

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  
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FDOE INTERNAL USE ONLY

<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE:</b>	
The School District of Clay County		Maureen Martin		904-529-4994	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
23 South Green Street Green Cove Springs, FL 32054					
<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, David Owens , 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):					
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  
 Florida Department of Education



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

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

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

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

\_\_\_\_\_  
**Superintendent's Signature**

\_\_\_\_\_  
**Date Signed**

## SECTION 1: IDENTIFICATION

### 1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs. Each parent is required to answer the three (3) home language survey questions which are incorporated in the registration form as part of the registration process. Both ELL and non-ELL students may be assigned to any school with available seats according to the board approved school assignment process. ELL status is not a factor for school assignment, ensuring equal access for all students. The process is the same for both ELL and non-ELL students.

### 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. Every new student who registers for school in Clay County fills out a Home Language Survey Questionnaire which is on the student registration form. The registrar alerts the guidance counselor if any of the Home Language Survey Questions are checked "Yes". The guidance counselor tests the child within 20 days of registration. The guidance counselor completes the testing and the calculation form to determine if the student is a fluent, limited, or non-English speaking student. The guidance counselor gives the data to the data entry secretary.

**2a)** Describe the procedures that are implemented for processing all affirmative responses to the HLS.

The test is administered at the home school site by the school ESOL testing coordinator. When the student/parent answers "yes" to either question 2 ("Did the student have a first language other than English?") or question 3 ("Does the student most frequently speak a language other than English?") on the home language survey, the student will be placed in the traditional classroom until all evaluation is complete (within 20 school days for the aural/oral and within 20 school days after that for the reading/writing testing for grades 3-12 students who score fully-English speaking on the aural/oral, reading and writing.)

If the student/parent answers "yes" to question 1 ("Is a language other than English used in the home?") only, the student will be placed in the regular program and aural/oral testing will be done within 20 school days. Reading/writing testing will be done within 20 school days after the aural/oral, reading and writing for grades 4-12 students who score fully English speaking on the aural/oral. It is the goal of our district to provide testing within two days of enrollment so that placement decisions are made quickly and students don't have to change programs after adjusting to school.

The principal/designee notifies parents/guardians in their home language, unless clearly not feasible, if more than 4 weeks elapses prior to testing. A copy of this written notification shall be retained in the student's cum folder for at least one year.

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

**3) Provision of Understandable Communication**

Describe the process to assist parents and students at the time of registration who do not speak English. Transact is utilized to assist parents in their home language, but the information is recorded on the English form. One example is when a parent who does not speak English goes to the school to register the child, the registrar will print registration forms from TransAct in the home language of the parent and work with the parent on the needed information from the registration form in English. Communication to the parents is sent home in the home language of the parent as long as it is 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. Upon enrolling a student at the home school, each parent completes a registration form in the school registration office in the native language, when available, with the assistance of the registration personnel, unless clearly not feasible. More specifically once a student is assessed as an ELL student, LY, country of origin, original entrance date, test scores with designation, and native home language in entered into TERMS Data Base. When the registration form is completed, the information is then entered into the TERMS database along with any ESOL testing information.

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) \_\_\_\_\_

**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>
IPT	K-3		3	
IPT	4-12		3	

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(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. Students with a "yes" response in grades K-2 are given the IDEA Language Proficiency Test (aural/oral). Kindergarten students who have two or more "yes" answers on their Home Language Survey and their home language is Spanish are given the IDEL for screening purposes. K-2 students scoring as fully-English speaking (FES) may enter a regular program.

If there is evidence that the student might be unsuccessful in a regular program, or the student's progress is not satisfactory after placement in a regular program, a LEP Committee will be convened to reconsider the placement.

Grades K-2 students scoring non-English speaking (NES) or limited-English speaking (LES) will be placed in the ELL program. Parents are notified via notice in their home language if feasible. The forms are generated at the school level through the utilization of TransAct.

**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? The guidance counselors at the schools are responsible for administering the Aural/Oral test within 20 days of registration. The district monitors the admission date and administration of the Aural/Oral test through our database management system, TERMS. Queries are made to determine compliance of the law.

**6c)** Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses. The parents of the student(s) are notified that the test has not been administered along with the reason for the delay in administration of the test. The parents are also given a date and time for the administration of the test. Test delays are understood by school Administration as unacceptable practice and do not occur unless unavoidable due to student absences and every effort is made to test the student within the 20 school day time frame.

**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. K-3 students scoring as fully-English speaking (FES) may enter a regular 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. Students with a "yes" response in grades 3-12 are given the IDEA Language Proficiency Test (aural/oral, reading and writing).

If there is evidence that the student might be unsuccessful in a regular program, or the student's progress is not satisfactory after placement in a regular program, a LEP Committee will be convened to reconsider the placement.

Grades 3-12 students scoring non-English speaking (NES) or limited-English speaking (LES) will be placed in the ELL program.

The students identified as FES on the aural/oral test are then scheduled for testing within 20 school days using an approved norm referenced test if no current reading/writing standardized scores are available on that student. If the student scores below the 32nd percentile in reading or writing, the student is identified as ELL. The exception to this would be if a LEP Committee were convened and determined the student not to be ELL.

### **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>
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 guidance counselors at the schools are responsible for administering the Reading/Writing test within one year of the Aural/Oral test. The guidance counselors and the district monitor the administration of the Reading/Writing test through our database management system, TERMS. Queries are made to determine compliance of the law.

**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. The student is placed in ESOL automatically until the Reading/Writing test can be administered. The parents of the student(s) are notified that the test has not been administered along with the reason given for not administering the test. The parents are also given a date and time for the administration of the test. A copy of the documentation will be placed in the student's file.

### **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. Each school has an LEP committee. School personnel or parents who wish to have the committee review the ELL or non-ELL status of a particular student complete a "Request for LEP Committee Review" form

and submit it to the ESOL contact person who schedules a meeting of the LEP Committee. The parents or school personnel can request the review based upon test scores if the scores were below or above a level three on the FCAT, to determine if the child should remain, re-enter, enter, or be dismissed from the ESOL program.  
[http://www.clayschools.net/@@1dea67165158b9df4ecc89e583d20294/courses/1/PC/content/295108\\_1/embedded/12172.sch.pdf](http://www.clayschools.net/@@1dea67165158b9df4ecc89e583d20294/courses/1/PC/content/295108_1/embedded/12172.sch.pdf).

The parent is invited to participate in the review to determine whether the student is or is not ELL. The findings of the committee and its recommendations are kept in the student's cum folder. The ESOL contact person and guidance counselor work together to implement any program changes recommended by the committee and document them in the student's ELL plan. Parents who are not able to attend will be notified in writing of the findings.

The ESOL contact person works with the data entry person to assure proper and accurate entry of all changes in the required ELL data elements as a result of the committee review.

### **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. The name of any student identified as ELL is given to the ESOL contact person. The ESOL contact person and the school's guidance counselor review the educational background of the student and/or conduct parent and/or student interviews to determine an appropriate grade level or subject area placement for the student.

Check all that apply:

checked-Age Appropriate

Documented Prior Educational Services

LEP Committee

Assessment - Diagnostic/placement test

Parent/Guardian and Student Interview

**10a)** Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). A Programmatic Assessment for ELL Students form is used for any student who answered A. Yes on the Home Language Survey to ensure appropriate academic placement. Check all that apply: Age Appropriate Documented Prior

Educational Services LEP Committee Assessment - Diagnostic/placement test Parent/Guardian and Student Interview

**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. When an ELL student is enrolled in the school district of Clay County and has never been in formal schooling or records are not obtainable., the student is placed in an age appropriate grade. The student is then assessed for academic achievement and accelerated in reading and math until the necessary learning gains have been accomplished. All attempts are made to work with the parent and the sending school to obtain the records. \_\_\_\_\_

**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 Guidance counselor and the administrator fill out the programmatic assessment for the placement of the student in the appropriate grade level. K-8 ELLs will be placed based on age appropriate guidelines and previous transcripts when available. All attempts to acquire previous transcripts will be made by the records secretary at each school in collaboration with parents.

**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. [http://www.clay.k12.fl.us/PDF/student\\_progression\\_intro08.pdf](http://www.clay.k12.fl.us/PDF/student_progression_intro08.pdf). If there is a transcript, then we have it translated and awarded credits. It is not common practice to award credits without proper documentation from previous schools depicting credit awarded. The classes are matched as closely to the Florida Course Code Directory.

**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. Upon re-enrolling (within 20 days), the student is re-assessed with the IPT test and the IRW test to make sure the student is properly classified as ELL or non-ELL. The length of time between the ELL's withdraw and re-enrollment which a new English Language proficiency test will be administered will be less no more than one school year.

**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 Guidance

counselor and the primary language arts teacher are responsible for writing the ELL plan. The plan is reviewed by or shared with all teachers on the student's schedule for reference.

**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 ESOL coordinator for each school, usually the guidance counselor, is responsible for making sure the LEP plans are reviewed and completed on a yearly basis. If the student's situation changes during the year, the teacher, parent, guidance counselor, or administrator can call a LEP meeting at any time to discuss changes during the year.

### **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) All Languages available on TransAct

## **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. All elementary schools are utilizing the inclusion model, except Grove Park Elementary (GPE). GPE is a center school for the district and accepts non-English speaking students across the district. It is the choice of the parent if they want their student to attend GPE, if not, the student is welcome to attend their home school by residential boundary. The middle and high schools use a sheltered-English approach and inclusionary approach. The fidelity is monitored by the School-based administrator to ensure the implementation and delivery model of instruction is followed as outlined in the Clay County District Limited English Proficiency Plan. The administrative team and guidance counselors receive professional development training every year to ensure all school-based leadership team members are aware of the model and options for ELL students.

**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 majority of our schools are an inclusion model, so the content area delivered to ELL and non-ELL students is the same. The curriculum is the same content, but accommodations are made for ELL students as allowed by the meta consent decree and the florida statutes. The elementary teachers have curriculum mapping aligned with the Sunshine State Standards and are required to follow the maps. This ensures equal instruction provided to ELLs and non-ELLs and is verified by the school administrators. At the secondary level, the building administrators are responsible for ensureing eqaul instruction to ELLs and non-ELLs.

**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. The instructional strategies are documented through lesson plans.

**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) CELLA

**15) Student Progression**

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

- Yes  No

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

**15a)** Describe the district's Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention. Limited English Proficiency (ELL) students, who have been in an English language program for less than two years and fail to meet district expectations on the state assessments in reading and writing, shall be exempted for Good Cause from the mandatory retention. As long as the LEP committee deems the cause for retention is a direct result of a language barrier.

**15b)** Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. The parent is invited to participate in the ELL Committee review to determine whether the student is retained or not based upon a variety of criteria to include test data, teacher recommendation and documentation. The ELL Committee makes the recommendation to the Administrator for promotion and retention.

**15c)** Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. A parent invite for a LEP Committee review is sent to the parent (in home language unless not feasible).

**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 school based administrator (Principal) is responsible for making sure all ELL students are assessed.

**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 testing coordinator pulls a list of ELL students from the student data base TERMS, ensures that all students are provided with ELL accommodations such as the use of a heritage-language dictionary, small group settings, and/or extended time.

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

Yes     No

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

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

Reading: Not applicable

Math: Not applicable

Writing: Not applicable

Science: Not applicable

## 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 are exited by the oral/aural, 3-12 must pass all four parts, oral, aural, reading and writing as outlined in the Florida Department of Education Data Base Requirements dated 9/2/08.

### 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>
IPT	K-2		3	
IPT	3-12		3	
CELLA	k-2	2050		
CELLA	3-5	2150		
CELLA	6-8,9-12	2200,2250		

(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):
IRW Reading and Writing
FCAT Plus writing
FCAT Reading
FCAT Math

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

Registrar  ESOL Teacher/Coordinator  Other (Specify) Guidance Counselor

**17d)** Describe the process by which the ELL Committee makes exit decisions. 1. Students whose basis of entry into ESOL was based on a LEP Committee decision will be exited based on a LEP Committee decision. 2. School personnel or parents who wish to have the LEP Committee review the ELL or non-ELL status of a particular student will complete a LEP Committee Referral form and submit it to the ESOL contact person who schedules a meeting of the LEP Committee. The parent is invited to participate in the review to determine whether the student continues to be or not to be ELL. The findings of the committee and its recommendations are kept in the student’s cum folder. The student will exit the program only if the committee determines the student not to be ELL.

**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. Data Entry Clerk is responsible for up-dating the student's exit data in TERMS. The data entry clerk receives the information from the guidance counselor upon completion of the Exit Criteria form.

**17f)** Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. Students can be reassessed at any time during the year. The teacher makes a recommendation to the guidance counselor, the guidance counselor administers the appropriate assessments (IPT and IRW), and the student can be exited based on meeting the criteria for exit outlined by the DOE on 9/2/08.

**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/ESOL Contact for each school.

**18a)** Explain how the ELLs' progress is documented in the Student ELL Plan. The ESOL contact person at the school is responsible for ensuring that the form titled "Evaluation of Former ESOL Student Progress" will be completed by the former ELL student's teachers at each evaluation interval required. Formal reviews shall take 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. Although the review of student progress is ongoing throughout the year, review dates will be maintained only for the required time line. The dates for post-reclassification monitoring will be recorded on the exit review form by the ESOL teacher at the time of student exit. This form will be maintained as part of the student's cum folder. Immediately after each required review, the date of the review will be entered into the Department of Education data base by the Data Entry Person under the direction of the ESOL contact person at the school.

**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. A committee review is conducted and the student is either re-assessed using the IPT, or the committee determines the needs for ELL services and the student is placed back in the ESOL program. The ESOL contact person at the school is responsible for ensuring that the form titled "Evaluation of Former ESOL Student Progress" will be completed by the former ELL student's teachers at each evaluation interval required. Formal reviews shall take place at the student's first report card and semi-annually during the first year after exiting the program, and at the end of the second year. Although the review of student progress is ongoing throughout the year, review dates will be maintained only for the required time line.

**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 former ELL student's teachers must notify the ESOL contact person regarding any students with a pattern of poor performance (below average or failing grades/tests). A LEP Committee will be convened by the ESOL contact person to review and determine whether the student continues to be or not to be ELL. A list will be provided annually to teachers identifying former ELL students. The LEP Committee will review the performance of the former ELL student according to criteria specified in the Consent Decree and will determine whether the student continues to be or not to be ELL. A student determined to be ELL will be reclassified as ELL and will be re-entered in the ELL program. The ESOL contact person will ensure that all appropriate documentation is on file at the school, and that the appropriate data entry is made into the Management Information Services system.

**21)** Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. In the scheduling of the former ELL student, the ESOL contact person and/or the guidance counselor assure placement of those students into classes taught by qualified teachers using ESOL strategies or taught by teachers who begin the training and become qualified according to training guidelines. Each teacher utilizes lesson plans/activities that reflect the ESOL strategies which ensure the delivery of understandable instruction to ELL students. The former ELL student may also be placed on an Academic Improvement Plan (AIP) as determined by the LEP committee in conjunction with the classroom teachers to address those areas of academic weakness. The AIP is required for those students who are performing below grade level as determined by statewide testing and/or teacher recommendation. Throughout the year, the ESOL contact person and the principal or his designee maintain contact with the ELL students and their teachers to monitor the degree to which they are receiving understandable and effective instruction.

## **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. Bilingual teachers and staff members are made available to translate at conferences and meetings as needed. District/school required forms and documents are available in a translated format unless clearly not feasible. The district surveys all school communities to recruit bilingual volunteers for interpreting and translating. A resource list of these volunteers is distributed to each school. Written communication may include pictures to clarify meaning of the written word when appropriate. Bilingual teachers and staff assist in the translation of notes sent home and notes received from home, as needed. Bilingual teachers and staff assist in making phone calls to ELL students' families as needed.

**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? Every student is provided with a hard copy of the student code of conduct. The code of conduct is translated into Spanish and available at the school level. The Code of Conduct is also available on the www.clay.k12.fl.us website.

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. Not applicable

**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.  
The Parent Leadership Council members will receive training about the district's ELL program, program monitoring procedures, involvement procedures available to parents, and opportunities to be represented on school or district advisory councils and/or subcommittees. District ESOL contact with assistance from the DOE and ESOL teachers will provide the training during the first quarter of the school year. Twice a year the district holds a ESOL Parent night to disseminate relevant school information and assistance in the form of homework help books, documents and tip sheets in home languages is given to the parents to assist their students.

**25)** How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain.  
Parents/guardians of ELL students have access to the school's adequate yearly progress through the SPAR report on-line through the Clay County website. If parents/guardians do not have access to an on-line computer, a printed copy of the SPAR report is available at the school for public review. Based on the small percentage of ELL students, this report is not

financially feasible to print in other languages at this time. Starting in 2009-2010 school year, the title III grant will be utilized to translate and print this document in four other languages.

**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. 1. Parents will be advised of the complaint and appeal process through the Parent/Student Handbook where the complaint and appeal process is described in the "Notice of Non-Discrimination and Procedures for Handling Allegations of Possible Discrimination within the Clay County Schools." Translations of this notice are available to parents.

2. The lowest level for processing a complaint about ESOL is on an informal basis with the school principal or the ESOL district contact.

3. During the complaint and appeal process, any matter not resolved by the school principal or ESOL district contact to the satisfaction of the aggrieved party shall be referred to the Civil Rights Officer (Assistant Superintendent of Human Resources at the District Office), in writing, on the DISCRIMINATION COMPLAINT FORM within twenty (20) days of the date of the reply to the informal discussion.

4. It is the role of the Civil Rights Officer to investigate fully all DISCRIMINATION COMPLAINT FORMS received. All persons involved shall be questioned.

5. The highest level for processing a complaint is an appeal to the Office of Civil Rights in Atlanta, GA.

6. The procedure shall in no way prohibit any person from filing a complaint directly with the Office of Civil Rights.

**27)** How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? See #28A

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

**28)** Specify the personnel required for an ELL Committee in your district. A. #27:( Template . would not allow typing)All students are afforded equal access to all programs within the Clay County School District regardless of ELL status or disability. This criteria is set forth by the by school board ruling. All principals are responsible for ensuring equal access and the principals are held accountable by the District Directors.

The LEP committee consists of an administrator, guidance counselor, teachers of the student, and the student's parent.

**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 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Other (Specify) \_\_\_\_\_

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

- School Level     District Level

Describe the functions and composition of PLCs in your district. The function of the PLC is to review the ELL plan, and other plans, and act in an advisory role. 51% of the parents on the council are parents of ESOL students.

**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. Not applicable

**31)** Indicate how your district involves the PLC in district/school committees. The Parent Leadership Council members will receive training about the district’s ELL program, program monitoring procedures, involvement procedures available to parents, and opportunities to be represented on school or district advisory councils and/or subcommittees. District ESOL contact with assistance from the DOE and ESOL teachers will provide the training during the first quarter of the school year. Once a year the district holds an ESOL Parent night to disseminate relevant school information and assistance in the form of homework help books, documents and tip sheets in home languages is given to the parents to assist their students. Each school serving ELL students will be encouraged to have a Parent Leadership Council. All ELL parents are encouraged to participate. The ESOL contact person and the ESOL teachers personally contact parents to tell them about the council and invite them to participate on the council. Each school council will include at least 51% ELL parents. A school administrator and ESOL teachers will serve on the school council. Schools that house ESOL students as a center will have a Parent Leadership Council. The district will have a district Parent Leadership Council. The Supervisor of School Improvement, Professional Development, Assessment, and ESOL are responsible for seeking ELL parent participants and providing leadership in the development of the council. The district council will include at least 51% ELL

**32)** Indicate how your district PLC was involved in the development of the District ELL Plan. The Parent Leadership Council will meet at least twice a year. Their role is to review the district’s ELL plan prior to its submission to the state, as well as review other district plans

(such as School Improvement Plans) that require their involvement. In addition to council meetings, however, ELL program personnel will encourage council members to become parent volunteers, to become involved in other school activities throughout the school year, and to become active in other school committees.

**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.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. Teachers are identified by the building level principal when they receive a ELL student. Teachers are informed of the training requirements, by the building level principal, for their area, regardless of the amount of time the student is in the classroom. The teachers are provided a professional development calendar at the beginning of the year. The teachers are notified verbally and in writing by the building level principal of the requirements for ESOL training as soon as they come in contact with an ELL student. Documentation of training requirements is coordinated with the ESOL trainers and the Human Resources Development Office. The training record becomes a part of the teacher's inservice record. Clay County is committed to provide highly qualified personnel as reported in the Title I LEA Plan.

**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. : Currently, Clay County Schools through the Professional Development office has implemented my-points.org as the inservice management system. All staff members are using this system to register for in-service trainings as well as maintaining all historical inservice records. Along with the My-Points.org management system, a database is being maintained in the ESOL office to track ESOL training and/or certification requirements. This database is being implemented this school year. The District ESOL Department tracks and follows up on the data from My-Ponts.org and TERMS to ensure teachers remain in ESOL compliance.

**35)** Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. : School-based administrators must take the 60 hour Administrative/Guidance Counselor ESOL training. This course is offered online through the Schultz Center for Teaching and Learning as well as a traditional classroom setting. This course has taken its base from Empowering I and II with emphasis on the law and classroom strategies to be observed. The database created within the ESOL department will also contain the school-based administrators to include the course and date completed of the 60-hour requirement as well as through the use of my-points.org management system.

**36)** Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. Guidance Counselors must take the 60 hour Administrative/Guidance Counselor ESOL training. This course is offered online through the Schultz Center for Teaching and Learning as well as a traditional classroom setting. The database created within the ESOL department will also contain the school-based administrators to include the course and date completed of the 60-hour requirement as well as through the use of my-points.org management system.

**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. We will identify and recruit aides proficient in the language of our ELL students, especially those fluent in Spanish, which is the majority language represented in our ELL student population. The qualifications are outlined in the Clay County Job description attachment number one.

**39)** Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. When there are 15 or more students with a common language at a school site, identification and recruitment of aides speaking that language will be a priority. Teachers' aides will complete an 18-hour in-service component within a calendar year of being assigned to a class with ELL students.

The 18-hour component will be composed of 12 hours of in-class sessions and 6 hours of out-of-class assignments that will include information concerning the META Agreement and the educational needs of the ELL students. The instruction will be delivered by a certified ESOL trainer.

**40)** Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. Oral interview is conducted by the school principal. Through this process the paraprofessional's proficiency in the target language is assessed. The principal utilizes other bi-lingual staff in the process to determine proficiency in the applicants other language than English if an available resource is on school campus.

## **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. All students in grades K-9 will benefit from the implementation of a new reading design which incorporates several evidenced based programs and instructional strategies. Additional materials are available to support the learning of the ELL students. Built-in assessments will allow the school and district to monitor the progress of the ELL student.

**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. On-going progress monitoring occurs at the district level across the

curriculum. Data workshops for school leadership teams are conducted and assistance provided by the Office of School Improvement in the establishment of goals and objectives for each subgroup not meeting proficiency. School Improvement Plans are to be utilized as a working document to track student progress by subgroup. School Advisory Committee meeting minutes are submitted monthly to the district office and reviewed to ensure the SIP objectives and goals are being monitored for successful implementation. A district assessment calendar requires that predictive assessments be given no less than three times during the school year. Results are analyzed by district staff and discussed with school administrators. Professional Development Plans must be aligned to the School Improvement Plan and activities are tracked throughout the year via an on-line professional development program.

**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. In addition to the steps listed above, schools not meeting AYP for two years must implement additional interventions. A school leadership is established to provide coaching and support within the classroom. The leadership team must consist of teacher leaders with a proven record of success in improving student achievement. The leadership team assists in the establishment of student achievement goals related to targeted subgroups. The district provides additional support through professional development designed to assist schools in the implementation of evidenced based programs and instructional strategies. Schools demonstrating the greatest need, receive the highest percentage of resources and support. Title I schools who are identified as Prevent or Correct Schools, follow the Comprehensive Intervention and Support Plan in accordance with Florida's Differentiated Accountability Model. An outside professional expert has been assigned to increase oversight at Correct I schools. The system of accountability is outlined in the District School Improvement Plan submitted to the Department of Education January 2009. The plan addresses target performance objectives for subgroups and what steps are in place for those schools who do not meet the performance targets.