

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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<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE:</b>	
Hardee		Marcia Kapusta-Director of Federal Programs		863-773-9756	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
1251 West Main Street; Wauchula, FL 33873					
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>					
<p>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.</p> <p>I, Dennis Jones , 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.</p>					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
<b>(7) District Parent Leadership Council Involvement</b>					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC):					
Contact Information for District PLC Chairperson:					
Mailing address:					
E-mail Address:		Phone Number:			
Date final plan was discussed with PLC:		PLC <input type="checkbox"/> approved <input type="checkbox"/> not approved			
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

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

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

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

## SECTION 1: IDENTIFICATION

### 1) Enrollment Procedures

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

The Hardee Registration Form is completed by parents for all students enrolled in Hardee Schools. The Home Language Survey (HLS) is a part of this form. Translation services are provided. A Spanish translation of this form is available at each site.

### 2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done.

The HLS is administered at the school site at the time of registration when the parent completes the Hardee Registration Form. The parent completes the Hardee Registration Form with the help of school office personnel. If the parent cannot understand English, translation is provided.

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

The school site registration personnel provides a copy of all registrations to the ESOL Contact at the school site. The ESOL Contact reviews the registrations and the cum folder, if available. If there is an ELL folder in the cum, the ESOL Contact updates all required forms and services. If the student is new to the district, the ESOL Contact schedules the student for testing. Testing of language proficiency begins within one (1) to three (3) days after enrollment.

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

Registrar  Guidance Counselor  Other (Specify) ESOL Contact

### 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 site has an ESOL paraprofessional who is bilingual (Spanish). This person is available to translate and explain the registration form and the HLS questions. A translation of the registration is also made available for the parent to read.

### 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 that is collected for students is entered on the district data system by the data entry personnel at each school site. Information is collected using the registration form, lunch form, and the Emergency Care Card by the school site personnel. ELL data is

recorded on the ELL data form by the ESOL Contact. This form is then used by data entry personnel at the school site for the entry of ELL data.

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

Registrar  Data Entry Clerk  Other (Specify) School site office personnel

## **SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)**

### **5) English Language Proficiency (ELP) Assessment**

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

Registrar  ESOL Coordinator/Administrator  Other (Specify) ESOL Paraprofessional

### **6) Listening and Speaking Proficiency Assessment**

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
IDEA Proficiency Tests for Listening and Speaking IPT 1	K		2	
IPT 1	1		4	
IPT 1	2-6		5	
IPT2	7-12		5	

(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 assessment procedures are as follows: (1)The ESOL Contact oversees the assessment process by training the ESOL paraprofessional, assigning students for testing and preparing the schedule for the ESOL paraprofessional. (2) The ESOL paraprofessional tests all of the ELL students as assigned by the ESOL Contact. (3) The ESOL paraprofessional grades the oral test and the ESOL Contact grades the reading and writing tests. (4) The ESOL Contact checks the grading of the oral test. (5) The ESOL Contact

records all of the ELL data and test results on the ELL Data Form. (6) This data form is then given to the data entry personnel for entry on Genesis.

**6b)** What procedures and safeguards have been implemented to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses?

The school site office personnel send a copy of the registration (HLS is part of the registration form) form to the ESOL Contact on the day of registration. The ESOL Contact reviews all records for students and plans a schedule for testing of students with affirmative answers. The ESOL Contact also checks the entry and withdrawal sheets prepared by the office personnel to ensure that all students with affirmative responses on the HLS are assessed in Listening and Speaking within the first 20 school days of the completion of the HLS.

**6c)** Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses.

The ESOL Contact will notify the parent in writing when the Listening and Speaking test is not administered within 20 days of the completion of the HLS. The notification will include the reason for the delay, evidence that the student is accorded the programming required for ELLs pending the delay and a specific timetable for completing the assessment. The notification will be in a language they will understand, unless clearly not feasible. It will be sent no later than eight (8) weeks after initial enrollment. A copy of the notification will be retained in the student's ESOL file for a minimum of one year.

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

Any student in K-2 who is determined not to be an English Language Learner (ELL) on the Listening and Speaking test may be referred to an ELL Committee to determine eligibility for appropriate services based on a parent's or a teacher's request. The ELL Committee may determine a student to be an English Language Learner or not to be an English Language Learner according to consideration of two (2) of the following criteria in addition to the test results from the Listening and Speaking test: 1. Extent and nature of prior educational or academic experience, social experience, and a student interview; 2. Grade Level mastery of basic competencies or skills in English in listening, speaking, reading and writing according to applicable local, state, or national criterion-referenced standards; 3. Written recommendation and observation by current and previous instructional and supportive services staff; 4. Level of mastery of basic competencies or skills in English and heritage language according to appropriate local, state or national criterion-referenced standards; 5. Grades from the current or previous years; or 6. Test results other than the Listening and Speaking test, Reading test, or Writing test.

**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 scored limited English proficient on the IPT Listening and Speaking test shall be classified as English Language Learners (ELL). These ELL students will participate in the spring CELLA assessments to determine progress toward English language proficiency. ELL Committee meetings are not required for these ELL students enrolled in the ESOL program. These students will participate in the spring CELLA assessment.

**7) Reading and Writing**

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

<b>Name of Reading and Writing Instrument(s):</b>
IDEA Proficiency Tests for Reading and 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 who score proficient on the IPT Listening and Speaking Tests are tested on the IPT Reading and Writing Tests within one (1) to (3) days of completion of the listening and speaking test. As soon as the ESOL paraprofessional returns the listening and speaking test booklet of the student who scores proficient to the ESOL Contact, the reading and writing test materials are given to the ESOL paraprofessional and the tests are administered. The ESOL Contact keeps a record of students with affirmative HLS answers, test scores and dates administered. The ESOL Contact runs Genesis reports to ensure ELL records and testing is current and complete.\_\_\_\_\_

Students in grades 3-12 who score non proficient on the IPT Listening and Speaking tests are administered the IPT Reading and Writing tests within one year of the administration of the IPT Listening and Speaking tests.

**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.

\_ Any student in 3-12 who has not been administered the IPT Reading and Writing tests within the required timelines will be assessed immediately. A notification will be sent to the parent in a language they will understand, unless clearly not feasible. The notification will

include the reason for the delay, evidence that the student is accorded the programming required for ELLs pending the delay and a specific timetable for completing the assessment.

### **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.

Any student who is determined not to be an English Language Learner or any student who is determined to be an English Language Learner based solely on one reading or writing test may be referred to the ELL Committee at the parent's or teacher's request to determine eligibility for appropriate services. The ELL Committee may determine a student to be an English Language Learner or not to be an English Language Learner according to consideration of at least two (2) of the following criteria in addition to the results of Listening, Speaking, Reading, and/or Writing test(s): 1. Extent and nature of prior educational or academic experience, social experience, and a student interview; 2. Grade Level mastery of basic competencies or skills in English in listening, speaking, reading and writing according to applicable local, state, or national criterion-referenced standards; 3. Written recommendation and observation by current and previous instructional and supportive services staff; 4. Level of mastery of basic competencies or skills in English and heritage language according to appropriate local, state or national criterion-referenced standards; 5. Grades from the current or previous years; or 6. Test results other than the Listening and Speaking test, Reading test, or Writing test.

### **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.

The district Programmatic Assessment Student Profile form is completed for all students who answer "yes" on the HLS. The principal is responsible for the initial placement of all students new to the school. The administrator, ELL Committee, guidance counselor, and/or the classroom teacher complete(s) the Program Assessment Student Profile for academic placement. The form includes age appropriateness, interview of parent or student to determine subject area competencies and/or grade level, academic experiences, review of school records, test information, and any school administered assessment results during the first 20 days of enrollment.

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

The principal is responsible for the placement of all new students to the school. The district Programmatic Assessment Student Profile form is used as the guide for placement. When the student has limited or no prior school experience, the administrator, or the guidance counselor will use age to place the student. The classroom teacher will observe and evaluate the student using progress monitoring tools, county adopted textbook assessments and teacher made mini assessments. The student may then be assigned permanently to a grade level using the test results and the teacher's recommendation. The ELL committee may convene if the teacher requests consultation on the grade placement of the student.

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

The principal is responsible for the placement of all students new to the school. The district Programmatic Assessment Student Profile form is used as the guide for placement. School site office personnel send a written request for records to previous schools. When prior records are incomplete or unobtainable, the administrator or guidance counselor will use parent interview and age to place the student in a grade level. The classroom teacher will observe and evaluate the student using progress monitoring tools, county adopted textbook assessments and teacher made mini assessments. The student may be assigned permanently to a grade level using the test results and the teacher's recommendation. The ELL Committee may convene if the teacher requests further consultation on the grade level placement of the student.

**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 principal is responsible for placement of all students new to the school. The district Programmatic Assessment Student Profile form is used as a guide for grade placement of students. The administrator, ELL Committee, guidance counselor, and/or the classroom teacher complete(s) this form for academic placement. The form includes age appropriateness, interview of parent or student to determine subject area competencies and/or grade level, academic experiences, review of school records, test information, and any school administered assessment results during the first 20 days of enrollment.

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9<sup>th</sup>-12<sup>th</sup> grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan.

The Programmatic Assessment Student Profile form is completed for all students who answer "yes" on the HLS. The principal is responsible for the placement of all students new to the school. The administrator, ELL Committee, and /or the guidance counselor complete(s) this form for academic placement. The form includes age appropriateness, interview of parent or student to determine subject area competencies and /or grade level, academic experiences, review of school records, test information, and any school administered assessment results during the first 20 days of enrollment.

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

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

ELL students who withdraw and re-enroll after having been in another district, or state for two semesters or more are administered a new English language proficiency assessment if there is no documentation of participation in an ELL program at the previous school. ELL students who withdraw and re-enroll after having been in another country for two semesters or more are administered a new English language proficiency assessment.

### **12) ELL Student Plan Development**

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated.

The ESOL Contact in collaboration with the classroom teacher(s) develops the Student ELL Plan. The plan is developed based on the level of the language proficiency, assessments, observation of skills and classroom performance. This plan is updated if the student changes classrooms, schools and at the beginning of the school year. It is revised when there are significant changes in academic progress. The plan will also change when the student exits the program and enters the monitoring phase.

The ELL Plan for each student contains these items: 1) Instruction by program, 2) Amount of instructional time per week/day, 3) Classification date, 4) Assessment data for classification, 5) Date of exit, 6) Assessment data for exit, and 7) Any modifications to student's plan by ELL Committee.

**12a)** What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate.

The ESOL Contact in collaboration with the classroom teacher(s) updates and revises the Student ELL Plan. The ESOL Contact maintains the ELL folders which contain all information on each student's ESOL services and placement information. The ESOL Contact periodically accesses ELL data on Genesis to ensure current services for ELL students.

### **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.

Each school in Hardee implements both the Mainstream-Inclusion English Language Arts and the Mainstream-Inclusion Core/Basic Subject Areas instructional models. The administration monitors the fidelity of implementation during classroom observations and while reviewing lesson plans that document ESOL strategies and ELL students' names.

**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.

ELL students are placed in the regular program with nonELL students. The ESOL strategies are used by the teacher in the classroom. ELL students are not removed from the classroom to receive ESOL tutoring by the ESOL paraprofessional. All ESOL tutoring by the ESOL paraprofessional is delivered in the classroom when the teacher is not delivering direct instruction. The ELL students' names and their strategies are documented in the teacher's lesson plans. These plans are reviewed by the administrators to ensure equitable services to ELL students. The classroom teacher is ESOL endorsed or in the process of certification. The administrators make routine observations of the classrooms to ensure that ELL students receive instruction equal in amount, sequence and scope as that provided to nonELL 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 Contact provides a copy of the ELL strategies to each teacher at the beginning of each school year. The teachers are instructed to place these strategies in their plan book and to document their use throughout the school year. The ELL students' names and their strategies are documented in the teacher's lesson plans. These plans are reviewed by the administrators to ensure the use of ESOL strategies to instruct ELL students. The administrators make routine visits to the classroom to observe the implementation of the ESOL strategies.

**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) \_\_\_\_\_

### **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. Page 3

**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.

ELL students must meet the same proficiency levels in reading, writing and mathematics as those required for nonELL students. However, a student may be retained if he/she is unable to read satisfactorily in any language, but not simply because the student is unable to read in English if the student is satisfactorily proficient in his/her home language. In cases of ELL students who have been in an English language program for less than two years and fail to meet district expectations on the state assessments in reading and writing at Grade 3, the district may exempt the students from mandatory retention for good cause.

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

The ELL Committee will meet and participate in the decision to retain an ELL student. The student's classroom performance and test scores are used to evaluate performance. Parents are notified of the ELL Committee meeting on the district Notice of ELL Committee Meeting form which is provided in English and Spanish. Translation services are provided at the meeting, if needed.

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

The school site guidance counselor collaborates with the ESOL Contact to notify parents of the retention meeting. The parent is invited to participate in the meeting. This invitation is in English and Spanish. The parent is also notified in writing of the final decision concerning the retention or promotion of the student. This notification is also in English and 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.

The guidance counselor and the ESOL Contact at each school site are responsible for ensuring that all ELL students participate in the FCAT and CELLA. The guidance counselor

has a list of all students in each classroom. Test booklets for the FCAT are issued to the teachers according to the student list. The ESOL Contact is responsible for the student list and CELLA testing for ELL students.

**16a)** Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations.

The ESOL Contact at each school site is responsible for ensuring that appropriate test accommodations are implemented for ELL students. The ESOL Contact maintains a current list of ELL students and uses this to inform parents of test accommodations. The parents are sent the Hardee Accommodation Letter Form in the language they understand, unless clearly not feasible. A copy of the letter is kept in the student's ELL folder. The ESOL Contact collaborates with the testing coordinator to ensure appropriate test accommodations are provided to all ELL students.

**16b)** Do the current assessment policies adopted by the district allow for the implementation of alternative assessment of ELLs who have been enrolled in an approved 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: N/A \_\_\_\_\_

Math: N/A \_\_\_\_\_

Writing: N/A \_\_\_\_\_

Science: N/A \_\_\_\_\_

## **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

ELL students in grades K-2 are ready to exit the ESOL program when this standard is met.

- Scores at or above the proficient level on the IPT listening and speaking tests as listed on the chart, #17a ,

OR

- Scores at or above the proficient level on the CELLA Listening and Speaking as follows:

CELLA-Oral Skills	
Grade Cluster	Proficiency Level
K-2	673

**GRADES 3-12**

ELL students in grades 3-12 are ready to exit the ESOL program when these two standards are met.

- 1) A score at or above the proficient level on the IPT listening and speaking test as listed on chart #17a

OR

A score at or above the proficient level on the CELLA composite in the appropriate grade level cluster as follows:

CELLA Composite Scores	
Grade Cluster	Proficiency Level
3-5	2150
6-8	2200
9-12	2250

AND

A score at or above the proficient level on the CELLA Reading on grade level as follows:

CELLA Reading	
Grade Cluster	Proficiency Level
3-5	734
6-8	759
9-12	778

- 2) A score at or above the 33 percentile on both the IPT reading test and the writing test.

OR

A score at or above the proficient score of 3 on the FCAT Reading OR the FCAT Writing.

**17a) Listening and Speaking Proficiency Assessment**

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
IPT I	K		3	

IPT I	1		5	
IPT I	2-6		6	
IPT II	6		5	
IPT II	7-12		6	
CELLA-oral skills	K-2		673	
CELLA-composite score	3-5		2150	
CELLA-composite score	6-8		2200	
CELLA-composite score	9-12		2250	
CELLA-reading	3-5		734	
CELLA-reading	6-8		759	
CELLA-reading	9-12		778	

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

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

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

### 17b) Reading and Writing Proficiency Assessment

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

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

<b>Name of Reading and Writing Instrument(s):</b>
IPT Reading
IPT Writing
CELLA—Composite and Reading
FCAT—Reading and Writing

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

Registrar  ESOL Teacher/Coordinator  Other (Specify) ESOL Paraprofessional

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

Upon the request of a student's teacher, counselor, administrator or a parent, an ELL student enrolled in an ESOL program may be reassessed.

The ELL Committee shall consider the student's assessment data and may consider 1. Extent and nature of prior educational or academic experience, social experience, and a student interview; 2. Grade Level mastery of basic competencies or skills in English in listening, speaking, reading and writing according to applicable local, state, or national criterion-referenced standards; 3. Written recommendation and observation by current and

previous instructional and supportive services staff; 4. Level of mastery of basic competencies or skills in English and heritage language according to appropriate local, state or national criterion-referenced standards; or 5. Grades from the current or previous years to determine if the student should be exited from the ESOL program if it is determined that another instructional program or combination of instructional programs better meets the needs of the student.

The ELL Committee shall be convened to review the assessment information and make further determinations for placement and additional services for any student in grades K-12 with inconsistent assessment information or discrepancies between scores for each language domain of listening, speaking, reading, and writing.

**17e)** Identify who is responsible for updating ELLs' exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process.

The ESOL Contact is responsible for the updating of exit data in the Student ELL Plan and on the district data system.

The ESOL Contact oversees the ELL assessments that are administered by the ESOL paraprofessional. When the testing is complete and the student has satisfied all of the requirements for exit, the ESOL Contact completes the ELL data form and gives it to the data clerk for entry on Genesis. \_\_\_\_\_

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

ELL students who meet the exit qualifications in the middle of the grading period are exited on the day the exit requirements are met. \_\_\_\_\_

## **Section 7: MONITORING PROCEDURES**

**18)** Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program.

The ESOL Contact in collaboration with the classroom teacher(s) is responsible for conducting the two year follow-up of former ELL students. The ESOL Contact maintains a schedule of monitoring dates and notifies the teacher(s) when the ELL student's progress needs to be reviewed. The district LF Monitoring form is completed by the ESOL Contact. The date of monitoring and a summary of progress is documented on this form. The ESOL Contact records the date of monitoring on the ELL data entry form and the data entry clerk enters it on Genesis.

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

The former ELLs' progress is recorded on the district LF Monitoring form that is part of the ESOL folder. The ESOL Contact notifies the classroom teacher(s) when the LF

Monitoring form needs to be updated. The teacher(s) completes a review if the LF student's progress, records this information on the LF Monitoring form and returns it to the ESOL Contact. The form is returned to the student's ESOL folder and the monitoring date is entered into Genesis.

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

Report Cards

Test Scores

Classroom Performance

Other (Specify) Progress Monitoring

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

When the academic performance of former ELLs is not on grade level, the classroom teacher(s) will review all data to determine the reason(s) for the below grade level performance. At this time various types of interventions will be evaluated. The teacher may revise the interventions and observe the progress for one more monitoring period or request the ELL Committee to convene. The ELL Committee will review the student's performance and recommend further interventions or a return to the ESOL program.

**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 ESOL Contact provides the classroom teacher(s) with the Student ELL Plan document. The classroom teacher(s) is responsible for initiating a new Student ELL Plan when a student re-enters the ESOL program. The ELL data is updated on the district ELL data form by the ESOL Contact for entry into Genesis by the school's data entry clerk. Since both of the Mainstream instructional models are used at all the school sites, the student remains in the same classroom(s).

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

Former ELLs who re-enter the ESOL program will continue to participate in the two Mainstream instructional models. Intensive intervention strategies will be implemented for these students. Students will receive extra services from resource teachers, intensive reading teachers and/or paraprofessionals. There will also be opportunities to participate in extended day/year tutoring provided by federal and district funds. District Benchmark Assessments in reading, math and science in addition to core curriculum assessments will be used to monitor progress during the school year.

## **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.

The school personnel provide assistance to parents/guardians of ELLs in their home language as follows: (1) Each school has bilingual personnel to assist parents/guardians. (2) Each school has access to the UNICOM System (a portable two way communication system) that is used at parent meetings. (3) The district provides translations of all required documents for parents/guardians. (4) Each school site has a translation CD that is used to translate letters and notifications for parents/guardians.

**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?

Parents/guardians are notified in writing in a language they can understand, when feasible, that the Code of Conduct is located in the Parent Information Notebook at each school site. The Code of Conduct is also available in Spanish and English on the district website.

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.

Each school offers at least 15 parent involvement activities during the school year. All schools have School Advisory Councils that meet periodically throughout the school year. The district conducts at least two parent advisory council meetings for migrant parents and two parent leadership council meetings each school year. At these meetings parents learn how to participate in the various programs available for students including the ESOL program. These meetings are translated through the use of the UNICOM talk system. Fliers, newsletters, and the Connect ED phone calls inform parents about these parent involvement activities. These communications are translated, when feasible.

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

The district Title I office sends AYP letters in English and Spanish to the parents of students in the Title I program. The district announces in the county newspaper the AYP and the grades for all the schools. The district website lists all of the schools' grades and AYP. The district schools provide the SPARS report in the Parent Information Notebook and on the district website.

**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.

Information on the monitoring of program compliance with respect to the role of the Civil Rights Officer and the complaint and appeal process is available in school board policy, school handbooks, and the Hardee Parent Guide.

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

All students in Hardee schools have equal access to instructional, categorical, and student services and to facilities. Equal access to appropriate programming for ELL students includes both access to intensive English language instruction and instruction in the basic subjects of math, science, social studies, and computer literacy which is understandable and equal in

amount, scope, sequence and quality as that available for non ELL students. ELL students with special needs such as compensatory, remedial or exceptional education are provided comparable instruction to that provided to non ELL students. It is the responsibility of the school based principal to ensure equal access.

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

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

The membership is as follows: School principal/designee, ESOL Endorsed teacher and guidance counselor. The parent is also invited to participate as a member of this committee. The ELL Committee may include other educators appropriate for student placement. Other educators may include resource teacher, classroom teacher and/or ESE staff.

**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 32<sup>nd</sup> 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 32<sup>nd</sup> 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 Hardee PLC meets to discuss ELL needs, FCAT assessments, community services and the ELL Plan. It is the responsibility of the PLC to approve this plan. The minutes from each of these meetings are shared with the SAC committee at each school site. \_\_\_\_\_

**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.

The PLC in the district is involved in the SAC at the schools sites through the sharing of the minutes from the PLC meetings. Parents may also become involved at the school sites through parent involvement activities and opportunities to volunteer. At the PLC meeting, the district liaison offers to help parents become involved in school activities and committees.

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

The district PLC members were provided with a copy of a draft Hardee ELL Plan during a home visit. The members were updated on the revised language and were asked for input. The PLC members’ input was used in the development of the Hardee ELL 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.fl DOE.org/aala/timeline.asp>

**33)** Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented.

The school site principals and the staff development personnel collaborate in the notification of teachers concerning the training requirements. Information on trainings is issued by the staff development personnel using fliers, letters, and district email. Data on training and certification for all employees is entered on the data base by staff development personnel.

**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 is entered on the data base. It is the responsibility of the employee to provide documentation of training to the staff development department. Staff development personnel track teachers’ progress in completing ESOL training requirements. Documentation of ESOL training completion is maintained in the district staff development office.

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

Staff development personnel maintain a listing of all school based administrators and their progress in the completion of the 60 hours of ESOL training. Administrators are notified of district ESOL training sessions through emails, district meetings, and/or flyers. Training sessions are presented at least once each school year.

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

Staff development personnel maintain a listing of all guidance counselors and their progress in the completion of the 60 hours of ESOL training.

Guidance counselors are notified of district ESOL training sessions through emails, school meetings, and/or fliers. Training sessions are presented a least once each school year.\_\_\_\_\_

**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. NA

**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 ESOL paraprofessional must have a high school diploma, be bilingual in English and Spanish, and have a passing score (464) on the ParaPro or have at least 2 years (60 hours) of (C or above) credits from an accredited college. The primary assignment of the ESOL paraprofessional is to provide translation and academic tutoring for ELL students. The job description for the ESOL paraprofessional consists of : maintain a clean and orderly environment for all students, maintain a demeanor of flexibility in all situations, provide instructional assistance and translation services as planned and coordinated by the teacher, use ESOL strategies when tutoring ELL students, provide student supervision as required by the teacher or principal, participate in training programs as required by principal, administer individual and group tests in English, utilize classroom management techniques conducive to an effective classroom climate, effectively operate instructional equipment, establish and maintain student checklists, records and ESOL data as required by the teacher or the ESOL Contact, maintain good relationships between school and parents through written and oral translation of information, use a high level of positive interpersonal skills on the job, and perform other incidental tasks or services consistent with the job goal 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.

All new ESOL paraprofessionals participate in at least 6 hours of training in ESOL strategies and test administration before working with ELL students. The school level ESOL Contact provides this initial training. The training is documented in the district's inservice records at

the staff development office.

**40)** Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language.

Position advertisements for ESOL paraprofessionals state that the person must be bilingual. The district job description for the ESOL paraprofessional requires that the position is filled with a person who is bilingual. \_\_\_\_\_

## **Section 11: TITLE III, PART A, NCLB - ACCOUNTABILITY**

**41)** Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs.

The district holds the elementary and secondary schools accountable through oversight of school activities that impact increasing English proficiency of current ELL students. The district ESOL coordinator meets with school administrators to review the classroom implementation of ESOL strategies. The schedules of the ESOL paraprofessionals are submitted to the district ESOL coordinator to ensure targeting of priority ELL students. The district assessment coordinator monitors the schools' use of data to drive student achievement of language proficiency. The district staff collaborates with the staff development personnel in planning training that enables teachers to address the unique needs of the English language learner.

**42)** Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs.

The district will hold the elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current and former ELLs by providing assistance in the interpretation of AYP data for this subgroup. The district assessment coordinator meets with schools to direct data disaggregation and the use of this information to drive interventions for these students. Schools are monitored by the district curriculum director for fidelity in the implementation of the Florida Continuous Improvement Model. The district ESOL coordinator meets with school personnel to ensure that ESOL strategies are documented and an integral part of the delivery of classroom instruction. Professional development coaches at the school sites meet bimonthly with district directors to plan trainings that address student achievement in reading and math for all subgroups.

**43)** Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years.

The district submitted the Hardee Title III District Improvement Plan to the Florida Department of Education in response to the notification that Hardee did not meet the AMAOs for Title III students. The district notified the parents of ELLs in writing within 30 days of district notification of failure to meet AMAOs. The district plan describes how the district will

oversee and monitor the scientifically based research strategies that will be implemented in language proficiency, reading and math for Title III students. The district will implement professional development that will train teachers in effective instructional strategies that address the needs of this group of students. School site staff will provide parent involvement activities that will enable parents to become active participants in the education of their children. Please see Hardee's SIP, submitted in January 2009.