

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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|--|--|--|--|---|--|
| (1) NAME OF THE DISTRICT: | | (2) CONTACT NAME/TITLE: | | (3) CONTACT PHONE: | |
| Gilchrist County | | Wendy O'Steen Director of Elementary Education and ESOL | | (352) 463-3265 | |
| (4) MAILING ADDRESS: | | | (5) PREPARED BY: (If different from contact person) | | |
| 310 NW 11 th Avenue Trenton, Florida 32693 | | | | | |
| (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 E. Vickers, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability. | | | | | |
| _____ Signature of Superintendent or Authorized Agency Head | | _____ Date Signed | | _____ Date of Governing Board Approval | |
| (7) District Parent Leadership Council Involvement | | | | | |
| Name of Chairperson representing the District ELL Parent Leadership Council (PLC): <u>Wendy O'Steen</u> | | | | | |
| Contact Information for District PLC Chairperson: <u>Amena Kabir</u> | | | | | |
| Mailing address: <u>1439 North Paris Street Bell, Florida 32619</u> | | | | | |
| E-mail Address: N/A Phone Number: <u>352-463-1465</u> | | | | | |
| Date final plan was discussed with PLC: <u>September 22, 2008</u> | | | PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved | | |
| _____ Signature of the Chairperson of the District PLC | | | _____ Date Signed by PLC Chairperson | | |

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



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

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

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

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

Superintendent's Signature

Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs.

All new students registering in Gilchrist County School System are given registration forms that contain the Home Language Survey and the Home Language Surveys completed at the time of registration at school based sites

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.

Registration is handled by the guidance counselors and guidance clerks at the schools. The surveys are provided in the student's or parent's primary language, unless clearly not feasible. Provisions to communicate in the home language of the parents and students are implemented by designated school personnel and/or an interpreter contracted through the district. The guidance personnel is responsible for contacting the designated personnel to assist with the registration process at the time of registration.

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

Guidance personnel at the school sites collect the above information and file it in the student's cumulative folder. The ESOL coordinator works with the ESOL test administrators, guidance counselors, and the district data processor to assure proper identification, placement, and periodic monitoring of all LEP students is completed at the schools. Parents are notified in their home language, if feasible, by the ESOL Coordinator or the designated school personnel at the schools. If there is a delay beyond the 20 school day window in the aural-oral assessment, a notification is sent to the parent on the 20th day. The notification includes the reason for the delay and time table for completion. Until the students have completed the eligibility screening, they receive instruction in the ESOL program, and are reported to the district data processor as temporary placements. The ESOL Coordinator collects and verifies the data, as well as creates and maintains two ESOL files on all students (one for the ESOL District Office and one for the Guidance Department at the school site).

Identify the title of the personnel responsible for processing all affirmative responses to HLS.

Registrar Guidance Counselor Other (Specify)

ESOL School Site Interpreter and District ESOL Coordinator work together to complete the process. Copies of the Home Language Survey with and "yes" responses and the students' registration forms are given to the ESOL Coordinator immediately after registration. After eligibility screening is completed, the ESOL Coordinator collects the student data, meets with the MIS Director to enter the required data and files the appropriate documents in the ESOL folders in the ESOL Department and Guidance.

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English.

Each school has an onsite interpreter that works with all ESOL students and their families to fill out paper work and familiarize them with our school system and their child's teachers and their academic needs.

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.

Although not required for school enrollment, upon entering our district all parents are asked for a copy of their child's birth certificate and any previous school records they may have. Previous schools are contacted and demographic information is collected and used as needed by our school district. Home Language Surveys are part of all Registration Packets in our District. Copies of the Home Language Surveys with "yes" responses and the students' registration forms are given to the ESOL Coordinator immediately after registration. After eligibility screening is completed, the ESOL Coordinator collects the student data, meets with the MIS Director to enter the required data and files the appropriate documents in the ESOL folders in the ESOL Department and Guidance.

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

School Based Registrar Collects and forwards needed information to District ESOL Coordinator and/or District MIS Office 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 School Designated ESOL Personnel

6) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment(s) used in your school district to identify a student as an English Language Learner (ELL). Also, indicate the publisher's cut-score by score type that determines the student eligible and in need of 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⁾ |
| IDEA Oral Language Proficiency Test | K-3 rd grade | 2 | | |
| | K-2 | | 714 | |
| | 3-5 | | 763 | |
| | 6-8 | | 782 | |
| | 9-12 | | 787 | |

(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.

The ESOL Coordinator receives copies of the Language Surveys and registration forms of students with "yes" on their Home Language Survey. The ESOL Coordinator or designated school personnel schedule the A/O tests upon notification and administers the tests with 20 days. Upon finishing the assessments at the school level, ESOL designees forward the assessment to the District Coordinator and parents are notified of the results in their home language, if feasible, by the ESOL Coordinator or designated school personnel. If there is a delay beyond 20 school days, notification is sent, and the notification includes the reason for the delay and the timetable for completion in a language that parents can understand, unless clearly not feasible. Until the students have completed the eligibility for the aural-oral assessment, they receive instruction in the ESOL program and are reported to the district data processor as temporary placement.

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?

Students who have "yes" on the Home Language Survey are given an Aural-Oral test within 20 school days of the entry by the ESOL Coordinator or the designated school personnel at the school sites.

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 there is a delay beyond 20 school days in the identification, assessment, or placement process, parents are notified in their home language, if feasible, by the ESOL Coordinator as to why there is a delay and the student is placed on temporary placement until results of the assessment have been scored. Copies of the Home Language Surveys with "yes" responses and the students' registration forms are given to the ESOL Coordinator immediately after registration. After eligibility screening is completed, the ESOL Coordinator collects the student data, meets with the MIS Director to enter the required data and files the appropriate documents in the ESOL folders in the ESOL Department and Guidance

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test.

K-2 students who score FEP are not served by the ESOL Program or are referred to the LEP Committee to determine what services are needed. If the student does not need further ESOL support they are placed in a regular academic program.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher's cut scores) on the Listening and Speaking test.

3rd through 12th students who have "yes" on the Home Language Survey are given an aural -oral test within 20 school days of the entry by the ESOL Coordinator or the designated school personnel at the school sites. Students who score NES/LES are placed in the ESOL programs. Students who score FEP are given the IPT reading and writing assessment. The IDEA Oral Language Proficiency Test, Level II (IPT II) is administered to students in third, fourth, fifth and sixth grades and the IDEA Oral Language Proficiency Test, Level II (IPT II) is administered to students in grades 7-12. According to the publisher's criteria, the level of oral language proficiency is determined as LEP or FEP.

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): |
|--|
| Woodcock-Munoz Language Survey |
| |
| |
| |
| |

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test?

The ESOL Coordinator or the designated school personnel administers the Reading/Writing tests within 20 school days, same as the Aural/Oral test. Copies of the Home Language Surveys with "yes" responses and the students' registration forms are given to the ESOL Coordinator immediately after registration. After eligibility screening is completed, the ESOL Coordinator collects the student data, meets with the MIS Director to enter the required data and files the appropriate documents in the ESOL folders in the ESOL Department and Guidance

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.

Until the students have completed the R/W tests, they receive instruction in the ESOL Program and are reported to the district data processor as temporary placements. . If there is a delay in testing, notification is sent, and the notification includes the reason for the delay and the timetable for completion in a language that parents can understand, unless clearly not feasible.

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 LEP Committee can determine what services best suit the needs of the students. The LEP Committee decides that the students should receive the services of the ESOL program if at least two of the following considerations indicate a need for ESOL services:

1. *Extent and nature of prior education and social experiences and student interview.*
2. *Written communication and observation by current and previous instructional and supportive services staff*
3. *Level of mastery of basic competencies or skills in English and /or home language according to appropriate local, state and national criterion-referenced standards;*
4. *Grades from the current and previous years*
5. *Test results other than the aural-oral and Reading/Writing tests.*

Conference reports are completed on the meeting, including signatures, and copies are made for the parents, ESOL Department, and ASOL folders in the cumulative folders.

9) Native Language Assessment

Have procedures been developed and implemented to assess ELLs in their native language? (Rule 6A-6.0901, FAC., defines native language as the language used by an individual of limited English proficiency).

Yes No

If yes, describe the procedures implemented and list the instrument(s) used. _____

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate.

LEP students in PK-12 receive ESOL instruction in their Language Arts, Math, Science, Social Studies, and computer Literacy classes. Inclusion classes provide ESOL strategies for LEP students as they are "immersed" in the English language with non-LEP students. The ESOL instructor is provided by ESOL trained and/or endorsed ESOL teachers, whenever possible. The students are assigned by guidance personnel to the ESOL teachers upon registration at the school sites, once grade placement or course requirements are determined. The age of the LEP student is the primary determining factor in grade placement .

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s).

The ESOL Coordinator and School Guidance Counselor review the educational background of the LEP students and may conduct parent and/or student interviews to determine appropriate grade levels or subject area placements. The age of the LEP student is the primary determining factor in grade placement. The LEP conferencing team will look at prior educational experience, Diagnostic/placement Assessment and parent/guardian interview made by the LEP committee. The determining placements are documented in a conference report and copies are made for the parents, ESOL Department, and the ESOL folders in the cumulative folders.

10b) Describe the procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable. Include actions taken and/or methods used to locate student records.

When an LEP student enters our district with incomplete or no school records, first the previous school is contacted and records are requested. If records are incomplete, LEP committee will meet and the ESOL Coordinator and School Guidance Counselor review the educational background of the LEP students and may conduct parent and/or student interviews to determine appropriate grade levels or subject area placements. The age of the LEP student is the primary determining factor in grade placement of LEP student. The LEP conferencing team will look at prior educational experience, Diagnostic/placement Assessment and parent/guardian interview made by the LEP committee. The determining placements are documented in a conference report and copies are made for the parents, ESOL Department, and the ESOL folders in the cumulative folders.

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 ESOL Coordinator and School Guidance Counselor review the educational background of the LEP students and may conduct parent and/or student interviews to determine appropriate grade levels or subject area placements. The age of the LEP student is the primary determining factor in grade placement. The LEP conferencing team will look at prior educational experience, Diagnostic/placement Assessment and parent/guardian interview made by the LEP committee. The determining placements are documented in a conference report and copies are made for the parents, ESOL Department, and the ESOL folders in the cumulative folders.

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 ESOL Coordinator and the guidance counselors review the educational background of the LEP students and may conduct parent and/or student interviews to determine appropriate grade levels or subject area placements. When no academic records are available for high school LEP students, previous grade placement (according to student and parent interviews) and subject area competency test results are considered. The competency tests are administered at the school sites by subject area teachers or the designated ESOL test administrators to determine mastery of prerequisite courses. The competency test are administered on the day of registration or the following day, to determine the appropriate placement. The academic findings and determined placements are documented in a conference report and copies are made for parents, ESOL Department, and the ESOL folders in the cumulative folder. The age of the LEP student is the primary determining factor in grade placement.

11) Re-evaluation of ELLs that Previously Withdrew from the School/District

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered.

Upon reentering the school district, the ESOL Coordinator and the guidance counselors review the educational background of the LEP student and may conduct parent and/or student interviews to determine appropriate action to be taken. If the student withdrew or left the school system and did not attend another district's school system, and it was within the same school year, the student would be reinstated back into the assigned schedule he had left. If the student had been attending another district during his absence, records from that district would be used in the placement of the LEP student. If it had been more than one year from the time the student last attended a school in Florida an assessment would be given to assist in placement of the LEP student.

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.

District ESOL Coordinator designs and updates ELL Plan at a minimum, the beginning of the school year to reflect current services as needed.

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.

District ESOL Coordinator ensures all ELL Student Plans are updated and reflect the current student services by monitoring the plans every grading period.

13) Parent Notification

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

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

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

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

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
- X 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.

LEP students in PK-12 receive ESOL instruction in their Language Arts, Math, Science, Social Studies, and Computer Literacy classes. Inclusion classes provide ESOL strategies for LEP students as they are “immersed” in the English language with non-LEP students. The ESOL instruction is provided by ESOL trained and/or endorsed ESOL teachers, whenever possible. The students are assigned by guidance personnel to the ESOL teachers upon registration at the school sites, once grade placement or course requirements are determined, placement and instruction is monitored by school based interpreters and District ESOL Coordinator for program and instruction fidelity.

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. See attached

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.

LEP students and FEP students are provided the same amount of time, scope, and sequence on the Sunshine State Standards. Through review of teacher lesson plans and implementation of the inclusion model, administrators and district staff can ensure equal assess and LEP students are provided appropriate ESOL strategies and are given the same opportunities as 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.

The ESOL instruction is provided by ESOL trained and/or endorsed ESOL teachers, whenever possible. ESOL teachers keep a list of ESOL strategies for each LEP student in their plan books. School and district administrators are responsible to check and observe that ESOL strategies are being used.

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) The ESOL Coordinator and the school administrators make routine visits to observe the LEP students and ESOL teachers to help ensure comprehensible instruction. The ESOL Coordinator also performs programmatic monitoring on the LEP students` performance, grades, and test scores.

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) Pre/Post Benchmark Assessment and Progress monitoring of all students is conducted by classroom teachers, school administrators, and the ESOL Coordinator to ensure that students are progressing in mastering the Sunshine State Standards. Report cards and assessment results (grade/subject area, school, district, and/or state) are reviewed periodically by teachers, school and district administrators. Academic Improvement Plans are completed on any students who demonstrate areas of weak performance. Parent conferences are held and additional support services are provided as needed.

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.

Under the heading Promotion Retention policies

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.

No promotions or retentions shall be made for any students classified as LEP based solely one assessment score, state or local. Formal retention recommendations of LEP students shall be made through the LEP Committee. LEP students who have had less than two years of instruction in the ESOL Program may be exempted from retention for good cause. Requests for good cause exemptions for students from the mandatory retention requirement shall be consistent with the Florida Statues and follow the district's Student Progression Plan.

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

Formal retention recommendations of LEP students shall be made through the LEP Committee, which can include input from teachers, ESOL coordinator, guidance counselors, parents and other stakeholders. LEP students who have had less than two years of instruction in the ESOL Program may be exempted from retention for good cause. The ESOL teachers share with the LEP Committee information about the LEP students' academic performance and progress. Requests for good cause exemptions for students from the mandatory retention requirement shall be consistent with the Florida Statutes.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions.

Formal retention recommendations of LEP students shall be made through the LEP 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.

ESOL District Coordinator ensure all ELL student participate in Florida Statewide Assessment Programs. LEP students must participate in the statewide assessment program Exemptions are no longer allowed for ELLs.

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 LEP Committees are convened under the direction of the Guidance Counselors and determine the appropriateness of accommodations for the LEP students in accordance to those specified in the FCAT administration manual. All accommodations are documented and recorded according to the procedures of the Guidance Departments

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

All ELLs take FCAT—no exemptions

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores.

Along with the appropriate CELLA scores, K-2 students who score FEP on the IPT I (which is administered by the ESOL Coordinator or designated school personnel at each school) are exited from the ESOL Program or are referred to the LEP Committee for further review and are served by the ESOL Program if the committee determines the students to be LEP. 3-12 grade students who score FEP on the IPT I or II, accordingly, (which is administered by the ESOL Coordinator or designated school personnel at each school) must score at or above the 33rd percentile in Reading Comprehension and Language, as described below.

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⁾ |
| IDEA Oral Language Proficiency Test | K-3 rd grade | 2 | | |
| CELLA Listening and Speaking | K-2 | | 714 | |
| | 3-5 | | 763 | |
| | 6-8 | | 782 | |
| | 9-12 | | 787 | |

(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): |
|--|
| Woodcock-Munoz Language Survey |
| CELLA |
| |
| |
| |

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

Registrar ESOL Teacher/Coordinator Other (Specify) School Level Interpreter

17d) Describe the process by which the ELL Committee makes exit decisions.

The LEP Committee is a school-based committee composed of the basic ESOL teacher or teachers, the home language teacher (if any), the ESOL Coordinator, and the guidance counselor. Other appropriate personnel may include, but not be limited to, school administrators or designee, school psychologists, social workers, and other program coordinators or directors. Parents are sent written notification in their language, unless communication is clearly not feasible, to attend all LEP Committee meetings involving their children. If the services of an interpreter are needed at the meetings, arrangements are made by the ESOL Coordinator for an interpreter to be present. Parents, parent designees, or members of the administrative or instructional staff may request the services of the LEP Committee. Students may exit the ESOL program if referred to the LEP Committee for further review. In determining if the ELL is ready to exit the ESOL program, the committee can make exit decisions based on classroom performance, assessment results, stakeholder recommendation, and other appropriate resources.

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 Coordinator is responsible for the collecting, reporting, and updating student data with MIS Director. The ESOL Coordinator is responsible for any data edits pertaining to the ESOL Program.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period.

An ELL committee can exit ELLs using the IPT and Woodcock-Munoz as exit criteria, as well as academic performance and teacher recommendations in the middle of a student grading period. At time the Exit criteria is met, the process explained in the above responses are begun and carried out.

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 District ESOL Coordinator Collects the information needed for the monitoring from the school's guidance counselors or ESOL contact and documents the information received in the student ELL plan

18a) Explain how the ELLs' progress is documented in the Student ELL Plan.

All documentation including report cards, test scores and classroom performance data during the two year monitoring period are maintained in the student's ELL plan. Any academic problems noted by the program monitoring will result in LEP Committee meetings to discuss the needs of the students and determine if ESOL services are needed again.. Any changes to the services for the LEP students are noted on the LEP Student Plans.

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.

Monitoring of the appropriateness of the programs for LEP students is an ongoing process. Any consistent patterns of problems with grades, state or local assessments, attendance, behaviors, and/or attitudes result in the convening of the LEP Committee. Parents, parent designees, or members of the administrative, instructional or support staff may request the services of the LEP Committee to assist in making educational decisions pertaining to the LEP students. The close coordination of the ESOL Coordinator with the LEP students, teachers, parents, guidance counselors, and principals enables the monitoring process of LEP students to be an ongoing process.

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 District ESOL Coordinator is responsible for the reclassification of the ELL student. The ESOL Coordinator or designated school personnel are responsible for initiating the new LEP Student Plans and updating student data.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program.

Former LEP student who re-enter the ESOL Program receive ESOL instruction, through the inclusion model, in their Language Arts, Math, Science, Social Studies, and Computer Literacy classes. Inclusion classes provide ESOL strategies for LEP students as they are “immersed” in the English language with non-LEP students. The ESOL instruction is provided by ESOL trained and/or endorsed ESOL teachers, whenever possible. The students are assigned by guidance personnel to the ESOL teachers upon registration at the school sites, once grade placement or course requirements are determined. Remediation will be provided.

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. Provisions to communicate in the home language of the parents and students are implemented by designated school personnel and/or an interpreter contracted through the district. The guidance personnel is responsible for contacting the designated personnel to assist with the registration process at the time of registration.

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?

At the start of every school year all students in the district are given a planner that has the Student Code of Conduct located in the front of the book. District interpreters assist parents in interpretation of District Policies and Procedures.

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.

School and District Interpreters assist ELL parents throughout the year in various activities and community and school involvement. ELL parents have interpreters' contact information for their convenience for all areas of concern or need.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain.

The usual media outlets are used to inform parents of AYP. Local newspapers, school newsletters, and school reports which are sent home are used to communicate the schools' progress in a language that parents can understand unless clearly not feasible. The school level documents are translated as needed and bilingual personnel can provide language assistance to ELL parents.

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 ESOL Coordinator meets with the PLC Committee and reviews the requirements of the Consent Decree, the LEP Plan, equal educational opportunities, and program requirements. The services of the interpreter are required at the meetings and contact information is shared to help build future communication.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs?

At the Parent Leadership Council meetings, parents are informed and encouraged to participate in the Parent Teacher Organizations/Associations, School Accreditation Committees, School Improvement Plan Committees, and other school and district meetings. Personal contact is made by the interpreter to encourage parent involvement in school and community efforts.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district.

The LEP Committee is a school-based committee composed of the basic ESOL teacher or teachers, the home language teacher (if any), the ESOL Coordinator, and the guidance counselor. Other appropriate personnel may include, but not be limited to, school administrators or designee, school psychologists, social workers, and other program coordinators or directors. Parents are sent written notification in their language, unless communication is clearly not feasible, to attend all LEP Committee meetings involving their children. An interpreter also attends is needed.

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

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs

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

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

- School Level District Level

Describe the functions and composition of PLCs in your district.

The PLC gives ELL parents the opportunity to assemble and discuss various concerns and questions they may have. The PLC also allows the District ESOL staff the opportunity to collaborate with the ELL students' families.

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. _____

31) Indicate how your district involves the PLC in district/school committees.

At the Parent Leadership Council meetings, parents are informed and encouraged to participate in the Parent Teacher Organizations/Associations, School Accreditation Committees, School Improvement Plan Committees, and other school and district meetings. Personal contact is made by the interpreter to encourage parent involvement in school and community efforts.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. Participants involved in the PLC met with the District ESOL Coordinator to discuss the ESOL Plan and components of the plan.

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.fldoe.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 ESOL Coordinator monitors the training status of personnel and arranges the necessary ESOL inservice training for the district's staff during the school year and/or the summer. The ESOL Coordinator is responsible for maintain records of who needs ESOL training and for certification requirements. Monitoring consists of: Keeping a running list of staff and their documented ESOL training. Sending updated lists of names of the teachers and support staff who have completed the ESOL training to principals and guidance counselors, enabling appropriate scheduling for LEP students. Notifying teachers and support staff of their responsibilities to complete the ESOL training by sending ESOL training memos as new LEP students are enrolled. Noting schedule changes of LEP students and notifying appropriate personnel of training and program requirements. Notifying the principals of any teachers or support staff who are in danger of not completing their ESOL training by their deadlines. Notifying the superintendent and school board, as needed, by letter of out-of-field teachers who have LEP students and have not completed the required ESOL training.

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 ESOL Coordinator monitors the training status of personnel and arranges the necessary ESOL inservice training for the district's staff during the school year and/or the summer. The ESOL Coordinator is responsible for the monitoring of all inservice documentation of ESOL training. Monitoring consists of: Keeping copies of attendance sheets and inservice forms in the ESOL Department; Verifying satisfactory completion and forwarding to the Director of Inservice the names of staff to be credited with specific ESOL inservice hours and stipends, if appropriate.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented.

ESOL Coordinator is responsible for: notifying the administrators about the 60 hours ESOL training requirement; reviewing their professional records to determine the amount of ESOL training needed; and monitoring completion status. The district uses NEFEC services to provide the ESOL training components needed.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented.

ESOL Coordinator is responsible for: notifying the guidance counselors about the 60 hours ESOL training requirement; reviewing their professional records to determine the amount of ESOL training needed; and monitoring completion status. The district uses NEFEC services to provide the ESOL training components needed.

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.

When fifteen LEP students who speak the same primary language attend any one of our schools, at least one bilingual paraprofessional or teacher proficient in the same language would be provided. The Language Facilitator would provide native/bilingual language support to students and their families. The ESOL Coordinator would contact the district Personnel Department with the job qualifications, according to the No Child Left Behind regulations, and duties for the position. The ESOL Coordinator and the principal of the school would take applications, interview, and recommend the selected bilingual paraprofessional or teacher to the Gilchrist County School Board for approval. Upon employment, the Language Facilitator would be assigned to work with the fifteen LEP students to help provide comprehensible instruction.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained.

The ESOL Coordinator is responsible for providing the local training for bilingual paraprofessionals in ESOL strategies. Notification and monitoring of completion are also the duties of the ESOL Coordinator.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. Not applicable

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.

English proficiency levels for all current English Language Learners are identified through ELP Assessment, including aural-oral assessments such as the IDEA Oral Language Proficiency Test and CELLA. The LEP Committee utilizes assessment information to make decisions on how best to meet the needs of the student. District and school administrators ensure that services for these students are implemented with fidelity, and all schools are held accountable for increasing the English proficiency of current ELL's through district oversight.

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 number of English Language Learners (ELL's) in our district is too small in order to be included in each school's Adequate Yearly Progress calculation due to cell size restrictions. However, each school is accountable for the proficiency and growth of all students, including ELL's. Schools progress monitor all students three times per year with Think Link assessments, and utilize this data to complete Close the Gap forms on each student. This allows schools to drill-down to the individual needs of each student and decrease the

achievement gap for English Language Learners. Data is disaggregated, analyzed, and used at the district and school levels through “Data Walls” that promote continued growth for all students. Reading and Writing proficiency is assessed for ELL’s through the Woodcock-Muñoz Language Survey prior to program exit. ELL’s that participate in alternative assessment take the Diagnostic Achievement Battery, 2nd Edition (DAB-2) for Reading, Math, and Writing. Data from all sources is used to increase proficiency of these students. District oversight ensures accountability.

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