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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  
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 Tallahassee, Florida 32399-0400  
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<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE:</b>	
Citrus County Schools		Mr. Mark Klauder, Director of Secondary Education		352 726-1931	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
1007 West Main Street Inverness, FL 34450			Mr. Mark Klauder, Ms. Karen Jordan, Ms. Jennifer Hetland		
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>					
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, Sandra "Sam" Himmel, 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	
<b>(7) District Parent Leadership Council Involvement</b>					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Lori Peets					
Contact Information for District PLC Chairperson: Mailing address: 1007 West Main Street, Inverness, FL 34450					
E-mail Address: _____ Phone Number: 352-726-1931					
Date final plan was discussed with PLC: 03/05/2009					
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,     Sandra "Sam" Himmel    , 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. Registration for all students is completed at the home school by personnel such as, the registrar, guidance counselor, receptionist, etc.

### 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 included on each school's registration form and is a required part of the procedure for all PK-12 students entering the Citrus County School District. Registration for all students is completed at the home school by personnel such as, the registrar, guidance counselor, receptionist, etc. If necessary, school personnel will obtain assistance from someone with the ability to communicate with the parent if language is a barrier in the registration process.

**2a)** Describe the procedures that are implemented for processing all affirmative responses to the HLS. Each PK student for whom there is at least one 'Yes' response to any of those questions will be automatically placed in the program. Each K-12 student for whom there is a Yes to any of the questions on the Home Language Survey shall be assessed to determine if he or she is Limited English Proficient (L.E.P.) by personnel such as curriculum specialists, guidance counselors, ESOL contacts and/or others (designated by the principal) who administer this assessment at the home school. In the interim, the student will be temporarily placed in the E.S.O.L. program and receive appropriate funding and instruction. The parents will be notified of the placement of their child into an ESOL program by school personnel at the time of the placement, within two weeks and in their home language if necessary and feasible.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.  
Registrar  Guidance Counselor  Other (Specify) ESOL School Site Facilitator

### 3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. School personnel will obtain assistance from someone with the ability to communicate with the parents and students at the time of registration if language is a barrier in the registration process, if necessary and feasible.

### 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. The monitoring and coordination of data collection, accuracy of records and program plan compliance is a collaborative effort between the schools and the district ESOL contact. The principal at each school has designated a contact to monitor and coordinate activities at the school level, including documentation of each student's LEP Plan (which is kept at the school in the student's file), use of ESOL strategies, assessment and other program compliance issues.

Forms completed at the school level are provided to site-based data processing personnel to utilize in updating records and then, when appropriate, a copy is sent to the district contact. The district ESOL contact will work with Information Services to obtain reports on the number and percentage of students attaining English proficiency at the end of each school year. The reports are kept on file at the District office.

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

Registrar  Data Entry Clerk  Other (Specify) ESOL site coordinator

## **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) \_\_\_\_\_

### **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>
IDEA Oral Language Proficiency Test	K	3		
IDEA Oral Language Proficiency Test	1-2	4		
IDEA Oral Language Proficiency Test	3-5	5		
IDEA Oral Language Proficiency Test II	6	4		
IDEA Oral Language Proficiency Test II	7-12	5		

(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. Within four weeks of student's enrollment (twenty school days), the student's English language speaking and listening comprehension skills shall be determined with appropriate

testing, i.e. IDEA Oral Proficiency Test (IPT). The school ESOL contact will arrange for testing. Any student scoring as NES (Non-English Speaking) or LES (Limited English Speaking) will automatically be placed in the ELL 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? County LEP Plan states: Within twenty days of student enrollment, the student's English language speaking and listening comprehension skills shall be determined with appropriate testing, i.e. the IDEA Oral Proficiency Test (the school ESOL contact will arrange for testing). The ESOL contact, principal or registrar at each school will review registration forms that had affirmative answers on the HLS and ensure assessment takes place within the required timelines.

**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. In the event of testing delay, documentation shall be mailed to the parents in their primary language, if feasible, no later than four weeks after initial enrollment by school personnel. This documentation shall contain the following: reason for the delay, evidence of ESOL services, and the timetable for completing the assessment. A copy will be kept in the student's file.

**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. In addition to assessing the level of English proficiency, programmatic assessment of each L.E.P. student will occur to ensure that instruction is comprehensible and commensurate to his/her achievement in each subject area is provided, irrespective of the student's English proficiency. This assessment will include an analysis of the student's transcripts/records, previous course taken, grades earned, etc. and is completed by the guidance counselor, curriculum specialist, classroom teacher, LEP committee and/or other appropriately designated personnel at the school when a student is registered to insure appropriate academic placement. If a K-2 student scores FES on the IPT, they are ineligible to receive ESOL services and are placed in a regular education classroom.

**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. Any student in grade three or above who scores at the Full English Speaking (FES) level on the oral/aural assessment will be further assessed in reading and writing proficiency within twenty days of giving the oral/aural test using IPW assessment (the school ESOL contact will arrange for testing). In this case, any student who scores at or below the 32<sup>nd</sup> percentile on both the reading and writing sub-parts of those norm-referenced tests shall be determined to be an ELL and shall be provided 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 Proficiency Test

**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? In case of delay in testing, documentation shall be mailed to the parents in their primary language, if feasible. This documentation shall contain the following: the reason for the delay, evidence of ESOL services, and the timetable for completing the assessment. A copy will be kept in the student's file. The ESOL contact, principal, or registrar at each school will review registration within the required timelines.

**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. Each school will establish an L.E.P Committee to assist in making decisions for ESOL placement for students in grades 3-12 who score as L.E.S (Limited English Speaking) or N.E.S (non-English Speaking on the oral/aural assessment. The N.E.S. and/or the L.E.S. student in grades 3-12 is immediately placed with ESOL services and the LEP Committee assists in the development of an educational plan for the student. In addition, any student in grade 3 or above who scores at the Full English Speaking level on the oral/aural assessment will be further assessed in reading and writing. In this case, any student who scores NES or LES, shall be determined to be an L.E.P. student and be provided appropriate services. English language proficiency will be assessed annually. In case of delay in testing, documentation shall be mailed to the parents in their primary language, if feasible. This documentation shall contain the following: the reason for the delay, evidence of E.S.O.L services, and the timetable for completing the assessment.

**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 L.E.P. committee may determine a student to be L.E.P or not to be L.E.P. according to consideration of at least two (2) of the following criteria in addition to the previously mentioned norm-referenced tests results (for students who scored as FES on the oral/aural assessment):

- Extent and nature of prior educational and social experience and student interview;
- Written recommendation/observation by current and previous instructional and supportive services personnel;
- Level of mastery of basic competencies of skills of English and/or home language according to appropriate local, state, and national criterion referenced standards;
- Grades from current or previous years;
- Test results other than norm-referenced test used to determine placement or non-placement.

## 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 The IDEL is administered to students meeting the criterion in Spanish. This assessment does not determine placement.

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 each L.E.P. student will occur to insure that instruction that is comprehensible and commensurate to his/her achievement in each subject area is provided. The IDEA Proficiency Tests data, IDEA Proficiency Test Level Summary indicators and review of cumulative file will take place to accumulate additional information regarding the L.E. P. student's academic knowledge and abilities. The following Web link provides the procedural steps:

<http://www.citrus.k12.fl.us/edserv/klauderm/processes.htm>

**10a)** Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). Parent/student interviews will be conducted to determine prior school experience. Teacher-made assessments to determine prior academic knowledge will be given. With no prior academic records, students will be placed age accordingly. \_

**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. Programmatic assessment of each L.E.P. student will occur to insure that instruction that is comprehensible and commensurate to his/her achievement in each subject area is provided. Students will be placed age accordingly. The IDEA Proficiency Tests data, IDEA Proficiency Test Level Summary indicators and review of cumulative file will take place to accumulate additional information regarding the L.E. P. student's academic knowledge and abilities. In the event that prior schooling records are incomplete or unobtainable additional conversations with parent/guardian will occur to acquire student records, including contacting the previous school directly. \_

### 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. Students will be placed age accordingly. Programmatic assessment of each L.E.P. student will occur to ensure that instruction that is comprehensible and commensurate to his/her achievement in each subject area is provided, irrespective of the student's English proficiency. This assessment will include an analysis of the student's transcripts/records, previous courses taken, grades earned, etc. and is completed by the guidance counselor, curriculum specialist, classroom teacher, LEP

committee and/or other appropriately designated personnel at the school when a student is registered to insure appropriate academic placement.

#### **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. Students will be placed age accordingly.

Programmatic assessment of each L.E.P. student will occur to ensure that instruction that is comprehensible and commensurate to his/her achievement in each subject area is provided, irrespective of the student's English proficiency. This assessment will include an analysis of the student's transcripts/records, previous courses taken, grades earned, etc. and is completed by the guidance counselor, curriculum specialist, classroom teacher or LEP committee and/or other appropriately designated personnel at the school when a student is registered to insure appropriate academic placement.

#### **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. The ELL who withdrew from the district and attended another school in Florida does not have to be reassessed. There will be a seamless continuation of ESOL services. A new English language proficiency assessment will be administered if the ELL who withdrew from a Citrus County school and attended a school in another state or country is re-enrolling in a new school year. If these students are re-enrolled within the same school year, they will be reentered into the ESOL program; no assessment is necessary.

#### **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. Each school will establish an L.E.P Committee to assist in the development of an educational plan for each L.E.P student. The membership of the L.E. P committee shall be as follows:

- E.S.O.L. teacher or teachers
- Administrators or designee
- Other appropriate educators who are representative of the guidance or curriculum function
- Parent or guardian

Upon request of a parent or teacher, the L.E.P. committee is able to re-examine the L.E. P. placement or non-placement of a student. The parent's preference will be considered in the final decision, though a parent may not waive a student's right to receive instruction using ESOL strategies.

**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. County L.E.P. plan states: English language proficiency will be assessed annually. The school site ESOL contact is responsible to keep a running record of each student and sends updates to the District ESOL contact quarterly. (<http://www.citrus.k12.fl.us/edserv/klauderm/ESOL%20Forms/ESOL%20SCHOOL%20REPO RT%20form.doc>) The ESOL contact at each school is responsible for updating the ELL student plan annually at the beginning of the school year and any time a change of services or student schedule occurs.

### **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) Russian

## **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 Mainstream-Inclusion Core/Basic Subject Areas instructional model are implemented in each ESOL classroom where the student's teacher will be fluent in English and document use of appropriate instructional strategies in their plan book and/or student files noting student progression. The school site administrator will monitor the fidelity of the implementation of the Mainstream-Inclusion Core/Subject Areas.

**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. The Citrus County Pupil Progression Plan outlines procedures for the annual progression of all students. Through report cards and interim reports provided by teachers, parents and faculty can monitor the academic achievement of LEP students to ensure that they are mastering the benchmarks of the Sunshine State Standards. LEP students are provided equal access to all programs.

**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. Every student identified as L.E.P. will receive comprehensible E.S.O.L. instruction in English, math, science, social studies, and computer literacy which is equal in amount, sequence, scope, and access as that provided to non-LEP students and which is appropriate to his/her level of English proficiency, academic achievement and special needs. (In most cases, this instruction will take place in the regular classroom with non-ESOL students.) Specific coursework will be outlined in the student's educational plan.

A progress monitoring process is utilized to monitor the delivery of comprehensible instruction through the school ESOL contact person's review of lesson plans and grade reports. This information is reported to the District ESOL contact.

**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) \_\_\_\_\_

**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) \_\_\_\_\_

**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.

[http://www.citrus.k12.fl.us/departments/student\\_progression/Student\\_Progression\\_Plans.htm](http://www.citrus.k12.fl.us/departments/student_progression/Student_Progression_Plans.htm)

**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. Good Cause: No student shall be assigned to a grade level based solely on age or other factors that constitute social promotion. The district may exempt students from mandatory retention only for Good Cause. Good Cause exemptions shall be limited to the following:

- Students having limited English proficiency who have less than 2 years of instruction in a program of English for Speakers of Other Languages, or
- Students with disabilities, whose Individual Educational Plan indicates that participation in the statewide assessment program is not appropriate, consistent with State Board of Education Rule, or
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education, or
- Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least level 2 performance on the FCAT, or
- Students with disabilities who participate in the FCAT, with an Individual Educational Plan or a Section 504 Plan that reflects that the student has received the intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and who was previously retained in kindergarten, grade 1 or grade 2.

**15b)** Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. From the Student Progression Plan: Promotion of non-English speaking students will be considered on an individual basis by a school-based LEP committee with approval of the principal. The decision is based on more than one test outcome and is not based upon language proficiency.

**15c)** Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. Parents are notified and arrangements are made for the parents to attend the ELL committee meeting date and reason for convening upon which the progression of the student is discussed along with assessment scores and other individual qualities that impact the decision of retention or promotion.

## **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. District and school ESOL contacts, along with the testing coordinator are responsible for ensuring that LEP students will be assessed and participate in the state-wide assessment. No alternative assessments are given.

**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. Permissible accommodations are required for LEP students who are currently receiving services in the ESOL program, operated in accordance with the district's approved LEP Plan. The test may be administered with any one of these accommodations or a combination of the accommodations that is determined to be appropriate for the particular needs of the LEP student. However, any testing sessions with or without accommodations must be completed within one school day as determined by the Florida Department of Education. Permissible accommodations for the LEP students are monitored by the home school's test coordinator and are listed as follows:

- Flexible setting
- Assistance in heritage language
- Flexible scheduling
- Flexible Timing
- Word-to-word dictionary

**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."*

## **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. English proficiency shall be determined by reassessing the student utilizing the same assessment instruments, procedures and standards that resulted in his/her placement into the LEP program and/or the CELLA Listening and Speaking scores and English Proficient Composite Scores based on grade level and FDOE cut scores. (The oral/aural instrument will be the CELLA and/or IDEA Oral Language Proficiency Test and the reading/writing instrument will be the IPT and or CELLA for Reading and Writing.) A student may be reclassified as English proficient when:

- The student's oral/aural assessment result is in the FES category, if the student was originally placed using an oral/aural test instrument. (Students in grades 3-12 shall be tested prior to exit using both the oral/aural and reading/writing instruments. If such a student meets exit criteria through oral/aural testing, but not through reading/writing testing, the student may remain in the ESOL program or be referred to the LEP committee for program determination).
- The norm-referenced test score in reading/writing is above the 32<sup>nd</sup> percentile for students who were placed based solely on the norm-referenced test.
- The LEP committee utilizes the same type of information used in placement and determines another instructional program that better meets the student's needs.

**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	K 1-2 3-5 6 7-12	4 5 6 5 6		
CELLA	K-2 3-5 6-8 9-12		2050 & greater 2150 & greater 2200 & greater 2250 & greater	

(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).

<b>Name of Reading and Writing Instrument(s):</b>
IDEA Proficiency Test
CELLA

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

Registrar  ESOL Teacher/Coordinator  Other (Specify) \_\_\_\_\_

**17d)** Describe the process by which the ELL Committee makes exit decisions. The LEP committee utilizes the same information used in placement. The information reviewed includes grade reports, teacher recommendations, parental requests, and other relevant data. The LEP committee will determine the instructional program that best meets the student's needs.

**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 school contact is responsible for updating exit data and providing that data to district contact. The district ESOL contact is responsible for ensuring process is completed. The Information Services (IS) Department is responsible for reporting data to the DOE.

**17f)** Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. The student who meets exit qualifications in the middle of a student grading period will be exited accordingly with the former ELL's performance review taking place at the student's first report card and semiannually during the first year after exiting the program and at the end of the second year. If a teacher, administrator or other stakeholder believes the ELL should exit the ESOL program in the middle of a student grading period, the appropriate IPT assessments will be administered and/or an ELL committee convened to determine the instructional program that best meets the student's needs.

## 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. School ESOL Contact.

**18a)** Explain how the ELLs' progress is documented in the Student ELL Plan. The student's teachers and/or guidance counselors will review the progress at the times outlined as follows:

- End of the first 9 week period
- End of the first semester
- End of the first school year
- End of the second school year

Documentation of these reviews will become a part of the student's records on our district's ESOL Exit form.

**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. At any time during the first or second year after program exit, the student may be referred to the LEP committee for reconsideration and reclassification back into the ESOL program. Special weight will be given to any decline in grades and/or test performance after reclassification and to parent preference.

**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. School ESOL contact follows the same procedures as initial placement: assessment placement, and program review. An ELL committee will be convened to determine the instructional program that best meets the student's needs.

**21)** Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. Program delivery model: Mainstream Inclusion. DOE approved and research based ESOL strategies including supplementary materials, peer tutoring, tutors, computer programs, tape recordings, adult appropriate comprehension checks, etc.

## **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. School personnel provide assistance to parents/guardians of ELLs in their home language as necessary and feasible through translated documents and translators.

**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 Field trip forms, class newsletters, parent-teacher conference forms, teacher notes, etc.

**23)** How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? Each school year, all schools, students and parents receive a copy of the Code of Student Conduct and students' rights and responsibilities. School personnel provide assistance to parents/guardians of ELLs in their home language as necessary and feasible through translators.

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. School site ESOL contact or district ESOL contact utilizes on-site personnel or resources as translators as necessary.

**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. Through the Citrus County Parent Leadership Council parents/guardians will be invited to attend meetings in order to promote an understanding of services available for the ELL student and to inform them of parental and community programs for ELL to participate in. The Parent Leadership Council will acquire information from the parents/guardians of ELLS survey to determine the interests and needs so that parental and community programs that are promoted are relevant to their needs and interests.

**25)** How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. Information is provided to parents through the District's Parent Guide and reports from the Office of Accountability in a language that parents can understand, unless clearly not feasible. Translators are provided.

**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. School newsletters, School Board minutes, and District Parent Guide. Translators are provided if necessary. A bilingual volunteer advocate assists with parent's concerns and will advise on the appeals process if necessary. The appeals process is normally a communicative process from parent to teacher to principal to district-level personnel to state-level personnel until resolution is accomplished.

**27)** How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? Each ELL student enrolled in any program in Citrus County is entitled to equal access to programming which is appropriate to his or her level of English proficiency, academic achievement, and special needs. If a student is believed to be in need of another program's services and the language barrier may result in the student not testing out as such, alternative testing measures (e.g., native language assessment, alternative psychological evaluations, etc.) will be used to determine placement or non-placement into the program. The goals, objectives, eligibility, criteria, identification, appropriate placement, programmatic assessment and monitoring delineated in each program plan/manual will be equitably applied to ELL students as well as their non-ELL peers.

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

**28)** Specify the personnel required for an ELL Committee in your district. The membership of the school site ELL Committee will include the ESOL teacher or teachers, administrator(s) or designee(s), other appropriate educators who are representative of the guidance/curriculum function (e.g. guidance Counselor, Curriculum Specialist, ESE Specialist, Psychologist, ESOL contact, Assessment Coordinator, etc.) and parent or guardian.

**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 district PLC is a group comprised of parents of ELL students from across the district as well as community leaders. The group will have the opportunity to revise the 2008-2009 ELL Plan, develop a parents need survey and action plan, and participate in other school and district events such as PTA and SAEC to facilitate awareness.

**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. The PLCs do comply with this rule.

**31)** Indicate how your district involves the PLC in district/school committees. The district PLC is involved in district/school committees through district newsletters, school newsletters, and letter of invites to participate in the PLC meetings, PTA, PTSA, SAEC, and district board meetings. Information is provided in a language that ELL parents can understand, unless clearly not feasible or through translator assistance.

**32)** Indicate how your district PLC was involved in the development of the District ELL Plan. Through discussions with the district PLC the District ELL Plan was developed and revised to represent our ESOL school community.

**32a)** Does the district PLC approve of the District ELL Plan? x 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.fl DOE.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. Inservice training and ESOL coursework completed by teachers are monitored through the school's ESOL contact; the district's staff development office and ESOL program office (Coordinator of Staff Development and Director of Curriculum and Instruction) . Monitoring procedures include a cross-reference check of teachers with LEP students each year and the ESOL training required and/or completed. Teachers will be notified by the District ESOL Contact, and the school principal, if additional training is required to meet compliance requirements.

**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 ESOL Contact cross-references LEP student assignments with records of the District's ESOL Professional Development programs and Teacher Compliance Reports which are updated throughout the year via the ESOL school contact. These records indicate the ESOL courses completed and certification/endorsement earned. Attendance logs are maintained in the electronic registrar .

**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 offers training for administrators and guidance counselors" based upon the ESOL Competencies for Administrators (OMSLE) periodically. School based administrators must complete the 60 hour course within three years of becoming an administrator. Prior ESOL coursework can be used. The District ESOL Contact maintains records of compliance and will update personnel inservice records to reflect completion as noted in the electronic registrar.

**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 offers training for administrators and guidance counselors" based upon the ESOL Competencies for Administrators (OMSLE) periodically. Guidance counselors must complete the 60 hour course within three years of becoming a guidance counselor. Prior ESOL coursework can be used. The District ESOL Contact maintains records of compliance and will update personnel inservice records to reflect completion as noted in the electronic registrar.

**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. Instruction in languages other than English is not provided.

**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. This paraprofessional is a full time ESOL instructional aide who collaborates with teachers to deliver appropriate student assistance and home language support at a school site having 15 or more ELLs who speak the same language. [http://www.citrus.k12.fl.us/personnel/job\\_descriptions/support/oz\\_pdfs/TeacherAideParaprofessionalESOL.pdf](http://www.citrus.k12.fl.us/personnel/job_descriptions/support/oz_pdfs/TeacherAideParaprofessionalESOL.pdf) .

**39)** Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. The district bilingual paraprofessional attends ESOL conferences and district level trainings with the ESOL school site contacts. Attendance of trainings is maintained through a district electronic registrar.

**40)** Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. The bilingual paraprofessional's proficiency is determined through an interactive interview process where knowledge, skills, abilities, and qualifications are discussed as specified on county job description form.

## **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. Elementary and secondary schools will increase the English proficiency of current ELLs by utilizing the English Language Proficiency Standards, providing supplemental and intervention activities which will be noted in the progress monitoring of students through running records, daily tasks, and assessments which will be noted in the quarterly School Report, maintained at the district level.

**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. Elementary and secondary schools will increase academic achievement of current ELLs by noting progress in the leveled English Language Proficiency Standards, providing supplemental and intervention activities which will be noted in the progress monitoring of students through running records, report cards and assessments which are noted in the quarterly School Report maintained at the district level.

**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 school site Problem Solving Team and district personnel will meet to identify the cause for not meeting AMAO and design a plan to meet AMAOs. Follow-up meetings will be held to review quarterly progress as noted in School Reports, which are submitted by schools quarterly and reviewed by district personnel. A district system improvement plan will be submitted to FDOE.