

Submit one original and one copy of this form with original signature of the superintendent and plan narrative to:

Date Received by FDOE

**Florida Department of Education**

**DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)**

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

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<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE:</b>	
Gadsden		Kathryn Pouncey/ESOL Program Specialist		850-627-6687	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
35 M.L. King Jr. Blvd. Quincy, FL 32351					
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>					
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.					
I, _____, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
<b>(7) District Parent Leadership Council Involvement</b>					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC):			*There was not an established PLC at the time of the development of the ELL Plan. *The PLC will be established by the end of February 2009.		
Contact Information for District PLC Chairperson:					
Mailing address:					
E-mail Address:		Phone Number:			
Date final plan was discussed with PLC:			PLC <input type="checkbox"/> approved <input type="checkbox"/> not approved		
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

Dr. Eric J. Smith, Commissioner  
 Florida Department of Education



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

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

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

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

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

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

## SECTION 1: IDENTIFICATION

### 1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs. Each of the schools registers the ELL students and administers the Home Language Survey to them in the same way that non-ELLs are registered.

### 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 administered at the time that a new student registers. If the parent needs a copy of the HLS in Spanish then the registrar at the individual school will give the parent the HLS in Spanish.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. If there is an affirmative response on the HLS the individual person responsible for registering students at the school site will send a copy of the HLS and the birth certificate to the ESOL office. Once the information is received in the ESOL office plans are made to test the student as soon as possible. If a birth certificate isn't available, the country of birth is listed on the school registration form.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.  
X  Registrar X  Guidance Counselor X  Other (Specify) Once the copy of the HLS is received in the ESOL office the ESOL coordinator or a designee in the ESOL office will schedule the administration of the IDEA aural/oral test.

### 3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. The parent will receive the registration packet in Spanish. If there isn't a translator at the school the registrar will usually call the ESOL office or the Migrant office and ask someone to come to the school or to offer translation over the telephone. Most of the time the parents will bring a translator with them. \_\_\_\_\_

### 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 school registration form has all the information that the state of Florida requires and the data entry person enters the information into the AS 400 or TERMS. \_\_\_\_\_

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

x  Registrar x  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) designated personnel in the ESOL office

**6) Listening and Speaking Proficiency Assessment**

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
IDEA Aural/Oral Test			0001-0006	

(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. *\_ When the ESOL office staff receives the HLS, preparation is made to administer the IDEA Aural/Oral test. In most cases the ESOL Program Specialist or the ESOL resource support, who is trained to administer the test, will test the student and also grade and record the ELL data. All data is recorded in the district ITS/TERMS data base.*

**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 school registrar or guidance counselor should send a copy of the HLS to the ESOL program personnel within two days of student entry. If there is one yes response, the ESOL program personnel will test the student at the school site. Our ESOL resource support also checks weekly for new students with a code of LP. This means that they have an HLS with an affirmative response and need to be tested immediately. The date of registration is also checked to ensure a timely response on our part.*

**6c)** Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses. *\_The ESOL office will send a letter to the parent as to why the listening/speaking test was not administered within 20 school days, and the date when the testing will occur. The letters are always in a language the parent can understand.*

**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 do not enter the ESOL program, and are classified ZZ. \_\_\_\_\_

**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. They are entered into the ESOL program and given a reading and writing test within a year after entering.

**7) Reading and Writing**

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

Name of Reading and Writing Instrument(s):
IDEA Reading and Writing Test

**7a)** What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test? In most cases the test is administered within 30 days of entry into the school district. The testing date of the aural/oral test is recorded in the student ELL plan and a future date is scheduled for administering the reading/writing 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. Parents are notified that the test was not given and arrangements are made to administer the test. Parents are notified by a letter in their home language with an explanation and a timetable for when their child will be tested.

**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 parent usually attends the ELL committee that makes placement decisions. The parent is then given a copy of the ELL decisions in English or their first language, whichever they prefer.

**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).

X  Yes     No

If yes, describe the procedures implemented and list the instrument(s) used. Many of the non-English speakers are given the Supera test to determine their reading and math proficiency 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. An interview is conducted with the student, and records from prior schools are reviewed. Student's records are requested from previous schools. Also non-English speaking Hispanic students are given the Supera, which assesses their proficiency in reading and math in their first language. \_\_\_\_\_

**10a)** Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). Once the Aural/Oral test has been given and the placement has been determined, the ESOL coordinator will assess the situation at this time and take into consideration the age of the ELL. We are currently in the process of uploading procedural documents to the GCPS ESOL web site. \_\_\_\_\_

**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. One of the major considerations is the age of the student. An ELL committee, which includes the parent, will convene and discuss grade placement of the student based on age, and reading ability in their first language as determined by the Supera assessment. Currently we contact their child's former school to obtain any kind of school records. If this is not possible then we will use our assessments and place the child age appropriate. \_\_\_\_\_

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

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement. The guidance counselor, the parent, the student, the ESOL teacher, and other members of the ELL committee would be involved in determining grade level placement. Any previous records would also be used. \_\_\_\_\_

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9<sup>th</sup>-12<sup>th</sup> grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan. An ELL committee would convene and would include the parent and the student. One of the goals of this meeting would be to create documentation of prior courses the student had completed in his or her country. The student would be awarded credit for any language arts classes that they had completed in their home \_\_\_\_\_

country. Also the student would be given credit for any foreign language or core subject area class that they completed which might include English. This information is provided in the Student Progression Plan located on the GCPs website: [www.gcps.k12.fl.us](http://www.gcps.k12.fl.us).

### **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. When a student returns to the school district, if they have been given an ELP assessment in another Florida school district, the district will accept and use the results for placement. In most cases students who are returning from another state, ESOL documentation will be re-evaluated. When a student withdraws and re-enrolls in the district after returning from another country, they will be re-assessed using the Aural/Oral and reading and writing test. When a student has returned from another country, after one semester or more our office will always readminister the Aural/Oral test.

### **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 program specialist works to develop a plan for each individual student. Parent, student, and ESOL teacher input may also help to develop the student plan. The plan is updated at least once a year depending on what kind of time table was discussed during the student ELL plan meeting. Student grades and test results are taken into consideration during the update. ELL committee recommendations are considered and implemented.

**12a)** What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate. The ELL student plan is updated once a year by checking grades and test scores. The ESOL program specialist and the ESOL data entry person are responsible for ensuring the updating of the student plans. If the grades and test scores show no improvement, then the current services that the student is receiving will be re-evaluated and discussed to ensure adequate and appropriate recommendations for optimal student success.

### **13) Parent Notification**

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

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

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

- English

- X 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)

- X Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- X Mainstream-Inclusion English Language Arts
- X 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. There are five schools in the district, three elementary, one middle, and one high school that use the sheltered English Language Arts model. The teachers are ESOL certified/endorsed. The ELL students in these classes receive their language arts/English instruction. The majority of schools in the district use the mainstream inclusion model in language arts and mainstream core-basic subject areas model. To monitor the fidelity of implementation of these models at each school, the ESOL Program Specialist along with the assistance of each individual school's administration, observe each ESOL classroom and teacher throughout the year. The district has an observation team that visits each school at least twice a year. The ESOL Program Specialist observes all areas of ESOL instruction and provides feedback and/or assistance to each individual instructor.

**14b)** As an attachment to this document, please list each school in your district and the instructional model(s) used in each. Please use Microsoft Word or Microsoft Excel to format the information.

**14c)** Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided

to non-ELLs. Every student's schedule in the school district reflects the required time for each class, and the ELL student's schedule is the same as all other students.

**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. Monitoring is done district wide and students' individual schedules reflect the same number of minutes as other students in elementary school, and the same course requirements for student progression in the middle and high school. Each school's administration conduct their own evaluations and observations of school classrooms. Principals are given lists of accommodations for ELLs to be used in the classroom. If there are any questions they inform our office and we assist them. The ESOL Program Specialist will also conduct observations in the classrooms of the Sheltered English Model teachers. The documentation used in the observations is the FCIM model observation form and a list of specific ESOL strategies and accommodations. The teachers document these strategies in their lesson plans to be reviewed by the principal.

**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)*

- X Student Portfolios
- X FCAT Practice Tests
- X Other Criterion Reference Test (Specify) IDEA Reading and Writing
- X Native Language Assessment (Specify) Supera
- X FCAT
- X Other (Specify) CELLA

**15) Student Progression**

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

- Yes    No

If yes, indicate where in the Student Progression Plan these are described. pgs. 6,7 and 8

**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. An ELL committee will be convened and the parent

will be invited to participate. Since the student has been enrolled in an approved ESOL program 2 years or less, the ELL committee will recommend that the student be exempt from mandatory retention.

**15b)** Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. See 15a

**15c)** Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. After the ELL committee has convened and made a decision on the retention or promotion of an ELL, the parent, if not present will be sent notification regarding the decisions made by the ELL committee.

## **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 ESOL program specialist working together with the district assessment coordinator and individual school guidance counselors, ensures that all ELL's will be assessed.

**16a)** Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations. The schools receive the current list of all LY students in the school, this information is provided by the ESOL program specialist. Every year when the guidance counselors are trained concerning current ESOL state requirements for administering the FCAT, they are reminded about appropriate test accommodations. ESOL teachers at individual school sites work together with the guidance counselors to ensure that the students are tested accordingly. Appropriate forms are sent home to parents in their home language giving them a choice of testing settings. These are kept on file with the guidance counselor. The test coordinator will keep a list of all students that will test with accommodations and that a properly trained test administrator is place with these 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 ESOL program for 12 months or less?

Yes    X  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 ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores. The student is required to test fluent English speaking on the IDEA Aural/Oral test in grades K-12. In grades 3-12 the student must test 33% or above on the IDEA reading and writing assessment. If the state of Florida uses an NRT assessment the student has to have a 33% or above in reading. The CELLA may be used as part of the exit criteria in grades 3-12 with a cut score in the proficient level.

### 17a) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment instrument used in your district for determining whether or not a student is English proficient and ready for exit. Also, indicate the publisher's cut-score by score type that determines that the student is ready for exit.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
IDEA Aural/Oral	K-12		0005	
CELLA	K-2		673	
	3-5		720	
	6-8		733	
	9-12		739	

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

(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

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

### 17b) Reading and Writing Proficiency Assessment

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

[http://www.fldoe.org/eias/dataweb/database\\_0809/st105\\_1.pdf](http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf).

Name of Reading and Writing Instrument(s):
IDEA reading and writing
CELLA reading


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

Registrar     ESOL Teacher/Coordinator     Other (Specify) ESOL program secretary

**17d)** Describe the process by which the ELL Committee makes exit decisions. In most cases if a child is fluent English speaking in K-2, the child will exit ESOL. If a teacher or parent is concerned about other areas of the student's ELP besides aural/oral proficiency then an ELL committee will be convened to discuss possible student exit. In grades 3-5 if the student tests fluent on the aural/oral assessment and tests proficient on the CELLA. If the teacher, student, or parent is concerned then the ELL committee will convene.

**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 data entry person/secretary is responsible for entering the data into the student ELL student plan the ESOL program specialist is responsible for ensuring the process is completed. After each ELL committee has convened the data entry process begins.

**17f)** Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. Normally students are assessed at the beginning and end of the school year, and therefore are not exited in the middle of the school year. So this situation does not occur within the district.

## **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 ESOL program specialist is responsible for conducting the required two year monitoring follow-up.

**18a)** Explain how the ELLs' progress is documented in the Student ELL Plan. The progress of the ELL is documented through grades for every nine weeks, test scores, ELL committee recommendations, and notations of teacher concerns.

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

- Report Cards  
 X Test Scores  
 X Classroom Performance  
 Other (Specify) \_\_\_\_\_

**19)** Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. When the academic performance of former ELLs is not on grade level, an

ELL committee will convene to discuss the ELL student progress. The parent is always invited to attend these meetings.

**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. Student data is entered by the ESOL data entry person. When the ELL committee convenes, plans are put in place to ensure that the returning ELL student will receive services that will ensure his/her academic progress. The ESOL Program Specialist along with the ESOL teacher are responsible for initiating a new Student ELL Plan.

**21)** Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. Additional intervention strategies could include after school tutoring and one on one parent volunteers, and remediation assistance through the Imagine It reading program and Read 180.

## **Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS**

**22)** Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language. Bilingual paraprofessionals provide assistance to parents/guardians and they are provided with translated documents that pertain to programs and policies that affect their students.

**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? This document has been translated into Spanish and is given to parents upon request.

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. \_\_\_\_\_

**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. We are establishing a PLC that will meet at minimum 2 times a year. An orientation video is being developed to be shown to parents that will include both school information and district information.

**25)** How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. Whenever there is a school meeting, a translator is always provided. A school's academic progress is discussed at all school meetings. This information is also sent home to the parents in a language they can understand, unless clearly not feasible.

**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. This information is provided through the Gadsden County website. The url is [www.gcps.k12.fl.us](http://www.gcps.k12.fl.us), click on Title I. It is also provided at the district's annual parent meeting.

**27)** How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? Schools/district make an effort to inform parents in their home language when feasible. The ELLs are invited to participate in academic programs and/or athletics, as well as other programs going on in the school and/or county.

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

**28)** Specify the personnel required for an ELL Committee in your district. The personnel required for an ELL committee are principal or designee, ESOL teacher or coordinator, guidance counselor, parent or guardian, translator, and student.

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

- X  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
- X  Reclassification of former ELLs
- X  Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32<sup>nd</sup> percentile on reading and writing assessment
- X  Review of instructional programs or progress (after one semester)
- X  Parental concerns
- X  Exempting students classified as ELL for one year or less from statewide assessment program
- X  Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- X  Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32<sup>nd</sup> percentile on reading and writing assessment
- X  Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- X  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. We have depended upon a district wide parent advisory council made up of mostly migrant parents. The district is in the process of organizing a PLC which will include parents and students throughout the school district. The PLC will be established by February 2009.

**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. refer to question 30

**31)** Indicate how your district involves the PLC in district/school committees. Once the PLC is formed it will be involved in student advisory council as well as parent committees, which meet on a regular basis throughout the district.

**32)** Indicate how your district PLC was involved in the development of the District ELL Plan. The ELL plan was discussed with the PLC in their native language and they were allowed to discuss the ELL plan and ask questions.

**32a)** Does the district PLC approve of the District ELL Plan? X  Yes  No  
If no, then summarize in an attachment the concerns of the PLC, or attach a summary from the PLC itself.

## **Section 10: PERSONNEL TRAINING**

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.fl DOE.org/aala/timeline.asp>

**33)** Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented. Teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities by the ESOL program specialist through memos sent through district mail. These memos are copied and kept in the ESOL office.

**34)** Describe the process(es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. The district uses the PAEC professional development data program. After a teacher registers for an ESOL training course and completes the requirements, the ESOL program specialist then verifies completion. The teacher is required to complete and submit an end of course survey. Once this is completed the teacher obtains a course completion and it is maintained on file in the district office.

**35)** Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. The district uses the Beacon on-line administrator course and the tracking system indicates when an administrator has completed the course.

**36)** Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. The training for guidance counselors is the same process as for teachers accept the training is specifically geared towards guidance counselors. The training is provided through the ePDC ( a professional development data program) and there is a tracking system. Once the course has been completed a certificate is given and the information is available online through the ePDC.

**37)** If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English. Not applicable.

**38)** According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual

paraprofessional job description. Bilingual paraprofessionals must have 2 years of study at an institution of higher education; obtained an associate's (or higher) degree; or met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment and be bilingual. The current job description needs to be revised by the Gadsden County School Board. The job description should be revised by the end of the 08-09 school year.

<http://www.gcps.k12.fl.us> click on Human Resources and then click on job description for ESOL Educational Paraprofessional

**39)** Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. We will be using the Rigby Professional Development Program, Links: paraprofessional course, which includes face to face, videos, and a participant's guide.

**40)** Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. The ESOL Program Specialist will conduct a conversation with the bilingual paraprofessional in the target language dealing with background experience, schooling, and thoughts on education.

## **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.

Data from the FCAT and CELLA is disseminated to school administrators, guidance counselors, and teachers. Once they know what the strengths and weaknesses are of the ELL and former ELL students at their schools, their accountability would increase and they would then need to revise their goals and objectives in order to assist the students in improvement of their language proficiency and academic achievement.

**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 receives checks portfolios throughout the year and at the end of the year to see if the students and teachers are meeting their goals and objectives. If not principals are called in to discuss why and what changes need to occur.

**43)** Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years. The SIP was submitted in January 2009.