community Engagement

Source:
<https://parentacademymiami.com/technology-webinars/>

Plan of Action

Synchronous



Asynchronous



- 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.



How are ELLs Supported?



Data for ELLs



Trainings for Teachers of ELLs



Resources and Supplemental Activities/Lessons for **K-12**



Projected Learning Loss

Figure 1. Projected Learning Loss in **Reading**

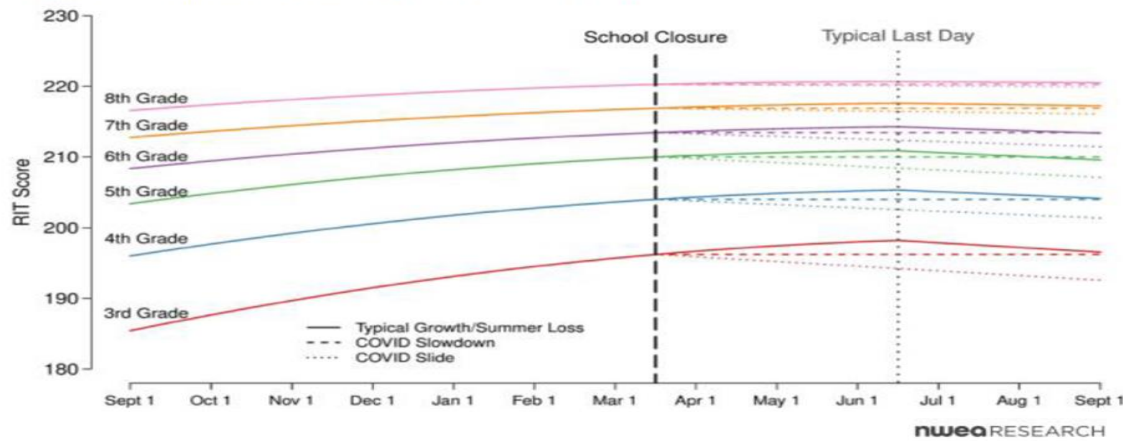
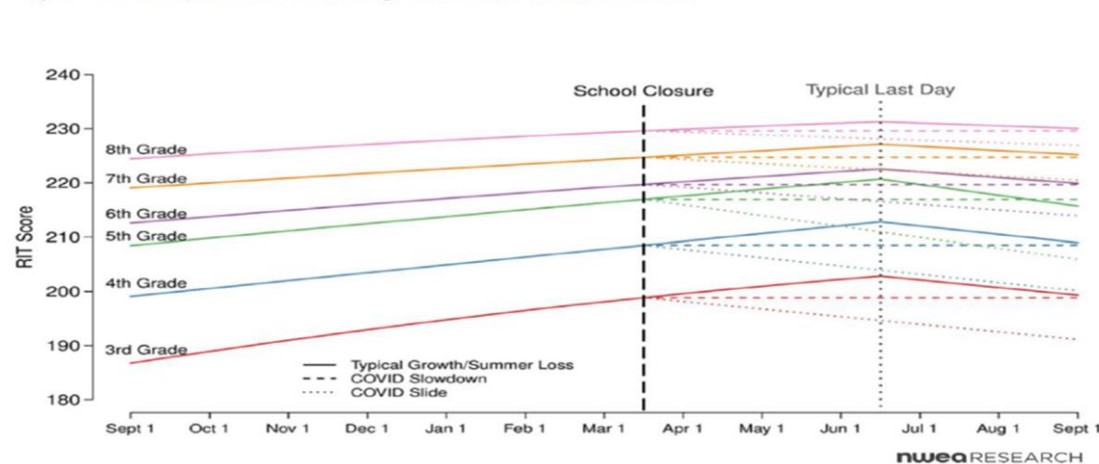


Figure 2. Projected Learning Loss in **Mathematics**



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.

Data Source	Student Grades	Specific Elements/Procedures
i-Ready reading results in AP1, AP2, and AP3	K-8	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.
i-Ready usage in reading in Grading Period 4	K-8	Students with substantially lower usage of the i-Ready application in Grading Period 4 compared with the Grading Period 3 will be identified.
School absences in Grading Period 4	K-12	Students who were absent more than a specific number of days ¹ during the Grading Period 4 will be identified.
Academic grades in English Language Arts	K-12	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.
ACCESS for ELLs Proficiency Levels in all Modalities and Composite Level	K-12	Students who performed at the same or lower proficiency level in Reading, Writing, Listening, or Speaking as well as on the Composite scale will be identified.

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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pourquoi



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comment



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Asking Questions

