

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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 Tallahassee, Florida 32399-0400
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FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Dixie		Ken Baumer, Assistant Superintendent Instructional Services		(352) 498-6149	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
P.O. Box 890 Cross City, Florida 32628					
(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, James A. Bray, 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):					
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. Registration procedures are common for all students. The guidance counselors at each school is responsible for coordinating student registration and for the administration of the Home Language Survey (HLS).

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done. The HLS is an integral part of the student registration packet. It is administered at the school of enrollment, when the child is initially enrolled.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. A student in K-12 with a "Yes" response on the HLS shall be administered the IDEA-Aural/Oral Language Proficient Test within the first 20 days of their enrollment. Each test shall be administered in accordance with its publisher's instructions, and any student who scores within the LEP range determined by the publisher's standards shall be referred to the English Language Learner (ELL) committee to assist in determining the overall needs of the student. The school guidance counselor is responsible for the administration of the IDEA Aural/Oral test, as well as the administration of the district approved norm reference test (NRT). The counselor will also notify the parent/guardian in their home language (unless clearly unfeasible) of the child's ELL placement.

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. If necessary, home language assistance will be provided at the registration. Provisions to communicate in the home language with the parent/guardian will be implemented through the use of school personnel in the district.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc. The collection and reporting of student demographic data is done through our Management Information System (MIS) and maintained by our district's MIS Director. The initial registration form is contained in the student's file at his/her home school and monitored by the school principal and guidance counselor.

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) Testing Coordinator

6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IPT II - Oral Test Form C & D	7-12	85	55	
IPT 1 - Oral Form E & F	K-6			
	7-12	24.5	74	

(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. A K-12 ELL student will be assessed to determine their oral skills level (NES; LES; or FES) through the results of the IDEA Aural/Oral Language Proficient Test. The ELL committee will use this result to determine whether the student is non-English speaker, limited English speaker, or a fluent English speaker. The home school guidance counselor is responsible for the administration, scoring and recording of the Aural/Oral test.

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 home school guidance counselor is responsible for the timely (within 20 days of the initial enrollment) administration of the IDEA Aural/Oral Test. The enrollment date and the date the test is administered is included in the student's file. The home school principal monitors the compliance of this timeline.

6c) Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses. If absence by either the student or the test administrator results in the A/O test not being given within the first 20 days, the test will be administered the first school day both

the student and the test administrator are present. If assessments are not administered within the required timelines, a letter in a language that parents can understand unless clearly not feasible will be sent indicating the reason for the delay and when testing will occur

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. The ELL committee will review the A/O test results of all K-2 ELL students tested. If a student scores at a FES level, the committee would strongly consider that information, and if the other data that was available (other test scores, both NRT and teacher developed, teacher observations, parent input, etc) indicated that the student has no difficulty communicating in English, the committee would recommend that little if any additional services would be needed at the present time. The ELL committee would continue to review the student's progress at the end of each grading period to determine if there is any indication that additional services may be needed.

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. The ELL committee will review the A/O test results of all ELL students in grades 3-12. 3-12 Students who score LES/NES on A/O are placed in ESOL. Those who score FES must be assessed on R/W- If a student's score FES, the ELL committee would strongly consider that information and if the other data that was available (other test scores, etc.) indicates that the student would have difficulty communicating in English, the committee would recommend that additional services would be needed at the present time. Those services would indicate, but not be limited to, placement in classes where the teacher has received at least the required amount of ESOL training, so that instructional strategies learned during staff development training can be implemented. The ELL committee would continue to review the student's progress at least every grading period (more often if requested by the student, parent, teacher(s) or guidance counselor) to determine if there is any indication that additional services may be needed.

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 ESOL program.

Name of Reading and Writing Instrument(s):
IPT I Form E & F
IPT 11 Form C & D

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? An ELL student in grades 3-12 will be administered the reading and Writing tests within one year of the administration of their A/O Test. The home school

guidance counselor will coordinate the administration of the reading and writing tests and will document that both tests were administered within the proper guidelines. The principal will monitor this compliance.

7b) Describe the procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines. If the Reading/Writing test is not administered to an ELL student, the ELL committee will have to depend on other data (A/O, FCAT, CELLA, teacher observation, parent input) for students in grades 3-12 within the required guidelines to assess the student's need of additional ESOL services, until the Reading/Writing test has been administered.

8) ELL Committee Intervention

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan. The ELL committee makes entry (placement) decisions based on reviewing available student data (A/O results, NRT results, CELLA results, FCAT results, teacher observation and/or assessment) at the ELL committee meeting. After reviewing all of the available data and receiving parental input the committee determines class placement of the ELL student, the amount of additional ESOL services the student should receive, and the establishment of the date for a review of the student's progress. (At this time our system does not provide this form via link, however, upon request a hard copy of the ELL plan will be forwarded to your office)

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. At this time our district has not developed procedures to assess ELL's in their native language.

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 district will make every effort to obtain transcripts and prior educational records. In determining the academic knowledge and abilities, and the prior academic experiences of an ELL student our district has implemented a procedure where both the ELL committee and the home school guidance counselor provide input. The ELL committee reviews student data (A/O results, NRT results, CELLA results, FCAT results, teacher observation and/or assessment) and receives parental input at their scheduled meetings. In addition, the home school guidance counselor reviews student data from the student's teacher(s) on a more frequent basis. This additional review by the guidance counselor provides the school with a more current method to monitor the student's academic performance. (At this time our system does not provide these forms via link, however, upon request a hard copy will be forwarded to your office).

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). If an ELL student enters our district with limited or no prior school experience, the ELL committee must depend on the results of the A/O Test, parent and student input, and any teacher observation and/or assessment that may be available.

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. If an ELL student enters our district with incomplete schooling records or records that are unattainable, the ELL committee will base their decision on placement and/or the amount of additional ESOL services on the same guidelines stated in 10a of this plan. If and when completed records are obtained, this data will be reviewed by the ELL committee to reassess placement or the amount of ESOL services being provided.

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

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement. Students will be placed age appropriately. The recommendation of the ELL committee and the requirements set forth in 6A-6.0902 FAC are used to determine grade level and course placement for ELL students in grades K-8. The committee recommendation is based on their review of all available student data and input from parents, the student, and the appropriate teachers.

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. The recommendation of the ELL and the requirements set forth in 6A-6.0902 FAC, will be used to help determine grade level and course placement for ELL students in grades 9-12 who are unable to provide documentation of credits earned for the previous year. The committee recommendation is based on the review of all available student data and input from parents, student and the appropriate teachers. For ELL students in grades 9-12 who do provide documentation from their previous school, the ELL committee's recommendation and the requirements set forth in 6A-6.0902 FAC, will be used to help determine grade level and placement. The committee will take into consideration credit earned in courses listed as "language arts" on the student's transcript will be accepted as "language arts" (English) credits toward graduation in our district. If a credit is earned in a course entitled "English" the committee will determine whether that credit will be used as one of the four English credits required for graduation or whether that credit will be used under the foreign language requirement.

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. If a student reenters our district after withdrawing and attending a school in another state or country for three months or more, the student will be reassessed and a new ELL plan will be developed. If a student withdraws and attends another school in Florida, no assessment is necessary and ESOL services continue with no interruption.

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 home school guidance counselor is responsible for scheduling and chairing the ELL meeting. The counselor also completes the ELL Student Plan based on the recommendation of the ELL committee. The ELL Student Plan is updated throughout the school year as the ELL Committee reviews the student's progress. Our district requires the ELL committee to update ELL Student Plans within the first 20 days of the school year.

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 home school guidance counselor is responsible for ensuring that the ELL Student Plan is updated to reflect the student's current services, and that the timelines, established in this plan, for updating the student plan are being followed. Documentation of this updating is maintained in the student's cumulative folder.

13) Parent Notification

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

- Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.
- Individual communication in a language the parents/guardians understand, unless clearly not feasible.
- Other (Specify) Standard letter used by all schools in a language the parent/guardian of the placement of the ELL in the ESOL program.

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

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

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

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

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

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school. Each school in our district uses the "mainstream-inclusion core/basic subject area" model to provide instruction to ELL students. Instruction for ELL students in the basic core courses shall be provided in a heterogeneous class serving both ELL and non-ELL students. These classes will be taught by teachers who have completed the required amount of training in ESOL strategies. The home school guidance counselor, the school's ELL committee and the school principal will monitor fidelity of the implementation of this instructional model at each school site.

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.

Attachment #14-b

Listing of schools in our district and the instructional model(s):

Anderson Elementary School - Mainstream-inclusion core/basic subject area

Old Town Elementary School - Mainstream-inclusion core/basic subject area

Ruth Rains Middle School - Mainstream-inclusion core/basic subject area

Dixie County High School - Mainstream-inclusion core/basic subject area

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 receive instruction that is equal to non-ELL students in amount, sequence, quality, and scope. Verification for this will be done by reviewing class schedules, lesson plan books, and teacher assignments. This will be monitored by the home school guidance counselor, the ELL committee and the school principal.

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 school principal will monitor the use of ESOL instructional strategies and the delivery of comprehensive instruction through classroom observations, and by reviewing teacher lesson

plan book of a regular basis. The home school guidance counselor will monitor on a continuous basis the academic growth of all ELL students.

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) Principal

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

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

15) Student Progression

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

- Yes No

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

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. One of our district's "Good Cause" exemptions for mandatory retention in third grade addresses students identified as ELL. It states that ELL students, who have less than two years instruction in an English of Speakers of Other Languages program, can be exempt for "good cause" from mandatory third grade retention. The ELL committee will carefully review the available data, including other assessments, classroom assignments and stakeholder input on each third grade ELL student who is endanger of being retained. The committee's decision will determine the following year grade placement.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. The ELL committee will decide retention/promotion criteria for those ELL students in grades K-8 in danger of failing. The ELL committee will carefully review the available data, including other assessments, classroom assignments and stakeholder input to determine placement.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. Notification to parents of the promotion/retention of ELL students will be made by the home school guidance counselor. Written notification will be made in a language understandable to the parent.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed. The District Testing Coordinator is responsible for ensuring that all ELLs are assessed. The home school guidance counselors are delegated the responsibility to ensure that all ELLs at their school site participate in the Florida statewide assessment program. The District Testing Coordinator monitors this compliance.

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. At each school site the home school guidance counselor is responsible for ensuring ELLs are provided with the appropriate testing accommodations. ELLs are provided the testing accommodations indicated in the FCAT administration manual Any such accommodations are stated in the student's ELL plan and monitored by the ELL committee.

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. The school's ELL committee will review the results of an ELL student's reading and writing assessment to help determine whether or not a student should exit the ESOL program. The criteria that the committee will use is if the student score on a district approved reading test indicates "on grade level" and the results on the writing section of the FCAT is "3" or higher, the student will be considered for exit.

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⁾
CELLA				

(1) A raw score represents the number of points a student received for correctly answering questions on a test.
 (2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.
 (3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

17b) Reading and Writing Proficiency Assessment

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

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

Name of Reading and Writing Instrument(s):
FCAT Reading
FCAT Writing
CELLA

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

- Registrar ESOL Teacher/Coordinator Other (Specify) Home School Guidance Counselor

17d) Describe the process by which the ELL Committee makes exit decisions. A student who enters an ESOL program based on the recommendation of the school's ELL committee can only exit from the ESOL program by the ELL committee's recommendation based on sufficient progress on the criteria which were used to enter the program. ELL committee meetings shall be documented on the student's ELL plan and kept in the student's cumulative folder.

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 home school guidance counselor is responsible for updating ELL's exit data in the Student ELL Plan. The school principal will monitor the process to ensure that it is completed.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. Current district's guidelines allow the ELL student and parent to determine whether to continue in the ESOL program (if the student meets the exit qualifications in the middle of a grading period) or the exit at the end of that grading period based on IPT results and ELL committee decision as criteria.

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 home school guidance counselor is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. The home school guidance counselor will document the student's academic progress in the student's ELL Plan. The guidance counselor will conduct a review throughout the school year to evaluate the student's progress and the appropriateness of the program's services. Such reviews are inclusive of the following: Review of student's grades in all subjects; Monitoring of the student's level of performance in course areas; Monitoring of the student's performance on the State Assessment program (FCAT); Mastery of the Sunshine State Standards and course requirements will be monitored by teachers, guidance counselors and school principal.

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. Any consistent pattern of continuing performance, underperformance or below grade level on appropriate tests and/or grades shall result in convening of the school's ELL committee with parental participation to assess the student's need for additional ESOL services and/or participation in other needed programs.

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 home school guidance counselor is responsible for scheduling and chairing the school ELL committee that will recommend the appropriate plan for a student being re-classified ELL. The counselor will also initiate a new student ELL plan for the student. This plan shall be re-evaluated for continued appropriateness after each grading period.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. When a former ELL student re-enters the ESOL program, the school's ELL committee will determine the service needs of that student. The determination will be based on data such as grades, teacher observations, student portfolio, results of state assessment program and other appropriate assessment instruments. The ELL committee will examine closely the area(s) in which the student has not been successful since exiting the ESOL Program and concentrate their efforts to provide a delivery model and additional intervention strategies that will focus those identified unsuccessful areas..

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. Unless clearly unfeasible, school personnel will provide assistance to parents/guardians of ELL students by written communication in a language that is understandable by the parent/guardian and by providing school personnel to serve as interpreters during oral communications and conferences.

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

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

- Reclassification of former ELL student
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other _____

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? Our school's Code of Conducts are not available in a language other than English. Each school will inform the parents of ELL students (in a language that is understandable to the parent/guardian) that they are encouraged to confer with the school guidance counselor (and interpreter), if they need assistance in understanding their school's Code of Conduct and/or the student's rights and responsibilities.

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

- Yes No

If No, describe how the Code of Student Conduct is explained to parent/guardians and students in a comprehensible format. Include title of personnel responsible. Provisions to communicate in the home language with the parent/guardian will be implemented through the use of school personnel in the district.

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain. Each school encourages parents/guardians of ELL students to participate in all programs that involve ELL students. At this time our district does not provide any direct training for ELL parents/guardians in order to promote participation in these programs due to the limited amount of ELLs in our district.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. All parents, including those ELL students have information on average yearly progress (AYP) mailed to their homes. In the case of ELL parents/guardians of ELL students, a letter is attached (in a language that is understandable to the parent) requesting them to visit their child's school to discuss any concerns they may have pertaining to that school's AYP information.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain. The district Equity Coordinator serves as the Civil Rights Officer of our district. The name and address of the coordinator is listed in the student handbook and posted at each school site. Student handbooks also contain information about the complaint/appeals process. Handbooks are distributed to each student and they are encouraged to take it home to share with their parent/guardian. In the case of a parent of an ELL student, they are provided an opportunity to visit the school to get additional information (in a language understandable by the parent) concerning the role of the equity coordinator and the complaint/appeal process.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? Our district school board policies assures that all ELL students are assured equal access to all programs and facilities that are available to non-ELLs. The school principal is responsible to monitor that equal access is assured.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. The home school guidance counselor, the school principal, the student's reading/language arts teacher, and the other appropriate teachers are required for an ELL committee in our district. In addition, the parent/guardian of the ELL student and the ELL student are invited to participate at the meeting.

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. Due to the limited amount of ELLs in our district, we can only offer a district PLC.

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. Due to the limited number of ELL students in our district it has been extremely difficult to organize the PLC. Our district will make a vigorous effort to contact, and urge parents and/or guardians of any of our limited number of ELL students to serve on our district Parent Leadership Council.

31) Indicate how your district involves the PLC in district/school committees. Any parent involved in the PLC or any ELL parent is strongly encouraged to participate in other district/school committees.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. Efforts are made by the district to involve the PLC in the development of our district's ELL Plan by providing stakeholder input.

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. The Assistant Superintendent of Instructional Services, who coordinates staff development and teacher certification, is the person who notifies teachers of ESOL training requirements and ESOL staff development opportunities. School faculty meetings, local email and teachers Individual Professional Development Plans (IPDP) are used to inform teachers of the ESOL training requirements. Copies of each teacher's IPDP is submitted to the Assistant Superintendent for documenting purposes.

34) Describe the process(es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. The Assistant Superintendent of Instructional Services monitors the ESOL training of all of the district's instructional personnel. This monitoring is done by keeping a "ESOL Development Tracking Chart" on all instructional employees in the district. This tracking chart will be kept in their staff development file. It contains the following information:

The number of training points that the individual needs to meet the ESOL requirements - The name of the training activities that the individual has successfully completed - The date of completion - The number of ESOL training points earned from that activity.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. For any of the administrators in our district needing to complete the 60 hours of ESOL training, they are given the opportunity to complete the hours "online" through the North East Florida Educational Consortium (NEFEC) or take the 60 hour ESOL course "in county" when it is offered for other instructional personnel. The tracking for this is via the use of the ESOL Development Tracking Chart".

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. For the guidance counselor needing to complete the 60 hour ESOL requirement, they are given the opportunity to complete the hours "online" through NEFEC or take the 60 hours ESOL course "in county", when it is offered for other instructional personnel. The tracking chart for this is via the use of the "ESOL Development Tracking Chart".

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. At this time, our district does not provide instruction 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. If our district needed to employ a bilingual paraprofessional our job requirements would be the same as that of any other educational paraprofessional in our district with the additional requirement that they be fluent (both oral and written) in the language for which the position is needed. The primary responsibility of this individual would be to provide needed communication services for the appropriate ELL students.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. Our district would provide the same training opportunities in ESOL or home language strategies for bilingual paraprofessionals as are available for instructional personnel.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. To determine proficiency in the targeted language, the applicant for the bilingual paraprofessional position will be assessed by individual(s) fluent in the targeted language. This assessment will involve both oral and written communications.

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 home school guidance counselor, the teacher(s) of ELLs, and school site administration are

held accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs. This accountability is reflective in their annual evaluation.

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 home school guidance counselor, the teacher(s) of ELLs, and the school site administration are held accountable for meeting the Annual Measurable Achievement Objectives (AMAO). This accountability is reflective in their annual evaluation.

43) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years. Not applicable.

Not applicable.

Attachment #14-b

Listing of schools in our district and the instructional model(s):

Anderson Elementary School - Mainstream-inclusion core/basic subject area

Old Town Elementary School - Mainstream-inclusion core/basic subject area

Ruth Rains Middle School - Mainstream-inclusion core/basic subject area

Dixie County High School - Mainstream-inclusion core/basic subject area