

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)**

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  
 Email: [mark.drennan@fldoe.org](mailto:mark.drennan@fldoe.org)

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<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE:</b>	
Bradford		Karl E. Wendell Director ESE/Student Services		904-966-6014	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
501 W. Washington Starke FL, 32091					
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>					
<p>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.</p> <p>I, Karl Wendell, Director Exceptional Student Education/Student Services , 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.</p>					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
<b>(7) District Parent Leadership Council Involvement</b>					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC):					
Contact Information for District PLC Chairperson:					
Mailing address:					
E-mail Address:		Phone Number:			
Date final plan was discussed with PLC:			PLC <input 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





**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, Beth Moore, 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. ELL's are registered at the home zoned school. If there is a need for an interpreter, or translated documents they are provided to the parent if at all possible. The procedure is similar to the registration of non ELL students with the exception of services offered to assist parents and student in understanding the documents provided.

### 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. The Home Language Survey is part of the district enrollment packet and is administered for every student entering a district school.

**2a)** Describe the procedures that are implemented for processing all affirmative responses to the HLS. If there is an affirmative response to the Home Language Survey, the school registrar will forward a copy to the Director of Exceptional Student Education/Student Services. The Director will notify the school ELL contact of the need to begin the evaluation process.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.  
 Registrar  Guidance Counselor  Other (Specify) Data Entry Operator

### 3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. The district provides documents translated in the home language as possible. If translated documents are not available, every effort is made to provide a district employee or volunteer who can assist the family with the registration process.

### 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. Student demographic data is collected via the Home Language Survey as part of the enrollment process. Demographic data is also collected on the district enrollment forms.

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

Registrar  Data Entry Clerk  Other (Specify) \_\_\_\_\_

## 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) District ELL Translator

**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 <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
Ideal Oral Language Proficiency Test (IPT)		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.

**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. K-2 students who have a “yes” on the HLS Survey are given an aural/oral test, the IDEA Language Proficiency Test, within twenty days of entry into the school. Potential LEP students are tested individually at the school site. K-3 students who score LEP or NEP on the IDEA are recommended for placement in the ELL program. K-3 students who score FEP are recommended for placement in the regular education program. The LEP committee will review all placements to ensure that the student is receiving appropriate services.

A student in grades 3-12, designated FEP by administration of the IDEA oral test will then be given the appropriate IDEA Reading/Writing Proficiency Test. This testing will be conducted by the ESOL contact at, the student’s regular school location, within the next four weeks. Those students in grades 4-12 who score at or below the 32<sup>nd</sup> percentile in either the reading or the language section will be temporarily in the ELL program until the LEP committee is able to meet and determine the most appropriate placement for the student. A student scoring NEP or LEP on the aural/oral assessment will automatically be placed in the ELL program. The LEP Committee will review all placements to determine if the student is receiving the most appropriate services.

**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? A student in K-12 with a “yes” response on the HLS shall be administered the IDEA Language Proficiency Test within the first twenty days of the start of the school year, or within the first twenty days of the student’s enrollment. The school ESOL contact will be responsible to for making sure of the timely administration of the Aural/Oral Test. Because the HLS is forwarded to the district office immediately upon discovery of a

“yes”, the district ESE/Student Services Director or representative will track each student to make sure the test is given within the first twenty days.

**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. If there is a delay, the parent/guardian will be notified in writing of the delay and the reason for the delay.

**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. Any K-2 student who scores FEP will enter into the school’s regular academic program.

**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. A student in grades 3-12, designated FEP by administration of the IDEA oral test will then be given the appropriate IDEA Reading/Writing Proficiency Test. This testing will be conducted by the ESOL contact at, the student’s regular school location, within the next four weeks. Those students in grades 4-12 who score at or below the 32<sup>nd</sup> percentile in either the reading or the language section will be temporarily in the ELL program until the LEP committee is able to meet and determine the most appropriate placement for the student. A student scoring NEP or LEP on the aural/oral assessment will automatically be placed in the ELL program. The LEP Committee will review all placements to determine if the student is receiving the most appropriate services.

**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 32<sup>nd</sup> percentile on the reading or writing portion of a norm-reference test would qualify a student for entry into the ESOL program.

<b>Name of Reading and Writing Instrument(s):</b>
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? The Director of ESE/Student Services will review MIS reports to ascertain that the Reading/Writing test has been completed within one year of the Aural/Oral assessment.

**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. If There is a delay in

the administration of the R/W test the parent will be notified in writing of the delay and the reason for the delay. The student will be identified as a temporary placement.

### **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 school's ELL contact will complete the assessment at the school site. The LEP committee will be made up of a classroom teacher, the ELL contact, counselor, and school administrator. The parent will be invited to attend the meeting. After the meeting the parent/guardian will receive a written summary of changes or recommendations regarding the student. The LEP committee will recommend program placement for borderline students, monitor progress of students in the ELL program, and monitor progress of students who have been reassigned.

### **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. Student records are obtained as soon as possible after the student is registered and are reviewed by the LEP committee to assist them in making an appropriate placement. If records are not available, the district will engage a district employee or volunteer to translate for the parents so a school representative can obtain information from the parents.

**10a)** Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). ELL students who have no prior school experience are placed by the ELL committee based upon information gained by the parent. The ELL committee will meet as necessary to evaluate the student's progress and to evaluate information gained by progress monitoring from class activities.

**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. ELL students with incomplete or unobtainable school records are evaluated and placed by the LEP committee based upon the information at hand. School registrars and district personnel will use all means within their power to obtain any records that are available. If the records are in a language other than English, or if their appears to be a need for services in addition to those that can be offered by the LEP committee, interpreters, school psychologists, or other appropriate personnel will be engaged by the district to provide assessments and translation using the student's home language.

### **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. The school ELL contact is responsible for the initial testing of the student. The school ELL contact is also responsible for convening the LEP committee to review the student's placement. The ELL contact will ensure that the Limited English Proficiency Plan has been developed for each ELL student.

### **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 9<sup>th</sup>-12<sup>th</sup> 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. The school ELL contact is responsible for the initial testing of the student. The school ELL contact is also responsible for convening the LEP committee to review the student's placement. The ELL contact will ensure that the Limited English Proficiency Plan has been developed for each ELL student. Students who have been awarded credit, but have no documentation will be allowed to take proficiency tests to demonstrate the basic knowledge necessary to be awarded the appropriate credit. District personnel or volunteers will be used as necessary to provide translation in the home language of the student. Credits for student's transferring to other countries will be awarded according to State Board Rule and State Statute.

### **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 re-entering the district will be administered a new assessment if they have been out of the school more than one semester. School contacts will hold a meeting of the ELL committee to review the plan of these students to provide ELL services necessary for the educational progress of the student.

### **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 Student ELL plan is developed by the school ELL contact through meeting(s) of the ELL committee. The plan is implemented by the ELL teacher or other professionals determined by the ELL team to be necessary for student growth. Plans are updated a minimum of once per year, or more often if the school or parents determine that the plan is not adequate for the appropriate educational growth of the student.

**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. The ELL teacher and grade level teams will review progress monitoring to assist the ELL team to update the plan as necessary to redesign services necessary to the appropriate educational growth of the student. Growth will be measured according to the Sunshine State Standards for all curriculums.

**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. The district staff completes periodic fidelity checks of all programs in district schools. These checks help to ensure fidelity to the programs and methodology necessary for student success. Mainstream inclusion is accomplished by placing students into classes with ELL trained teachers whenever possible. The district office tracks schedules of students to make sure that they are appropriately placed.

**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.

School	ELE LA 1	ELE Basic 1	SEC LA 1	ELE LA SC	SEC Basic 1
Bradford High School (0021)			Y		Y
Bradford Middle School (172)			Y		Y
RJE Renaissance Center (0191)			Y		Y
Bradford/Union Career Tech Center (0171)			Y		Y
Brooker Elementary School (0161)	Y	Y			
Hampton Elementary School (0181)	Y	Y			
Lawtey Community School (0131)	Y	Y			
Southside Elementary School (0081)	Y	Y			
Starke Elementary School (0051)	Y	Y			

**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. Each student who has an IEP, LEP Plan, or who has been identified as needing assistance in core curricula through progress monitoring are monitored each semester to determine the level of progress. Student progress is monitored and reviewed by teachers, guidance counselors, reading coaches, curriculum resource teachers, and ELL contacts to ensure that the amount of instructional time is equal to that of non ELL students and that intervention is being targeted to student needs.

**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. Strategies are documented in lesson plans that are reviewed by school administration. This review helps to ensure that appropriate strategies are documented for students with an ELL plan. Periodically, the school ELL contact will meet with the teachers of ELL students to review strategies and the level of success with the implementation of identified strategies.

**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) School ELL Contacts

**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) SAT 10
- Native Language Assessment (Specify) \_\_\_\_\_
- FCAT
- Other (Specify) District-wide progress monitoring using Thinklink.

### **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. Pages 31-34

**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. No retentions or retentions will be made for any students classified as ELL based upon one assessment, state or local. Formal retention recommendations of ELL students will be made through the LEP committee. LEP students who have had two years or less of instruction may be exempted from retention for good cause. Requests for good cause exemptions for students from the mandatory requirement shall be made consistent with Florida Statutes.

**15b)** Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. Formal retention recommendations of ELL students will be made

through the LEP committee. This committee will have the ability to recommend retention or promotion consistent with Florida Statutes. Parents will be notified of any meeting that could result in a recommendation for retention or promotion.

**15c)** Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. Parents are notified in writing in a language they understand unless not feasible and are invited to attend any meeting where retention or promotion is discussed.

## **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 Director of School Improvement and Accountability implements all procedures related to testing.

**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. The school testing coordinator in concert with the school's ELL contact ensure that all ELL students receive all appropriate accommodations. Notations regarding test accommodations are made on the appropriate testing document, ELL plan, or IEP as appropriate.

**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    X No

If yes, describe the process for alternatively assessing ELL students. At the rime of plan development alternative assessment was allowable, however soon thereafter it was disallowed. Thus no alternative assessment is given to 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: Brigance

Math: Brigance

Writing: Brigance

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. K-2 students who score FEP on the IDEA are exited from the ELL program. Student's grades 3-12 who score FEP and score at the 33<sup>rd</sup> percentile or above on the reading/writing assessment are exited from the program. Students at any grade level may be referred to LEP committee for a review to determine eligibility for dismissal at any time during the schools year. The LEP committee, after a careful review, may recommend a student for dismissal.

### 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 Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
Idea Oral language Proficiency Test, IPT			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.

### 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 33<sup>rd</sup> 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](http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf).

Name of Reading and Writing Instrument(s):
Idea: Reading and Writing , IRW
CELLA

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

Registrar  ESOL Teacher/Coordinator  Other (Specify) District Coordinator

**17d)** Describe the process by which the ELL Committee makes exit decisions. The LEP committee reviews all available data for the student, including reading/writing test results, report cards, progress monitoring, periodic classroom assessments, and any other available data. The committee will make its' exit determination if the student is successful in two of the five data elements in addition to testing.

**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 school ELL contact is responsible for updating the student information data in the student's cumulative file and also for providing information to the district coordinator for updating district database files.

**17f)** Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. Students at any grade level may be referred to LEP committee for a review to determine eligibility for dismissal at any time during the school year. The LEP committee, after a careful review, may recommend a student for dismissal. The teacher will recommend that the student be retested using testing recommended through the ELL plan if results on the CELLA are not available.

## **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 guidance counselor or ELL contact is responsible for post classification monitoring.

**18a)** Explain how the ELLs' progress is documented in the Student ELL Plan. Reviews of student progress are conducted each semester. A log sheet is placed in the student's ELL folder to document the review and to note the student's progress.

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

Report Cards

Test Scores

Classroom Performance

Other (Specify) \_\_\_\_\_

**19)** Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. Once the ELL contact is made aware of the unsatisfactory performance of the ELL student the LEP committee is convened. This notification may come from the classroom teacher, reading coach, curriculum resource teacher, guidance counselor, administrator, or any other member of the school staff who may have observed academic or other behavior that leads them to suspect the need for additional services. The LEP committee will review all available data and determine whether or not the student needs to return to the ELL program.

**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 ELL contact at the school is responsible for initiating a new ELL plan, updating the student data and ensuring the appropriate placement. A record of the change of status is reported to the Director ESE/Student Services and the principal.

**21)** Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. The program delivery model will continue to be Inclusion with ELL strategies utilized by the regular classroom teacher. A review of the student's ELL file will document what strategies had been successful in the past and what strategies had not been previously used that might be helpful as the student enters the program.

## **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. If at all possible a bi-lingual employee or volunteer will be asked to assist the parent at the time of registration, LEP meetings, and parent-teacher conferences.

**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? If at all possible a bi-lingual employee or volunteer will explain the Code of Student Conduct to the parent/guardian.

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. If at all possible a bi-lingual employee or volunteer will explain the Code of Student Conduct to the parent/guardian.

**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. Parental involvement and community participation will be discussed and encouraged at LEP meetings, PTA/PTO meetings, and SAC meeting. This training may contain, but is not limited to, orientation to the school campus and services, introduction to standardized testing, school rules and discipline, and tips designed to help them assist their child with school work.

**25)** How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. Newspapers, the local radio station, direct mailings, and school newsletters are used to inform parents of the school's adequate yearly progress and school choice options. Parents are also provided information through student planners, results of progress monitoring, the annual school report, and other indicators of the school progress. These documents are provided in the predominate language of the parents and in language they are likely to understand.

**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. The district ELL coordinator presents information at the PLC meeting about the consent decree and the district LEP program. If a parent wants additional information, or has a concern or complaint, the district ELL coordinator is available to address those issues. In the event the issues can not be resolved at the local level, assistance will be requested from the state ELL office.

**27)** How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? ELL's are provided equal access to all school programs, services and functions. The school ELL coordination in conjunction with the district ELL coordinator assist parents, teachers, and administrators ensure equal access.

## **Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC**

**28)** Specify the personnel required for an ELL Committee in your district. The ELL committee is comprised of an administrator, ELL contact, guidance counselor, teacher(s) and parent(s). The district ELL coordinator is available to help facilitate meetings on an as needed basis.

**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 32<sup>nd</sup> 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 32<sup>nd</sup> 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. The PLC is an advisory group that assists the district and school coordinators understand the challenges to students and parents who are ELL. Because there is a small number of students/ parents the composition may be unbalanced (see below).

**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. This group is not always comprised of a majority of parents because of the small number of ELL students/Parents in the district. The district ELL population is usually between 5-10 students

and this could only represent 2-4 families. Because of the low number of parents, the LEA will ensure that all parents are notified of the meetings. A log of these notifications will be kept on file in the district office. Thus, it is not unusual for school professionals to make up the majority of the group. If the time comes when there is a higher ELL population the district coordinator will make every reasonable effort to meet this requirement.

**31)** Indicate how your district involves the PLC in district/school committees. Parents who serve on the PLC are asked to serve on SAC Committees, Parent Teacher Organizations, and other committees that may be unique to the school involved. Participation has not been high because of the small number of parents.

**32)** Indicate how your district PLC was involved in the development of the District ELL Plan. The district PLC has reviewed the plan and has made recommendations about its' content.

**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. As ELL students are qualified for the program and assigned to teachers, the professional development record of teachers is compared against the state requirements for ELL. The Department of Human Resources, teachers and principals receive notification of the status of the teachers involved from the district coordinators office who issues a letter stating the name of the student assigned, the number of inservice points required for the teacher, and the number of inservice points currently on record. Teachers who have not met the appropriate professional development requirements are placed on the next board agenda for approval by the board.

**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. Records are reviewed by the district coordinator and the Director of Human Resources and records are updated as teachers complete the required professional development. The human resource off receives a copy of the letter sent to the teacher to notify them of the number of required points. The human resource office then tracks the progress of the teacher and notifies the district coordinator as points are earned.

**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 district has collaborated with the local educational consortium to provide ELL training via distance learning. Administrators may also take courses for college credit to satisfy this requirement. Upon completion of coursework the educational consortium enters points into the system

used by the district and sends a letter to the human resource office. A copy of the letter is then sent to the district coordinator.

**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 district has collaborated with the local educational consortium to provide ELL training via distance learning. Counselors may also take courses for college credit to satisfy this requirement. Upon completion of coursework the educational consortium enters points into the system used by the district and sends a letter to the human resource office. A copy of the letter is then sent to the district coordinator.

**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. Because we have not had 15 or more ELL's we have not hired any ELL paraprofessionals. If the district finds it necessary to employ this type of paraprofessional the job description will be the same as for other paraprofessionals and they will be required to be highly qualified.

**39)** Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. Because we have not had 15 or more ELL's we have not hired any ELL paraprofessionals. If the district finds it necessary to employ this type of paraprofessional the job description will be the same as for other paraprofessionals and they will be required to be highly qualified.

**40)** Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. Because we have not had 15 or more ELL's we have not hired any ELL paraprofessionals. If the district finds it necessary to employ this type of paraprofessional the job description will be the same as for other paraprofessionals and they will be required to be highly qualified.

## **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. District schools are heavily engaged in the Continuous Improvement Model in all schools. This requires the review of data for every student that is enrolled in that school and the development of strategies for remediation of enrichment for all students. The district staff review progress monitoring data for all schools at least three times per year to identify trends that affect student success. Monitoring for ELL's is completed by using data from Thinklink

assessments for content and Diebles data for fluency. These strategies are becoming more defined as the district engages in Response to Intervention, and Positive Behavior Support.

**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. All district schools have written strategies into their School Improvement Plans to address all student subgroups. This has been done regardless of the number of students in that subgroup. Professional development has been offered for those students who are living in poverty or those who are under-resourced learners. The district sees these methods as a method to train teachers to provide equal access and intervention for all student subgroups.

**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. The district currently has four schools in that are schools in need of improvement, two of those schools are planning for restructuring. Because of this each school has developed both a short range and long range plan to improve the progress of all students. These schools are in receipt of the state School Improvement Grant and are addressing the needs of students who require tutoring. This is addition to Supplemental Educational Services offered under Title I. The district has also provided a program for teachers to become highly qualified by using Title II funds to reimburse teachers and administrators for expenses incurred for professional development. This program includes further training/certification in ELL.