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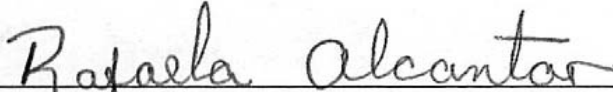
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Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

FDOE INTERNAL USE ONLY

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
 Contact Person: Mark Drennan
 Phone: (850) 245-0893
 Email: mark.drennan@fldoe.org

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
DeSoto		Sue Ellen Smith Associate Director of Federal Programs		863.494.1103	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
494 North Manatee Ave Arcadia, FL 34266			Same as above		
(6) CERTIFICATION BY SCHOOL DISTRICT					
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.					
I, Adrian H. Cline , do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
(7) District Parent Leadership Council Involvement					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): <u>Rafaela Alcantar</u>					
Contact Information for District PLC Chairperson: Mailing address: <u>312 N. Monroe Avenue</u> E-mail Address: _____ Phone Number: <u>863.491.4091</u> Date final plan was discussed with PLC: <u>September 29, 2008</u>					
PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved					
 <u>Signature of the Chairperson of the District PLC</u>					
<u>September 29, 2008</u> 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, Adrian H. Cline, 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. All students complete the HLS at their home school. Each school's registration form includes the HLS. The registration form, including HLS, is filled out for all students regardless of their ELL status. Office staff register student and guide them to the appropriate next step. For any student/family that requires bilingual assistance, the bilingual registration staff completes the form with them. The bilingual staff person assists as necessary due to the parent's language ability. Students at the secondary level may complete their own survey. Parents or legal guardians may complete the form, or, give the information to designated bilingual personnel for all students' HLS. The original HLS, for all students, is maintained as a part of the student's permanent record.

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. See above, this is part of the registration form and completed when all students register for enrollment at their home school site. This is also administered at the Early Childhood Center when students enroll at that site. Bilingual staff members are on hand to assist and the HLS form is available in English and Spanish [the language of our ELL population].

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. When office staff registers students they guide them to the appropriate next step; all affirmative responses are to be given to the ESOL teacher/principal's designee for follow-up [i.e. notification to parents, checking records, testing] as it relates to the particular grade level of the student.

Identify the title of the personnel responsible for processing all affirmative responses to HLS. Registrar Guidance Counselor Other (Specify) ESOL Teacher; Trained assessment staff; Data Records Personnel

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. Communication is in English and Spanish [language of ELL population] and bilingual staff members are available to assist in the registration process.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc. Student demographic data is included in the registration/HLS including native language, and country of birth. This is then entered into our district's student data base Genesis for easy access by designated staff members.

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

Registrar Data Entry Clerk Other (Specify) ESOL Teacher and Paraprofessional

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) ESOL Teachers; trained assessment staff personnel

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 ELL services.

**The Bilingual Syntax Measure has been continued within DeSoto County in anticipation of listening and speaking placement with CELLA, or CELLA related instrument.*

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
*Bilingual Syntax Measure I	K	4		
*Bilingual Syntax Measure I/II	1-12	5		
CELLA [if approved for entry]				
Any other A/O on the state approved list for students transferring from another state/district				

(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. *DeSoto utilizes the following procedures which are led by the school's ESOL Teacher/principal's designee:*

- ESOL teacher/principal's designee provide training; assign student ELL data form to trained personnel.
- Trained school personnel [i.e. ESOL Teacher, ESOL paraprofessional, paraprofessionals] administer the Bilingual Syntax Measure (BSM)/other State approved aural/oral language assessment [should the State approve another form of CELLA for entry], to assigned student(s) within twenty school days of the HLS.
- Assigned personnel grade the oral test for the students they assess; complete ELL data form

- Data forms are reviewed by the ESOL teacher.
- ESOL teacher places students for the appropriate service.
- ESOL teacher gives ELL data form to the school data records' clerk.
- Data records' clerk enters results on ELL data form into the district data base [Genesis].
- At regular intervals, school ESOL teacher receives copies of Genesis reports and checks for accuracy.

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? As soon as the HLS is administered, part of registration form, and a student has responded with one or more "Yes" checks, the HLS is given to the ESOL teacher who either assigns the students for immediate assessment or assesses or sets a schedule for testing that will be within the 20 school day limit [usually within one week].

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. Should the L & S assessment not be administered within the 20 school day period, the student would be served through inclusion with a highly qualified teacher using ELL strategies. This would ensure service to the student on their English language and academic level of instruction. The ESOL teacher would send the "Notification of Attempt to Screen" [L2 in our district Procedures' Manual] **to the parents/guardians of the student, in a language they can understand, unless clearly not feasible..** This notification will include the reason for the delay and a timetable for its completion. It will be sent no later than eight weeks after the student's HLS is completed. A copy of the notification will be retained in the student's ELL file for a minimum of one year.

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. These students are placed with highly qualified teachers, **with an attempt made to place them with teachers who have/are in the process of acquiring the ELL Endorsement/Certification, and not registered as LY.** The teacher/parent/ESOL teacher/guidance may call an LEP Meeting to determine whether or not a particular student should be classified as ELL [LY]. At that time all academic data for the student will be analyzed in making the determination for ELL service. The procedure the ELL Committee follows is outlined in our Procedure's Manual. The decision must include consideration of as many of the following procedures as are available for the student.

- Extent and nature of educational & social experiences, student interviews.
- Written recommendations and observation by current instructional and supportive services staff.
- Grades from the current or previous year(s).

- Level of mastery of basic competencies or skills in English and/or home language according to appropriate, local, state, and national criterion-referenced standards.
- Other instructional program or combinations of programs, which better meet the needs of the student.
- Other instruments to assess English proficiency or academic achievement, as appropriate.
- Review, at the discretion of the LEP Committee, other data in addition to oral language proficiency or tests for students in kindergarten through grade one, who have no other academic records.

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. These students are automatically coded as LY and placed in a classroom with a highly qualified teacher who has/is in the process of acquiring the ESOL Endorsement/Certification and further evaluated to determine the best service from the school based ESOL teacher and paraprofessional. Within one year, these students will be administered the Mini Battery Assessment (MBA)/other state approved reading/writing assessment [should the State approve another form of CELLA for entry]]. The results of any ELL assessments are placed on the student’s ELL data form and given to the data records clerk at the school for in-put into the district data base [Genesis]. The ESOL teacher reviews these records at least quarterly to ensure accuracy.

7) Reading and Writing

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

Name of Reading and Writing Instrument(s):
Mini Battery Assessment (MBA)
CELLA (when entry form of test is approved)

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 date and results of the L & S assessment is entered on the ESOL teacher’s student list with any other assessments available in their school records. All 3-12, will have a highlighted date signifying the date at which the reading/writing assessment will be given on their ELL plan. This form is checked quarterly by the ESOL teacher to ensure compliance with this Plan. During the year, all students will have the district given

standards based reading & rubric checked writing assessments entered into their academic plan; if other assessment(s) are needed by the ESOL teacher or requested by classroom teacher the MBA reading/writing will be administered within a week of the request, and given to the data records' clerk for entry into Genesis. For all ELL grades 3-12 students the MBA/CELLA/other approved reading/writing assessment will be given within one year of the date of the administration of the Listening and Speaking test.

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. Should the R/W assessment not be administered within the one year period [from date of L/S test] it would be administered as soon as the error was discovered. The ESOL teacher would send the "Notification of Attempt to Screen" [L2 in our district Procedures' Manual] to the parents/guardians of the student. This notification will include the reason for the delay and assurance that its completion will be within the week and evidence that their child is receiving the appropriate academic programming for ELLs.

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. **Parents/guardians MUST be invited (L12-L14) to meeting via a letter in a language they can understand, unless clearly not feasible, or via a phone call with a translator.** Second copy of the letter should be sent if response is not received by return date on the letter. School also attempts to contact parent by phone, if letter is not returned. The ELL Committee makes entry (placement) decisions to determine whether or not a particular student should be classified as ELL [LY]. During the meeting all academic data for the student will be analyzed in making the determination for ELL service. The procedure the ELL Committee follows is outlined in our Procedure's Manual. The decision must include consideration of as many of the items as are available for the student.

- Extent and nature of educational & social experiences, student interviews.
- Written recommendations and observation by current instructional and supportive services staff.
- Grades from the current or previous year(s).
- Level of mastery of basic competencies or skills in English and/or home language according to appropriate, local, state, and national criterion-referenced standards.
- Other instructional program or combinations of programs, which better meet the needs of the student.
- Other instruments to assess English proficiency or academic achievement, as appropriate.

- Review, at the discretion of the LEP Committee, other data in addition to oral language proficiency or tests for students in kindergarten through grade one, who have no other academic records.

The ELL Committee MAY NOT over-ride the scores of the aural/oral test when considering the student's dismissal from the program.

The ELL Committee will review and discuss the documentation presented and will make a final decision. The recommendation will be documented on ELL Committee Conference Report [Procedures Manual L18 (English version)] and placed in the student's cum folder. This report L17 (Spanish version) MUST be used to **notify parents** of the ELL Committee meeting results.

DeSoto Procedure's Manual P 11-P13 for ELL function & flow chart

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. The Spanish Assessment of Basic Education (SABE) is administered, when appropriate, to ascertain the educational level of students for placement at their educational level. This is mainly used at the secondary level for placement at their academic level to ensure they are not placed in a lower academic level because of their language barrier.

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. Outlined in District Procedures' Manual P5 elementary P6 secondary; after approval of this Plan the "Programmatic Assessment and Placement for ELL Students" form [Forms used are F11 (directions), F12 (E), & F13 (S)]. The principal is responsible for the initial placement of all students new to the school. The form is completed by the ESOL Teacher/principal's designee/administrator/ELL Committee, guidance counselor, and/or the classroom teacher when identified ELL student is to be placed in a grade level/specific classroom [i.e. basic math/algebra, general science/biology]. This form includes age appropriateness, interview of parent/students to determine subject area competencies and/or grade level, academic experiences, review of school records, test information, and any school administered assessment results during the first 20 days of enrollment. **[Procedures Manual is attached]**

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). The principal is responsible for placement of all new students at their school. The "Programmatic Assessment and Placement" form is used as the guide for placement. If previous

school records are not available, and the previous school is known, the school office personnel send a request to that school. When prior records are incomplete, unobtainable, and/or they have no past school experience; the student is placed at the most appropriate school/grade level depending on age and ability by the administrator/guidance counselor. The classroom teacher will observe and evaluate the student using monitoring tools in place for our district Continuous Improvement Model. This includes instructional focus units, teaching, mini assessment, tutoring on a continuous cycle of the Next Generation SSS. The placement of the students may be permanent or may change if observation and assessment indicate a more advantageous placement for the students. Sometimes an ELL Committee Meeting is called by the teacher to provide targeted evaluation as to the placement of the student.

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. The principal is responsible for placement of all new students at their school. All actions under 10a will apply as the school/district attempt to locate academic records for the student. Students who arrive at a school site and have no/limited past school experience are tested and placed at the most appropriate school/grade level depending on age and ability. If the student is a migrant the FL Migrant Inter/Intra State Program is contacted for assistance. **For assistance obtaining/interpreting student records:** if the student is from Mexico, the Mexican consulate might be contacted; if the student is from other states or school districts are contacted according to the best information received from the parents.

10ci) Grade Level and Course Placement Procedures – Grades K-5 Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement. ____
Outlined in District Procedures' Manual P5 elementary P6 secondary; after approval of this Plan the "Programmatic Assessment and Placement for ELL Students" form [Forms used are F11 (directions), F12 (E), & F13 (S)]. The principal is responsible for the initial placement of all students new to the school. The form is completed by the ESOL Teacher/principal's designee/administrator/ELL Committee, guidance counselor, and/or the classroom teacher when identified ELL student is to be placed in a grade level/specific classroom [i.e. basic math/algebra, general science/biology]. This form includes age appropriateness, interview of parent/students to determine subject area competencies and/or grade level, academic experiences, review of school records, test information, and any school administered assessment results during the first 20 days of enrollment.

10cii) Grade Level and Course Placement Procedures – Grades 6-8
Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement. Outlined in District

Procedures' Manual P5 elementary P6 secondary; after approval of this Plan the "Programmatic Assessment and Placement for ELL Students" form [Forms used are F11 (directions), F12 (E), & F13 (S)]. The principal is responsible for the initial placement of all students new to the school. The form is completed by the ESOL Teacher/principal's designee/administrator/ELL Committee, guidance counselor, and/or the classroom teacher when identified ELL student is to be placed in a grade level/specific classroom [i.e. basic math/algebra, general science/biology]. This form includes age appropriateness, interview of parent/students to determine subject area competencies and/or grade level, academic experiences, review of school records, test information, and any school administered assessment results during the first 20 days of enrollment.

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan. Outlined in District Procedures' Manual P5 elementary P6 secondary; after approval of this Plan the "Programmatic Assessment and Placement for ELL Students" form [Forms used are F11 (directions), F12 (E), & F13 (S)]. The principal is responsible for the initial placement of all students new to the school. The form is completed by the ESOL Teacher/principal's designee/administrator/ELL Committee, guidance counselor, and/or the classroom teacher when identified ELL student is to be placed in a grade level/specific classroom [i.e. basic math/algebra, general science/biology]. This form includes age appropriateness, interview of parent/students to determine subject area competencies and/or grade level, academic experiences, review of school records, test information, and any school administered assessment results during the first 20 days of enrollment. The ESOL teacher/assigned guidance counselor(s) ensure that all previous records are analyzed and approved, as appropriate, for placement on the student's school academic record; **[this includes out of state and out of country; in out of country cases, the Guidance Counselor may work with the school and/or Consulate to ensure proper credit is awarded these students]** all ESOL classes are assigned a grade level English code to ensure that the student is given full credit for these courses.

URL: <http://www.desotoschools.com/2007-2008%20Student%20Progression%20Plan.pdf>
pp. 29, 36-38

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.

ELL students who have withdrawn or left DeSoto County, and after two or more semesters, re-enrolled from another country, state or county with no documentation, are administered a new English language proficiency assessment.

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 ESOL teacher or classroom teacher develops the Student ELL Plan. The ESOL teacher records all assessment data on the first sheet with any additional testing date(s) highlighted. According to placement of the ELL student, the ESOL teacher/ classroom teacher will up-date if the student changes classroom/service(s), schools and at the beginning of the year. It is revised when there are significant changes in the student's academic progress and also when the student exits the program and enters follow-up monitoring.

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 teacher at the school site monitors the updating and revision of the student ELL plan. This teacher maintains the ELL folders and ensures that all the student's ELL services and placement information is correct in the folder and on Genesis.

13) Parent Notification

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

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

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

- English
- Spanish
- French
- Haitian Creole
- Portuguese
- Vietnamese
- Other (Specify) _____

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

In addition to using ELL 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.fl DOE.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 district schools in DeSoto implement the Mainstream-Inclusion English Language Arts and Mainstream-Inclusion Core/Basic Subject Areas. At the elementary level this also included ELL in-class [provide tutorial support [i.e. translating new concept, providing one-on-one/small group tutorial - within the classroom; providing intensive translation of concept/one-on-one/small group assistance [i.e. very limited/non English speaking student(s), difficult new concepts]. At the secondary level, Sheltered English Language Arts is also included for students according to their identified English language need(s). Administrators at each site monitor the fidelity of implementation during classroom observations and while reviewing lesson plans that document ELL strategies and ELL student's names.

URL: <http://www.desotoschools.com/2007-2008%20Student%20Progression%20Plan.pdf> PP. 8-12, 17, 20, 23, 36

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. [Please see attachment at the end]

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. ELL students who are placed in the regular program with non ELL students are placed in classrooms with teachers who have or are in the process of getting their ESOL Endorsement/certification and receive the same high quality instruction, geared to the Next Generation SSS as other students, with ELL strategies included. At the elementary level

students may receive additional ELL tutorial assistance by the highly qualified and ESOL endorsed/certified teacher or their trained highly qualified paraprofessional. At all grade levels, when needed the bilingual paraprofessional works in the classroom to ensure that ELL students understand the concepts, instructions needed to complete their assignment. At the secondary level, all sheltered English language arts; core/basic subject area(s) are highly qualified and utilize the same standards as the regular grade level classroom teachers. The administrators at all sites make routine visits, observations, and classroom walk throughs to observe the implementation of ELL strategies; they also check lesson plans

4d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ELL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction. _____

The ESOL teacher provides a copy of the ELL strategies to each teacher at the beginning of each school year; and throughout the year, should a new teacher be hired. Classroom teachers are instructed to place these strategies in their plan book and to document their use throughout the school year. The ELKL student's names and their strategies are documented in the teacher's lesson plans. These plans are reviewed by the administrators to ensure their use as specific strategies depending on the academic need of the area(s) or specific ELL student. Administrators also utilize classroom visits and walk throughs to observe ELL strategy implementation and use this data when meeting with teachers and in grade level meetings.

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) Spanish Assessment of Basic Skills (SABE)
- FCAT

Other (Specify) CELLA; ThinkLink [standards based 3 times during the year]; SAT 10; DIBELS

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. pp. 8-12; 17, 20, 23, 36

URL:

<http://www.desotoschools.com/2007-2008%20Student%20Progression%20Plan.pdf>

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 ELL program for 2 years or less are exempted from mandatory retention. ELLs must meet the same proficiency levels in reading, writing and math as those required for non ELL students. However, a student may be retained if he/she is unable to read satisfactorily in any language, but not simply because the student is unable to read in English; if the ELL student meets satisfactory proficiency in his/her home language they may not be retained. When an ELL student has been in an English language program for less than two years and fails to meet district expectations on the state assessments in reading and writing at Grade 3, the district may exempt the student(s) from mandatory retention for good cause.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. Whenever there is a decision regarding retention of an ELL student, the ELL Committee will be called to meet and the parent/guardian will be invited. The decision of the ELL Committee is the final decision for the ELL student. All communication with ELL parents is in English and Spanish, the language of our non English speaking parents. Bilingual personnel are present at all ELL Committee meeting to provide support the parents and provide translation. **This Committee reviews all pertinent data [i.e. student grades, test scores, teacher comments]; discusses each within the group according to the members interaction with the student, evaluation of the student's academic work; records the notes and enters the decision of the Committee as to the most advantageous placement for the student's academic growth and advancement in their education.**

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. The guidance counselor, the ESOL teacher, and the bilingual school contact [ESOL paraprofessional/bilingual office staff] work together to notify parents of the LEP Committee meeting to discuss possible retention of their child. The parent is invited **through notices sent to their home**. If there is no response to the first notice, they receive another written invitation; then a phone call is made to ensure that they are aware of the meeting and inquire as to whether or not another time would better

meet their needs. Should another time/date be better for the parent the meeting date/time will be altered to meet the parent's needs.

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 guidance counselor and ESOL teacher work together to ensure that ELL students receive the accommodations necessary for them to perform to the best of their ability on FCAT. Each site provides a list of ELL students to the guidance counselor; the ESOL teacher checks this list to make certain all ELL students are included. The ESOL teacher is responsible for working with the guidance counselor in preparing the schedule and setting for ELL student's assessment(s). For CELLA testing all sites follow the CELLA test accommodations format.

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 ESOL teacher and guidance counselor at each site are responsible for ensuring that the setting and accommodations are in place for ELL students during statewide assessments. Utilizing the ELL student list [provided by data clerk and checked by ESOL teacher] the ESOL teacher sends the *DeSoto County Accommodation Letter* in English/Spanish to ELL student's parent; a copy is maintained in the student's ELL folder. The ESOL teacher collaborates with the testing coordinator to ensure appropriate setting and test accommodations are in place and implemented for all ELL students.

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 ELL program for 12 months or less?

Yes No

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

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

Reading: _____

Math: _____
 Writing: _____
 Science: _____

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district’s ELL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores. _____

ELL students are able to exit the ELL program in the specific grade levels on the specified English proficiency levels:

- Grades K- 2 Bilingual Syntax Measure Level 5; CELLA, proficiency level 673
- Grades 3 – 12
 - 1) Bilingual Syntax Measure Level 5; CELLA, Composite score proficiency level(s) [see grade level(s) score(s): 3-5 = 2050; 6-8 = 2200; 9-12 = 2250 & CELLA reading proficiency level(s) [see grade level(s) score(s): 3-5 = 734; 6-8 = 759; 9-12 = 778.
 - 2) A score at or above the proficiency score of Level 3 on the FCAT reading OR FCAT Writing.

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 ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Bilingual Syntax Measure I	K 1 st semester	4		
Bilingual Syntax Measure I	K 2 nd semester	5		
CELLA	3 - 5		2050	
CELLA	6 - 8		2200	
CELLA	9 - 12		2250	

(1) A raw score represents the number of points a student received for correctly answering questions on a test. Level of proficiency for 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. CELLA Composite score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

17b) Reading and Writing Proficiency Assessment

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

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

Name of Reading and Writing Instrument(s):
Mini Battery Assessment (MBA)
CELLA
CELLA
CELLA
FCAT

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

Registrar ESOL Teacher/Coordinator Other (Specify) ESOL Teacher trained ESOL paraprofessional

17d) Describe the process by which the ELL Committee makes exit decisions. The teacher/parent/ESOL teacher/guidance may call an LEP Meeting to determine whether or not a particular student should be exited]. At that time all academic data for the student will be analyzed in making the determination for exit. The procedure the ELL Committee follows is outlined in our Procedure's Manual. The decision must include consideration of as many of the items below as are available for the student.

- Extent and nature of educational & social experiences, student interviews.
- Written recommendations and observation by current instructional and supportive services staff.
- Grades from the current or previous year(s).
- Level of mastery of basic competencies or skills in English and/or home language according to appropriate, local, state, and national criterion-referenced standards.
- Other instructional program or combinations of programs, which better meet the needs of the student.
- Other instruments to assess English proficiency or academic achievement, as appropriate.
- Review, at the discretion of the LEP Committee, other data in addition to oral language proficiency or tests for students in kindergarten through grade one, who have no other academic records.
- All available test data, to include district aural/oral and for grades 3-12 reading/writing assessments.

The ELL Committee shall be convened to review all assessment information and will make determinations for placement and additional services for any student in

grades K – 12 with inconsistent assessment data or discrepancies between scores for each language domain of listening, speaking, reading and writing.

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 teacher is responsible for the up-dating of exit data in the ELL student's Plan, when the ELL student meets ELL exit requirements, and notifying the school's data record's clerk of the change and monitor the entry on the district data base (Genesis). The ESOL teacher will also assign all ELL assessments, including the exit assessment and review the results prior to following the above exit procedure for an ELL student.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. The exit date for ELL students is the date they meet district exit requirements, regardless of whether it is at the beginning, middle or end of a grading period; **the exit is based on either the state approved exit assessment or LEP Committee recommendation.**

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 ELL program. The ESOL teacher is responsible for ensuring that the LF follow-up form is completed by the classroom teacher and reviewing the form to be certain an ELL LF is progressing without ELL service(s).

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. The district ELL LF Follow-up form is provided to the classroom teacher by the ESOL teacher, reviewed by the ESOL teacher and placed in the former ELL student's folder, **notations of all follow-up will be recorded on the student's LEP Plan by the classroom teacher or the ESOL teacher.**

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

Check all that apply.

Report Cards

Test Scores

Classroom Performance

Other (Specify) District continuous improvement model monitoring procedures [i.e. mini-assessments; ThinkLink; DIBELS]

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. If a former ELL student is experiencing difficulty in the regular classroom, without ELL strategies, the ESOL teacher will meet with the classroom teacher to determine whether the problem is related to the student's understanding of the English language; specifically as it relates to understanding content area(s) vocabulary. Should the student be experiencing difficulty due to an English language problem the ESOL teacher and classroom teacher will plan further evaluation of the student's English language need(s). After further English language assessment, the student may remain LF or an ELL Meeting may be

called to decide whether the student should be LF or re-entered as LY. All communication is documented and this is placed in the LF's ELL folder; any changes in ELL status will be provided to the data records' clerk by the ESOL teacher.

20) When former ELLs are reclassified as ELL and re-enter the ELL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes. The ESOL teacher is responsible for initiating a new Student ELL Plan and notifying the data records' clerk of the change in status; the data clerk will in-put this data into the district data base [Genesis]; the ESOL teacher will monitor the data base information on at least a quarterly basis. The classroom teacher is responsible for up-dating the ELL Plan according to specific ELL strategies/other evidence-based program(s) utilized in the classroom to provide support for the student. All communication is documented and placed in the LF's ELL folder by the ESOL teacher; any changes in ELL status will be provided to the data records' clerk by the ESOL teacher; and monitored during, at least quarterly monitoring of the district data base [Genesis].

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ELL program. LF ELL Students who re-enter the ELL program will return to the Sheltered or Mainstream instructional models, depending on specific need and grade level of the student. Intensive intervention strategies will also be implemented: where resource teachers are available they will provide additional support according to their area of specialty; ESOL teachers and paraprofessionals will provide additional English language support. At the elementary level, there will be support in the 21st CCLC after school and summer program; all areas of this program address the academic needs of the students served [tutorial, enrichment, & technology]. ESOL/Classroom teacher will also review ThinkLink standards based assessments to monitor each student's progress/need(s).

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. All communication is provided in the parent's language, unless not feasible; bilingual staff are available at each site [every elementary site in the front office and the ESOL paraprofessional; secondary ESOL paraprofessional]; the district provides translations of all required documents for parents/guardians, unless clearly not feasible.

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

- Temporary placement
- Delay in language proficiency testing

- Results of language proficiency assessment
- Program placement
- Program delivery model options
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes
- Extension of ELL instruction
- Exit from ELL 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?

Parents/guardians/ELLs receive written notification, in a language they can understand, unless not feasible, that the Code of Student Conduct and students' rights and responsibilities is located in the parent information notebook at each site/student's handbook.

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. Each site has a parent meeting for ELL parents to go over the Code of Student Conduct in a language that they understand. For parents who cannot attend, arrive after the meeting the bilingual contact will ensure that all areas of this document are outlined to them.

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. DeSoto County

provides two District Community Parent School Meetings [one in the summer and one in the fall] at rotating sites within the district. These meetings outline the programs that are available for all students and specifically for ELL students and their parents. Parents are invited to these meeting, English/Spanish, through flyers sent home with students; newsletter for the fall meeting. Each school begins the year with an open house to provide information about up-coming workshops, programs, opportunities for students and family members. At all of these there are bilingual staff members available to provide translation, as necessary, for our ELL families. Invitations for the parent workshop and teacher conference night are sent home with the students in English and Spanish. These workshops are provided in English and Spanish, when numbers are sufficient for a separate session. Last year the Families Building Better Readers workshop was provided in English in one room and Spanish in another. At all of our district and school parent/family meetings bilingual staff is available to provide translation and each site has a "Talk System" to use for either English or Spanish translation, depending on the make-up of the audience.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. The local newspapers provide the AYP status and school grade of all district schools and compare them to other districts in this area. The district announces the AYP status and school grade of all schools at the school board meeting and it is then reported again in the newspaper. Parents of students in Title I schools receive Witten notice, in English and Spanish from the Title I office as to the Adequate Yearly Progress (AYP) of their school and how it compares with the schools in the area.

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. DeSoto County's School Board Policy, DeSoto Parent Guide, and school handbook are the sources of the monitoring of program compliance [i.e. role of Civil Rights Officer; complaint and appeal processes]. DeSoto also has two District Community, Parent School Meetings each year to go over the programs that are available and services that are available for their students and for them. Any hand-outs are provided in English and Spanish and there bilingual staff are available to provide translation for our ELL participants.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? It is the responsibility of the school site's principal to assure that ELLs receive equal access to all programs and facilities that are available to non-ELLs. DeSoto County provides equal access to all students for all programs available at their school site [i.e. intensive English language; basic/advanced math, writing, science, social studies, computer literacy] in an understandable and equal amount, scope, sequence and quality as is provided for non-ELL students. Comparable instruction is provided to ELL, as to non-ELL, when their need is compensatory, remedial, advanced, exceptional education.

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 ELL Committee is sent to the district office at the beginning of the school year and whenever it is up-dated. The members include, but may not be limited to: school principal/designee, guidance counselor, ELL teacher/ELL paraprofessional. Others that are generally added according to purpose of ELL Committee meeting include, but are not limited to: classroom teacher, special area(s) teacher, and/or ESE teacher. The parent of the student is always a member of the Committee; if they are unable to attend [after two written invitations and at least one phone contact] they will receive the minutes of the meeting with a request for their in-put.

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

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

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

- School Level District Level

Describe the functions and composition of PLCs in your district. The DeSoto County PLC meets to discuss all programs available for ELLs; provide in-put for up-dating the DeSoto ELL Plan; approve the Plan. The PLC also meets prior to or after district meetings, when attending and provides in-put during the meeting(s) or discusses issues from the meeting(s).

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. **YES**

31) Indicate how your district involves the PLC in district/school committees. At parent meetings, bilingual and district parent involvement specialist/designee recruit all parents as they sign in. There is a sheet for sign-in sheet on clip boards and on

separate clip boards one each for SAC sign-up/Booster sign-up/MPAC sign-up/PLC sign-up. Parents are encouraged to join at least one of the additional parent committees to support the school. Invitations to join are also included in the school's newsletters.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. Surveys from the previous year were used in preparation, as were any comments from PLC meetings. Members of the PLC are invited to the District Community Parent School Meeting and in-put during that meeting is also considered in preparation for writing this Plan. Final copy is submitted to the PLC President for approval/signature. Copies of the final ELL Plan will be delivered to the homes of PLC members, as soon as it is approved and translated.

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 ELL Training Requirements may be accessed at <http://www.fldoe.org/aala/timeline.asp>

33) Describe how teachers who are required to obtain ELL 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. The school administrator and the Human Resources Department personnel collaborate in the notification of teachers concerning the certification & training requirements [i.e. timelines, areas]; the staff development department will notify the teachers of opportunities for training [i.e. district training opportunities, on-line opportunities]. **Notification is made through email from the Human Resources Department to teachers; posted on the district website via Human Resources information showing the methods for recertification, deadlines, cost of specific classes [i.e. on-line courses]; posted on the district website via Instruction Services the district inservice calendar and method for signing up through "My Points".** Documentation of the training requirement notification is kept at the school site and used when providing parent notification of their student's teacher's qualifications.

34) Describe the process(es) implemented to track teachers' completion of ELL training and/or certification requirements and include how documentation of completion is maintained. DeSoto County has implemented the on-line record keeping for professional development, My Points, the department of Human Resources maintains this data base and it is available for teachers/staff members to sign-up for professional development and for Human Resources to up-date when requirements for a particular course. The principal and **teacher both receive an email of courses they need and where they are in the process of**

acquiring the endorsement/certification [each teacher receives only their report; the principal receives a list of all of their teachers and their ELL status].

35) Describe how the district provides the 60-hour ELL training requirement for school-based administrators, and the tracking system that will be implemented. The department of Instructional Services is provided a list of school-based administrators needing the 60 hour ELL training and/or certification and their progress on completion. These administrators are notified by email of the district ELL training; these are also on-line [My Points]. When administrators in our district have this need, training is provided at least once a year. This training is provided by highly qualified personnel and funded through the Instructional Services Department; it is provided at the Instructional Services Center and incorporated the required number of hours needed by the administrator(s).

36) Describe how the district will provides the 60-hour ELL training requirements for Guidance Counselors, and the tracking system that will be implemented. The department of Instructional Services is provided a list of guidance counselors needing the 60 hour ELL training and/or certification and their progress on completion. These guidance counselors are notified by email of the district ELL training; these are also on-line [My Points]. When guidance counselors in our district have this need, training is provided at least once a year. This training is provided by highly qualified personnel and funded through the Instructional Services Department; it is provided at the Instructional Services Center and incorporated the required number of hours needed by the Guidance Counselor(s).

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 is not provided in a language other than English.

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. The bilingual paraprofessional must have a high school diploma, be bilingual in English and Spanish and meet the NCLB requirements for a highly qualified paraprofessional. The primary responsibility of the bilingual paraprofessional is to provide translation and academic tutoring for ELL students. This is under the direction of a highly qualified teacher, they use ELL strategies when tutoring ELL students; provide student supervision as required by the teacher or administrator; participate in training, with follow-up throughout the year; administer individual/group tests; utilize positive classroom management techniques; monitor English language development technology use; prepare and maintain student checklist(s), records and data as required by HQ teacher/ESOL teacher/administrator; and maintain positive connection with school and parents, assisting in written/oral translation of information. Due to

the rural nature of our district there are no bilingual paras, with a 2-year degree or equivalent from their native country. Our bilingual paras do meet the NCLB qualifications for paraprofessionals and are able to communicate with our parents and students in Spanish, the language of our ELL students. All postings for this position will have this requirement stipulated and persons with this qualification will have priority over other bilingual applicants.

39) Describe district procedures implemented for training bilingual paraprofessional in ELL or home languages strategies, including how documentation of training is maintained. When there are new ESOL paraprofessionals, they are required to participate in at least six (6) initial hours covering ELL strategies and test administration prior to or during the first week they work with students. The ESOL teacher provides this initial training and follows up throughout the first semester and adds additional area(s) as needed in second semester. This training is documented in the district's on-line inservice program [My Points].

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. The bilingual paraprofessional's first language is the target language, Spanish; they are proficient in the target language as demonstrated by their translations. The administrator at the school site is responsible for determining that the bilingual paraprofessional is proficient in the target language. Each site has bilingual personnel, teachers/highly qualified paraprofessionals who are able to assist in that determination. In any Posting for this position there will be a section for the applicant to answer questions in Spanish; these will be checked by a district Spanish teacher for accuracy and to determine the paraprofessional's proficiency in this target language [a score of 80% will be considered as proficient].

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. The district holds all schools accountable for meeting the goals and objectives for increasing the English proficiency of ELL students. The district provides an ELL Procedures' Manual to all schools; the Manual outlines the goals and objectives for increasing the English proficiency of current ELLs. It also provides the necessary forms and bilingual letters for required communication with parents [including district AMAO results]; each form/letter states who completes it, when it is to be completed, and why it needs to be completed. The ELL Student Form is included, with timelines for completion and up-dating; this Form is completed by the ESOL teacher and maintained by the ESOL/classroom teacher/ESOL paraprofessional. It includes up-dating with ELL student's progress assessment(s) results that are used to assist in the continuous improvement model incorporated in our district's instructional plan for all students. At the quarterly ESOL meetings, after assessments, [i.e. A/O assessment indications, ThinkLink results, DIBELS] each area identified as "in need" is

outlined, schools are encouraged to: set up a time to visit ESOL service at other district sites where that area is proficient; adjust student plans to provide additional English language development for identified students; provide additional time utilizing evidence-based English language development technology [i.e. Reading Assistance, Waterford]. Each site has in place at least one ESOL highly qualified teacher and paraprofessional and data analysis professional development to ensure application of data results in student's plans [i.e. Continuous Improvement Model, Instructional Focus Units (IFU)]. Classroom Walk Throughs (CWT) will also be used to ensure use of data to address differentiated instruction for ELL students. The Consolidated Application, school improvement plans and the district improvement plan address the steps taken and procedures implemented for schools that fail to adequately increase the academic achievement of ELLs [LY & LF].

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. The district holds all schools accountable for meeting these goals and objectives for increasing the academic achievement of ELL students [LY and LF] and all students. The district provides ThinkLink, a standards-based assessment to monitor progress and assistance in interpretation and implementation of the results of this and other assessments, The district Instructional Services elementary and secondary Assistant Directors meet with their respective schools to direct data disaggregation and the use of this data to not only provide the continuous improvement model but also to drive intervention(s) for ELL students [LY & LF]; they also monitor fidelity in the implementation of this model. It includes up-dating with ELL student's progress assessment(s) results that are used to assist in the continuous improvement model incorporated in our district's instructional plan for all students. At the quarterly ESOL meetings each area is addressed and schools are encouraged to set up a time to visit ESOL service at other district sites; specifically non proficient sites visiting proficient sites. By providing evidence-based, academic development technology [i.e. FCAT Explorer, SME, Waterford, Reading Assistant]; at least one ESOL highly qualified teacher and paraprofessional at each site; and data analysis professional development, our district will monitor implementation and provide guidance aimed at meeting the requirements for academic achievement. The Consolidated Application, school improvement plans and the district improvement plan address the steps taken and procedures implemented for schools that fail to adequately increase the academic achievement of ELLs [LY & LF].

44) 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. When the district fails to meet the AMAOs for two or more years, increased supervision and monitoring of school activities will occur. DeSoto County will implement the Differentiated Accountability Model at the school site(s) and the district level; as

outlined in the District Improvement Plan. DeSoto County’s plan for addressing the additional services that will be provided to schools that have not met Florida’s AMAO is also outlined in the Consolidated Application.

Attachment A

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.

The following programs are used to serve the ELL students in DeSoto County:

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts

SCHOOL	Sheltered English Language Arts	Sheltered Core/Basic Subject Areas	Mainstream-Inclusion English Language Arts	Mainstream-Inclusion Core/Basic Subject Areas
West Elementary			X	X
Nocatee Elementary			X	X
Memorial Elementary			X	X
DeSoto Middle School	X		X	X
DeSoto High School	X		X	X