

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

Date Received by FDOE

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
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Florida Department of Education

FDOE INTERNAL USE ONLY

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Glades County Schools		Deborah Pressley, Director Curriculum Services		863-946-0202 EXT. 120	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
P. O. Box 459 Moore Haven, FL 33471					
(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, Wayne Aldrich , 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		pending SB approval 10/23/2008 Date of Governing Board Approval	
(7) District Parent Leadership Council Involvement					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Yazmin Morales					
Contact Information for District PLC Chairperson: Mailing address: 203 10 th ST, Apt B Moore Haven, FL 33472					
E-mail Address: N/A Phone Number:863-946-1058					
Date final plan was discussed with PLC: 9/3/2008			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, Wayne Aldrich, 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

9/24/2008
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.

The Home Language Survey (HLS) is a part of the registration packet. The guidance staff explains the registration process and the HLS to the adult responsible for completing the process. Translation services are provided as needed

The school conducts an academic assessment which is a review of a student's educational and social experiences for placement. The principal or designee at each school site takes appropriate steps in cooperation with the parents and faculty in an effort to determine placement. Upon enrollment, parents are interviewed and asked about the student's academic achievement levels. Parents are also given the opportunity to share transcripts, records, and other pertinent information that will help in determining placement. If this information is not available, a records request is forwarded to the previous schools. If records are unobtainable, the principal/designee will use assessment data, and faculty input regarding academic performance to determine the appropriate grade placement. The student's age will also be considered. The Academic Assessment district forms are completed to document this process. The ELL Committee may be convened if needed.

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 a part of the registration packet.

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

Affirmative responses to any of the three mandated questions on the Home Language Survey will result in the guidance staff reviewing the status of the student based on previous records, and scheduling the appropriate language tests to be administered by the ELL Contact.

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

Registrar Guidance Counselor Other (Specify) _____

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. Translation services are provided as needed.

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.

Demographic data on students (which includes ELLs) is collected by the registrar using records from previous schools, the registration form, and any other program specific information applicable. This data is then entered on the data base by the data clerk (a member of the guidance staff), at each school site.

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

Registrar Data Entry Clerk Other (Specify) _____

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

Indicate the title(s) of the personnel responsible for the English language assessment of potential ELLs in your district.

Registrar ESOL Coordinator/Administrator Other (Specify) _____

6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IPT-I	KG Initial	<33		<39%
IPT-I	K-2	<47		<56%
IPT-I	3-6	<65		<68%
IPT-II	7-12	<71		<59%

(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.

All students in grades K-12 are administered the Aural/Oral Test, unless the student enters from another district in Florida with an LF, LY, or LZ code. In such a case, the previous school(s) data will be used to determine program placement. In some cases, the student may be referred to an ELL Committee to determine or confirm the student's placement. Guidance Counselors and/or trained ELL paraprofessionals administer the entry level assessments. The Guidance Counselors grade the assessments and data entry clerks enter the data into the student database.

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 Aural/Oral test is scheduled and administered within the prescribed time limit (normally within 20 days). The list is updated and maintained by the above personnel on a weekly basis.

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 a Listening and Speaking test was not administered within the prescribed time limit, parents are notified by postal services notification, regarding the delay and the date of the rescheduled test in their native language.

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 as FES, are placed in the regular educational program setting based on the school's placement procedures for students.

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

Students in grades 3-12 who score limited English proficient on the Listening and Speaking test are provided with appropriate ELL services.

7) Reading and Writing

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

Name of Reading and Writing Instrument(s):
IPT- Reading/Writing

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? Students in grades 3-12 that score FES on the Aural/Oral Test will be further assessed by the IPT Reading/Writing Test. If the student scores at the 33rd percentile or above in both reading and writing then the student is determined not to be ELL, requires no further assessment and is placed in the regular educational program. If the student scores at or below the 32nd percentile in reading and or writing, then the student is determined to be ELL and provided with appropriate services. Guidance Counselors keep a list of all ELL students and note which ones need further testing. This list is checked monthly to delete or add students who have withdrawn or enrolled, and updated when testing is completed.

7b) Describe the procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines.

If a Reading/Writing test was not administered within the prescribed time limit, the ELL Committee would convene to determine the student's placement in the regular educational program, or remain in the ESOL program. Within a year, the student would be administered the Reading/Writing Test. If the student scores at or above the proficiency level in both reading and writing then the student would remain in the regular program. If the student scored at or below the proficiency level in either reading or writing, the student would be placed in the ESOL program; or an ELL Committee would convene to determine student placement. Parents are notified of all procedures and test administration decisions in their native language.

8) ELL Committee Intervention

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan.

Each school has established an ELL Committee to review screening data, student academic placement, test scores and the educational plan for each student. The committee may coordinate ELL services with the Exceptional Student Education Program and Progress Monitoring Plan. In addition to the reading and writing tests the ELL Committee may determine a student to be ELL or non-ELL based on two or more of the following additional criteria:

1. Extent and nature of prior educational and social experiences and student interview;
2. Written recommendation and observation by current and previous instructional and supportive services staff;
3. Level of mastery of basic competencies in skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;
4. Grades for previous or current years, and
5. Tests results other than A/O and R/W tests.

A parent, parent designee, administrator, or any member of the instructional staff may initiate this process by filling out and submitting the appropriate referral form.

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.

Programmatic/academic review of a student's educational and social experiences is used for placement. The principal or designee at each school site takes appropriate steps in cooperation with the parents and faculty in an effort to determine placement. Upon enrollment, parents are interviewed and asked about the student's academic achievement levels. Parents are also given the opportunity to share transcripts, records, and other pertinent information that will help in determining placement.

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

The principal or designee at each school site takes appropriate steps in cooperation with the parents and faculty in an effort to determine placement. Upon enrollment, parents are interviewed and asked about the student's academic achievement levels. Parents are also given the opportunity to share transcripts, records, and other pertinent information that will help in determining placement. If records are unobtainable, the principal/designee will use assessment data, and faculty input regarding academic performance to determine the appropriate grade placement. The student's age will also be considered. The ELL Committee may be convened if needed.

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

If prior school records are unobtainable, the principal/designee will use assessment data, and faculty input regarding academic performance to determine the appropriate grade placement. The student's age will also be considered. The ELL Committee may be convened if needed.

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.

Programmatic/academic review of a student's educational and social experiences is used for placement. The principal or designee at each school site takes appropriate steps in cooperation with the parents and faculty in an effort to determine placement. Upon enrollment, parents are interviewed and asked about the student's academic achievement levels. Parents are also given the opportunity to share transcripts, records, and other pertinent information that will help in determining placement. If this information is not available, a records request is forwarded to the previous school(s). If records are unobtainable, the principal/designee will use assessment data, and faculty input regarding academic performance to determine the appropriate grade placement. The student's age will also be considered. The ELL Committee may be convened if needed.

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.

Programmatic/academic review of a student's educational and social experiences is used for placement. The principal or designee at each school site takes appropriate steps in cooperation with the parents and faculty in an effort to determine placement. Upon enrollment, parents are interviewed and asked about the student's academic achievement levels. Parents are also given the opportunity to share transcripts, records, and other pertinent information that will help in determining placement. If this information is not available, a records request is forwarded to the previous school(s). If records are unobtainable, the principal/designee will use assessment data, and faculty input regarding academic performance to determine the appropriate grade placement. The student's age will also be considered. The ELL Committee may be convened if needed.

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

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

If assessment data is not obtainable from the previous school or the ELL has been out of the country for 6 months or more, the student will be assessed following the same procedures as an initially enrolled student. Previously enrolled ELLs with records who re-enter after having been in either another district or state will be classified as documented.

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.

Guidance Counselors are responsible for the development of the ELL's Plan. Counselors review the appropriate data, interview students and teachers, then develop the plan.

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.

Guidance Counselors are responsible for the development of the ELL's Plan. Counselors review the appropriate data, interview students and teachers, then develop the plan. When a student is first entered as an ELL, the Guidance Counselor develops the ELL student plan. ELL student plans are updated as needed at the beginning of every school year, at the beginning of the 2nd semester of every school year, and at the end of every school year; or more often as needed.

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

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.

ESOL strategies for each teacher and tutor in the district are made available to school principals at the beginning of each school term. During pre-school week, each principal instructs teachers to incorporate the strategies into their lesson plans and activities to ensure delivery of understandable instruction to ELL students. Lesson plans are reviewed and classroom instruction observed routinely for compliance. Data analysis provides the administrator and classroom teacher a mechanism for monitoring achievement which in turn will guide instruction.

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.

ELLs are placed in the regular-program with Non-ELLs. ESOL strategies are used by the teacher in the regular program. The students (ELLs) remain in the classroom and therefore do not miss that direct instruction from the teacher. Administrators make routine observations of the classroom to ensure the ELLs receive instruction equal in amount, sequence and scope as that provided to Non-ELLs.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction.

Instructional personnel document the use of ESOL strategies in their lesson plans. The plans are reviewed by administrators at each school site on a scheduled basis. Administrators also observe instruction in the classroom to monitor compliance of comprehensible instruction.

14e) Indicate the title of the person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in your district. *(Check all that apply)*

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify) _____

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

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) _____
- Native Language Assessment (Specify) _____
- FCAT
- Other (Specify) Baseline Assessments, Progress Checks

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.

General, Elementary School, Middle School and High School sections

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.

Section 1008.25 F.S. stipulates that each student's Progression from one grade to another be determined, in part, upon proficiency in reading, (this does not necessarily mean reading in English), writing, science and mathematics and that school district policies facilitate proficiency which is determined based on district established levels of mastery in these areas. Each student who does not meet specific levels of performance as determined by The district school board, must be provided with additional diagnostics assessments to determine the nature of the student's difficulty and areas of academic need. The school, in which the student is enrolled, in consultation with the student's parent or legal guardian, must implement a progress monitoring plan designed to assist the student in meeting state and district expectations for proficiency. Each plan must provide for intensive remedial instruction in the areas of weakness. Students classified as Limited English Proficient (LEP) shall be evaluated based on district established level of mastery. Lack of English language skills is not a basis for retention at any grade level, including kindergarten. Students who fail to meet district levels of performance may be retained, unless exempted for "good cause". (see Student Progression Plan) This must be documented through the ELL Committee. "Good cause" may include the following:

- LY students receiving ESOL services for less than two years
- Prior formal education in student's home country
- Current academic progress (e.g. responding to ESOL strategies through regular classroom instruction at a rate commensurate with English level of proficiency)
- Cultural adjustment
- Home Language proficiency and home support
- LY-the student is LEP and is enrolled in classes specifically designed for LEP students.

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

The ELL Committee may convene to participate in the decision-making process regarding ELL student retentions. Determinations are based on classroom performance, and assessments used to evaluate student performance. Parent notification of the ELL Committee Meeting is accomplished through the ESOL notification form. Translation services are provided as needed.

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

In addition to the ELL Committee meeting for retention decisions, parents are notified of retention/promotion status with the final report card (English/Spanish).

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.

Guidance Counselors at each school are responsible for ensuring that all students participate in statewide assessment administration. Classroom lists are coordinated with the lists from guidance counselors to ensure that all students are tested.

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. Accommodations for ELLS for statewide assessment are made in accordance with recommendations and are in use throughout the school year. The accountability coordinator and guidance counselors confer prior to testing to discuss accommodation procedures. The guidance counselor is responsible for and works with classroom instructors to ensure that all students receive accommodations that are unique to individual students. Schools log and maintain proof of accommodations in appropriate files. Parents are notified via mail in their native language regarding testing accommodations that are unique to their children.

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

Yes No

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

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

Reading: Not applicable
Math: Not applicable
Writing: Not applicable
Science: Not applicable

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

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

Grades K-2: Students classified as ELL based on the Aural/Oral Test must score as Fully English Proficient (FES) on the Aural/Oral Test to exit the program.

Grades 3-12: Students who entered the ESOL program based on the Aural/Oral Test must score as Fully English Proficient (FES) on the Aural/Oral Test. The student would be exited by scoring at or above proficiency levels on the Reading/Writing tests or by convening the LEP Committee.

Students (3-12) who enter the ESOL program on the basis of their Reading/Writing scores must exit the program by scoring at or above proficiency levels on Reading/Writing tests or by convening the LEP Committee.

Students in Grades K-12 who enter the ESOL program on the basis of ELL Committee referral will exit the program by using the same procedure.

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⁾
IPT-I	K-2	= or >47		= or >56%
IPT-I	3-6	= or >65		= or >68%
IPT-II	7-12	= or >71		= or >59%

(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):
CELLA
FCAT

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

Registrar ESOL Teacher/Coordinator Other (Specify) _____

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

The ELL Committee makes exit decisions based on test scores (Aural/Oral, FCAT, CELLA, and/or DIBELS/FORF), language proficiency and academic progress.

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 Guidance Counselor at each school is responsible for updating the ELL student's exit data on the data entry form, and forwards this information to the data entry clerk who enters it on the data base.

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

For grades K-2, the IPT Oral language test would be given, and if the student is FES they would exit the ESOL program at that time. They would become an LF on 2 year monitoring. A letter would be sent to the parent in English and Spanish. For grades 3-12, the IPT Oral language test would also be given, and if the student is FES, the IPT Reading and Writing test would be given. If the student scores at the 33 percentile or higher on both tests, the student would be exited from the ESOL program, and become an LF on 2 year monitoring. A letter would be sent to the parent in English and Spanish. As an alternative to IPT, some high school students may be determined to be FES with a passing score on FCAT Retakes. Parents of ELLs exiting the program are notified via the district approved exit form. This letter is in English and Spanish.

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.

Guidance Counselors

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

The student's progress is documented on the monitoring form that is part of the student's folder. The student's progress is documented on the monitoring form that is part of the student's folder.

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.

The following procedures are followed when the performance of former ELLs are unsatisfactory:

1. Educational strategies listed on the ELL plan are reviewed;

2. Other aspects of the students are taken into consideration: attendance, study habits, appropriate placement, etc.

If the unsatisfactory performance is due to language proficiency, the student may be reclassified.

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.

When former ELLs are reclassified as ELL and re-enter the ESOL program, the Guidance Counselor/ESOL Contact is responsible for initiating a new ELL plan. The Guidance Counselor/ESOL Contact certifies the placement after collaborating with the teacher on assessment data and classroom performance of the students. The ELL Committee may also reclassify students. The Guidance Counselor/ELL Contact records the information on the appropriate form. The data entry clerk at each school enters the information into the district data base.

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

When former ELLs re-enter the ESOL Program a new ELL plan is completed with additional considerations:

1. ESOL strategies will be employed to address problems in language proficiency;
 2. Additional tutoring from the ESOL Para; and
 3. Students will be encouraged to attend extended day intervention programs, if available.
- The student's progress will be monitored frequently.

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.

Registration forms are provided in English and Spanish. A bilingual staff member is available to translate, if needed.

ELL Committee Meetings: A staff member is available to translate at committee meetings.

Parent/Teacher Conferences: A staff member is available to translate at parent/teacher conferences.

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

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

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

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities?

The district informs parents with the Student Handbook sent home with each student at the beginning of the school year.

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.

Literacy classes, adult-education classes (for Spanish speakers), and parent workshops are made available. Parents are informed and encouraged through written and verbal communication regarding participation in parental and community programs for ELL students. Participation is also encouraged during ELL Parent Advisory Council Meetings. All communication is provided in a language the parents can understand, unless clearly not feasible.

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

The district through different reporting mechanisms informs parents/guardians regarding adequate yearly progress. This is accomplished by: school reports, letters to parents, and newspaper publication. All communication is provided in a language the parents 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.

Student/Parent Handbooks provide parents/guardians information on the monitoring of program compliance and contacts for various concerns. Members of the Parent Advisory Council are made aware of federal/state programs monitoring and compliance at regularly scheduled PAC meetings. Student/Parent Handbooks provide parents/guardians information on the monitoring of program compliance and contacts for various concerns. Members of the Parent Advisory Council are made aware of federal/state programs monitoring and compliance at regularly scheduled PAC meetings. All communication is provided in a language the parents can understand, unless clearly not feasible.

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

It is the policy of Glades District School Board to provide a quality education. This can happen only if all students regardless of sex, color, ethnicity, or religion have equal access to all programs. ELLs are included in all regular education classes and are subject to the same provisions as non-ELL students.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

The composition of the ELL Committee is as follows:

1. Principal/Designee
2. ESOL Teacher
3. Guidance Counselor
4. Parent
5. Translator, if needed

Other members may include:

- Reading Coach
- ESE Director
- Curriculum Coordinator

If a parent is unable to attend the meeting and does not request that the meeting be rescheduled, they would be contacted by phone before the meeting is held or during the meeting, for their concerns and opinions on the topic under discussion. Due to the small size of the district, there are no ELL centers – all meetings are held at the school site.

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) Promotion/retention decisions

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

- School Level District Level

Describe the functions and composition of PLCs in your district.

Due to the small size of Glades County the district uses a combined Migrant/ELL Parent Advisory Council that meets at least twice a year to inform parents of district/school programs, policies, and committees. All parents of Migrant students and ELLs are invited to attend the meetings. District administrators and guidance counselors from each school are also members of the committee. Parents give feedback on grant development, program effectiveness, and evaluation, and approve projects/grants.

30a) According to Rule 6A-6.0904 FAC., the PLC is “composed in the majority of parents of limited English proficient students.” If any of the PLCs in your district do not meet this condition, explain why and when you expect the PLC(s) to comply with this rule. Not applicable.

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

Migrant/ELL PLC (PAC) members are invited and encouraged to join other district/school committees such as: SAC, PTO, Safe and Drug Free Schools, etc.

32) Indicate how your district PLC was involved in the development of the District ELL Plan.

The plan was presented to parents at the regularly scheduled Migrant/ELL Parent Advisory Council meeting. Parental input was solicited and incorporated into 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.

Each year teachers new to the district are notified by memo and/or email of ESOL training requirements by the Director of Curriculum Services or designee. Announcements for ESOL courses are sent through the district email system and posted at the district 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.

All information concerning completion of ESOL training and/or certification requirements is entered into the district's professional development management system, my-points.org. The Curriculum Services Director tracks points to ensure teachers are making progress.

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

All district and school-level administrators currently hold the required 60-hour training requirement. New administrators will be notified of ESOL requirements and will have access to face-to-face courses, online courses or college courses that will enable them to meet those requirements. Administrative ESOL hours are tracked with the same system as instructional staff.

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

Guidance Counselors are the same as instructional staff.

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.

The ELL paraprofessional is instructed to work in the classrooms with ELL students, as a tutor, following directions and using information given by the classroom teachers. The ELL paraprofessional is also instructed to translate for parents of ELL students, as needed, on the telephone and in meetings the parents attend concerning their children. Paraprofessionals hired since 2004 have been required to meet highly qualified criteria.

Paraprofessional

JOB DESCRIPTION

JOB GOAL

To assist the teacher by performing assigned tasks in order to provide a quality educational program for students

PERFORMANCE RESPONSIBILITIES:

(1) Assist the teacher in preparing instructional materials and equipment.

(2) Assist the teacher in implementing classroom activities.

- (3) Provide instructional assistance to individual students or small group as planned or coordinated by the teacher.
- (4) Provide student supervision as required by the teacher or administrator
- (5) Perform assigned clerical and bookkeeping duties.
- (6) Compile required data and enter into the computer
- (7) Participate in training programs and in-service.
- (8) Work with students in the computer learning lab.
- (9) Utilize classroom management techniques conducive to an effective classroom environment.
- (10) Maintain a clean and orderly environment for students.
- (11) Operate instructional equipment effectively.
- (12) Establish and maintain records and files pertinent to assigned program.
- (13) Assist in maintaining positive relationships between the school and parents.
- (14) Contact parents at the direction of teacher or administration.
- (15) Answer telephone, route calls and take messages as directed.
- (16) Serve as substitute for teacher as directed.
- (17) Assist in assessing student progress as directed
- (18) Supervise playground activities, bus behavior, lunchroom behavior, and other non-instructional activities.
- (19) Conduct inventory of equipment and maintain equipment.
- (20) Maintain confidentiality regarding student information.
- (21) Use effective, positive interpersonal skills.
- (22) Perform other incidental tasks consistent with the goals and objectives of this position.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. Paraprofessionals are required to attend many of the same professional development activities as teachers. During pre-school administrators meet with teachers and paraprofessionals to ensure delivery of the different strategies by personnel for all ELLs. Additional training will be provided as indicated through the needs assessment process. Training is documented through the district's online professional development management system.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. The bilingual paraprofessionals' home language is Spanish and thus have fluency in the target language of Spanish. Principals determine fluency through the interview process, and all paraprofessionals hired since 2004 are required to meet highly qualified requirements (60-hours of college credit or a passing score on the ParaPro Test).

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. Elementary and secondary schools will be held accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs through the use of, but not limited to the following procedures: tracking of student use of Rosetta Stone, ELL students determined through a needs assessment process as below proficiency level will receive

intensive reading instruction. Progress monitoring will be implemented and monitored three times/year following the approved Glades County K-12 Comprehensive Reading Plan and Kaplan Achievement Planner; the use of SRB supplemental programs in the area of language arts will include: Waterford Early Learning, Reading Renaissance, Writing Roadmap, and SMILE Writing. Implemented at all levels, the CIM treats students individually by assessing how much they`re learning at regular intervals. Based on these assessments, students who have achieved the mastery level receive enrichment to challenge them further. Others receive remediation to bring their skills up to accepted standards. Schools are required each year to present to the School Board a report of Adequate Progress based on the previous three years data.

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.

Elementary and secondary schools will be held accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs through the use of, but not limited to the following procedures: tracking of student use of Rosetta Stone, ELL students determined through a needs assessment process as below proficiency level will receive intensive reading instruction. Progress monitoring will be implemented and monitored three times/year following the approved Glades County K-12 Comprehensive Reading Plan and Kaplan Achievement Planner; the use of SRB supplemental programs in the area of language arts will include: Waterford Early Learning, Reading Renaissance, Writing Roadmap, and SMILE Writing. Implemented at all levels, the CIM treats students individually by assessing how much they`re learning at regular intervals. Based on these assessments, students who have achieved the mastery level receive enrichment to challenge them further. Others receive remediation to bring their skills up to accepted standards. The Supervisor of NCLB/Federal Programs meets with school level leadership on a regular basis to monitor progress based on data analysis. Regularly scheduled technical assistance meetings are held with school ESOL Coordinators and administrators to develop plans to increase academic achievement and increase proficiency.

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.
See attached Glades County District Improvement Plan.