SECTION 1: IDENTIFICATION (Rule 6A-6.0902, FAC)

Enrollment Procedures and Administration of the Home Language Survey

Describe the district procedures to register English Language Learners (including the following questions:

How is the Home Language Survey (HLS) administered? (Max length 2000)
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. The Home Language Survey is provided to the schools in English, Spanish, and Haitian Creole. Translations of the three questions are also available in thirteen other languages (i.e., Arabic, Chinese, Farsi, French, German, Italian, Japanese, Korean, Portuguese, Russian, Tagalog, Urdu, and Vietnamese). Information on the Home Language Survey is recorded in the District's automated student database.

Home Language Survey:
http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=AfcwBQGuzyftaR7nBCwiqHvXjr12x~!E5VP~!iiQZkj6Y=&app=AttachmentManager

How do district 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 Attendance Services. Students entering the district register at the school on the basis of the actual residence of the parent or legal guardian.

Is the Home Language Survey translated into other languages?
Yes

If answered "yes" list languages (Max. length 2,000 words)
The Home Language Survey is provided to the schools in English, Spanish, and Haitian Creole. Translations of the three questions are also available in thirteen other languages (i.e., Arabic, Chinese, Farsi, French, German, Italian, Japanese, Korean, Portuguese, Russian, Tagalog, Urdu, and Vietnamese).

How does the district assist parents and students who do not speak English?
Assistance to parents in other languages is available, upon request, from the Multilingual Team, Division of Bilingual Education and World Languages. All registration forms are provided in English, Spanish, and Haitian-Creole. Registration package may be viewed at http://attendanceservices.dadeschools.net/reg_require.asp.

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT PLACEMENT (Rule 6A-6.0902, FAC)

English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the English language proficiency assessment of potential ELL students in the district? (Check all that apply.)

   Registrar
X ESOL Coordinator/Administrator
X Other (Specify)
      o ESOL Teacher
      o ESE Teacher

Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the district to ascertain if a student is an ELL. Also, state the publisher's cut-score that determines the student is eligible for ESOL services.
At least one assessment must be entered.

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

Name of Listening and Speaking Assessment(s):	INDICATE 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 (CELLA Online)	1		< 649	
Comprehensive English Language Learning Assessment Form 3 CELLA Online (Total score grades 2-12)	2		< 2053[a]	
CELLA Online	3		< 2105	

CELLA Online	4		< 2148	
CELLA Online	5		< 2181	
CELLA Online	6		< 2206	
CELLA Online	7		< 2225	
CELLA Online	8		< 2238	
CELLA Online	9		< 2246	
CELLA Online	10		< 2251	
CELLA Online	11		< 2258	
CELLA Online	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.*

[a] Total CELLA Online scores (sums of Listening/Speaking, Reading, and Writing scale scores) are used for placement into the ESOL program for students in grades 2-12.

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 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, administer the M-DCOLPS-R or 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. Include the procedures the district follows if the Listening and Speaking assessment(s) are not given within the timeline. (Max. length 2,000 words)

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 Division 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.

Describe the assessment procedures for ELL students in grades 3-12 who scored English proficient on the Listening and Speaking assessment. (Max. length 2,000 words)

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

1. Reading and Writing

List the Reading and Writing assessment(s) used in the district to ascertain if a student is an ELL?

Note: A norm-referenced assessment may report a student's score as a percentile. A score at or below the 32nd percentile on the reading or writing portion of a norm-referenced assessment would qualify a student for entry into the ESOL program.

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

Describe the procedures used to ensure that the Reading and Writing assessment(s) are administered to students in grades 3-12. Describe the procedures used when the Reading and Writing assessment(s) are not administered to students in grades 3-12 within the required timeline. (Max. length 2,000 words)

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

School site administrators are ultimately responsible for making sure that the CELLA online 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 Division 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.

ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. (Max. length 2,000 words)

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".

SECTION 3: PROGRAMMATIC ASSESSMENT (Rule 6A-6.09022, FAC)

Academic/Programmatic Assessment

Describe the procedures to determine the prior academic experience of ELLs. (Max. length 2000 words
Include links to procedural documents or upload document (Max. file size 1MB)

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 assistance through the Multilingual Team.

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 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.   Home language teachers/paraprofessionals are avaialble at all secondary schools and K-8 centers to help these students in their native language.

Writing Rubric:
http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=UK26EJzNngCyIY9u9YxIM~!4IZckYEApm4vQIQIz5mB8=&app=AttachmentManager

Describe the procedures to address the placement of ELLs with limited or no prior school experience(s), or whose prior school records are inclomplete or unobtainable. Include actions taken to obtain student records. (Max length 2000)
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 the Multilingual Team.

Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures to determine appropriate grade level placement for ELLs. (Max. length 2000)
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 Department at Attendance Services 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 should be 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 ISIS system.
1) Students 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 used to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school (9th-12th grades), who have completed credits in countries outside of the United States, but for which there is no documentation. Also, for students transferring from other countries, include the process for awarding credits for language arts courses taken in the student's native language and for world language courses (this may include English). (Max. length 2,000 words)

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 should be 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 ISIS system.
1) Students 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.

Please provide a link and page number if this information is explained in the Student Progression Plan. (Max. length 2000)

Student Progression Plan:
http://ehandbooks.dadeschools.net/policies/93.pdf

Re-evaluation of ELLs that Previously Withdrew from the School/District

Describe the procedures used for re-evaluating ELLs who have withdrawn from or left the district and are re-enrolling. Include the timeline between the ELLs' withdrawal and re-enrollment when a new English language proficiency assessment is to be administered. (Max. length 2,000 words)

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 Comprehensive English Language (CELLA) online assessment Form 3, and placement procedures are followed.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the teacher's role and/or title of the person responsible for developing the plan. Also, include a description of when and how the plan is updated to reflect the student's current services (Max. length (2,000 words).

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's Integrated Student Information System (ISIS), 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 CELLA/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). (Max. length 2000)

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
- ESOL Level and Program Update Information/ Instrument, Score, Level
- Program Participation/Instructional Model
- 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 ELL Folder:
- Home Language Survey
- ESOL tests
- Parent Notification letter
- ELL Committee Notification letter(s)
- Secondary Student Schedules

Provide the link to the Student ELL Plan form, or upload as appropriate. (Max length 2000)

ELL Plan – Elementary:
http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=Gmdkwq9QR44HSgbSBraEL57tujpF02/N5qyxcShhM/MYyRawK2l/TZE4qi/zeegq~!xPSW~!XeQKY=&app=AttachmentManager
ELL Plan – Secondary:
http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=Gmdkwq9QR44HSgbSBraEL57tujpF02/N5qyxcShhM/MxVHxkDas81Q==&app=AttachmentManager

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

Instructional Models

In addition to using 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 FDOE [Database Manuals](Check) all that apply)

X Sheltered English Language Arts

X Sheltered Core/Basic Subject Areas

X Mainstream-Inclusion English Language Arts--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 district. Include procedures to locally monitor fidelity for each instructional model at the school level. (Max. length 2000 words)

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 endorsed homeroom teacher.

  - *Inclusion model* - where ELL and non-ELL students are grouped in a classroom and the ESOL endorsed resource teacher comes into the classroom to provide them with specialized English language instruction.

- **One Mainstream-Inclusion English Language Arts models are implemented:**
  - *Mainstream Inclusion model* - where ELL and non-ELL students are grouped in a classroom and the ESOL endorsed resource teacher comes into the classroom to provide them with specialized English language instruction.

- **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.

- o *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.

  - o **Model A** - 300 minutes weekly of instruction of language arts/reading/writing in the target world language (EFL).
  - o **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).
  - o **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 an 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. This option is also offered to parents who do not want their children to be in a sheltered instructional model.

- **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

Division of Bilingual Education and World Languages initiate on-going reviews to ensure the delivery and fidelity of each instructional model.

Upload a list of all schools in the district and each school's instructional model(s) Max. file size 1MB

MATRIX OF FLORIDA'S PROGRAMS AND INSTRUCTIONAL MODELS FOR ENGLISH LANGUAGE LEARNERS (ELLs)

E → Sheltered – English
S → Sheltered – Core/Basic Subject Areas
I → Mainstream/Inclusion – English
C → Mainstream/Inclusion Core/Basic Subject Areas
O → One-Way Developmental Bilingual Education
T → Dual Language (Two-way Developmental Bilingual Education)

M-DCPS SCHOOLS		
Loc	**School Name**	**IM Codes**
0041	AIR BASE ELEMENTARY SCHOOL	,I,C, T
1521	AMELIA EARHART ELEMENTARY SCHOOL	E,S,I,C,O,T
0341	ARCH CREEK ELEMENTARY SCHOOL	E,S,I,C,O,T
0101	ARCOLA LAKE ELEMENTARY SCHOOL	I,C,
0121	AUBURNDALE ELEMENTARY SCHOOL	E,S,I,C,O,T
0161	AVOCADO ELEMENTARY SCHOOL	E,S,I,C,O,T
0201	BANYAN ELEMENTARY SCHOOL	E,S,I,C,O
3781	BARBARA HAWKINS ELEMENTARY SCHOOL	I, C
0261	BEL-AIRE ELEMENTARY SCHOOL	E,I,C,O
5021	BEN SHEPPARD ELEMENTARY SCHOOL	E,S,I,C,O,T
0271	BENT TREE ELEMENTARY SCHOOL	E,S,I,C,O,T
0321	BISCAYNE ELEMENTARY SCHOOL	E,S,I,C,O,T
0361	BISCAYNE GARDENS ELEMENTARY SCHOOL	E,I,C,O
0441	BLUE LAKES ELEMENTARY SCHOOL	E,I,C,O
0461	BRENTWOOD ELEMENTARY SCHOOL	I, C
0521	BROADMOOR ELEMENTARY SCHOOL	E,I,C,O
0641	BUNCHE PARK ELEMENTARY SCHOOL	I, C
0671	CALUSA ELEMENTARY SCHOOL	E,S,I,C,T,O
0661	CARIBBEAN ELEMENTARY SCHOOL	E,I,C,O,T
0681	CAROL CITY ELEMENTARY SCHOOL	I,C
5991	CHARLES DAVID WYCHE, JR. ELEMENTARY SCHOOL	E,S,I,C,T
2331	CHARLES R. HADLEY ELEMENTARY SCHOOL	E,S,I,C,O,T
1691	CHRISTINA M. EVE ELEMENTARY SCHOOL	E,S,I,C,O,T
0881	CITRUS GROVE ELEMENTARY SCHOOL	E,S,I,C,O,T

M-DCPS SCHOOLS		
0831	CLAUDE PEPPER ELEMENTARY SCHOOL	E,S,I,C,O,T
0841	COCONUT GROVE ELEMENTARY SCHOOL	E,I,C,T
0861	COLONIAL DRIVE ELEMENTARY SCHOOL	I,C
0881	COMSTOCK ELEMENTARY SCHOOL	E,S,I,C,O,T
1001	CORAL PARK ELEMENTARY SCHOOL	E,S,I,C,O,T
1041	CORAL REEF ELEMENTARY SCHOOL	E,I,C,O,T
1081	CORAL TERRACE ELEMENTARY SCHOOL	E,S,I,M,C,O,T
1161	CRESTVIEW ELEMENTARY SCHOOL	I,C
1241	CUTLER RIDGE ELEMENTARY SCHOOL	E,I,C,O,T
1281	CYPRESS ELEMENTARY SCHOOL	E,I,C,O,T
1811	DANTE B. FASCELL ELEMENTARY SCHOOL	E,S,I,C,O,T
1761	DAVID FAIRCHILD ELEMENTARY SCHOOL	E,I,C,T
5061	DR. CARLOS J. FINLAY ELEMENTARY SCHOOL	E,S,I,C,O,T
5981	DR. EDWARD L. WHIGHAM ELEMENTARY SCHOOL	E,C,O,I,T
4511	DR. GILBERT L. PORTER ELEMENTARY SCHOOL	E,S,I,C,O,T
4381	DR. HENRY E. PERRINE ACADEMY OF THE ARTS	I,C,T
0211	DR. MANUEL C. BARREIRO ELEMENTARY SCHOOL	E,S,I,C,O
4121	DR. ROBERT B. INGRAM ELEMENTARY SCHOOL	I,C
5381	E.W.F. STIRRUP ELEMENTARY SCHOOL	E,S,I,C,O,T
1561	EARLINGTON HEIGHTS ELEMENTARY SCHOOL	E,I,C,T
1641	EMERSON ELEMENTARY SCHOOL	E,S,I,C,T
2351	ENEIDA M. HARTNER ELEMENTARY SCHOOL	E,S,I,C,O,T
4651	ETHEL L. BECKFORD/RICHMOND ELEMENTARY SCHOOL	I,C
0251	ETHEL KOGER BECKHAM ELEMENTARY SCHOOL	E,S,I,C,O,T
1801	FAIRLAWN ELEMENTARY SCHOOL	E,S,I,C,O,T
1841	FLAGAMI ELEMENTARY SCHOOL	E,S,I,C,O,T
1921	FLAMINGO ELEMENTARY SCHOOL	E,S,I,C,O,T
2001	FLORIDA CITY ELEMENTARY SCHOOL	E,S,I,C,O
5561	FRANCES S. TUCKER ELEMENTARY SCHOOL	E,I,C
1361	FREDERICK DOUGLASS ELEMENTARY SCHOOL	I,C
2081	FULFORD ELEMENTARY SCHOOL	E,I,C,T
0721	GEORGE W. CARVER ELEMENTARY SCHOOL	E,I,C,T
4801	GERTRUDE K. EDELMAN/SABAL PALM ELEMENTARY SCHOOL	E,S,I,C,O,T
2021	GLORIA FLOYD ELEMENTARY SCHOOL	E,I,C,O,T
2161	GOLDEN GLADES ELEMENTARY SCHOOL	I,C
0311	GOULDS ELEMENTARY SCHOOL	E,I,C,O
2241	GRATIGNY ELEMENTARY SCHOOL	E,I,C,O
2261	GREENGLADE ELEMENTARY SCHOOL	E,S,I,C,O
2281	GREYNOLDS PARK ELEMENTARY SCHOOL	E,S,I,C,O,T
2321	GULFSTREAM ELEMENTARY SCHOOL	E,I,C,O,T
4491	HENRY E.S. REEVES ELEMENTARY SCHOOL	E,I,C,O
1881	HENRY M. FLAGLER ELEMENTARY SCHOOL	E,S,I,C,O

	M-DCPS SCHOOLS	
5831	HENRY S. WEST LABORATORY SCHOOL	I,C
2361	HIALEAH ELEMENTARY SCHOOL	E,S,I,C,O,T
2111	HIALEAH GARDENS ELEMENTARY SCHOOL	E,S,I,C,O,T
2401	HIBISCUS ELEMENTARY SCHOOL	E,I,C
2501	HOLMES ELEMENTARY SCHOOL	I,C
2541	HOWARD DRIVE ELEMENTARY SCHOOL	I,C
2151	JACK D. GORDON ELEMENTARY SCHOOL	E,S,I,C,O,T
0481	JAMES H. BRIGHT/J.W. JOHNSON ELEMENTARY SCHOOL	E,S,I,C,O,T
3021	JESSE J. MCCRARY, JR. ELEMENTARY SCHOOL	E,I,C
2341	JOE HALL ELEMENTARY SCHOOL	E,S,I,C,O,T
2181	JOELLA C. GOOD ELEMENTARY SCHOOL	E,S,I,C,O,T
1481	JOHN G. DUPUIS ELEMENTARY SCHOOL	E,S,I,C,O,T
4401	KELSEY L. PHARR ELEMENTARY SCHOOL	E,S, I,C,O
2641	KENDALE ELEMENTARY SCHOOL	E,I,C,O,T
2651	KENDALE LAKES ELEMENTARY SCHOOL	E,S,I,C,O,T
2661	KENSINGTON PARK ELEMENTARY SCHOOL	E,S,I,C,O,T
2781	KINLOCH PARK ELEMENTARY SCHOOL	E,S,I,C,O,T
2801	LAKE STEVENS ELEMENTARY SCHOOL	E,C,T
2821	LAKEVIEW ELEMENTARY SCHOOL	E,I,C,O
2941	LAURA C. SAUNDERS ELEMENTARY SCHOOL	E,S,I,C,O
0081	LENORA B. SMITH ELEMENTARY SCHOOL	I,C
2981	LIBERTY CITY ELEMENTARY SCHOOL	I,C
3041	LORAH PARK ELEMENTARY SCHOOL	I,C,T
3061	LUDLAM ELEMENTARY SCHOOL	E,I,C,T
2581	MADIE IVES COMMUNITY ELEMENTARY SCHOOL	E,I,C,T
5711	MAE M. WALTERS ELEMENTARY SCHOOL	E,S,I,C,O,T
1371	MARJORY STONEMAN DOUGLAS ELEMENTARY SCHOOL	E,S,I,C,T
0111	MAYA ANGELOU ELEMENTARY SCHOOL	E,S,I,C,O,T
3141	MEADOWLANE ELEMENTARY SCHOOL	E,S,I,C,O,T
3181	MELROSE ELEMENTARY SCHOOL	E,S,I,C,O,T
3241	MIAMI GARDENS ELEMENTARY SCHOOL	E,I,C,O
3261	MIAMI HEIGHTS ELEMENTARY SCHOOL	E,S,I,C,O,T
3301	MIAMI PARK ELEMENTARY SCHOOL	E,I,C,O
3341	MIAMI SHORES ELEMENTARY SCHOOL	E,I,C,O
3381	MIAMI SPRINGS ELEMENTARY SCHOOL	E,S,I,C,O,T
5131	N. DADE CTR. FOR MODERN LANGUAGES	E,S,I,C,T
5971	NATHAN B. YOUNG ELEMENTARY SCHOOL	I,C
3661	NATURAL BRIDGE ELEMENTARY SCHOOL	E,I,C,O
3701	NORLAND ELEMENTARY SCHOOL	I,C
0125	NORMA B. BOSSARD ELEMENTARY SCHOOL	E,S,I,C,O,T
3741	NORTH BEACH ELEMENTARY SCHOOL	E,I,C,O,T
3861	NORTH GLADE ELEMENTARY SCHOOL	E,C,I

M-DCPS SCHOOLS		
3901	NORTH HIALEAH ELEMENTARY SCHOOL	E,I,C,O,T
3941	NORTH MIAMI ELEMENTARY SCHOOL	E,S,I,C,O
3981	NORTH TWIN LAKES ELEMENTARY SCHOOL	E,S,I,C,O,T
4001	NORWOOD ELEMENTARY SCHOOL	I,C
4021	OAK GROVE ELEMENTARY SCHOOL	E,S,I,C,O
4061	OJUS ELEMENTARY SCHOOL	E,I,C,O,T
4071	OLINDA ELEMENTARY SCHOOL	I,C
4081	PRIMARY LEARNING CENTER	I, T
2521	OLIVER HOOVER ELEMENTARY SCHOOL	E,S,I,C,O,T
4091	OLYMPIA HEIGHTS ELEMENTARY SCHOOL	E,S,I,C,O
4171	ORCHARD VILLA ELEMENTARY SCHOOL	I,C
4241	PALM LAKES ELEMENTARY SCHOOL	E,S,I,C,O,T
4261	PALM SPRINGS ELEMENTARY SCHOOL	E,S,I,C,O,T
4281	PALM SPRINGS NORTH ELEMENTARY SCHOOL	E,S,I,C,O,T
4221	PALMETTO ELEMENTARY SCHOOL	I,C
4301	PARKVIEW ELEMENTARY SCHOOL	I,C
4341	PARKWAY ELEMENTARY SCHOOL	I,C
5931	PHILLIS WHEATLEY ELEMENTARY SCHOOL	I,C
3431	PHYLLIS RUTH MILLER ELEMENTARY SCHOOL	E,I,C,O
4441	PINE LAKE ELEMENTARY SCHOOL	E,I,C
4461	PINE VILLA ELEMENTARY SCHOOL	I,C
4421	PINECREST ELEMENTARY SCHOOL	E,I,C,O
4501	POINCIANA PARK ELEMENTARY SCHOOL	I,C
4541	RAINBOW PARK ELEMENTARY SCHOOL	I,C
4581	REDLAND ELEMENTARY SCHOOL	E,I,C,T
4611	REDONDO ELEMENTARY SCHOOL	E,S,I,C,O,T
4681	RIVERSIDE ELEMENTARY SCHOOL	E,S,I,C,O,T
3541	ROBERT R. MOTON ELEMENTARY SCHOOL	I,C
4721	ROCKWAY ELEMENTARY SCHOOL	E,I,C,O
4741	ROYAL GREEN ELEMENTARY SCHOOL	E,S,C,I,O,T
4761	ROYAL PALM ELEMENTARY SCHOOL	E,S,C,I,O,T
4841	SANTA CLARA ELEMENTARY SCHOOL	E,I,C,O
4881	SCOTT LAKE ELEMENTARY SCHOOL	I,C
4921	SEMINOLE ELEMENTARY SCHOOL	E,S,I,C,O,T
4961	SHADOWLAWN ELEMENTARY SCHOOL	I,C
5001	SHENANDOAH ELEMENTARY SCHOOL	E,S,I,C,O,T
5041	SILVER BLUFF ELEMENTARY SCHOOL	E,S,I,C,O,T
5081	SKYWAY ELEMENTARY SCHOOL	E,I,C
5121	SNAPPER CREEK ELEMENTARY SCHOOL	E,I,C
5201	SOUTH HIALEAH ELEMENTARY SCHOOL	E,S,I,C,O
5281	SOUTHSIDE ELEMENTARY SCHOOL	E,S,I,C,O,T
2191	SPANISH LAKE ELEMENTARY SCHOOL	E,S,I,C,O,T

M-DCPS SCHOOLS		
5361	SPRINGVIEW ELEMENTARY SCHOOL	E,S,I,C,O,T
5401	SUNSET ELEMENTARY SCHOOL	E,S,I,C,O,T
5421	SUNSET PARK ELEMENTARY SCHOOL	E,S,I,C,O,T
5431	SWEETWATER ELEMENTARY SCHOOL	E,S,I,C,O,T
5441	SYLVANIA HEIGHTS ELEMENTARY SCHOOL	E,S,I,C,O,T
3051	TOUSSAINT L'OUVERTURE ELEMENTARY SCHOOL	E,I,C,O,T
5481	TREASURE ISLAND ELEMENTARY SCHOOL	E,I,C,O,T
5521	TROPICAL ELEMENTARY SCHOOL	E,S,I,C,O,T
5601	TWIN LAKES ELEMENTARY SCHOOL	E,S,I,C,O,T
0401	VAN E. BLANTON ELEMENTARY SCHOOL	E,S,I,C,O
5641	VILLAGE GREEN ELEMENTARY SCHOOL	E,S,I,C,O
2441	VIRGINIA A. BOONE/HIGHLAND OAKS ELEMENTARY SCHOOL	E,S,I,C,T
0561	W.J. BRYAN ELEMENTARY SCHOOL	E,S,I,C,O,T
3111	WESLEY MATTHEWS ELEMENTARY SCHOOL	E,S,I,C,O,T
2371	WEST HIALEAH GARDENS ELEMENTARY SCHOOL	E,S,I,C,O,T
5791	WEST HOMESTEAD ELEMENTARY SCHOOL	I,C
5951	WHISPERING PINES ELEMENTARY SCHOOL	I,C,T
0771	WILLIAM A. CHAPMAN ELEMENTARY SCHOOL	E,S,I,C,O,T
2891	WILLIAM LEHMAN ELEMENTARY SCHOOL	E,S,I,C,O,T
2511	ZORA NEALE HURSTON ELEMENTARY SCHOOL	E,S,I,C,O,T
6011	ALLAPATTAH MIDDLE SCHOOL	E,C
6023	ANDOVER MIDDLE SCHOOL	E,C
6431	ARTHUR & POLLY MAYS CONSERVATORY OF THE ARTS	I,C
6021	ARVIDA MIDDLE SCHOOL	E,C
6031	BROWNSVILLE MIDDLE SCHOOL	E,C
6061	CAMPBELL DRIVE MIDDLE SCHOOL	E,C
6051	CAROL CITY MIDDLE SCHOOL	E,C
6081	CENTENNIAL MIDDLE SCHOOL	E,C
6141	CHARLES R. DREW MIDDLE SCHOOL	E,C
6091	CITRUS GROVE MIDDLE SCHOOL	E,C
6611	COUNTRY CLUB MIDDLE SCHOOL	E,C
6111	CUTLER RIDGE MIDDLE SCHOOL	E,C
6151	DORAL MIDDLE SCHOOL	E,C
6071	GEORGE W. CARVER MIDDLE SCHOOL	E,C,T
6211	GLADES MIDDLE SCHOOL	E,C
6221	HAMMOCKS MIDDLE SCHOOL	E,C
6171	HENRY F. FILER MIDDLE SCHOOL	E,C
6001	HERBERT A. AMMONS MIDDLE SCHOOL	E,C
6751	HIALEAH GARDENS MIDDLE SCHOOL	E,C,T
6231	HIALEAH MIDDLE SCHOOL	E,C,T
6241	HIGHLAND OAKS MIDDLE SCHOOL	E,C,T
6251	HOMESTEAD MIDDLE SCHOOL	E,C

	M-DCPS SCHOOLS	
6411	HORACE MANN MIDDLE SCHOOL	E,C
6441	HOWARD D. MCMILLAM MIDDLE SCHOOL	E,C
6301	JOHN F. KENNEDY MIDDLE SCHOOL	E,C
6361	JOSE DE DIEGO MIDDLE SCHOOL	E,C
6421	JOSE MARTI MIDDLE SCHOOL	E,C
6331	KINLOCH PARK MIDDLE SCHOOL	E,C
6351	LAKE STEVENS MIDDLE SCHOOL	E,C
6921	LAMAR LOUISE CURRY MIDDLE SCHOOL	E,C
6161	LAWTON CHILES MIDDLE SCHOOL	E,C
6391	MADISON MIDDLE SCHOOL	E,C
6481	MIAMI EDISON MIDDLE SCHOOL	E,C
6501	MIAMI LAKES MIDDLE SCHOOL	E,C,T
6521	MIAMI SPRINGS MIDDLE SCHOOL	E,C
6541	NAUTILUS MIDDLE SCHOOL	E,C
6571	NORLAND MIDDLE SCHOOL	E,C
6591	NORTH DADE MIDDLE SCHOOL	E,C
6631	NORTH MIAMI MIDDLE SCHOOL	E,C
6681	PALM SPRINGS MIDDLE SCHOOL	E,C
6701	PALMETTO MIDDLE SCHOOL	E,C
6721	PARKWAY MIDDLE SCHOOL	E,C
6041	PAUL W. BELL MIDDLE SCHOOL	I,C
6741	PONCE DE LEON MIDDLE SCHOOL	E,C
6761	REDLAND MIDDLE SCHOOL	E,C
6781	RICHMOND HEIGHTS MIDDLE SCHOOL	I,C
6801	RIVIERA MIDDLE SCHOOL	E,C
6821	ROCKWAY MIDDLE SCHOOL	E,C, T
6121	RUBEN DARIO MIDDLE SCHOOL	E,C
6841	SHENANDOAH MIDDLE SCHOOL	E,C,T
5003	SOUTH DADE MIDDLE SCHOOL -GRADES 4-8	E,C,I
6881	SOUTH MIAMI MIDDLE SCHOOL	E,C
6861	SOUTHWOOD MIDDLE SCHOOL	I,C
6281	THOMAS JEFFERSON MIDDLE SCHOOL	E,C
6901	W. R. THOMAS MIDDLE SCHOOL	E,C
6961	WEST MIAMI MIDDLE SCHOOL	E,C
6981	WESTVIEW MIDDLE SCHOOL	E,C
6052	ZELDA GLAZER MIDDLE SCHOOL	E,C
3151	ADA MERRITT K-8 CENTER	E,S,I,C,T
0231	AVENTURA WATERWAYS K-8 CENTER	E,S,I,C,O,T
2041	BENJAMIN FRANKLIN K-8 CENTER	E,I,C
0091	BOB GRAHAM ED CENTER	E,S,I,C,O,T
0451	BOWMAN ASHE/DOOLIN K-8 CENTER	E,S,I,C,O,T
0651	CAMPBELL DRIVE K-8 CENTER	E,S,I,C,O,T

	M-DCPS SCHOOLS	
5901	CARRIE P. MEEK/WESTVIEW K-8 CENTER	I,C
1401	CHARLES R. DREW K-8 CENTER	I,C
3621	COCONUT GROVE K-8 CENTER	E,S,I,C,O,T
0961	CORAL GABLES PREPARATORY ACADEMY	E,S,I,C,O,T
1121	CORAL WAY K-8 CENTER	E,S,I,C,O,T
5005	DAVID LAWRENCE JR. K-8 CENTER	E,S,I,C,O
1331	DEVON AIRE K-8 CENTER	E,S,I,C,O,T
5861	DR. HENRY W. MACK/WEST LITTLE RIVER K-8 CENTER	E,I,C
0122	DR. ROLANDO ESPINOSA K-8 CENTER	E,S,I,C,O,T
1601	EDISON PARK K-8 CENTER	E,I,C
5051	ERNEST R. GRAHAM K-8 CENTER	E,S,I,C,O,T
0071	EUGENIA B. THOMAS K-8 CENTER	E,S,I,C,O,T
1721	EVERGLADES K-8 CENTER	E,S,I,C,O,T
0761	FIENBERG/FISHER K-8 CENTER	E,S,I,C,O
3101	FRANK C. MARTIN K-8 CENTER	I,C,T
4031	GATEWAY ENVIRONMENTAL K-8 CENTER	E,I,C,O
5141	HUBERT O. SIBLEYK-8 CENTER	E,I,C,O
4391	IRVING & BEATRICE PESKOE K-8	E,I,C,O,T
4691	JANE S. ROBERTS K-8 CENTER	E,S,I,C,O,T
5101	JOHN I. SMITH K-8 CENTER	E,S,I,C,O,T
2701	KENWOOD K-8 CENTER	E,S,I,C,O
2741	KEY BISCAYNE K-8 CENTER	E,S,I,C,O,T
2881	LEEWOOD K-8 CENTER	I,C,T
2901	LEISURE CITY K-8 CENTER	E,S,I,C,O,T
1681	LILLIE C. EVANS K-8 CENTER	I,C
2911	LINDA LENTIN K-8 CENTER	E,S,I,C,O
3421	M.A. MILAM K-8 CENTER	E,S,I,C,O,T
0073	MANDARIN LAKES K-8 ACADEMY	E,S,I,C,O,T
3281	MIAMI LAKES K-8 CENTER	E,S,I,C,O,T
3501	MORNINGSIDE K-8 ACADEMY	E,S,I,C,T
3581	MYRTLE GROVE K-8 CENTER	I,C
0092	NORMAN S. EDELCUP/SUNNY ISLES BEACH K-8 CENTER	E,S,I,C,O,T
3821	NORTH COUNTY K-8 CENTER	I,C
1441	PAUL L. DUNBAR K-8 CENTER	I,C
0241	RUTH BROAD/BAY HARBOR K-8 CENTER	E,S,I,C
5241	SOUTH MIAMI K-8 CENTER	E,S,I,C,O,T
5671	VINELAND K-8 CENTER	E,I,C,T
5961	WINSTON PARK K-8 CENTER	E,S,I,C,O,T
7048	ALONZO & TRACY MOURNING SENIOR HIGH SCHOOL	E,C
7011	AMERICAN SENIOR HIGH SCHOOL	E,C
7751	BARBARA GOLEMAN SENIOR HIGH SCHOOL	E,C
7791	BOOKER T. WASHINGTON SENIOR HIGH SCHOOL	E,C

M-DCPS SCHOOLS		
7071	CORAL GABLES SENIOR HIGH SCHOOL	E,C
7101	CORAL REEF SENIOR HIGH SCHOOL	E,C
7081	DESIGN & ARCHITECTURE SENIOR HIGH SCHOOL	I,C
7141	DR. MICHAEL M. KROP SENIOR HIGH SCHOOL	E,C
7781	FELIX VARELA SENIOR HIGH SCHOOL	E,C
7051	G. HOLMES BRADDOCK SENIOR HIGH SCHOOL	E,C
7191	HIALEAH GARDENS SENIOR HIGH SCHOOL	E,C
7111	HIALEAH SENIOR HIGH SCHOOL	E,C
7131	HIALEAH-MIAMI LAKES SENIOR HIGH SCHOOL	E,C
7151	HOMESTEAD SENIOR HIGH SCHOOL	E,C
7571	INTERNATIONAL STUDIES PREPARATORY ACADEMY	I,C
7581	IPREPARATORY ACADEMY	I,C
7121	JOHN A. FERGUSON SENIOR HIGH SCHOOL	E,C
7291	JOSE MARTI MAST 6-12 ACADEMY	E,C
7033	LAW ENFORCEMENT OFFICERS MEMORIAL SENIOR HIGH SCHOOL	I,C
7161	MARITIME & SCIENCE TECHNOLOGY ACADEMY	I,C
7201	MIAMI BEACH SENIOR HIGH SCHOOL	E,C
7231	MIAMI CAROL CITY SENIOR HIGH SCHOOL	E,C
7251	MIAMI CENTRAL SENIOR HIGH SCHOOL	E,C
7271	MIAMI CORAL PARK SENIOR HIGH SCHOOL	E,C
7301	MIAMI EDISON SENIOR HIGH SCHOOL	E,C
7341	MIAMI JACKSON SENIOR HIGH SCHOOL	E,C
7361	MIAMI KILLIAN SENIOR HIGH SCHOOL	E,C
7391	MIAMI LAKES TECHNICAL SENIOR HIGH SCHOOL	E,C
7381	MIAMI NORLAND SENIOR HIGH SCHOOL	E,C
7411	MIAMI NORTHWESTERN SENIOR HIGH SCHOOL	E,C
7431	MIAMI PALMETTO SENIOR HIGH SCHOOL	E,C
7461	MIAMI SENIOR HIGH SCHOOL	E,C
7731	MIAMI SOUTHRIDGE SENIOR HIGH SCHOOL	E,C
7511	MIAMI SPRINGS SENIOR HIGH SCHOOL	E,C
7531	MIAMI SUNSET SENIOR HIGH SCHOOL	E,C
7001	MIAMI-DADE ONLINE ACADEMY	I,C
7901	NEW WORLD SCHOOL OF THE ARTS	I,C
7541	NORTH MIAMI BEACH SENIOR HIGH SCHOOL	E,C
7591	NORTH MIAMI SENIOR HIGH SCHOOL	E,C
7371	ROBERT MORGAN SENIOR HIGH SCHOOL	E,C
7241	RONALD W. REAGAN/DORAL SHS	E,C
7061	SCHOOL FOR ADVANCED STUDIES-NORTH	I,C
7091	SCHOOL FOR ADVANCED STUDIES-SOUTH	I,C
7041	SCHOOL FOR ADVANCED STUDIES-WOLFSON	I,C
7551	SCHOOL FOR ADVANCED STUDIES-HOMESTEAD	I,C
7701	SOUTH DADE SENIOR HIGH SCHOOL	E,C

M-DCPS SCHOOLS		
7721	SOUTH MIAMI SENIOR HIGH SCHOOL	E,C
7741	SOUTHWEST MIAMI SENIOR HIGH SCHOOL	E,C
8016	TAP-TEENAGE PARENT PROGRAM	I,C
7029	TERRA ENVIRONMENTAL RESEARCH INSTITUTE	I,C
7049	WESTLAND HIALEAH SENIOR HIGH SCHOOL	E,C
7601	WILLIAM H. TURNER TECHNICAL ARTS SENIOR HIGH SCHOOL	I,C
7056	YOUNG MEN'S PREPARATORY ACADEMY	I,C
7055	YOUNG WOMEN'S PREPARATORY ACADEMY	I,C
8019	ACADEMY FOR COMMUNITY ED	I,C
8017	ALTERNATIVE OUTREACH PROGRAM	I,C
8121	COPE CENTER NORTH	I,C
8131	DOROTHY M. WALLACE COPE CENTER	I,C
8101	JAN MANN OPPORTUNITY SCHOOL	I,C
8141	JUVENILE JUSTICE CENTER	I,C
7631	MIAMI MACARTHUR SOUTH	I,C
9732	MERRICK EDUCATIONAL CENTER	I,C
0921	NEVA KING COOPER EDUCATIONAL CENTER	I,C
8151	ROBERT RENICK EDUCATIONAL CENTER	I,C
8181	RUTH OWENS KRUSE EDUCATIONAL CENTER	I,C
2531	THENA C. CROWDER EARLY CHILDHOOD DIAGNOSTIC SP ED	I,C
7012	AMERICAN SENIOR HIGH ADULT ED	E,C
7072	CORAL GABLES ADULT ED	E,C
8139	D. A. DORSEY EDUCATIONAL CENTER	I,C
7841	ENGLISH CENTER	E,C
7801	GEORGE T. BAKER AVIATION	I,C
7112	HIALEAH HIGH ADULT ED	E,C
7132	HIALEAH MIAMI LAKES ADULT ED	E,C
8005	LINDSEY HOPKINS TECHNICAL EDUCATION CENTER	E,C
7202	MIAMI BEACH ADULT & COMMUNITY ED CENTER	E,C
7272	MIAMI CORAL PARK ADULT ED	E,C
7342	MIAMI JACKSON ADULT ED	E,C
8901	MIAMI LAKES EDUCATIONAL CENTER	E,C
7432	MIAMI PALMETTO ADULT ED	E,C
7462	MIAMI SENIOR ADULT ED	E,C
7512	MIAMI SPRINGS ADULT ED	E,C
7532	MIAMI SUNSET ADULT ED	E,C
7592	NORTH MIAMI ADULT ED	E,C
8911	ROBERT MORGAN EDUCATIONAL CENTER	E,C
7702	SOUTH DADE EDUCATIONAL CENTER	E,C
8981	SOUTH DADE SKILL CENTER	I,C
7742	SOUTHWEST ADULT CENTER	E,C
7602	WILLIAM H. TURNER TECH ADULT ED	E,C

CHARTER SCHOOLS		
Loc	School Name	IM Codes
5410	ALPHA CHARTER OF EXCELLENCE (ACE)	I / C
5006	EVERGLADES PREPARATORY ACADEMY	I / C
3032	PALM GLADES PREPARATORY ACADEMY	I / C
7032	PALM GLADES PREPARATORY HIGH SCHOOL	I / C
7060	EVERGLADES PREPARATORY ACADEMY HIGH SCHOOL	I / C
0410	ACADEMIR CHARTER SCHOOL WEST	I / C
1014	ADVANCED LEARNING CHARTER SCHOOL	I / C
3025	ADVANTAGE ACADEMY SANTA FE	I / C
5410	ALPHA CHARTER OF EXCELLENCE (ACE)	I / C
0510	ARCHIMEDEAN ACADEMY	I / C
2003	BRIDGEPOINT ACADEMY	T
2013	BRIDGEPOINT ACADEMY GREATER MIAMI	T
3030	DORAL ACADEMY	I / C
4070	EARLY BEGINNINGS ACADEMY-CIVIC CENTER	I / C
3024	FLORIDA INTERNATIONAL ELEMENTARY ACADEMY	I / C
0100	MATER ACADEMY	I / C
3100	MATER ACADEMY EAST CHARTER STUDIES	I / C
1017	MATER ACADEMY OF INTERNATIONAL STUDIES	I / C
0312	MATER GARDENS ACADEMY	I / C
4000	MIAMI CHILDREN'S MUSEUM CHARTER SCHOOL	I / C
0102	MIAMI COMMUNITY CHARTER SCHOOL	I / C
5048	PINECREST ACADEMY (NORTH CAMPUS)	I / C
0342	PINECREST ACADEMY (SOUTH CAMPUS)	I / C
0600	PINECREST PREPARATORY ACADEMY	I / C
3035	RAMZ ACADEMY K-5 MIAMI CAMPUS	I / C
0400	RENAISSANCE ELEMENTARY CHARTER SCHOOL	I / C
2006	RICHARD ALLEN LEADERSHIP ACADEMY	I / C
2012	SOMERSET ARTS ACADEMY	I / C
0520	SOMERSET ACADEMY	I / C
0339	SOMERSET AC CHARTER ELE SCHOOL (SOUTH HOMESTEAD)	I / C
2007	SOMERSET AC CHARTER ELE SCHOOL (SOUTH MIAMI CAMPUS)	I / C
6082	ACADEMIR CHARTER SCHOOL MIDDLE	I / C
6006	ARCHIMEDEAN MIDDLE CONSERVATORY	I / C
6070	ASPIRA EUGENIO MARIA DE HOSTOS YOUTH LEADERSHIP	I / C
6060	ASPIRA SOUTH YOUTH LEADERSHIP CHARTER SCHOOL	I / C
6030	DORAL ACADEMY CHARTER MIDDLE SCHOOL	I / C
6010	FLORIDA INTERNATIONAL ACADEMY	I / C
6045	INTERNATIONAL STUDIES CHARTER MIDDLE SCHOOL	T
6083	JUST ARTS AND MANAGEMENT (JAM) CHARTER MIDDLE	I / C

	CHARTER SCHOOLS	
6008	LAWRENCE ACADEMY	I / C
6012	MATER ACADEMY CHARTER MIDDLE SCHOOL	I / C
6033	MATER ACADEMY LAKES MIDDLE SCHOOL	I / C
6047	MATER ACAD. MIDDLE SCHOOL OF INTERNATIONAL STUDIES	I / C
6042	MATER GARDENS ACADEMY MIDDLE SCHOOL	I / C
6048	MIAMI COMMUNITY CHARTER MIDDLE SCHOOL	I / C
6022	PINECREST ACADEMY CHARTER MIDDLE SCHOOL	I / C
6033	PINECREST ACADEMY MIDDLE SCHOOL (NORTH CAMPUS)	I / C
6005	RAMZ ACADEMY 6-8 MIDDLE, MIAMI CAMPUS	I / C
6028	RENAISSANCE MIDDLE CHARTER SCHOOL	I / C
6049	RIVER CITIES COMMNITY CHARTER SCHOOL	I / C
6004	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL	I / C
6043	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (COUNTRY PALMS)	I / C
6013	SOMERSET ACADEMY CHARTER MIDDLE SCHOOL (SOUTH HOMESTEAD)	I / C
6053	SOMERSET ACADEMY MIDDLE CHARTER SCHOOL (SOUTH MIAMI HOMESTEAD)	I / C
5044	ACADEMY OF INTERNATIONAL EDUCATION CHARTER SCHOOL	I / C
3026	ADVANTAGE ACADEMY OF MATH AND SCIENCE AT SUMMERVILLE	I / C
3027	ADVANTAGE ACADEMY OF MATH AND SCIENCE AT WATERSTONE	I / C
0950	AVENTURA CITY OF EXCELLENCE SCHOOL	I / C
5022	BEN GAMLA CHARTER SCHOOL	I / C
5020	BRIDGEPOINT ACADEMY INTERAMERICAN	T
3034	BRIDGPOINT ACADEMY OF VILLAGE GREEN	T
0070	CORAL REEF MONTESSORI ACADEMY CHARTER SCHOOL	I / C
3029	DORAL ACADEMY OF TECHNOLOGY	I / C
5006	EVERGLADES PREPARATORY ACADEMY	I / C
5032	EXCELSIOR CHARTER ACADEMY	I / C
5029	EXCELSIOR LANGUAGE ACADEMY OF HIALEAH	I / C
2004	INTEGRATED SCIENCE AND ASIAN CULTURE (ISAAC) ACADEMY	I / C
2060	TGE THEODORE R. AND THELMA A. GIBSON CS	I / C
3610	KEYS GATE CHARTER SCHOOL	I / C
5007	LINCOLN-MARTI CHARTER SCHOOLS (HIALEAH CAMPUS)	I / C
5043	LINCOLN-MARTI CHARTER SCHOOLS (INTERNATIONAL CAMPUS)	I / C
5025	LINCOLN-MARTI CHARTER SCHOOLS (LITTLE HAVANA CAMPUS)	I / C
5047	MATER ACADEMY (MIAMI BEACH)	I / C
5054	MATER ACADEMY AT MOUNT SINAI	I / C
5046	MATER BRICKELL PREPARATORY ACADEMY	I / C
5045	MATER GROVE ACADEMY	I / C
5010	OXFORD ACADEMY OF MIAMI	I / C
3032	PALM GLADES PREPARATORY ACADEMY	I / C
5049	PINECREST COVE ACADEMY	I / C
0322	SOMERSET ACADEMY (SILVER PALMS)	I / C
4012	SOMERSET ACADEMY AT SILVER PALMS	I / C

	CHARTER SCHOOLS	
5008	SOMERSET GABLES ACADEMY	I / C
3033	SOMERSET OAKS ACADEMY	I / C
0072	SUMMERVILLE ADVANTAGE ACADEMY	I / C
1010	THE CHARTER SCHOOL AT WATERSTONE	I / C
1020	YOUTH CO-OP CHARTER SCHOOL	I / C
6020	ASPIRA RAUL ARNALDO MARTINEZ CHARTER SCHOOL	I / C
7262	CITY OF HIALEAH EDUCATION ACADEMY	I / C
6040	DOCTORS CHARTER SCHOOL OF MIAMI SHORES	I / C
3600	DOWNTOWN MIAMI CHARTER SCHOOL	I / C
6009	MATER EAST ACADEMY MIDDLE SCHOOL	I / C
7059	MIAMI ARTS CHARTER SCHOOL	I / C
1070	SOUTH FLORIDA AUTISM CHARTER SCHOOL	I / C
7022	ACADEMY OF ARTS & MINDS	I / C
7265	ARCHIMEDEAM UPPER CONSERVATORY	I / C
7080	CHARTER HIGH SCHOOL OF THE AMERICAS	I / C
7020	DORAL ACADEMY HIGH SCHOOL	I / C
7009	DORAL PERFORMING ARTS & ENTERTAINMENT ACADEMY	I / C
7060	EVERGLADES PREPARATORY ACADEMY HIGH SCHOOL	I / C
7054	EXCELSIOR CHARTER HIGH SCHOOL	I / C
7067	GREEN SPRINGS HIGH SCHOOL a.k.a. FLORIDA HS FOR ACCELERATED LEARNING	I / C
7007	INTERNATIONAL STUDIES CHARTER HIGH SCHOOL	T
7050	KEYS GATE CHARTER HIGH SCHOOL	I / C
7066	LATIN BUILDER'S ASSOCIATION CONSTRUCTION AND BUSINESS ACAD.	I / C
7036	LAWRENCE ACADEMY CHARTER HIGH SCHOOL	I / C
7160	MATER ACADEMY CHARTER HIGH SCHOOL	I / C
7037	MATER ACADEMY EAST CHARTER HIGH SCHOOL	I / C
7024	MATER ACADEMY HIGH SCHOOL OF INTERNATIONAL STUDIES	I / C
7018	MATER ACADEMY LAKES HIGH SCHOOL	I / C
7025	MATER ACADEMY HIGH SCHOOL (MIAMI BEACH)	I / C
7014	MATER PERFORMING ARTS & ENTERTAINMENT ACADEMY	I / C
7062	MAVERICKS HIGH OF NORTH MIAMI DADE COUNTY	I / C
7065	MAVERICKS HIGH OF SOUTH MIAMI DADE COUNTY	I / C
7058	MIAMI COMMUNITY CHARTER HIGH SCHOOL	I / C
7068	NORTH GARDENS HIGH SCHOOL	I / C
7069	NORTH PARK HIGH SCHOOL a.k.a. South Cutler High School	I / C
7032	PALM GLADES PREPARATORY HIGH SCHOOL	I / C
7053	PINECREST PREPARATORY ACADEMY CHARTER HIGH SCHOOL	I / C
7030	SCHOOL FOR INTEGRATED ACADEMICS & TECH (SIATech)	I / C
7042	SOMERSET ACADEMY CHARTER HIGH SCHOOL	I / C
7038	SOMERSET ACADEMY CHARTER HIGH SCHOOL (SOUTH CAMPUS)	I / C
7034	SOMERSET ACADEMY CHARTER HIGH SCHOOL (SOUTH HOMESTEAD)	I / C

CHARTER SCHOOLS		
7016	SPORTS LEADERSHIP ACADEMY OF MIAMI CHS	I / C
7015	STELLAR LEADERSHIP ACADEMY	I / C
7070	YOUTH CO-OP PREPARATORY HIGH SCHOOL	I / C

Check below if all schools use the same instructional model.
No

Describe the process to verify that instruction provided to ELL students is equal in amount, sequence, quality, and scope to that provided to non-ELLs. (Max. length 2000)
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://ehandbooks.dadeschools.net/policies/93.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://math.dadeschools.net/comprehensiveMathematicsPlan.html

The Division of Bilingual Education and World Languages monitor compliance with district guideline by:
- reviewing individual student records and class schedules in the Integrated Student Information System (ISIS);
- reviewing bilingual teachers' schedules, visiting schools and classrooms to ensure that curriculum is implemented and instructional materials are appropriate.

Describe the method(s) used in the district by instructional personnel to document the use of ESOL instructional strategies and describe the school level monitoring process used to verify the delivery of comprehensible instruction. (Max. length 2000)
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 Division of Bilingual Education and World Languages also initiate on-going reviews to ensure that schools are using and documenting ESOL instructional strategies.

How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? (Max length 2000)

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).

What is the title of person(s) responsible for ensuring that all ELL students are provided with comprehensible instruction in your district?

X Region Administrator(s)

X District Administrator(s)

X School Level Administrator(s)

   Other (Specify)

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

X Student Portfolios

X FCAT Practice Tests

X Other Criterion Referenced Test (Specify)
   o Interim Assessments
   o Quarterly Assessments
   o FAIR
   o SAT-10
   o SESAT

X Native Language Assessment (Specify)
   o Evaluación Artes del Lenguaje" – Spanish-S Language Arts Assessment
   o Evalyasyon Konesans lang Kreyòl Ayisyen" - Haitian Creole Language Arts Assessment.

X FCAT
X Other (Specify)
   o CELLA data reports

Student Progression

Have the district's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the district's Student Progression Plan?

Yes

If yes, please provide a link and page number if this information is explained in the Student Progression Plan. (Max length 2000)

http://ehandbooks.dadeschools.net/policies/93.pdf

Please refer to the following pages: 11, 19-20, 26-28, 54, 65, 67, 70, 76, Appendix G and F (ESE) Grading Guidelines.

SECTION 5: STATEWIDE ASSESSMENT (Rule 6A-6.09091, FAC)

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida's statewide assessment programs (FCAT, CELLA, etc.), and are provided appropriate testing accommodations per test administration requirements. Description should include the title of the school-level person responsible for documenting that each eligible ELL is provided appropriate test accommodations. (Max. length 2,000 words)

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., FCAT, CELLA, EOC, etc.), in order to ensure compliance with state guidelines for inclusion of all English Language Learners (ELLs). 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.

The following link to the Test Chair Webpage provides PowerPoint and Program Guides from training meetings:
http://oada.dadeschools.net/TestChairInfo/InfoForTestChair.asp

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT) (Rule 6A-6.0903, FAC)

Describe the procedures to determine if ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific procedures, and required cut scores. (Max. length 2,000 words)

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

Grades K-2
- Criteria used:
  Comprehensive English Language Learner Assessment (CELLA) to determine the level of proficiency.

  The following criteria must be met:
  a) Student must achieve at or above proficient level on CELLA listening and speaking;
  b) Student must achieve at or above proficient level on CELLA writing; and
  c) Student must achieve at or above proficient level on CELLA reading.

Grade 3-9
- Criteria used:
  FCAT 2.0 Reading as well as CELLA Listening/Speaking and Writing and Reading

  The following criteria must be met:
  a) Student must achieve scores at or above the proficient level in CELLA listening and speaking;
  b) Student must achieve scores at or above proficient level on CELLA Writing; and
  c) Student must achieve scores at or above the proficient level on CELLA reading
  d) Student must score at achievement level three (3) or greater in FCAT reading

Scores equal to and greater than the CELLA writing scores in the following table shall be used to determine minimum level of English proficiency necessary for exit from ESOL:

Grade Cluster	Writing Score
3-5	727 or greater
6-8	746 or greater
9-12	746 or greater

Scores equal to and greater than the CELLA reading scores in the following table shall be used to determine minimum level of English proficiency necessary for exit from ESOL:

Grade Cluster	Reading Score
3-5	734 or greater
6-8	759 or greater
9-12	778 or greater

FCAT 2.0 - A Florida Comprehensive Assessment Test (FCAT) achievement level of three (3) or greater on the Reading test.

Grades 10-12
- Criteria used:
  A score on the 10th grade FCAT in Reading, sufficient to meet applicable graduation requirements or, an equivalent concordant score as well as a score corresponding to a proficient level on CELLA Listening/Speaking, Reading and Writing.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)
- ESOL Teacher/ESOL Chairperson
- ESE Teacher/ESE Chairperson

What are the district's policies for students who meet exit qualifications in the middle of a student grading period? (Max. length 2,000 words)
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.

If the ELL Committee is involved in making exit decisions, what criteria are used by the Committee to determine English proficiency? (Max. length 2000))
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).

Provisions for ELL Students with Disabilities (SWD)
The same criteria used to exit an ELL student without a disability from ESOL will be used for an ELL SWD. However, the progress of an ELL SWD who has been in the ESOL Program for eight semesters or four years shall be reviewed by the IEP Committee through an interim or annual, as appropriate. The IEP Committee shall review the SWD performance on the CELLA and use other assessment data as needed to consider exiting the student from the ESOL Program provided that the student has achieved a minimum score at the proficient level on the grade cluster scale scores of the Oral Section (listening and speaking) of the CELLA and a minimum score (see chart below) at the High Intermediate level on the grade cluster scale scores of the Reading and Writing Sections of the CELLA. The decision to exit the student from the ESOL Program will be documented in the conference notes of the student's IEP. If the ELL SWD is to remain in the ESOL Program then on an annual basis progress on the CELLA will be reviewed to determine the need for continued participation in the ESOL Program.

READING - HIGH INTERMEDIATE		WRITING - HIGH INTERMEDIATE	
K-2	629	K-2	658
3-5	715	3-5	703
6-8	742	6-8	720
9-12	762	9-12	721

SECTION 7: MONITORING PROCEDURES (Rule 6A-6.09031, FAC)

What is the title of person(s) responsible for conducting the required two-year monitoring ELLs (LFs)? Explain how the former ELLs is documented in the Student ELL Plan. Include person responsible for data reporting (Max. length 2,000 words).
This responsibility falls on the current Language Arts/Reading/English teacher. The principal is responsible for establishing a school procedure to ensure that all former ELL students are monitored.

What documentation is used to monitor the student's progress?
(Check all that apply)
X Report Cards
X Test Scores
X Classroom Performance
X 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 *LEP 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 reclassification, when the academic performance of former ELLs (LFs) is not on grade level? (Max. length 2000)
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 *LEP 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 RtI 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 ISIS 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.

How does the district ensure that schools are implementing the District ELL Plan? (Max. length 2000)
Personnel from the Division 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/guardians of ELLs in their home language. (Max. length 2000))

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 Division 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 content and academic achievement standards. (Max length 2000)

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 equip parents with the necessary skills, knowledge, and confidence to be an integral part of their child's educational career. Workshops offered include: 1) **Academic Skill-Building:** *Strategies for Helping Students Prepare for the FCAT*; 2) **Financial Security:** *Budgeting, Establishing Credit, and Identity Theft;* 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) **Involved Parents:** *Creating a Home Environment Conducive to Students' Academic Success;* 6) **Job Readiness:** *Resume Writing and How to Apply and Interview for a Job;* 7) **Parent Advocates:** *Strategies for Getting Involved in Support of Children's Education;* 8) **Parenting in the Age of Technology:** *The Parent Portal, On-line Resources, and Internet Safety;* 9) **Conflict Resolution:** *Parenting for Anti-Bullying and Drug & Violence Prevention;* and 10) **Transitioning:** *Helping Students Transition Elementary, Middle, High School and Post-Secondary.* Every TPA workshop is offered and delivered 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. While their parents receive training, children are involved in rich reading experiences that culminate with families enjoying a play performed by their children that reviews workshop content.

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, ranging from energy conservation at the Miami Science Museum to literacy development at the Miami Children's Museum. 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 district or school to parents/guardians of ELLs in a language the parents/guardians understand or provide URLs: (Check all that apply.):

    Delay in language proficiency testing

X Results of language proficiency assessment

X Program placement

X Program delivery model option(s)

X State and/or district testing parent information brochure in 11 languages

X Accommodations for testing (flexible setting) - FCAT

X Annual testing for language development

X Growth in language proficiency (Listening, Speaking, Reading, Writing)

    Exemptions from FCAT Reading for students classified as ELL for less than 12 months

X Retention/Remediation

    Transition to regular classes

X Extension of ESOL instruction

X Exit from ESOL program

    Post-reclassification of former ELLs (LFs) monitoring

    Reclassification of former ELLs (LFs)

X Invitation to participate in an ELL Committee Meeting

X Invitation to participate in the Parent Leadership Council (PLC)

X Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities

X Free/reduced price lunch

X Parental choice options, school improvement status, and teacher out-of-field notices

X Registration forms and requirements

X Disciplinary forms

    Information about the Sunshine State Standards and the ELP Standards

X Information about community services available to parents

X Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)

X Other (Specify)
- Common Core State Standards
- Individual Educational Plan
- ESE Pertinent Forms
- Report card comments

SECTION 9: THE PARENT LEADERSHIP COUNCIL (Rule 6A-6.0904, FAC)

What type(s) of PLCs exist in the district? (Check all that apply.)
   School Level
X District Level

Describe the functions and composition of the PLC. (Max length 2000))
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 Division 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 district do not meet this condition, explain why and when compliance with the rule is expected. (Max length 2000)
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 district involve the PLC in other district/school committees? (Max length 2000))
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 district PLC involved in the development of the District ELL Plan? (Max length 2000)
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 district PLC approve of the District ELL Plan?
Yes

If no, upload explanation for PLC's non-approval. (Max. length 2,000 words)

SECTION 10: PERSONNEL TRAINING (Rule 6A-6.0907 & Rule 6A-1.0503, FAC)

Describe how teachers who are required to obtain ESOL training or certification are notifies of training requirements and opportunities. Include the title of person(s) responsible for issuing the notifications and how the notification process is documented. (Max length 2000)

Teachers are identified by the *Teachers Beyond Timeline for META Related Training* (ITS Product T23136702) report generated by the District's Certification Office after each FTE survey period. Each teacher is identified by the specific area of training and the required training for each category. These categories include Basic ESOL, Curriculum Content in English using ESOL strategies (CCE/ESOL), Curriculum Content in the Home Language/Bilingual Curriculum Content (CCHL/BCC), and OTHER (special areas). Principals at each school site notify each teacher of their training status/requirement and request signature on the report to indicate teacher acknowledgment of notification of training requirement. In addition monitoring of META training requirements is available to all school sites through the mainframe application.

Describe the process to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. (Max length 2000)

The META tracking system, mainframe application available through Information Technology Services and is accessible to school site administrators and authorized personnel district wide. This tracking system monitors the time line of all teachers/administrators and paraprofessionals as they complete their required course work. Compliance with the training requirements is tracked by school level administrators and district staff by reports generated and available through Information Technology Services.

Describe the procedures used when teachers are reported out of field, including compliance procedures and claiming FTE. (Max length 2000)

As courses are assigned to teachers, the teacher's current certification is matched to the requirements for the course as established by the Florida Course Code Directory. If the certifications are not aligned, the teacher is flagged as out-of-field. Pursuant to Rule 6A1.0503(4), FAC, Definition of Qualified Instructional Personnel, the School Board must approve those teachers assigned to teach out-of-field. To ensure that the District receives the highest levels of Florida Education Finance Program (FEFP) funding possible, instructional personnel requiring School Approval to teach out-of-field is submitted to the Board as a Board Agenda prior to each FTE reporting period. Parental notification letters are generated and distributed to the Schools to be sent home to parents. Out of field reports are generated by Information Technology Services prior to, and during FTE survey reporting periods in October and February of the current school year. Principals review reports, make written corrections on reports and make corrections.

Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the district's tracking system. (Max length 2000)

Required courses are scheduled through the Center for Professional Learning PD calendar, for school based administrators needing to complete training requirements. A flexible schedule is designed to facilitate completion of requirements in an expeditious manner. Compliance with the training requirements is tracked by district staff and by reports generated

from through Information Technology Services. Computer-generated notifications will be transmitted to selected administrators who have not met the established 60 hour requirement.

Describe how the district provides the 60-hour ESOL training requirements for Guidance Counselors, and the district's tracking system. (Max length 2000))
Required courses are scheduled through the Center for Professional Learning, for guidance counselors 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 ISIS.

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. (Max length 2000)
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.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the eligibility qualifications required by the district for bilingual paraprofessionals, and describe in detail the job description and primary assignment. (Max. length 2,000 words)
Provide the link for the district's bilingual paraprofessional job description, or upload the job description.
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.

Job Description – Paraprofessional I – Bilingual:
http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=OEfQYEhxwGZ6tsWfhtGS6HVsN~!BZkt9DLdD6rZPUk9L4k~!ufNmNevLkbzMteBSqc&app=AttachmentManager

Job Description – Paraprofessional II – Bilingual:
http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=OEfQYEhxwGZ6tsWfhtGS6HVsN~!BZkt9DYdjzMcf9h9UIr~!PEctDgP4naEZxtcbTr&app=AttachmentManager

Job Description – Paraprofessional III – Bilingual:
http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=OEfQYEhxwGYzbBmMf~!kNKFgUTK/rJ4yUiCZ4FCgxMY4ykTqzx88oMIwQoUZmFVtl&app=AttachmentManager

Describe district procedures for training bilingual paraprofessionals in ESOL or home languages strategies. Include how documentation of training is maintained. (Max length 2000)

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 ISIS.

Describe the procedures to determine the bilingual paraprofessional's proficiency in the target language. (Max length 2000)

Paraprofessionals who are hired to support ELL students 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 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.

SECTION 11: EXTENSION OF SERVICES (RULE 6A-6.09022, FAC)

Describe district procedures used to determine Extension of Services (Max length 2000)

Monitoring the progress of the ELL students with "Three Years or More" (Product T0511P45-01) of participation in the ESOL Program is as follow:

- Students with anniversary dates in August, who were tested with the State CELLA Spring Test, will **NOT** be tested at this time. The students' CELLA and applicable FCAT scores from the prior school year will be used during the required ELL committee meetings to justify extension of ESOL services.
- Students with "Three Years or More" (Product T0511P45-01) and with anniversary dates in August, who were not tested with the State CELLA Spring Test, must be tested with the approved test at this time. ISIS and WLEP will be updated prior to the students' anniversary date. Testing procedures as outlined in the Board approved District Plan for English Language Learners must be followed.   Convene ELL committee meetings for all students who have not achieved an independent classification in order to request extension of ESOL Services. All students who meet eligibility criteria to exit the ESOL program will be exited.
- Students with anniversary dates from September through June must be tested within thirty (30) school days prior to the students' anniversary date. Testing procedures as outlined in the Board approved District Plan for English Language Learners will be followed, and an ELL committee meeting for all students who have not achieved an independent classification, will be completed on or up to 30 days prior to the anniversary date. ISIS and WLEP will be updated prior to the anniversary date.
- An IEP Committee may be convened after an ESOL student with a disability has been in the ESOL Program for four years. For students who take the FCAT (or state approved test for standard curriculum), the IEP Committee must review the CELLA scores as indicated in the *Provisions for Exiting Students with Disabilities* from ESOL (Section 6 of this document) to ensure that the student has met the criteria along with other documentations (e.g., assessments) to determine if the student is to be exited. For students who take the Florida Alternate Assessment, the IEP Committee should review the performance on the test administered from the *Continuum of ESOL Placement Tests for Exceptional Students* to determine if the student meets criteria for exiting the ESOL Program.
- DEUSS is used to monitor students classified as ELL and extension of ESOL services. The District has provided support and guidance to schools through weekly briefings.

Listening and Speaking Proficiency Assessment

List the listening and Speaking (Aural/Oral) assessments used in the district to determine if a student is English proficient for Extension of Services. Also, state the publisher's cut-score that determines if the student is proficient.

Name of Listening and Speaking Assessment(s)	CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw	Scale	National

		Score [1]	Score [2]	Percentile [3]
Comprehensive English Language Assessment online CELLA Form 3*	1		660	
CELLA Online	2		684	
CELLA Online	3		702	
CELLA Online	4		715	
CELLA Online	5		724	
CELLA Online	6		729	
CELLA Online	7		732	
CELLA Online	8		734	
CELLA Online	9		735	
CELLA Online	10		737	
CELLA Online	11		738	
CELLA Online	12		740	

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.*

* There is no extension of services for Kindergarten.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the district to determine if a student is English proficient for Extension of Services

Name of Reading and Writing Assessments:	
Comprehensive English Language Assessment online CELLA Form 3. The CELLA online assessment used for extension of ESOL services encompasses reading and writing. Please see attached chart.	

Extension Cut Scores used for Exit:
http://attachmentManagerFiles.dadeschools.net/getFile.ashx?id=1uDAw3wENtMVX6gNSMHEyPclfumzJwLP4FCvr0Ijk14=&app=AttachmentManager