

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

Date Received by FDOE

**Florida Department of Education**

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

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

<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE:</b>	
Hendry County Schools		C. Gordon Swaggerty Jr. Assistant Superintendent		863-902-4244	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
475 E. Osceola Ave Clewiston, FL 33440					
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>					
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.					
I, _____, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
<b>(7) District Parent Leadership Council Involvement</b>					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Ruth Matos					
Contact Information for District PLC Chairperson: Mailing address: PO Box 1664 Clewiston, FL 33440					
E-mail Address: N/A Phone Number: 863-902-0825					
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.

**When registering their children all parents are provided a registration packet available in both English and Spanish. Each school has staff members who are available at the time of registration to assist parents who do not speak English with the registration process if needed. In addition, the Federal Projects Office provides bilingual individuals who are also available to assist non-English speaking parents as they register their children for school.**

### **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 included on the registration forms used for registering students within the Hendry County School District. The parent or guardian who is registering the student(s) completes the HLS with assistance from bilingual personnel if necessary. Any home language survey with a “yes” response is given to the school test administrator for scheduling an aural/oral testing session.**

**The district is divided into two area zones: Labelle Area and Clewiston Area. In Labelle, elementary schools register at the school site within their attendance zone for each respective elementary school. In Clewiston, elementary aged students register at a central registration center located in the Clewiston area School Board Sub-Office as there are no designated attendance zones for Clewiston Elementary schools. Middle and high school students in both area zones register at the middle or high school as grade appropriate in their zone.**

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

**A registrar or person designated by the principal at each school (with the exception of the three Clewiston Elementary Schools) provide a copy of the HLS with a “yes” response to the designated test administrator at each school for scheduling of an aural/oral testing session. In the case of the Clewiston Elementary Schools, the centralized registrar forwards the HLS to the appropriate testing administrator at the school to which the student is assigned. All aural/oral assessments are then to be completed within the first 20 days of attendance. Any student identified in the HLS to be in need of assessment and who also meets any one of the following standards shall be determined to be ELL and shall receive appropriate instruction and funding as specified herein.**

The following student shall be determined to be ELL. Any student who after assessment is complete is determined to be Non-English Speaking or Limited English Speaking using a state approved appropriate English language aural/oral proficiency test. Each test shall be administered in accordance with its publisher's instructions, and any student who scores within the ELL range determined by the publisher's standards shall be determined to be ELL. For any student in grade 3 or above, English language reading and writing proficiency shall be determined by the following criterion:

Any student who scores at or below the 32nd percentile on the reading and writing sub-parts of a norm-referenced test shall be determined to be ELL and shall be provided appropriate services. Upon request of a parent or teacher, a student not determined to be ELL or a student determined to be ELL based solely on standard stated, may be referred to an ELL committee. The parent(s) preference will be considered in the final decision. The ELL committee may determine a student to be ELL or not to be ELL according to consideration of at least two of the following criteria in addition to the test results.

(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 or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;

(4). grades from the current or previous years

(5). test results for a state approved aural/oral assessment and/or reading and writing state approved assessment.

d. Any determinations by the ELL committee shall be contained in a written evaluation, which shall be placed in the ELL student's plan. Such evaluation shall further set forth a plan, which will be implemented, to address the student's language needs.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.  
 Registrar  Guidance Counselor and/or ESOL School Contact  *Other (Specify)*  
ESOL Teacher-on-Assignment/Liaison

### **3) Provision of Understandable Communication**

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

There is a translator available to assist parents and students at the time of registration who do not speak English. This translator also answers any questions that the

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**Spanish, as well to assist the parents.**

**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.

**Student demographic data is collected at the time of registration using the registration form. Each school has a registrar responsible for registering students and their duties include assuring that all registration requirements are complete. As part of this process, the parent completes the Hendry County School District registration form. This form is used to collect student demographic data. Once this form is completed, the registrar gives a copy to a school data entry clerk who then keys the information into the school and district database.**

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.

Guidance Counselor  ESOL Teacher  Other (Specify) ESOL Contact or other Principal designee

**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>
<b><i>IPT/IDEA Oral/Aural</i></b>	<b><i>K-2</i></b>	<b><i>0-5.0</i></b>	<b><i>0-27</i></b>	
<b><i>IPT/IDEA Oral/Aural</i></b>	<b><i>3-5</i></b>	<b><i>2.0-11.0</i></b>	<b><i>27-38</i></b>	
<b><i>IPT/IDEA Oral/Aural</i></b>	<b><i>6</i></b>	<b><i>5.0-19</i></b>	<b><i>38-45</i></b>	
<b><i>IPT/IDEA Oral/Aural</i></b>	<b><i>7-12<sup>th</sup></i></b>	<b><i>6.5-13.0</i></b>	<b><i>45-52</i></b>	

(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.

**Once a student registers in our district, the HLS is completed, and the student is determined to be a possible ELL student, an IPT/IDEA Oral/Aural assessment is administered for students grades K thru 12 to determine aural/oral skill levels. The personnel responsible for assessing these students are the school site ELL designee. This is usually the school's Assistant Principal or Guidance Counselor. On occasion, the paraprofessional will assist in giving the IPT. Whoever does the testing is responsible for grading the assessment, unless the testing is completed by the paraprofessional. If the paraprofessional assesses the student, the ELL school or district contact is responsible for grading the assessment. Any recording of ELL data is done by the ELL contact (the Assistant Principal and/or Guidance Counselor) with the help of the data entry clerk.**

**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?

**Registration personnel give a copy of the home language survey with a "yes" response to the test administrator at each school. It is the responsibility of the test administrator to schedule the aural/oral assessment. The test administrator is tasked with follow-through to ensure that all scheduled assessments are completed within the first 20 days of school. The District ELL contact sends a memo to all principals at the beginning of the school year reminding them of this requirement. District ELL Liaison Teacher (one in Clewiston and one in Labelle) assist in monitoring this requirement to ensure assessment takes place within the first 20 days.**

**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.

**Every effort possible is made to administer the aural/oral assessment within the first twenty (2) days of school for the students. Should testing be delayed beyond the first 20 days, parents are notified in writing, by the school in their home native language explaining the reason for the delay.**

**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.

**A record is kept for all students K-2 who test fluent at initial testing. The students are then placed in regular classrooms. The classroom teachers are notified that the student has tested fluent and is asked to report any signs of students falling behind or not understanding the material due to a language barrier that may be more notable as the student starts his/her classwork. If a student begins to show signs of struggling, another assessment is done to determine if it is language. The ELL committee then**

convenes to discuss the student's progress in the class and their reason for falling behind.

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.

If the student is in grades 3-8<sup>th</sup> and has scored limited English proficient in either the IDEA Listening/Speaking or Reading/Writing Assessments, then ELL committee convenes and an ELL plan with strategies, accommodations, and/or modifications is established to help the student reach English proficiency while in the regular classroom. A bilingual paraprofessional, along with the ELL teacher on assignment, will meet with the teacher to check on the progress of the ELL student. The ELL committee will reconvene if necessary. Parents are always invited and encouraged to be part of this process. Notices are sent in the Parent's home language when feasible with meeting dates and times.

If the student is in grades 9-12<sup>th</sup> and scores limited English proficient on either the IDEA Listening/Speaking or Reading/Writing Assessment, an ELL committee meeting is done as well, to establish an ELL plan with ELL strategies, accommodations and/or modifications, however, the ELL student may or may not be placed in a self-contained ELL classroom. The student may be mainstreamed in the regular classroom with the ELL plan in play. In order to ensure that the students' needs are being met the ELL teacher on assignment will make regular school site visits and meet with the teachers and the students. Parents and ELL students are strongly encouraged to participate in these decisions. Notices of meeting dates and times are sent in the Parent's home language when feasible.

### 7) Reading and Writing

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

Name of Reading and Writing Instrument(s):
<i>3<sup>d</sup> Grade: IPT I Reading/Writing Assessment Form 1C</i>
4 <sup>th</sup> -6 <sup>th</sup> Grade: IPT Reading/Writing Assessment, Form 2A
7 <sup>th</sup> -12 <sup>th</sup> Grade: IPT Reading/Writing Assessment, Form 3C Second Edition

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?

**It is the responsibility of the ELL contact person at each school to regularly review the records of each ELL student. Mandatory reviews of the student's ELL plan and record as well as progress reviews are conducted at the beginning of the school year and at the end of the school year. This individual is responsible for ensuring the Reading and Writing test is administered on schedule.**

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. **Should the Reading/Writing test not be administered within the required timeline, a letter is sent to the student's parents /guardian in their home language explaining why the test was not administered within the required timeline and the Reading and Writing test is then priority scheduled for the student.**

### 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 possible ELL student may be referred to the ELL Committee by the parent, teacher, administrator or other school personnel for ELL entry based on observations done in the classroom, at home or in any afterschool program, in which the student is showing signs that he/she may be struggling due to lack of or limited English skills. Once, a student is referred to the ELL committee the committee will convene and look at the student's current grades, teacher observation and/or evaluation or input from other school personnel. ELL Committee Minutes are completed and the student will be determined to be limited English or non-limited English. See attached ELL Committee Minutes Form(s).**

### 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.

**There is a paraprofessional or two at each school that assist the students with a sub group of 15 or more in their native language. For ELL subgroups that do not require a paraprofessional, dictionaries are purchased in their native language for them to use in class when needed and another is given to them to take home.**

## 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 assessment of new student is initiated during the registration process. Staff members seek to document the prior school experiences of each new student processed using school records, transcripts, FASTER, and any other available evidence of educational experiences to determine a recommended grade level and/or age appropriate placement and course of studies. Students who have documented educational records from their home country or previous schooling are placed in grade levels and/or age appropriate courses based on their records.**

**For students who have educational records, any adjustment resulting in lowering grade level placement must be thoroughly documented by home language assessment data ( i.e. test, class work) and submitted for review by the ELL committee including the parents. The parent or guardian must be informed in their home language prior to grade level /age appropriate adjustment.**

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

**Students who enroll with limited or no prior school experiences are placed in a classroom according to age appropriateness. Adjustments to this placement may be made by the school principal in accordance with State Board of Education Rules. Intensive academic interventions, as recommended by the ELL committee, are put into place to assist students who may be academically deficient. The teacher is also required to use effective ESOL modifications, strategies, and accommodations to assist the student and these should be noted in the teacher's plans.**

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.

**In order to place our ELL students correctly, our district tries to seek any documents pertaining to the prior schooling experience of ELLs by means of school records, transcripts and other evidence of educational experiences, and we take such experiences into account in planning and providing appropriate instruction for such students. If records are incomplete or unobtainable then the students are placed in age appropriate classes and/ or courses.**

#### **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 ELL Committee reviews students' records, if available, to determine appropriate grade level placement. As mentioned previously, documented educational experiences are used to place students and for these students who have no**

documentation age-appropriate classes are assigned as explained in a previous question.

Once students are placed in their classrooms, the teacher closely monitors student progress and at any time may request the ELL committee to convene for the purpose of reviewing the student's placement to ensure it is appropriate. The ELL committee would review student academic work, report cards, unit subject tests, and any progress monitoring assessments that may have been taken by the student as well as diagnostic assessments. This information is then used to make adjustments to the student's placement if necessary in conjunction with parents and principal input.

#### **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 Hendry County School District awards equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district adopted policies regarding age appropriate placement is followed as are followed for students born in the United States. Should we use a placement test for determining appropriate grade or course placement, such assessment may not be based in whole or in part on the student's English language proficiency. Students classified as ELLs shall be placed in the appropriate English for Speakers of Other Language or Language Arts through ESOL course and core subject area courses based on their assigned grade level.

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

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

When a student who has withdrawn from our county re-enrolls, all prior ELL assessments from the previous district, state or country is reviewed thoroughly by the ELL committee to determine if the previous assessment is a state approved assessment and if the student should be re-evaluated using our state approved assessment, or not. If it is determined, the student needs a new evaluation then a new evaluation is given within the first 20 days of re-enrollment. If it is determined that the said student is still ELL, then an ELL committee meeting will be scheduled and an ELL plan will be constructed and implemented.

## 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.

**When a student qualifies for the ELL program, the ELL Contact Person, School Guidance Counselor and other ELL committee members meet and recommend a program plan for the ELL student. This plan includes allowable modification, strategies, and accommodations that will help the student be successful.**

**Thereafter, an annual ELL Committee meeting convenes at the beginning of every school year, using all the data available: IPT L/S, R/W scores, CELLA scores, F-CAT scores, Norm Reference Test scores, MAZE scores, DIBELS, STAR, Classroom Performance, etc to discuss progress of the student in the ELL Program. All available data is analyzed once more and adjustments are made to the ELL plan to reflect the ELL students' current needs. If the ELL student is in the High School, then the ELL committee will determine, using all available assessment data, if the ELL student will remain in a self-contained ESOL classroom, or if he/she will be mainstreamed into regular classrooms, using the current plan with necessary strategies, accommodations, and/or modifications. If it is determined that the ELL student should be mainstreamed, then the necessary changes are made to his/her schedule and teachers are notified of the changes and a copy of the ELL plan is given to ALL the ELL student's teachers.**

**A notice is sent to the parent(s) in their native language, when feasible, by either the Guidance Counselor or the Assistance Principals inviting them to be part of the ELL Committee for their child.**

**At any time during the school year, after reviewing the student's progress (These progress reviews are done by the ELL contact, using at the end of each grading period), an ELL Committee member may request that the committee reconvene before the annual review. If any adjustments need to be made to the student's ELL plan because the student is struggling or exceeding in any course of study or class, then parents are notified, in their native language when feasible, to attend the an ELL meeting and another schedule or class change is made to better serve the ELL student(s).**

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

**The ELL Committee, which is composed of teachers, principal, or designee, guidance counselor, parents and other educators as appropriate ensure that the student's ELL plan is updated to reflect a student's current services. The reviews occur at the beginning and end of year for student progress for elementary schools, however, for middle and high school students plans are updated at the beginning of each semester and they are attached to students' current schedules. The student's needs are reviewed and recommendations for changes in the student's program are made when and if necessary. At anytime during the year if a member of the ELL Committee feels**

**an adjustment needs to be made to the student's plan or if issues arise, a request for the ELL Committee to convene may take place.**

### **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/08-09ELLDatabseProg-handbook.pdf>. (Check all that apply)

- Sheltered English Language Arts (9-12<sup>TH</sup>)
- Sheltered Core/Basic Subject Areas (K-5)
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas (K-12)
- 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.

**Instructional models are determined by the ELL committee to best meet the needs of the student. Review of progress as mentioned in the previous question take place at the beginning and end of the year. This does not preclude convening the ELL Committee at the request of any committee member or at any point during the school year to make adjustments in the instructional model or student program if the student is proving unsuccessful.**

**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.

**In our district, we use the following instructional model(s):**

School	Instructional Model
Clewiston High	<p><i>Sheltered English Language Arts (9-12)</i>  <i>Mainstream- Inclusion English Language Arts (9-12)</i>  <i>Mainstreamed Inclusion Core/Basic Subject Areas (K-12)</i></p>
LaBelle High	<p><i>Sheltered English Language Arts (9-12)</i>  <i>Mainstream- Inclusion English Language Arts (9-12)</i>  <i>Mainstreamed Inclusion Core/Basic Subject Areas (K-12)</i></p>
Clewiston Middle	<p><i>Mainstreamed Inclusion Core/Basic Subject Areas (K-12)</i>  <i>Mainstream- Inclusion English Language Arts (6-8)</i></p>
LaBelle Middle	<p><i>Mainstreamed Inclusion Core/Basic Subject Areas (K-12)</i>  <i>Mainstream- Inclusion English Language Arts (6-8)</i></p>
Central Elementary	<p><i>Mainstreamed Inclusion Core/Basic Subject Areas (K-12)</i>  <i>Sheltered Core/Basic Subject Area (K-5)</i>  <i>Mainstream- Inclusion English Language Arts (K-5)</i></p>
Country Oaks Elementary	<p><i>Mainstreamed Inclusion Core/Basic Subject Areas (K-12)</i>  <i>Sheltered Core/Basic Subject Area (K-5)</i>  <i>Mainstream- Inclusion English Language Arts (K-5)</i></p>
Eastside Elementary	<p><i>Mainstreamed Inclusion Core/Basic Subject Areas (K-12)</i>  <i>Sheltered Core/Basic Subject Area (K-5)</i></p>

***Mainstream- Inclusion English Language Arts (K-5)***

Ed Upthegrove Elementary

***Mainstreamed Inclusion Core/Basic Subject Areas (K-12)***  
***Sheltered Core/Basic Subject Area (K-5)***

***Mainstream- Inclusion English Language Arts (K-5)***

LaBelle Elementary

***Mainstreamed Inclusion Core/Basic Subject Areas (K-12)***  
***Sheltered Core/Basic Subject Area (K-5)***

***Mainstream- Inclusion English Language Arts (K-5)***

Westside Elementary

***Mainstreamed Inclusion Core/Basic Subject Areas (K-12)***  
***Sheltered Core/Basic Subject Area (K-5)***

***Mainstream- Inclusion English Language Arts (K-5)***

**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.

**The school ELL contact as well as the student's ELL Committee team members determine appropriate grade level, subject area, and course level placement after careful review of the student's educational background. This focus assures that ELL students have equal access to all academic areas and courses and that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to Non-ELL's.**

**The District has high expectations for all students and instruction is both rigorous and relevant in order to meet all Sunshine State Standards and Benchmarks. Modifications in teaching strategies as well as allowable accommodations and teaching strategies specific to assisting the ELL student are appropriate and expected for those students struggling with English communication skills. Through comprehensible instruction with highly qualified teachers, it is anticipated that ELL students will progress steadily through the curriculum for each grade/subject. No ELL student will be retained in a grade level because he/she is not able to communicate in English. ELL students will have access to all program modifications that will meet individual needs and to address areas included in the Hendry County School District Pupil Progress Plan. ELL students are provided equal access to all programs and services in the district.**

**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 Hendry County School District requires all teachers to complete the ESOL training as required by the State of Florida as part of the 1990 ESOL agreement and Consent Decree.**

**Teachers who serve ELL students deliver comprehensible instruction using ESOL strategies and accommodations as specified in in-service components developed by the State of Florida. For teachers who have not completed all necessary ESOL training before ELL students are assigned to their classrooms, school/district personnel will work with them to develop ESOL strategies necessary for meeting the needs of ELL students in the classroom until such time as the training requirements are completed.**

**Trained bilingual tutors are available in each school to provide additional assistance to ELL student in basic subject areas. These tutors work under the supervision of the classroom teacher.**

**Each teacher of ELL students utilize lesson plans/activities that reflect ESOL strategies and ensure the delivery of comprehensible instruction to the ELL students. The school principal or designee checks these lesson plans and conducts classroom walk-throughs and observations to ensure fidelity. The District ELL Liaison and District Contact also conduct classroom visits to monitor and observe the degree to which ELL students are receiving understandable and effective 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) ELL Teachers on Assignment/Liaisons

**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) F-CAT NRTs and Stanford 10
- Native Language Assessment (Specify) \_\_\_\_\_
- FCAT
- Other (Specify) Dibels, KAPLAN, STAR, MAZE

### **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.

**ELL progression is specifically noted in the District's Student Progression Plan in the following sections:**

- **Supplemental Academic Instruction**
- **Promotion Alternatives for Elementary School Students**
- **Grade Promotion with Good Cause Exemptions**
- **Alternatives to Promotion for Middle School Students**
- **High School Grade Assignments with a Plan for Support and Assistance**
- **Standard Diploma Requirements for Entering Out-of-State or Foreign Students**
- **Supplemental Academic Instruction for Secondary Students**

**Also can be accessed through our website at:**

**[http://hendryschools.org/education/sctemp/b30b433ab8c8df7acd4f496194a1ef/1226421875/08-09 Student Progression Plan.pdf](http://hendryschools.org/education/sctemp/b30b433ab8c8df7acd4f496194a1ef/1226421875/08-09%20Student%20Progression%20Plan.pdf)**

**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 who have been enrolled in an approved ELL program for 2 years or less are exempt from mandatory retention. This is noted in the District's Student Progression Plan under "Good Cause Exemption." It is stated in the progression plan that any ELL student who has received instruction in an ELL program for 2 years or less is exempt from mandatory retention. The student's ELL plan must include instructional strategies to correct identified reading deficiencies.**

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

**While final say on a student's retention lays with the school principal, the ELL Committee reviews all available student achievement data as well as teacher recommendation and provide assistance to the principal in retention decisions regarding an ELL student.**

**When retention of a student is being considered, the parent/guardian is notified no later than the middle of the third nine weeks of school. Reasons for possible retention are discussed as well as strategies to assist the student for the remainder of the year. No later than two weeks before the end of school if it appears that retention will take place the parent is again notified and a meeting held to explain why retention is being considered. Parents, ELL Committee members, as well as other involved educators provide input to the principal in determining the final decision regarding retentions.**

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

**Informing parents of student progress takes place consistently throughout the year. Minimally parents receive a mid-nine weeks progress report and an end of the nine-weeks report card.**

**Regarding retention or promotion decisions, parents are notified by letter, in their native language when feasible, at mid-nine weeks during the third nine weeks grading period if it appears there may be a possibility that the student is not progressing academically to the point that retention has become an option. The letter requests the parent come meet with the student's teacher and principal or designee to discuss the student's current academic problems.**

**If it appears that, the student will not meet criteria for promotion as outlined in the District Pupil Progression Plan, another letter is sent to the parent, in their native language when feasible, requesting a meeting to discuss retention no later than 2 weeks before the end of the school year.**

## **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.

**It has been determined at the District Level that all ELL students will participate in the Florida Statewide Assessment Program. Schools have been instructed to make sure all ELL students participate in the F-CAT and we offer no alternative assessments for the F-CAT. In addition, ELL students must participate in CELLA, FLKRS and any other statewide assessment program. The school principal is responsible for ensuring that all ELL students are assessed.**

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

**The District Assessment Coordinator meets annually with the F-CAT assessment coordinator for each school in the district. Likewise, the District ELL Liaison Teachers annually train CELLA Test Coordinators at each school and FLKRS School Test Coordinators annually receive training in the administration of FLKRS. In each instance, allowable ELL accommodations for these assessments are reviewed as part of the School Testing Coordinators training. The School Test Coordinator in turn trains those individuals at each school who will administer the respective assessments.**

**The following may be some of the accommodations allowed:**

- **Flexible Setting**
- **Flexible Scheduling**
- **Flexible Timing**
- **Assistance in the Heritage Language**
- **English to Heritage Language Dictionary (Word to Word without definitions) (Excluding CELLA)**

**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?

**Our District has adopted no alternative assessment policies.**

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

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

Reading: \_\_\_\_\_

Math: \_\_\_\_\_

Writing: \_\_\_\_\_

Science: \_\_\_\_\_

## **SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)**

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

### **Standards for Student Exiting from the ESOL Program.**

**A student previously classified as an ELL shall be determined English proficient based on two(2) of the following standards:**

1. **The Comprehensive English Language Learning Assessment (CELLA)**

**Students may exit the ELL program based on the following CELLA composite scores as well as CELLA scores showing proficiency in Reading. Oral skills, reading, and writing scale scores for each grade cluster are added to determine the composite score at grade level. Scores equal to and greater than the CELLA composite scores in**

the following table shall be used to determine the level of English proficiency for students tested in listening, speaking, reading and writing on grade level.

<b>Grade Cluster</b>	<b>CELLA English Proficient Composite Scores</b>
<b>K-2</b>	<b>2050 and greater</b>
<b>3-5</b>	<b>2150 and greater</b>
<b>6-8</b>	<b>2200 and greater</b>
<b>9-12</b>	<b>2250 and greater</b>

2. A Florida Comprehensive Assessment Test (FCAT) achievement level of three (3) or greater or equivalent developmental scale score on the Reading test of the Sunshine State Standards pursuant to Rule 6A-1.09422, F.A.C. A Florida Comprehensive Assessment Test (FCAT) achievement level of three (3) or greater on the Writing + of the Sunshine State Standards pursuant to Rule 6A-1.09422, F.A.C.

3. ELL Committee decisions with supporting assessments and documentation

**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.

<b>Name of Listening and Speaking Instrument(s):</b>	<b>INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE</b>			
	<b>Grade Level</b>	<b>Raw Score<sup>(1)</sup></b>	<b>Scale Score<sup>(2)</sup></b>	<b>National Percentile<sup>(3)</sup></b>
<b>IPT/IDEA ORAL/AURAL English Form E</b>	<b>K-2</b>	<b>56-77</b>	<b>159-183</b>	<b>62-86</b>
<b>IPT/IDEA ORAL/AURAL English Form E</b>	<b>3-6</b>	<b>77-83</b>	<b>183-220</b>	<b>86-99</b>
<b>IPT/IDEA ORAL/AURAL English Form D</b>	<b>7-12<sup>th</sup></b>	<b>86-91</b>	<b>178-220</b>	<b>83-99</b>
<b>F-CAT Reading 3<sup>rd</sup>-10<sup>th</sup></b>		<b>(DSS)</b>	<b>(Scale Scores)</b>	
	3 <sup>rd</sup>	1198-1488	284-331	
	4 <sup>th</sup>	1456-1689	299-338	
	5 <sup>th</sup>	1510-1761	286-330	
	6 <sup>th</sup>	1622-1859	296-338	
	7 <sup>th</sup>	1715-1944	300-343	
	8 <sup>th</sup>	1882-2072	310-349	
	9 <sup>th</sup>	1972-2145	322-353	
	10 <sup>th</sup>	2068-2218	327-354	
<b>CELLA Reading Scores</b>		<b>(Composite Scores)</b>		
	K-2	2050 & higher	745	
	3-5	2150 & higher	772	
	6-8	2200 & higher	787	
	9-12	2250 & higher	799	

(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.  
 (Please, see copies of attached tables.)

**17b) Reading and Writing Proficiency Assessment**

Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student’s score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33<sup>rd</sup> percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link:  
[http://www.fldoe.org/eias/dataweb/database\\_0809/st105\\_1.pdf](http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf).

<b>Name of Reading and Writing Instrument(s):</b>
<b>IPT 2 Reading and Writing Assessments:</b> <b>Grade 3 Form 1C</b> <b>Grades 4-6 Form 2A English</b> <b>Grades 7-12<sup>th</sup> Form 3C English, Second Edition</b>
A score at or above the 33 <sup>rd</sup> national percentile on the reading comprehension and writing or language usage subtests on a nationally norm referenced test.
A Florida Comprehensive Assessment Test (FCAT) achievement level of three (3) or greater on the Writing + of the Sunshine State Standards pursuant to Rule 6A-1.09422, FAC.
<b>CELLA Reading Scale Scores showing proficiency in Reading:</b> <b>K-2 690-800</b> <b>3-5 734-810</b> <b>6-8 759-815</b> <b>9-12 778-820</b>
<b>CELLA Writing Scale Scores showing proficiency in Writing:</b> <b>K-2 690-775</b> <b>3-5 727-825</b> <b>6-8 746-845</b> <b>9-12 746-850</b>

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

Registrar  **ESOL Teacher/Coordinator**  Other (Specify) **Guidance Counselor and/or Assistant Principal**

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

**The ELL reviews all data available before making exit decisions regarding an ELL student. The ELL student must have successfully completed all exit criteria as explained in question 17a and 17b in order for the ELL committee to recommend a student for exit from the program.**

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 ELL committee is responsible for ensuring this exit process is complete. This process is done during an ELL meeting usually at the end or at the beginning of each school year. All student data is reviewed carefully and exit criteria is check. If student meets the necessary exit criteria than the ELL student is exited from the program and the two year follow-up process commences. The Assistance Principal and/or Guidance Counselor at each school is responsible for making sure the ELL plan with exit data gets updated.**

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

**If an ELL student is determined to be fluent English Speaking due to the following available data: CELLA results, IPT II IDEA Listening/Speaking, Reading/Writing scores, Norm Reference Assessments, F-CAT, Classroom Performance,etc. before the scheduled meetings, then the ELL Committee meets and final determinations are made at that time as to rather or not the ELL student will officially exit the program.**

## **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 Guidance Counselor, Assistant Principal and/or ELL designee is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program.**

18a) **Explain how the ELLs' progress is documented in the Student ELL Plan. Progress of former ELLs will be held according to the following schedule:**

**Review 1 1st report card after exit**

**Review 2 2nd report card after exit (skip the 3<sup>rd</sup> report card)**

**Review 3 4th report card after exit**

**Review 4 End of 2nd year after exit**

**The ELL Committee is NOT required to participate in regularly scheduled post-reclassification reviews for former ELL students who have exited the ESOL program UNLESS the student is exhibiting continued patterns of under performance on tests and/or grades are declining.**

**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.

**If academic performance of former ELL student(s) is not on grade level, then an ELL committee meeting is scheduled, the parent is invited to attend using the Parent Participation Form and the student's need for additional appropriate instructional programming is addressed. This additional programming may or may not include the ESOL program. The ELL committee will determine what programs are best for the former ELL student at this time all options are discussed.**

**The ELL Contact Person or Designee will document any recommendations and/or referrals on our ELL COMMITTEE MINUTES/ACADEMIC IMPROVEMENT PLAN form and it will be placed in the former ELL student's ELL folder.**

**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 ELL contact or designee (which is usually the Guidance Counselor or Assistant Principal) is responsible for initiating a new Student ELL plan and meeting as well as updating the student data and ensuring the appropriate placement of the ELL student(s).**

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

**If a former ELL student re-enters the ESOL Program the ELL Committee determines the program delivery model and additional intervention strategies after review of the student's academic history. This review would determine which instructional model would be best suited to assist the student in becoming successful. The ELL Committee would choose for the models listed as followed:**

- Sheltered English Language Arts (9-12)**
- Sheltered Core/Basic Subject Area (K-5)**
- Mainstream- Inclusion English Language Arts (9-12)**
- Mainstreamed Inclusion Core/Basic Subject Areas (K-12)**

**The ELL would also include in the student's ELL Plan, specific intervention strategies and accommodations as determined by the student's area(s) of weakness.**

## 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.

**Each school provides parents/guardians with home language translators for parent conferences, ELL committee meetings, after school parent- teacher conferences, etc. In addition forms/reports, report cards, and other school to home correspondence is available in the student's home language.**

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 Code of Student Conduct, which includes student and parent rights and responsibilities, is printed in English and Spanish and is sent home with every student. In addition, ESE parent rights are printed in both English and Spanish and provided to non-English Speaking Hispanic parents. Finally, parental rights and student rights are discussed with the parents in their native language at ELL Committee meetings.**

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.

**The District ELL Liaison Teacher in cooperation with the District ELL Parent Leadership Council surveys parents for training needs then offer the training to parent during the school year.**

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

**Each parent receives a letter informing parents of their child's school grade and AYP. In addition, parents are provided annually a copy of the No Child Left Behind School Public Accountability Report.**

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain.

**The school district has an Educational Equity Plan to ensure procedures are in place to monitor equality of treatment within district activities and to report discrimination. The district actively supports a policy of non-discrimination in all matters related to student within the district. The system strives to provide an atmosphere that is conducive to equal opportunity and treatment of all regardless of race, sex, national origin, marital status, disability, age, or religion. Public notice website:**

<http://www.hendry-schools.org>

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

**The ELL Committee works to provide an individual plan for each ELL student, which will best provide for the student's needs and at the same time assure that ELL students have equal access to all programs and facilities that are available to non-ELL students. At each school there is a school ELL Contact. Part of the duties of this individual is to serve as an advocate for the ELL students within their school and also assure that ELLs have equal access to all programs available to non-ELLs. Finally, two District ELL Liaison Teachers visit and assist in each of the schools. They also serve as advocates for ELL students and make sure these students are offered equal access to all programs and facilities.**

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

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

**Personnel required for an ELL Committee in our district are as followed: An ESOL Teacher(s), Basic Core or Subject Area Teacher(s), an Administrator or Designee plus Guidance Counselors, Parents, or other Educators as appropriate for the situation.**

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 main function of our District's Parent Leadership Committee is to make the parents of our ELL children become effective advocates for improved education and higher achievement for our ELL students. The committee seeks to create a level of parent involvement that reaches all parents - including those who have the most difficulty being involved due to work hours, limited resources and/or limited English Proficiency.**

**The PLC tries to provide the parents of our ELL population, information and data concerning the school and student achievement, as well as, ways to expand their role in their children's education and motivate them to assume leadership roles in the schools, such as, participating in after school activities, PTO's, ELL committees, volunteering programs, etc.**

**It also provides training to parents to help them better assist their children in being academically successful.**

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.

**The majority of the PLC is composed of ELL parents; however, we do have some non-ELL parents in our committee for the purpose of translating, communicating information, and answering parents' concerns in a more effective matter.**

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

**The PLC is encouraged to become involved at the district/school level by participation in activities such as district and school parental committees, school improvement and/or advisory committees, PTO's, etc.**

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

**The PLC reviews the District ELL Plan and is offered the opportunity to make suggestions to or provide changes that would improve the District 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.

**Teachers are notified of ESOL training requirements by their school principal. Training opportunities for teachers are sent to the schools via informational fliers and electronically through e-mail. The Labelle Area Assistant Superintendent is responsible for scheduling ESOL teacher training within the district and for notification to staff of such classes. The Labelle Assistant Superintendent's office keeps documentation of how, when and where the ESOL trainings are announced, given and received.**

**34)** Describe the process(es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained.

**The District Human Resource Department tracks and keeps a record of teacher completion of ESOL Certification and training requirements. Documentation of Progress is monitored by the Human Resource Department through their database.**

**This information is provided to each school principal that monitors teacher progress towards ESOL certification/training requirements, the principal conferences with the teacher to ensure that he/she is aware of their own 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.

**The District provides ESOL training for school-based administrators in the following ways:**

- 1. In- district training by trained district ESOL facilitator/trainee**
- 2. On- line courses offered by Beacon Educator which satisfy the requirements for administrators**

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

**The District provides the 60-hour ESOL training requirements for Guidance Counselors in the following ways:**

- 1. In-District training by trained district ESOL facilitator/trainee**

**2. On-line courses offered by Beacon Educator which satisfy the requirements for administrators.**

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.

**The district follows the Meta Agreement in making sure that if a student receives instruction in a language other than English, the teacher demonstrates proficiency in the language used for instruction and in English. The principal is responsible to assure the teacher is proficient in both instructional language and English. The Principal assures that the teacher is proficient in the instructional language and English through direct observations and communication.**

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 paraprofessional must be highly qualified as evident by a passing score on Para-Pro Assessment or hold an AA Degree. Specific job descriptions can be obtained by contacting the District's Human Resource Department (<http://www.hendry-schools.org>)**

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

**District ELL Liaison Teachers provide training for bilingual paraprofessionals as determined by the school principal, district or as requested from the paraprofessional. Documentation of training done by the District ELL Liaison Teachers is kept in the teacher's log of activities document.**

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

**It is the school principal's responsibility that the bilingual paraprofessional has the skills needed for being a bilingual paraprofessional and meets all qualifications for the paraprofessional job description. The Principal determines that the bilingual paraprofessional is proficient in the targeted language by direct observations.**

## **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 will monitor all schools in the district in the area of ELL progress towards English proficiency. Results of the CELLA assessment will be reviewed with principals at each school. Assistive/professional development will be provided as**

needed.

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.

**All of the schools in our district are highly focused on ensuring academic achievement for all students. A review of current and former ELL students' progress is included in this effort to raise student achievement. At the end of every grading period the ELL Administrative Contact (either the Assistance Principal or guidance counselor) does a report card check to see how the ELL students as well as the former ELL students are performing. If it is noted that the ELL student(s) or former ELL student(s) is falling behind a course or has not achieved a passing grade, then an ELL meeting is scheduled with the student, teacher, and parents to determine why the student (s) is underachieving.**

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 assembles an oversight committee, which meets with each school to analyze progress-monitoring data of ELL students. Then an improvement plan is constructed for each school addressing ELL students' needs with measurable goals for improvements. The District Committee then oversees implementation of the school plans and monitors each. The following System Improvement Plan was submitted to FLDOE on February 5, 2009, approval is pending:**

### **Hendry County School Title III District Improvement Plan**

Title III, Sec. 3122(b) (2)

"If a State educational agency determines, based on the annual measurable achievement objectives described in subsection (a), that an eligible entity has failed to make progress toward meeting such objectives for 2 consecutive years, the agency shall require the entity to develop an improvement plan that will ensure that the entity meets such objectives. The improvement plan shall specifically address the factors that prevented the entity from achieving such objectives."

Directions: Address the topic matter requested for each cell in the outline. How does this information support your District's ELL Plan, and site where this data is located in your ELL Plan. **An additional narrative description may be included, but is not required for submission.**

**1. Identify and describe the factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs)** (Five page maximum for this item).

The main factor believed to have prevented the Hendry County School District from achieving the Annual Measurable Achievement Objectives is the high number of ELL students in our district that have been with us for less than two years and/or migrate to different countries, or states throughout the year.

The district also deals with ELL students who come to the district lacking academic skills because of no previous education or limited schooling.

The lack of explicit, systematic English Language Acquisition for these students in most cases proves to be a disadvantage when taking the F-CAT. As there is no approved alternative assessment for these students, the F-CAT proves to be a major challenge until their fluency skills improve.

A second factor, which contributes to the achievement of the ELL AMAOs in our district deals with parental involvement. Many of the parents in our district work long hours or have transportation issues. They have limited experience or success in working with school systems and often themselves have limited English Language skills. The district has determined to do a better job of reaching out to our parents to provide training to enable them to become more involved in their children's education and assist them in ways that may contribute to the academic success of their children.

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline
<p><b>2. Describe scientifically based research strategies to improve English-language proficiency (AMAOs 1 and 2;CELLA)</b></p> <ol style="list-style-type: none"> <li>Administrators at each school will complete classroom walk-throughs utilizing a check list of best practices for working with ELL students.</li> <li>Two district ELL Liaison Teachers will provide assistance to classroom teachers, as needed, in working with ELL students.</li> <li>Implementation of Rosetta Stone which will be used to complement classroom teaching or to allow students to work independently, building their basic speaking, listening comprehension, reading and writing skills.</li> <li>Implementation of Waterford Early Learning Program to increase acquisition of early Language skills</li> </ol>	<p>Principal</p> <p>ELL Liaison Teachers</p> <p>Federal Projects Director, Principals, Teachers</p> <p>K-1 Classroom Teachers Principals</p>	<p>11/08</p> <p>08/08</p> <p>11/08</p> <p>08/08</p>
<p><b>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3;FCAT)</b></p> <ol style="list-style-type: none"> <li>All elementary school students will receive Reading instruction in a scientifically research based basal reader, Scott Foresman Reading Street. This basal reader provides the classroom teacher with well planned grouping options for Differentiated Instruction that includes the ELLs.</li> <li>Reading Coaches are assigned to all schools. They have the ability to assist teachers in providing strategies, materials, and accommodations for ELL students struggling with Reading.</li> <li>All Schools have Intensive Reading classes for F-CAT Level 1</li> </ol>	<p>Principal Teachers</p> <p>Reading Coaches</p> <p>Principals</p>	<p>08/08</p> <p>08/08</p> <p>08/08</p>

<p>and 2 readers.</p> <ol style="list-style-type: none"> <li>4. Inclusion/Resource Teachers or Paras assist regular classroom teachers in small group settings to provide or assist with differentiated instruction in Reading.</li> <li>5. Explicit, systematic Reading tutoring available for students after school by certified teachers either through the individual elementary schools or through SES, provided by Federal Projects</li> <li>6. NCS Pearson Successmaker Computer Lab utilized at the Elementary Schools to assists in academic achievement of Reading Skills.</li> </ol>	<p>Principal Teachers</p> <p>Principals Federal Projects Director</p> <p>Principals</p>	<p>08/08</p> <p>08/08</p> <p>08/08</p>
<p><b>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)</b></p> <ol style="list-style-type: none"> <li>1. NCS Pearson Successmaker Computer Lab utilized at the Elementary Schools to assist in academic achievement of the Math skills</li> <li>2. In the Secondary Schools: Middle/High, ELL students in need of extra Math support are in Intensive Math Classes where they receive systematic, explicit Math instruction with ELL strategies, accommodations and/or modifications.</li> <li>3. Inclusion/Resource Teachers or Paras assist regular classroom teachers in small group settings to provide or assist with differentiated instruction in Math.</li> <li>4. Explicit, systematic Math tutoring available for students after school by certified teachers either through the individual elementary schools or through SES, provided by Federal Projects</li> </ol>	<p>Teacher Principal</p> <p>Teacher Principal</p> <p>Teacher Principal</p> <p>Principal Teacher Federal Projects Director</p>	<p>08/08</p> <p>08/08</p> <p>08/08</p> <p>08/08</p>
<p><b>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.</b></p> <ol style="list-style-type: none"> <li>1. ESOL Add-on Endorsement courses offered in district face-to-face</li> <li>2. Rosetta Stone Professional Development (Each school had representatives trained in implementation of Rosetta Stone.)</li> </ol>	<p>Assistant Superintendent</p> <p>Director of Federal Programs</p>	<p>11/08</p> <p>10/23 24/08</p>

<p>3. Reading Coaches provide training in Reading strategies at each school. They also model lessons using these strategies.</p> <p>4. Reading Endorsement course work provided for teachers on-line.</p> <p>5. Differentiated Instruction strategies are used with ELL students in inclusive classroom settings</p>	<p>Reading Coaches</p> <p>Assistant Superintendent</p> <p>Principals Teachers</p>	<p>08/08</p> <p>08/08</p> <p>01/08</p>
<p><b>6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs</b></p> <p>1. Migrant and district ELL Parental Leadership Teams will assist district in planning and implementation of parental involvement and outreach strategies to assist parents in becoming active participants in the education of their children.</p> <p>2. A needs assessment will be conducted among migrant and ELL parents to determine workshops specific to parent involvement.</p> <p>3. Parent workshops will be held to assist parents in helping their children become more successful academically.</p> <p>4. Parent Lab is available during the school day to help parents acquire English Language Skills</p> <p>5. Evening parent lab opportunities available for parents and students to work on Reading and Math skills together</p>	<p>Assistant Superintendent Director of Federal Projects</p> <p>Assistant Superintendent District ELL Liaison Teacher</p> <p>Assistant Superintendent District ELL Liaison Teacher Director of Federal Projects</p> <p>District Home/School Liaison</p> <p>School-Level Administrators</p>	<p>01/08</p> <p>01/08</p> <p>01/08</p> <p>08/18 06/09</p> <p>08/08</p>
<p><b>7. If applicable, identify any changes to the Title III Immigrant Education Program.</b></p>		