

Submit one original and one copy of this form with original signature of the superintendent and plan narrative to:

Date Received by FDOE

Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

FDOE INTERNAL USE ONLY

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
 Contact Person: Mark Drennan
 Phone: (850) 245-0893
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(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Baker		Susan W. Voorhees Director of Accountability and Special Programs		904-259-6776	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
312 South Boulevard East Macclenny, Florida 32063			same as above		
(6) CERTIFICATION BY SCHOOL DISTRICT					
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.					
I, Paula T. Barton , do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
(7) District Parent Leadership Council Involvement					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Robin Mobley					
Contact Information for District PLC Chairperson: Mailing address: 392 South Boulevard East, Macclenny, Florida 32063					
E-mail Address: rmobley@baker.k12.fl.us Phone Number:904.259.0427					
Date final plan was discussed with PLC: October 3, 2008			PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved		
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

Dr. Eric J. Smith, Commissioner
 Florida Department of Education



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

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

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0900 - 6A-6.0909; 6A; 6A-6.09091; 6A-1.09432, Florida Administrative Code (FAC.), and other applicable State Board of Education Rules;
- The requirements of the No Child Left Behind Act of 2001;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1980;
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;
- The requirements of the equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office of Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office of Civil Rights Standards for the Title VI Compliance.

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

Superintendent's Signature

Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs. Upon registration in a Baker County Public School, a Home Language Survey (HLS) is completed for all Pre-K* through grade 12 students as the first step in identifying a potential ELL (English Language Learner) student. (*Pre-K students are not addressed until entry into kindergarten, but noted for possible services.)

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done. Upon registration in a Baker County Public School, a Home Language Survey (HLS) is completed for all Pre-K* through grade 12 students as the first step in identifying a potential ELL (English Language Learner) student.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. STEPS FOR PROCESSING AFFIRMATIVE RESPONSES: Parents of grade K-12 students who answer “yes” to any of the three HLS questions and/or meet the definition of ELL, are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the district’s ESOL/ELL Program. The school registrar or guidance counselor informs the parents orally of the need for a language assessment. The student is then referred to the designated ESOL/ELL assessor at the school. If the assistance of a language interpreter is needed, these services are requested by contacting the District ESOL/ELL Office.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.

Registrar Guidance Counselor Other (Specify) ESOL/ELL assessor

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. If the assistance of a language interpreter is needed, these services are requested by contacting the District ESOL/ELL Office. The District ESOL/ELL Coordinator has access to translators and family liaisons that will assist via phone conference or attend ELL meetings, as well as translate any pertinent documents. NOTE: Enrollment and Parent notification forms are already available in Spanish at each school. Provisions to communicate in the home language of parents and students will be implemented using school personnel in the District if possible. If a local translator is not available at the time of registration and/or all other times needed, an over-the-phone translator knowledgeable in the parent/guardian’s home language may be utilized to facilitate communication between the parties. Home communication forms including, but not limited to, report cards and periodic progress reports will be provided in the student/parent/guardian’s home language, unless clearly not feasible. Documentation of all communication with the parent/guardian(s) should be maintained in the student’s ELL folder.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc. Upon registration and

assessment, the registrar, guidance counselor or ELL designee collects student demographic data and provides this information to the school Data Processing Clerk using the ELL Student Information Tracking Form.

Identify the title(s) of the personnel responsible for collecting and reporting student demographic data.

Registrar Data Entry Clerk Other (Specify) Guidance Counselor, ESOL/ELL School Designee

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

Indicate the title(s) of the personnel responsible for the English language assessment of potential ELLs in your district.

Registrar ESOL Coordinator/Administrator Other (Specify) Guidance Counselor

6) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment(s) used in your school district to identify a student as an English Language Learner (ELL). Also, indicate the publisher's cut-score by score type that determines the student eligible and in need of ESOL services.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IDEA Proficiency Tests (IPT I)	K and 1 st	21		
IDEA Proficiency Tests (IPT I)	2 nd -6 th	46		
IDEA Proficiency Tests (IPT II)	7 th -12 th	66		

(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 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.

6a) Describe the English Language Proficient (ELP) assessment procedures that have been implemented for K-12 ELLs to determine their oral skills levels [i.e. Non-English Speaking (NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES)]. Include personnel responsible for testing students, grading the assessments, and recording the ELL data. Each school's ESOL/ELL designee is responsible for coordinating or actually testing, grading assessments, and recording the ELL data. If feasible, students with affirmative answers should be administered the appropriate form of the IPT on the first day of registration. If not feasible, students with an affirmative answer to question 1 only (Is a language other than English used in the home?), should be identified as a temporary ELL student and can be placed in a basic class. The IPT should be administered within 20 days to determine appropriate placement. Students with affirmative answers to more than one question will be identified as temporary ELL students and assigned to qualified ELL

personnel. These students should also be evaluated for English proficiency within 20 days through administration of the IPT. If a parent answers “yes” to one or more of the three HLS questions, the student is assessed for English aural/oral language proficiency with the appropriate IDEA Oral Language Proficiency Test (IPT) within 20 school days of registration. If the student is not assessed within these 20 days, this period is extended to an additional 20 days, as long as parents are notified in writing in their native language if feasible.

K-2 students who score at FES levels based on the IPT-I are generally assigned to a basic program. A student may be referred to the ELL committee for further review and assistance in determining the student’s status and overall needs if the assessment results are questionable or the student’s teacher(s) or parents request an ELL committee’s intervention.

Grade 3-12 students who score at NES and LES levels based on the IPT oral are assigned to ELL classes. They must be assessed with the IDEA Reading and Writing tests within one year of the IPT oral test.

For FES students (based on IPT oral) in grades 3-12 the IDEA Reading and Writing tests will be administered within 20 days. The following criteria are used to determine student eligibility for the ELL Program:

A. If both reading and writing test scores are in the FES level, the student is placed in the Basic Program and does not qualify for the ELL Program.

B. If both reading and writing test scores are in the NES or LES level, the student is placed in the ELL Program.

C. If only the reading or writing test score is in the NES or LES level, the student is referred to the LEP Committee for placement recommendation in either the ELL or Basic program.

6b) What procedures and safeguards have been implemented to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses? Each school's ESOL/ELL designee is charged with coordinating or actually testing, grading assessments, and recording the ELL data within the required timelines. Not testing within the required timelines would only occur for circumstances beyond the LEA's control (i.e., Student illness, excessive absences) and parents are notified in writing in their native language if feasible. Oversight of this process is the school administration's responsibility. STEPS FOR PLACEMENT OF STUDENTS WITH AFFIRMATIVE RESPONSES: If feasible, students with affirmative answers should be administered the appropriate form of the IPT on the first day of registration. If not feasible, students with an affirmative answer to question 1 only (Is a language other than English used in the home?), should be identified as a temporary ELL student and can be placed in a basic class. The IPT should be administered within 20 days to determine appropriate placement. Students with affirmative answers to more than one question will be identified as temporary ELL students and assigned to qualified ELL personnel. These students should also be evaluated for

English proficiency within 20 days through administration of the IPT. If a parent answers “yes” to one or more of the three HLS questions, the student is assessed for English aural/oral language proficiency with the appropriate IDEA Oral Language Proficiency Test (IPT) within 20 school days of registration. If the student is not assessed within these 20 days, this period is extended to an additional 20 days, as long as parents are notified in writing in their native language if feasible.

6c) Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses. The student is assessed for English aural/oral language proficiency with the appropriate IDEA Oral Language Proficiency Test (IPT) within 20 school days of registration. If the student is not assessed within these 20 days, this period is extended to an additional 20 days, as long as parents are notified in writing in their native language if feasible. Not testing within the required timelines would only occur for circumstances beyond the LEA's control (i.e., Student illness, excessive absences) and parents are notified in writing in their native language if feasible.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test. A. K-2 students who score at FES levels based on the IPT-I are generally assigned to a basic program. A student may be referred to the ELL committee for further review and assistance in determining the student's status and overall needs if the assessment results are questionable or the student's teacher(s) or parents request an ELL committee's intervention.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher's cut scores) on the Listening and Speaking test. B. Grade 3-12 students who score at NES and LES levels based on the IPT oral are assigned to ELL classes. They must be assessed with the IDEA Reading and Writing tests within one year of the IPT oral test.

For FES students (based on IPT oral) in grades 3-12 the IDEA Reading and Writing tests will be administered within 20 days. The following criteria are used to determine student eligibility for the ELL Program:

A. If both reading and writing test scores are in the FES level, the student is placed in the Basic Program and does not qualify for the ELL Program.

B. If both reading and writing test scores are in the NES or LES level, the student is placed in the ELL Program.

C. If only the reading or writing test score is in the NES or LES level, the student is referred to the LEP Committee for placement recommendation in either the ELL or Basic program.

7) Reading and Writing

Indicate the Reading and Writing assessment(s) used in your school district to identify a student as an English language learner. A norm-referenced test may report a student’s score as a percentile. A score at or below the 32nd percentile one the reading or writing portion of a norm-reference test would qualify a student for entry into the ESOL program.

Name of Reading and Writing Instrument(s):
IDEA Reading and Writing (IRW)

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test? All ELL plans are updated as needed and reviewed annually through the ELL committee meeting with the invited parent. Assessment data and timelines are part of this review. Grade 3-12 students who score at NES and LES levels based on the IPT oral are assigned to ELL classes. They must be assessed with the IDEA Reading and Writing tests within one year of the IPT oral test.

For FES students (based on IPT oral) in grades 3-12 the IDEA Reading and Writing tests will be administered within 20 days.

7b) Describe the procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines. C. Not testing within the required timelines would only occur for circumstances beyond the LEA's control (i.e., Student illness, excessive absences), the period is extended for an additional 20 days and parents are notified in writing in their native language, if feasible. All ELL plans are updated as needed with schedule change, grade level change, academic/behavioral change and reviewed annually through the ELL committee meeting with the invited parent. Assessment data (includes state tests), class performance, grades and academic proficiency are considered when conducting the review. The documentation of the recommendation of the annual review is part of the student ELL folder. The School ESOL/ELL designee is responsible for updating this folder.

8) ELL Committee Intervention

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan. The ELL Committee utilizes the

criteria from the Florida Consent Decree, I.B.2 survey, I.C.1, and I.C.2. for entry placement. The ELL Committee may determine a student to be ELL or not to be ELL according to consideration of home language survey, test results, and at least two of the following:

- 1) Extent and nature of prior educational/social experiences; and student interview;
- 2) written recommendation and observation by current and previous instructional/support services staff;
- 3) level of mastery of basic competencies or skills in English and/or home language;
- 4) grades from current or previous years;
- 5) other tests results.

A. Students identified as ELL are assigned to classes taught by teachers who have the ELL endorsement or are in the process of attaining the ELL in-service requirements for their grade level/subject area. The student's teacher(s), with assistance from the ELL committee as needed, develops the most appropriate programming to meet the student's needs. Information from the Programmatic Assessment Checklist will also be utilized while planning and providing the ELL student's instruction. Consideration will be given to ensure equal access to all programs in the district. Appropriate accommodations will be provided in the instructional programming to assist the student in achieving the Sunshine State Standards Benchmarks and will be documented in the ELL Plan. This plan is included in the ELL folder.

B. ELL students who meet criteria for Exceptional Student Education must have an IEP (Individual Education Plan). The necessity of the student having an IEP does not negate the need for that student to also have an ELL plan. Both plans should be coordinated to best serve the needs of the student with accommodations made as necessary. The IEP must be reviewed at least annually with parent notification documented in accordance with Federal, State, and District policies. The ELL plan should be reviewed at this time also.

9) Native Language Assessment

Have procedures been developed and implemented to assess ELLs in their native language? (Rule 6A-6.0901, FAC., defines native language as the language used by an individual of limited English proficiency).

Yes No

If yes, describe the procedures implemented and list the instrument(s) used. _____

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate. Programmatic Assessment of all potential ELL students is conducted prior to placement in the ESOL/ELL Program. Steps are taken to determine the academic level(s) of the student independent of the student's English language proficiency. Comprehensive parent/guardian/student interviews, teacher-made tests, District Level Tests, and review of prior school records should be used in determining the appropriate grade placement of ELL students. All decisions regarding ELL student Programmatic Assessment and academic placement must be documented in the appropriate section of the student's ELL folder.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). PROCEDURES FOR PLACEMENT OF STUDENTS WITH LIMITED OR NO PRIOR SCHOOL EXPERIENCES:

1. Interview parents regarding the student's previous schooling
2. Generate a general profile of the student using target questions such as:
 - a. What grade was the student in during the previous year?
 - b. What courses did the student take?
 - c. How did the student perform in the prior school setting?
 - d. At what age did the student start school?
 - e. What is the total number of years the student has been in school?
 - f. Was the student ever retained?
 - g. Were there excessive absences or special circumstances affecting achievement?
3. Check the age of the student to determine approximate grade placement.
4. Administer placement tests to assess student's academic skills.

Students are then placed by the ESOL/ELL School Designee and School Administration based on the available information and age/grade appropriateness. The Guidance Office continues to follow any leads for prior school records.

10b) Describe the procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable. Include actions taken and/or methods used to locate student records. PROCEDURES FOR PLACEMENT OF STUDENTS WITH LIMITED OR NO PRIOR SCHOOL EXPERIENCES:

1. Interview parents regarding the student's previous schooling
2. Generate a general profile of the student using target questions such as:
 - a. What grade was the student in during the previous year?
 - b. What courses did the student take?
 - c. How did the student perform in the prior school setting?
 - d. At what age did the student start school?
 - e. What is the total number of years the student has been in school?
 - f. Was the student ever retained?

- g. Were there excessive absences or special circumstances affecting achievement?
3. Check the age of the student to determine approximate grade placement.
4. Administer placement tests to assess student's academic skills.

Students are then placed by the ESOL/ELL School Designee and School Administration based on the available information and age/grade appropriateness. The Guidance Office continues to follow any leads for prior school records via data searches with NEFEC Consortium, faxes, phone calls and emails to schools and other agencies.

10c) Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement. PROCEDURES FOR PLACEMENT OF STUDENTS WITH LIMITED OR NO PRIOR SCHOOL EXPERIENCES:

1. Interview parents regarding the student's previous schooling
2. Generate a general profile of the student using target questions such as:
 - a. What grade was the student in during the previous year?
 - b. What courses did the student take?
 - c. How did the student perform in the prior school setting?
 - d. At what age did the student start school?
 - e. What is the total number of years the student has been in school?
 - f. Was the student ever retained?
 - g. Were there excessive absences or special circumstances affecting achievement?
3. Check the age of the student to determine approximate grade placement.
4. Administer placement tests to assess student's academic skills.

Students are then placed by the ESOL/ELL School Designee and School Administration based on the available information and age/grade appropriateness. The Guidance Office continues to follow any leads for prior school records.

10d) Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to

ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan. Per Rule 6A-6.0902. the school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. The final approval of course credit review is verified by the school principal.

1. Interview parents regarding the student's previous schooling
2. Generate a general profile of the student using target questions such as:
 - a. What grade was the student in during the previous year?
 - b. What courses did the student take?
 - c. How did the student perform in the prior school setting?
 - d. At what age did the student start school?
 - e. What is the total number of years the student has been in school?
 - f. Was the student ever retained?
 - g. Were there excessive absences or special circumstances affecting achievement?
3. Check the age of the student to determine approximate grade placement.
4. Administer placement tests to assess student's academic skills.

Students are then placed by the ESOL/ELL School Designee and School Administration based on the available information and age/grade appropriateness. The Guidance Office continues to follow any leads for prior school records.

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

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered.

Students who re-enroll in our District will automatically be placed in the same ELL status/program as time of withdrawal unless review of prior school records support a different status. If review of prior school records indicate a change in status with proper exit or re-entry criteria, the student will be classified accordingly and be monitored.

Any ELL student who has been absent longer than 18 academic weeks with no intervening assessments, will be assessed within 20 school days to verify current placement. An ELL Committee will be convened to develop the Student ELL Plan.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated. The School ESOL/ELL designee is responsible for coordination and conducting ELL Student Plan Development. When developing the ELL plan for a student, the ELL committee shall include

a review of all programs, support services, and accommodations available to meet the overall needs of the individual student. A. Students identified as ELL are assigned to classes taught by teachers who have the ELL endorsement or are in the process of attaining the ELL in-service requirements for their grade level/subject area. The student's teacher(s), with assistance from the ELL committee as needed, develops the most appropriate programming to meet the student's needs. Information from the Programmatic Assessment Checklist will also be utilized while planning and providing the ELL student's instruction. Consideration will be given to ensure equal access to all programs in the district. Appropriate accommodations will be provided in the instructional programming to assist the student in achieving the Sunshine State Standards Benchmarks and will be documented in the ELL Plan. This plan is included in the ELL folder.

B. ELL students who meet criteria for Exceptional Student Education must have an IEP (Individual Education Plan). The necessity of the student having an IEP does not negate the need for that student to also have an ELL plan. Both plans should be coordinated to best serve the needs of the student with accommodations made as necessary. The IEP must be reviewed at least annually with parent notification documented in accordance with Federal, State, and District policies. The ELL plan should be reviewed at this time also.

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate. All ELL plans are updated as needed for schedule change, grade level change, academic/behavioral change and reviewed annually through the ELL committee meeting with the invited parent. Assessment data (includes state tests), class performance, grades and academic proficiency are considered when conducting the review. The documentation of the recommendation of the annual review is part of the student ELL folder. The School ESOL/ELL designee is responsible for updating this folder.

13) Parent Notification

Indicate the process that has been implemented to notify parents/guardians of the placement of the ELL in the ESOL program.

- Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.
- Individual communication in a language the parents/guardians understand, unless clearly not feasible.
- Other (Specify)

13a) List the languages used in the Parent Notification Letters (check all that apply):

- English
- Spanish
- French

- Haitian Creole
- Portuguese
- Vietnamese
- Other (Specify) _____

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach(es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, <http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>. (Check all that apply)

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- One-Way Development Bilingual Education
- Dual Language (Two-Way Developmental Bilingual Education)

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school. Regardless of the approach implemented, ELL students receive instruction, which is comprehensible, equal, and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate Sunshine State Standards, benchmarks and course descriptions. Textbooks and other instructional materials used with ELL students are the same as those used with non-ELL students in the same grade. School site administrators are responsible for monitoring the implementation of ESOL/ELL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. All teachers of ELL students document the ESOL/ELL strategies used for each lesson in their plan book.

14b) As an attachment to this document, please list each school in your district and the instructional model(s) used in each. Please use Microsoft Word or Microsoft Excel to format the information.

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs. School site administrators are responsible for monitoring the implementation of ESOL/ELL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. All teachers of ELL students document the ESOL/ELL strategies used for

each lesson in their plan book. Regardless of the approach implemented, ELL students receive instruction, which is comprehensible, equal, and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate Sunshine State Standards, benchmarks and course descriptions. Textbooks and other instructional materials used with ELL students are the same as those used with non-ELL students in the same grade.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction. All teachers of ELL students document the ESOL/ELL strategies used for each lesson in their plan book. School site administrators are responsible for monitoring the implementation of ESOL/ELL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations.

14e) Indicate the title of the person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in your district. *(Check all that apply)*

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify) ESOL/ELL School Designee/Guidance Counselor/Reading Coach

14f) Indicate the progress monitoring tools that are being used to ensure all ELLs are mastering the grade level academic content standards and benchmarks, and the English Language Proficiency standards. *(Check all that apply)*

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) _____
- Native Language Assessment (Specify) _____
- FCAT
- Other (Specify) CELLA

15) 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 No

If yes, indicate where in the Student Progression Plan these are described. _____

15a) Describe the district's Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention. Grade 3 ELL students who score Level 1 on FCAT and have been enrolled in an approved ESOL program less than 2 years are exempt from

mandatory retention per our District's Good Cause Exemption. Each ELL student's committee reviews the needs of the student and can recommend the "good cause exemption" for the student.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. At all levels, if an ELL student exhibits a substantial deficiency in reading, mathematics, science, or writing; the ELL Committee will establish an Academic Improvement Plan before retention is considered. When developing and reviewing the ELL plan for a student, the ELL committee shall include a review of all programs, support services, and accommodations available to meet the overall needs of the individual student. To confirm the ELL status or placement, to assist in determining appropriate services for students, to make recommendations for appropriate modifications in the student's programming, to study the student's progress in attaining English proficiency and how his/her level of English proficiency will affect future programming, to make decisions regarding remediation and/or retention of ELL students based on academic proficiency, and documentation of any actions taken regarding the ELL student and of any LEP Committee recommendations. When the ELL student's committee reviews the overall needs of an individual student, they may recommend the "good cause exemption" for the student and promote to the next grade.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. Parents are invited to attend all ELL Student Plan Meetings in writing, notes in student planners, phone calls (made by native language speaker when possible), and at times; liaison home visits. If parent is not in attendance, the ESOL/ELL Designee will contact parent via phone and in writing (using translators and translated forms, if needed and feasible) to inform the parent of the retention or promotion decision.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed.

The District Testing Coordinator is responsible for informing each school's administration, school ESOL/ELL Designee and testing coordinators of the ELL statewide assessment requirements. The school's ESOL/ELL Designee is responsible for all required testing to be addressed in the ELL Student Plan and for monitoring the proper administration.

16a) Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the

school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations. There are no Alternative Assessments approved at this time for District use.

16b) Do the current assessment policies adopted by the district allow for the implementation of alternative assessment of ELLs who have been enrolled in an approved ESOL program for 12 months or less?

Yes No

If yes, describe the process for alternatively assessing ELL students. _____

Indicate alternative assessments for each core subject area that apply. *NOTE: If you would like to list multiple assessment instruments for a subject, separate each name with a comma. For each core subject area either indicate alternative assessment, or list "N/A."*

Reading: _____

Math: _____

Writing: _____

Science: _____

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine 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. The standards for determining if ELLs have attained English proficiency to exit our ESOL program shall be based on at least two of the following: 1) CELLA composite scores using the FLDOE approved grade level table. 2) IPT I or IPT II Listening/Speaking scores at or above 33% in combination with FCAT Reading Level 3 or greater, FCAT Writing Level 3 or greater or CELLA Writing Proficient Level
, 3) at or above 33% on IDEA Reading and Writing (IRW) and at or above 33% on IDEA IPT Listening and Speaking, 4) FCAT Reading Level 3 or greater and at or above 33% on IDEA IPT Listening and Speaking and FCAT Writing Level 3 or greater or CELLA Writing Proficient, 5) FCAT Writing Level 3 or greater and at or above 33% on IDEA Reading and at or above 33% on IDEA IPT Listening and Speaking.
For K-2 exit Options 1) and 2) IPT I Listening/Speaking scores at or above 33% (no IRW)
For 3-12 any combination of two of the exit criteria #s 1-5 that applies to the individual student and agreed upon by their ELL Committee.

17a) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment instrument used in your district for determining whether or not a student is English proficient and ready for exit. Also, indicate the publisher's cut-score by score type that determines that the student is ready for exit.

Name of Listening and Speaking	INDICATE THE CUT SCORE USED FOR EXIT
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Instrument(s):	DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IDEA Proficiency Tests (IPT I)	K and 1st	22		
IDEA Proficiency Tests (IPT I)	2 nd -6th	47		
IDEA Proficiency Tests (IPT II)	7 th -12th	67		
CELLA Grade Cluster Composite Scores	K-2,3-5,6-8, 9-12		2050+, 2150+, 2200+, 2250+	
FCAT	3-10		Level 3	

(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 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.

17b) Reading and Writing Proficiency Assessment

Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student's score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link:

http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
IDEA Reading and Writing (IRW) 33% or above
CELLA Writing Proficient Level
FCAT Reading Level 3
FCAT Writing (if tested) Level 3

17c) Identify the title of the personnel responsible for conducting the exit assessments described above:

Registrar ESOL Teacher/Coordinator Other (Specify) Guidance Counselor

17d) Describe the process by which the ELL Committee makes exit decisions. Exit Criteria and Procedures:

The School ESOL/ELL designee, with assistance from the student's ELL committee, will conduct annual reviews of the ELL student's progress and academic program. Documentation of monitoring is maintained in the ELL folder. Any ELL student's ELL committee members may request the reconvening of the ELL committee to review the student's progress in attaining subject area competencies, mastery of the Sunshine State Standards, or overall achievement.

The School ESOL/ELL designee, in coordination with teachers, follows the procedures listed below to exit students from the ESOL/ELL program:

A student in grades 3-12 who was classified ELL, using the IDEA Oral test and is being considered for exiting the program shall be tested prior to exiting using the IDEA test and the appropriate standardized test for the reading and writing assessment. 1) If the student does not meet the exit criteria through aural-oral testing, that student may not be exited from the program. 2) If an ELL student meets exit criteria through the aural-oral testing, but not through the reading and writing testing, that student may not be exited from the program. 3) If an ELL student meets the exit criteria through aural-oral testing and reading and writing testing, the student may be exited from the program.

A. Based on District ELL Plan Exit Criteria, identifies students who are eligible to exit the ESOL/ELL Program. Exit Criteria is based on at least two of the following:

- 1) CELLA composite scores using the FLDOE approved grade level proficiency table.
- 2) IPT I or IPT II Listening/Speaking scores at or above 33% in combination with FCAT Reading Level 3 or greater, FCAT Writing Level 3 or greater or CELLA Writing Proficient Level
- 3) at or above 33% on IDEA Reading and Writing (IRW) and at or above 33% on IDEA IPT Listening and Speaking
- 4) FCAT Reading Level 3 or greater and at or above 33% on IDEA IPT Listening and Speaking and FCAT Writing Level 3 or greater or CELLA Writing Proficient,
- 5) FCAT Writing Level 3 or greater and at or above 33% on IDEA Reading and at or above 33% on IDEA IPT Listening and Speaking.

For K-2 exit Options 1) and 2) No IRW for K-2, only IPT I Listening/Speaking scores at or above 33%

For 3-12 any combination of at least two of the exit criteria #s 1-5 that applies to the individual student and agreed upon by their ELL Committee.

B. Administers appropriate assessments: IPT (IDEA Oral Language Proficiency Test) for grades K-12 and IRW (IDEA Reading and IDEA Writing) for grades 3-12.

C. Reviews test results and exit criteria with the student's ELL committee:

Students in grades 3-12, who are FES on the aural/oral language assessment and score at the FES level in either Reading or Writing, must have the ELL Committee determine if the student should remain in or exit from the ESOL/ELL Program.

D. Updates the reclassification and exit information on the student's ELL folder.

E. Completes the appropriate sections of the ELL folder with the assessment data used to determine eligibility to exit the ESOL/ELL Program.

F. The school notifies parents in writing that the student is exiting the ESOL/ELL Program.

G. Provides the school data processor with required exit data to update TERMS database. The student's ELL code is changed from LY to LF.

VI. Exited students are followed for 2 years from the exit date in order to monitor success in the mainstreamed classroom.

17e) Identify who is responsible for updating ELLs' exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process. The ESOL/ELL school designee updates the reclassification and exit information on the student's ELL folder, completes the appropriate sections of the ELL folder with the assessment data used to determine eligibility to exit the ESOL/ELL Program, and provides the school data processor with required exit data to update TERMS database. The student's ELL code is changed from LY to LF.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. The process is the same for mid-year exits. The only difference is that the most recent test scores (CELLA and FCAT) available to us are reviewed for exit criteria. Any member of the ELL Committee may call for a meeting to review and recommend on behalf of the ELL student. If a student meets the criteria to exit, all the exit procedures outlined in this plan will be followed. All schools in our District use inclusion model ESOL/ELL strategies, therefore the student could remain in the same classes utilizing the current recommendations. The ESOL/ELL school designee updates the reclassification and exit information on the student's ELL folder, completes the appropriate sections of the ELL folder with the assessment data used to determine eligibility to exit the ESOL/ELL Program, and provides the school data processor with required exit data to update TERMS database. The student's ELL code is changed from LY to LF.

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program. The ESOL/ELL School Designee monitors exited students. Exited students are followed for 2 years from the exit date in order to monitor success in the mainstreamed classroom.

A. The student's progress is monitored on an on-going basis for eight grading periods and is documented on the ELL folder at four specific times after exiting: first report card after exit date; second report card after exit; first year after exit date (four complete grading periods) and second year after exit date (eight complete grading periods). Classroom teachers evaluate student's performance based on classroom observations, grades, and/or tests results and report this information to the ESOL/ELL designee who documents the results in the ELL folder.

B. At the end of the two-year monitoring process, if the student's academic performance is satisfactory, the student's ELL code is changed from LF to LZ.

If the student's performance is unsatisfactory, the ESOL/ELL designee convenes an ELL Committee meeting to determine the reason(s) for the student's lack of progress and to recommend appropriate alternative interventions, including possible re-entry into the ESOL/ELL Program. If the student re-enters the Program all post-reclassification information is documented in the student's ELL folder.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. The student's progress is monitored on an on-going basis for eight grading periods and is documented on the ELL folder (which is part of the Student ELL Plan) at four specific times after exiting: first report card after exit date; second report card after exit; first year after exit date (four complete grading periods) and second year after exit date (eight complete grading periods). Classroom teachers evaluate student's performance based on classroom observations, grades, and/or tests results and report this information to the ESOL/ELL designee who documents the results in the ELL folder.

18b) Indicate what documentation is used to monitor the student's progress.
Check all that apply.

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify) DIBELS, running records, matrixes, checklists

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. If the student's performance is unsatisfactory, the ESOL/ELL designee convenes an ELL Committee meeting to determine the reason(s) for the student's lack of progress and to recommend appropriate alternative interventions, including possible re-entry into the ESOL/ELL Program. If the student re-enters the Program all post-reclassification information is documented in the student's ELL folder.

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes. The ESOL/ELL school designee is responsible for initiating a new Student ELL Plan. If the student's performance is unsatisfactory, the ESOL/ELL designee convenes an ELL Committee meeting to determine the reason(s) for the student's lack of progress and to recommend appropriate alternative interventions, including possible re-entry into the ESOL/ELL Program. If the student re-enters the Program all post-reclassification information is documented in the student's ELL folder.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. Our District serves all ESOL students with the inclusion model. The instructional delivery model should vary from the student's prior experience that proved unsuccessful. Models include lower pupil-teacher

ratios, FRI strategies, individual or flexible group tutorials, direct instruction, uninterrupted academic blocks, CRISS strategies, and computer-assisted instruction. Some additional considerations include accelerated instruction, after school tutorials, differentiated instruction, intensive remedial instruction, and peer tutorials. The District would consider having an ESOL Consultant evaluate and recommend additional strategies/materials to support the ELL student's academic success.

Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

22) Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language. Provisions to communicate in the home language of parents and students will be implemented using school personnel in the District if possible. If a local translator is not available at the time of registration and/or all other times needed, an over-the-phone translator knowledgeable in the parent/guardian's home language may be utilized to facilitate communication between the parties. Home communication forms including, but not limited to, report cards and periodic progress reports will be provided in the student/parent/guardian's home language, unless clearly not feasible.

22a) Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs and that are in a language the parents/guardians understand:

- Temporary placement
- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model options
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification (LF) monitoring
- Reclassification of former ELL student
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices

- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other _____

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? Upon registration of the student, parents are given the Code of Student Conduct and offered language assistance. Provisions to communicate in the home language of parents and students will be implemented using school personnel in the District if possible. If a local translator is not available at the time of registration and/or all other times needed, an over-the-phone translator knowledgeable in the parent/guardian's home language may be utilized to facilitate communication between the parties.

Is the Code of Student Conduct Available in a language other than English?

- Yes No

If No, describe how the Code of Student Conduct is explained to parent/guardians and students in a comprehensible format. Include title of personnel responsible. Provisions to communicate in the home language of parents and students will be implemented using school personnel in the District if possible. If a local translator is not available at the time of registration and/or all other times needed, an over-the-phone translator knowledgeable in the parent/guardian's home language may be utilized to facilitate communication between the parties.

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain. Each school and the District offer multiple opportunities for parental and community involvement. Bi-lingual Liaisons, translators, and translated communication are used to inform and notify of these opportunities. Bilingual family liaisons are available to assist in actual activities parents register to attend.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. Bi-lingual Liasions, translators, and translated commnuication are available to inform and notify parents on schools' academic progress. Many of these items are covered at DPAC and SAC Meetings, as well as school newsletters. State provided translated documents are utilized for FCAT, CELLA, FLKRS, and other pertinent documents. The LEA purchases translated parental involvement materials to further assist in understanding school programs and their rights.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain. Our School Board Policy 5.380 addresses complaint resolution and the four levels of processing said complaints. These levels range from informal to formal with meetings and Complaint Forms (if necessary). Our Associate Superintendent of Schools serves as our

Civil Rights Officer. The LEA purchases translated parental involvement materials to further assist parents/guardians in understanding school programs and their rights. Provisions to communicate in the home language of parents and students will be implemented using school personnel in the District if possible. If a local translator is not available at the time of registration and/or all other times needed, an over-the-phone translator knowledgeable in the parent/guardian's home language may be utilized to facilitate communication between the parties. Answer to # 27 below. (Template will not allow input of text beyond 12 strokes) Regardless of the approach implemented, ELL students receive instruction, which is comprehensible, equal, and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate Sunshine State Standards, benchmarks and course descriptions. Textbooks and other instructional materials used with ELL students are the same as those used with non-ELL students in the same grade. School site administrators are responsible for monitoring the implementation of ESOL/ELL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audio-visuals, and through grade book notations. All teachers of ELL students document the ESOL/ELL strategies used for each lesson in their plan book.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? see above

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. A. Per District Policy, an ELL committee shall be formed for each ELL student entering our District. The ELL Committee at each school will consist of the ESOL/ELL Designee, guidance counselor, principal, the ELL student's teacher(s), the ELL student's parent/guardian(s), and school support staff members as appropriate. Each time the ELL committee meets to discuss an ELL student, the parent/guardian(s) of the child will be invited to participate in the meeting. Documentation of the meeting's invitation will be maintained in the student's ELL folder. The major functions of the ELL Committee may include, but not be limited to the following.

1. ESOL/ELL program awareness;
2. to confirm the ELL status or placement;
3. to assist in determining appropriate services for students;
4. to recommend further assessment of a student in grade 3-12 who may qualify as ELL through aural-oral testing;
5. recommend, develop, and oversee implementation of the student's ELL plan;
6. ensure the ELL plan specifies equal access to the core academic subjects as well as, to any services provided by "Supplemental Academic Instruction" categorical funds;
7. assist with monitoring the student's program and performance, especially in regards to the progress of the student in attaining English proficiency;
8. to make recommendations for appropriate modifications in the student's programming;
9. to make decisions regarding accommodations for the ELL student in the instruction of core academic subjects and/or in the administration of Statewide assessments, if necessary;
10. to determine participation in the Statewide assessments if the ELL student has been served less than one year in the program;
11. select and recommend alternative assessment methods if the ELL student has been exempted for FCAT participation;

- 12. to study the student's progress in attaining English proficiency and how his/her level of English proficiency will affect future programming;
- 13. to assist with exit, reclassification, post reclassification decisions;
- 14. to make decisions regarding remediation and/or retention of ELL students; and
- 15. documentation of any actions taken regarding the ELL student and of any ELL Committee recommendations.

When developing the ELL plan for a student, the ELL committee shall include a review of all programs, support services, and accommodations available to meet the overall needs of the individual student.

The student's ELL plan will be given to the ELL student's teacher(s). Copies will be given to the parent/guardian(s), filed in the student's ELL/ESOL folder, and a copy with any supporting documentation will be provided to the District's ELL Program Specialist.

Any English Language Learner's teacher, administrator, or parent/guardian(s) may request the convening of the ELL Committee to review the student's progress in attaining necessary subject area competencies or in overcoming persistent deficiencies in overall student performance. The committee may make recommendations for modifications in the student's ELL plan if those modifications will have a positive effect on the student's program and progress. The revised plan will be distributed to appropriate parties, as was the original. All ELL plan review dates should be documented in the student's ELL folder. Based on the ESOL/ELL Designee update, the school's data processor will enter the necessary data elements into the student database any time modifications are made to the student's ELL plan.

29) Check the functions performed by the ELL Committees in your district. (Check all that apply)

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Other (Specify) _____

30) Indicate the type(s) of Parent Leadership Councils (PLC) that exist in your district.

- School Level District Level

Describe the functions and composition of PLCs in your district. **A District Parent Advisory Council representing parents of ELL students has been formed. Representatives from each school and the parent/guardian(s) of all ELL students are invited annually by the Director of Accountability and Special Programs to become members of the Council.**

The role of the District Parent Advisory Council may include, but not be limited to the following:

1. assisting with the development and implementation of the District's ELL plan;
2. formally approving the ELL plan prior to its submission to the Department of Education;
3. assisting with the educational programming for ELL students;
4. promoting parent involvement;
5. participating in the development of meaningful student/parent activities; and
6. facilitating program awareness activities.

When the District's ELL student enrollment warrants the development of a separate council specifically for parents of ELL students, a majority of its membership will consist of ELL parents, when feasible. This Council will assist with the development and implementation of the Baker County School District's ELL plan, will be consulted prior to the submission of the plan to the Department of Education, and also participate in the duties of the District Parent Advisory Council.

30a) According to Rule 6A-6.0904 FAC., the PLC is "composed in the majority of parents of limited English proficient students." If any of the PLCs in your district do not meet this condition, explain why and when you expect the PLC(s) to comply with this rule. A District Parent Advisory Council representing parents of ELL students has been formed. Representatives from each school and the parent/guardian(s) of all ELL students are invited annually by the Director of Accountability and Special Programs to become members of the Council.

The role of the District Parent Advisory Council may include, but not be limited to the following:

1. assisting with the development and implementation of the District's ELL plan;
2. formally approving the ELL plan prior to its submission to the Department of Education;
3. assisting with the educational programming for ELL students;

4. promoting parent involvement;
5. participating in the development of meaningful student/parent activities; and
6. facilitating program awareness activities.

The Director of Accountability and Special Programs shall provide opportunities for leadership and other training to the parent/guardian(s) of ELL students. This training shall include information concerning the District's ELL program and parental involvement opportunities. The parent/guardian(s) shall also be offered the opportunity to be trained in ways to help improve their child's acquisition of English and in ways to assist their child in meeting the challenging State academic content achievement standards.

C. When the District's ELL student enrollment warrants the development of a separate council specifically for parents of ELL students, a majority of its membership will consist of ELL parents, when feasible. This Council will assist with the development and implementation of the Baker County School District's ELL plan, will be consulted prior to the submission of the plan to the Department of Education, and also participate in the duties of the District Parent Advisory Council.

D. Parent/guardian(s) of ELL students shall be informed by the school's principal of the opportunity to serve as members of the School Advisory Council, volunteer organizations, and any other existing parent-teacher organizations.

E. Forms of notification concerning councils, educational services, and programs may include, but not limited to the following:

1. home visitations by school staff members;
2. parent-teacher conference;
3. newsletters and flyers sent home;
4. parent-teacher organization meetings;
5. dissemination of materials during registration and/or Open House;
6. planned parent-administrator meetings; and
7. ELL committee meetings.

31) Indicate how your district involves the PLC in district/school committees.

1. assisting with the development and implementation of the District's ELL plan;
2. formally approving the ELL plan prior to its submission to the Department of Education;
3. assisting with the educational programming for ELL students;
4. promoting parent involvement;
5. participating in the development of meaningful student/parent activities; and
6. facilitating program awareness activities.

32) Indicate how your district PLC was involved in the development of the District ELL Plan.
A District Parent Advisory Council reviewed the District ELL Plan.

32a) Does the district PLC approve of the District ELL Plan? Yes No

If no, then summarize in an attachment the concerns of the PLC, or attach a summary from the PLC itself.

Section 10: PERSONNEL TRAINING

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.fldoe.org/aala/timeline.asp>

33) Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented. All new teacher postings indicate requirement of ESOL training before they will be placed on continuing contract. The District ESOL Designee is on every school's pre-planning agenda to inform of requirements, timelines, training opportunities, and contacts for more information. The Executive Director of Teaching and Learning regularly informs personnel of all training opportunities, including ESOL. The District ESOL Designee along with District HRMD verify ESOL training and/or certification status. All school administration is provided training in the requirements and notified of all personnels' ESOL status. The teachers' IPDP reflect any outstanding ESOL training needed and is monitored by the school administration.

34) Describe the process(es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. The District HRMD keeps track of all inservice, endorsement, and certification additions to our Master ESOL List. Per Inservice Protocol, the school level administration must pre-approve and then verify completion of Inservice. The Master ESOL list is updated and verified additions are given to the appropriate school administration for their records and use.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. The training is provided by North East Florida Education Consortium On-Line. NEFEC submits certificates of completion for our Inservice and ESOL records.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. The training is provided by North East Florida Education Consortium On-Line. NEFEC submits certificates of completion for our Inservice and ESOL records.

37) 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. Not applicable

38) According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description. All standard personnel requirements of fingerprinting.

background check and drug testing must first be met. All teachers must meet the definition of Highly Qualified. All instructional paraprofessionals must meet NCLB's definition of Highly Qualified by scoring 644 on the ETS ParaPro test or passing 60 semester hours of college credit. We have no current bilingual paraprofessional or bilingual teacher job descriptions due to our low ELL population. We would seek guidance from FLDOE and experienced school Districts on job descriptions.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. Not applicable

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. Not applicable

Section 11: TITLE III, PART A, NCLB - ACCOUNTABILITY

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs. Not applicable. Accountability for English Language Learners (ELLS) is required under NCLB as measured by annual performance targets that must be met by all Title III-funded LEAs.

This accountability measure is not applicable for Baker, we do not receive any Title III funds. All schools would be expected to make gains increasing English proficiency for current ELLs. The District Director of Accountability and Special Programs will review all data with all school level administrators to review ELLs English Proficiency, AYP Goals, and academic growth.

42) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs. Not applicable --Accountability for English Language Learners (ELLS) is required under NCLB as measured by annual performance targets that must be met by all Title III-funded LEAs. This accountability measure is not applicable for Baker, we do not receive any Title III funds. All schools would be expected to increase academic achievement of all current ELLs and former ELLs. The District Director of Accountability and Special Programs will review all data with all school level administrators to review ELLs English Proficiency, AYP Goals, and academic growth.

43) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years. Not applicable --This accountability measure is not applicable for Baker, we do not receive any Title III funds. Schools that fail to meet the Annual Measurable Achievement Objectives for two years will meet with the Superintendent, the Executive Director of Teaching and Learning, and the Director of Accountability and Special Programs to fully examine lack of progress and formulate a plan of action to address unmet AMAO's for that school site. These plans may include visits to successful ESOL/ELL Programs, outside consultants, and additional professional development for teachers of ELL students. The Director of Accountability and Special Programs will monitor implementation of the plan throughout the next academic school year.