

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

Florida Department of Education

Date Received by FDOE

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
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DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE:
Highlands County	Betty Ford-Smith	863-471-5546

(4) MAILING ADDRESS:	(5) PREPARED BY: (If different from contact person)
426 School Street Sebring , Florida 33872	Same

(6) CERTIFICATION BY SCHOOL DISTRICT

The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.

I, _____, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.

 Signature of Superintendent or Authorized Agency Head Date Signed Date of Governing Board Approval

(7) District Parent Leadership Council Involvement

Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Rosa Delgado

Contact Information for District PLC Chairperson:

Mailing address: 6220 Hwy 17 S Sebring, Florida 33876

E-mail Address: Phone Number: 863-414-1965

Date final plan was discussed with PLC: September 25,2008

PLC approved 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 school personnel who process student registration will use the enrollment form MIS #13.01 for elementary and middle schools and the MIS # 13.02 for the high schools. These forms have the Home Language Survey included as an integral part of the registration data collected. It is the school's assistant principal or designee who will oversee the development and /or assessment of the ESOL Program at each school site. At the District level, it is the Director of Elementary Education and the ESOL Program Resource Teacher who oversee compliance with State ESOL Program requirements.

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 designated ESOL Program Contact person or persons, as decided at each school, will use the following procedure with all students who answered "yes" to any of the Home Language Survey Questions: 1. will be informed of all students upon registration by the front desk personnel who answer yes to any of the Home Language Survey questions. .

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. The designated ESOL Program contact person will check for the last school attended and prior testing. If no record is available, the student will be given the appropriate test. 3. The ESOL Program Para will make arrangements to test students as soon as possible after the initial enrollment and ensure the assessment is completed within four weeks (20) days of enrollment. If this is not completed within that time period, written notification will be provided to parents or guardians (Form #21.15). Every attempt will be made to use the home language as necessary when communicating with parents or guardians. 4. The ESOL Program Para will ensure that a copy of all forms, including the registration form be provided for the Data Operator as required in the ESOL Program Data Base Handbook. The Data Operator will then enter the information in the computer. 5. The ESOL Program Para at each school site will collect all the information and file it in a special ESOL Program folder. (Highlands County presently uses a purple folder for this purpose). This folder will contain the Home Language Survey, testing date, ESOL Program Eligibility, MIS form # 21.09, ESOL Program Placement Parent Notification MIS form #21.17, the student's plan and other current data on each student. This folder is a permanent part of the cumulative folder for each English Language Learner. A special stamp will be placed on the outside of each cumulative folder to designate the folder of any student who has been assessed for the ESOL Program services This ESOL Program data file will be the property of the Highlands County School System and will be kept in Highlands County. When a student is withdrawn or transferred, the information will be sent to other schools.6.The ESOL Program Para will ensure that each school has an ELL Committee. Additionally, the County ESOL Program Resource Teacher will keep an annual file of each school's ELL Committee members. This file will be completed within the first week of the school year in order to assure that each school's committee is prepared to perform its duties in a timely manner. School personnel or parents who wish to have the Committee review the status of a particular student may request a meeting of the ELL Committee at any time.

Parents should be invited to participate in the review and are encouraged to do so when a decision or change regarding the student’s status is imminent. The MIS form #21.16 will be used for parent notification of the ELL Committee Meeting. The findings of the ELL Committee and their recommendations are kept on file. The MIS form #21.13 form is the ELL Committee Report. A copy is provided for all concerned parties. The ELL Committee members will work closely to provide the most appropriate program for the students. 7. The ESOL Program Para will ensure that a letter (in the language that the parent understands) stating student’s initial placement in an assigned ESOL Program be sent to the parents. The MIS for #21.17 will be used for this purpose.

Identify the title of the personnel responsible for processing all affirmative responses to HLS. Registrar Guidance Counselor x 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. The front desk personnel or the ESOL Para will translate or find someone that can translate for the parent. Every attempt will be made to use the home language as necessary when communicating with parents or guardians.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc. The ESOL Program Para will ensure that a copy of all the forms, including the Registration Form **MIS 13.01** form, be approved for the Data Operator as required in the ESOL Program Data Base Handbook. The Data Operator will then enter the information in the computer.

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

xx Registrar xx Data Entry Clerk xx Other (Specify) ESOL Program Para

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 xx ESOL Coordinator/Administrator xx Other (Specify) ESOL Program Para

6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Pre - LAS	pre- K	0-61		

		62-71		
		72-81		
LAS -0	3-12	0-54		32
		55-64		
		65-74		

(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.

Cut scores used in the District to determine proficiency

Pre-Las 82-100 ages 5-6, pre-k – K)

LAS- O 75-100 Grades 1- 6

LAS- O 82-100 Grades 7-12

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. 1. No later than 20 days from the date of enrollment, the ESOL Program Contact person will administer an aural/oral test. Non-English Speaking and Limited English Speaking students will be enrolled in the ESOL Program coded LY. Proficient English speaking students in grades K-2 will be placed in the ESOL Program coded ZZ, ZZ = not applicable (students who responded in the negative to all three required Home Language Survey Questions) Proficient English Speaking students in grades 3-12 will be referred for reading/writing assessment.

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 ESOL Contact at the District Office oversees the assessment process by training the ESOL Program Paraprofessionals. The ESOL Para test all of the ELL students as assigned The parents of prospective ESOL Program students are given written information regarding the ESOL Program and students are placed temporarily in the ESOL program if there is a Yes on the HLS. The testing is completed by the ESOL Program Para as soon as possible. The ESOL Para keeps a list of students that need to be tested.

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. MIS form #21.15 – ESOL Assessment Update is sent home which states at the time of registration, you completed a questionnaire on your child’s educational background. This information was used as an interim measure to 1. Temporarily place your child in the ESOL Program 2. Temporarily place your child in the regular Program. (2nd paragraph) The time for assessing your child has exceeded the four weeks due to the following: 1. Referral for assessment was delayed due to your child’s official school records not arriving 2. Circumstances beyond our control, Reason: (fill in reason) the form then states: We are sorry for this inconvenience and we will assess your child by (fill in date). You will be notified of the results as soon as possible. The form is in English and Spanish.

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. ELL students that pass as fluent English- Language speakers are coded zz. MIS form # 21.12 ESOL/ELL Program is filled out and the Original Placement Form is filled out. It is noted on this form that the score of the student, the name of the test and that he/she will not be placed. A copy of this document is given to the Data Operator MIS form #21.09 is a letter of ESOL Program Eligibility (Parent Notification) which states: Your child was recently tested to determine eligibility for services in the ESOL program. Based upon your child’s score he/she will be placed in the ESOL Program or will not be placed in the ESOL Program. If you have any questions or concerns about your child’s placement, please call the contact person listed below as soon as possible. This form is in English and Spanish.

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. MIS Form #21.09 *ESOL Program Eligibility (Parent Notification)* See above: *Is sent out and MIS form 21.16 Parent Invitation. This form is sent out giving parents an opportunity to attend a meeting with the Committee to describe the program procedures to the parents and to help them understand what will take place. A Programmatic Assessment checklist MIS for # 21.10 is complete. . This form covers age appropriateness of the student, an interview with student and or parents, a review of previous school records and alternative steps taken by the school to determine appropriate academic placement. Test results other than Pre –LAS or Las-O, grades from current or previous years and written recommendation and observation by current and previous teachers and support staff. The ELL Committee must make a written determination, signed by a majority of the members that in their opinion based on the findings the student does qualify and would benefit from the program.*

7) Reading and Writing

Indicate the Reading and Writing assessment(s) used in your school district to identify a student as an English language learner. A norm-referenced test may report a student’s score as a percentile. A score at or below the 32nd percentile one 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):
LAS -0
Terra Nova

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? A reading and writing test will be administered to all students’ 3-12 grade students who scored Proficient on the LAS-o no later than 20 days from the aural/oral test. Students then take the Terra Nova. Students are tested annually and the record keeping is done by the ESOL Program Para. Records are reviewed at random by the District ESOL Contact, at least, twice a year. The English language proficiency of every student is assessed annually at each school. Typically,

the school's ESOL Program Paraprofessional administers the LAS for that purpose near the end of the school year. Test results are brought before the ELL Committee and are filed in the student's cumulative folder.

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. A notification will be sent to the parent in a language they will understand, unless clearly not feasible. The notification will include some of the same information as MIS form #21.15 the reason for the delay, evidence that the student is being continued in the ESOL Program 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. *A Programmatic Assessment checklist MIS for # 21.10 is completed. . This form covers Age appropriateness of the student, an interview with student and or parents, a review of previous school records and alternative steps taken by the school to determine appropriate academic placement. Test results other than Pre –LAS or Las-O, grades from current or previous years and written recommendation and observation by current and previous teachers and support staff. The ELL Committee must make a written determination on MIS Form 21.13 signed by a majority of the members that in their opinion based on the findings and criteria the student does qualify and would benefit from the program.*

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 xx 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. *A Programmatic Assessment checklist MIS for # 21.10 is completed. . This form covers age appropriateness of the student, an interview with student and or parents, a review of previous school records and alternative steps taken by the school to determine appropriate academic placement. Test results other than Pre –LAS or Las-O, grades from current or previous years and written recommendation and observation by current and previous teachers and support staff. The ELL Committee must make a written determination, signed by a majority of the members that in their opinion based on the findings the student does qualify and would benefit from the program.*

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 with limited or no prior school experience. The District Office ESOL contact is called and a meeting is arranged with a guidance counselor, the parents, the student, the Principal and District Office ESOL Contact. The Programmatic Assessment Form is used as a guide for placement. The classroom teacher will observe and evaluate the student using the district adopted textbook assessments and teacher made assessments. The student may then be assigned permanently to a grade level using the test results and the teacher recommendations.

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 new students to the school with limited or no prior school experience. The ESOL Program Para, guidance counselor or other school personnel calls, writes, emails and faxes the school in question to obtain school records. The District Office ESOL contact is called and a meeting is arranged with a guidance counselor, the parents, the student, the Principal and District Office ESOL Contact. The Programmatic Assessment Form MIS 21.10 is used to address age appropriateness and as a guide for placement. The classroom teacher will observe and evaluate the student using the district adopted textbook assessments and teacher made assessments. The student may then be assigned permanently to a grade level using the test results and the teacher recommendations.

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. Same as above, The Programmatic Assessment is the guide for this type of placement, also.

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan. The Principal is responsible for the placement of all new students to the school with limited or no prior school experience and for students with no available school records. The District Office ESOL contact is called and a meeting is arranged with a guidance counselor, the parents, the student, the Principal and District Office ESOL Contact. The Programmatic Assessment Form is used as a guide for placement. The classroom teacher will observe and evaluate the student using the district adopted textbook assessments and teacher made assessments. The student may then be assigned permanently to a grade level using the test results and the teacher recommendations. The student is also asked about the courses he/she took in the past. Every effort is made to verify the information the student gives to the administration. Calls are made and letters are written to try and verify the course work for credits. If this can not be done the student is offered similar courses to repeat, courses on line and

courses that may be taken at the college for credit. Transcripts, under the following conditions, might not be verified, if transcripts are in a foreign language without interpretation, faxed, emailed or hand delivered without official raised seals.

11) Re-evaluation of ELLs that previously withdrew from the School/District the Home Language Survey is used to determine if the student answered yes to any of the questions. The student could be temporarily placed until the student records were reviewed and a new English Language Proficiency Assessment administered. The student will be tested, if there is no documentation of participation in an ELL Program, at the previous school. The ELL Committee will review the performance according to the information collected from the classroom teachers to determine whether the student should continue to be classified or not classified an ELL student.

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 ELL's withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. ELL Students who withdraw and re-enroll after being 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 Guidance Counselor develops the student ELL Plan. The Plan is based on the level of the language proficiency, the Programmatic Assessment and teacher recommendations, The Plan is updated each grading period at least twice a year., if the student needs a change in classes or more time in a specific subject.

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 at the District office and the ESOL Para at the school site monitor the updating and revisions on the ELL Plans. The ESOL Para along with the District Contact maintain the ELL folders and periodically access ELL data on Genesis to ensure current services are and records are in 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.

XX Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.

XX Individual communication in a language the parents/guardians understand, unless clearly not feasible.

XX Other (Specify) Home visit

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

- XX English
- XX Spanish
- French
- XX 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 (as) 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)

- XX Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- XX Mainstream-Inclusion English Language Arts
- XX 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 implements both the Mainstream-Inclusion English Language Arts and the Mainstream- Inclusion Core/Basic Subject Areas instructional models. The high schools have sheltered English Language Arts. The administration monitors the fidelity of implementation during classroom observations and while reviewing lesson plans that document ESOL strategies and ELL student names.

The ELL student is placed in classes with an ESOL endorsed teacher or ESOL certified teacher for English and Core classes. The sheltered class has only ELL students with an ELL certified or endorsed teacher.

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

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 non-ELL students. The ESOL Program strategies are used by the teacher in the classroom. ELL students are

removed for testing if student desires. 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 lessons 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 a routine walk - through while observing the implementation of the ESOL strategies'

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 Program 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 document their use through out the 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 Program 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)
- XX District Administrator(s)
- XX 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
- XX FCAT Practice Tests
 - Other Criterion Reference Test (Specify) Kaplan, Terra Nova
 - Native Language Assessment (Specify)
- XX FCAT
- XX Other (Specify) Teacher made exams

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?

- XX Yes No

If yes, indicate where in the Student Progression Plan these are described. Page 31 in the SPP www.highlands.k12.fl.us/spp.pdf

15a) Describe the district's Good Cause Policy (ices) 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. The school district may exempt students in grade 3 who demonstrate a continued The school district may exempt students in grade 3 who demonstrate a continued deficiency in reading from mandatory retention only for good cause. These good cause exemptions are now specified in statute and are limited to the following: Page 33 in SPP www.highlands.k12.fl.us/spp.pdf

1. English Language Learner students who have had less than two years of instruction in an English for Speakers of other Languages Program
2. Students with disabilities, whose individual educational plan (IEP) indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of education rule
3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of education
4. Students who demonstrate through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on FCAT
5. Students with disabilities who participate in FCAT and who have an individual educational plan or a Section 504 plan that reflects that they have received intensive remediation in reading for more than two years but still demonstrate a deficiency in reading and were previously retained in grades K,1,or 2
6. Third-grade students who have received intensive remediation in reading for two or more years but still have deficiency in reading and were previously retained in K, grade1, or grade 2 for a total of two years. If promoted under this exemption, intensive reading instruction must include an altered instructional day based on an AIP that includes specialized diagnostic information and specific reading strategies.

Districts may use this similar good cause language at other grades for other subjects, but it is not required by statutes.

Requests for good cause exemptions from the mandatory retention in grade 3 based on performance demonstrated by a state-approved alternative reading assessment or by portfolio (#3 and #4 above) must be consistent with the following:

Documentation must be submitted by the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based upon the student's academic record. In order to minimize paperwork requirements, such documentation can consist only of the existing PMP, IEP, if applicable, report card, or student portfolio. While not mentioned specifically in the law, ELL Student Plans and alternate test scores would be appropriate documentation.

The principal must review and discuss the recommendation with the teacher and determine promotion or retention. If the principal determines that the student should be promoted, the principal must make the recommendation in writing to the superintendent. The superintendent must accept or reject the principal's recommendation in writing.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. The school's guidance or placement committee shall consider all recommendations for alternative placements. A placement conference will

be held and must include an administrator and the classroom teacher. Other school personnel may be included, as appropriate. Parents are also to be invited and encouraged to participate in the conference. The probable long-range academic, social, and emotional effects of the decision shall be considered.

A second conference shall be held with the appropriate staff from the sending and receiving grade levels or school as applicable. The representative from the receiving grade level or school shall be that person primarily responsible for grouping students for instruction.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. The ESOL contact at the school invites the parents by letter and when needed a telephone call. Parents are notified of the ELL Committee meeting on the MIS form # 21.16 which is provided in English, Spanish and Haitian Creole. Translation services are provided at the meeting, if needed. The parent is notified in writing of the final decision concerning the retention or promotion of the student. This notification is also in English, Spanish or Haitian Creole.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed. The ESOL Program Paraprofessional, the Guidance Counselor at the school site, the Principal and the ESOL Program Contact at the District Office are responsible for ensuring that all ELL students participate in the FCAT and CELLA. The guidance counselor and the paraprofessional have a list of all the students in each classroom. This list is generated from the data program Genesis Test booklets are issued to the teachers according to the student list. The ELL Committee shall exempt an ELL student from participation in a component of the statewide assessment program if it determines that the student's participation would have an unsound instructional effect on the student. Each school's testing coordinator ensures that only ELL students served less than one year may be exempted from statewide assessment by a majority decision of the ELL Committee on an individual student basis. No longer applicable, all students take FCAT

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 Program Teacher, a Heritage Language Teacher or an ESOL Endorsed Teacher serves as a test administrator and is given adequate training by the school district. A record of the student's score on the alternative assessment should be placed in the student's ESOL Program folder. For the administration of all State-generated tests (Florida Comprehensive Assessment Test, etc.), Highlands County conforms to the modifications for ELL students that are set forth by State Assessment Services and the Florida Department of Education, Office of Academic Achievement through Language Acquisition for the FCAT. Such modifications include the following:

ELL students may be given as much time as deemed necessary by the test administrator, but cannot complete a section from one day to another.

ELL students can use a heritage-language to word-to-word English dictionary during the test, but not a heritage-language-only dictionary.

ELL students are offered the opportunity to test in a separate room with an ESOL Program Teacher or heritage language teacher as test administrator. If the student is not of a legal age, the parents must be informed in writing of this option and asked for a preference.

An ELL student may ask questions in his/her heritage language about test directions or the clarifying of a word or phrase. This kind of assistance can be given by an ESOL Program Teacher or Heritage Language Teacher either individually or to a group of ELL students. The teacher, however, cannot explain a test item to the student or give any direction that may lead the student to finding the answer.

There is a designated Test Coordinator for each school site. The ESOL Contact at each school 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. A copy of the letter is kept in the student's ELL folder. The ESOL contact and or the ESOL Program Paraprofessional collaborate 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 xx No

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

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

Reading:

Math:

Writing:

Science:

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores. A student will exit the program when reclassified as English proficient. English proficiency will be determined by retesting.

Pre- Las proficiency score of 82-100 for ages 5-6, LAS-O 75-100 Grades 1-6, LAS-O 82-100 Grades 7-12, CELLA English Proficient Composite Scores for Grade k-2 2050 and greater, Grade 3-5 2150 and greater, Grade 6-8 2200 and greater, Grade 9-12 2250 and greater, FCAT level of 3 or greater on the reading test FCAT level of 3 or greater on the writing.

The following considerations will be made when determining whether a student should exit the ESOL program using at least two of the following standards:

1. A score indicative of English proficiency on the Pre-LAS or Language Assessment Scales ORAL (LAS-O)

Pre-LAS	82-100	(Ages 5-6)
LAS-O	75-100	(Grades 1-6)
LAS-O	82-100	(Grades 7-12)

2. The Comprehensive English Language Learning Assessment (CELLA) may be used as one (1) of the measures for determining exit. Oral skills, reading, and writing scale scores for each grade cluster shall be 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

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

If the CELLA is selected as one (1) of the exit measures, a minimum CELLA composite score for students tested on grade level and a score at the proficient level on CELLA reading tested on grade level shall be used to determine the level of English proficiency.

3. Students in grades 3 through 12 who score at or above the 33rd percentile on the total reading and total language subparts of the District norm-referenced test (CTBS Terra Nova).

4. a score at or above the proficient level on a Department approved listening and speaking assessment or above the publishers cut score on an aural and oral assessment. If this measure is used for students in grades 3 through 12, the second measure shall be an assessment in reading and writing.

5. A score at or above the 33rd national percentile on the reading comprehensive and writing or language usage subtests on a nationally norm referenced test. The second measure shall be a listening and speaking or aural and oral assessment.

6. A Florida Comprehensive Assessment Test (FCAT) achievement level of three (3) or greater or an equivalent developmental scale score on the reading test of the Sunshine State Standards. The second measure shall be an assessment in listening and speaking or aural and oral and writing.

7. A Florida Comprehensive Assessment Test (FCAT) achievement level of three (3) or greater on the writing + of the Sunshine State Standards. The second measure shall be an assessment in listening and speaking or aural and oral, and reading.

17a) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Terra Nova	3-12			33%
Pre-LAS	ages 5-6	82-100		
LAS-O	1-6	75-100		
LAS-O	7-12	82-100		

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

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

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

17b) Reading and Writing Proficiency Assessment

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

http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
Terra Nova
FCAT
CELLA

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

Registrar xx ESOL Teacher/Coordinator xx Other (Specify) ESOL Paraprofessional

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

The ELL Committee may determine a student to be ready for exiting according to consideration of at least two of the following criteria, in addition to the test results from 1 or 2. Above:

- A. extent and nature of prior educational and social experiences, and student interview;
- B. written recommendation and observation by current and previous instructional support services staff;
- C. level of mastery of basic competencies or skills in English according to appropriate local, state, and national criterion-referenced standards;
- D. grades from the current or previous years;
- E. test results other than those from a norm-referenced standardized achievement test.

Any determinations by the ELL Committee will be maintained in written form using the LEP Committee report MIS #21.13.

The question of eligibility of a student to exit the ESOL Program may be initiated by the teacher, parent, counselor, administrator or other member of the ELL Committee. Usually, the ESOL Program Teacher recommends the student be retested for exit. The teacher may administer the test or request that the ESOL Program Paraprofessional administer the test. Test results, as well as other information appropriate for discussion, are then brought to an ELL Committee meeting for the final decision. The documentation of the assessment instruments used and the justification for such action shall be retained in the student’s records.

17e) Identify who is responsible for updating ELL’s 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 Paraprofessional is responsible for updating the Plan.

The paraprofessional documents the information on MIS Plan form #21.18 and gives it to the data operator to enter into Genesis. The form is in Spanish and English.

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. The ELL para does the assessment with a Terra Nova for grades 3-12, and k-2 takes the LAS –O.

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program. The ESOL Program Committee at each school is responsible for monitoring the ELL. The school’s review students’ report cards and classroom progress informally every grading period. This review is done in a small committee or by the administrator at the elementary level. All ESOL Program students’ progress is therefore, informally monitored on a regular basis.

18a) Explain how the ELLs’ progress is documented in the Student ELL Plan. The former ELLs’ progress is recorded on the district Monitoring MIS form # 21.14 which is part of the ESOL folder. The ESOL Contact notifies the classroom teacher when the monitoring form needs to be updated. The teacher and ESOL Program paraprofessional along with the ESOL Program Committee complete the review of the student’s progress and records the information on the monitoring form. The form is returned to the students’ ESOL Program purple 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.

XX Report Cards

XX Test Scores

XX Classroom Performance

XX Other (Specify) FCAT, CELLA, Kaplan

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. The ESOL Program contact person will identify from the monitoring information any student with a pattern of poor performance that may need reclassification and will call a meeting of the ELL Committee to review and determine the status of that student.

The ELL Committee will review the performance according to the information collected from the classroom teachers and others to determine whether the student should continue to be classified as an ELL. If a consistent pattern of failure or under-achievement on tests is evident, the ELL Committee will assess the student need for appropriate placement in the ESOL Program or other programs. Special attention will be given to the subjects with failing grades, poor test performance, and to parental input. Students needing to return to ELL status will be reclassified as an ELL and reenter the ESOL Program. The ELL Committee will then write a new ELL Plan for the student. The ELL plan will be reevaluated after one year to determine if academic progress has been made. The ESOL Program contact persons will ensure that all documentation is completed and copies sent to all appropriate persons.

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, which 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 ELL Committee will then write a new ELL plan for the student. The ELL plan will be reevaluated after one year to determine if academic progress has been made. The ESOL Program contact persons will ensure that all documentation is completed and copies sent to all appropriate persons.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. The ELL student that re-enters the ESOL Program will continue to participate in the mainstream instructional models. Intensive intervention strategies will be implemented along with extra services from intensive reading teachers and continued assistance from the ESOL Program Paraprofessional.

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 has bilingual personnel to assist parents/guardians. The schools also contact the District Office ESOL Contact for translators that are not available in the schools. Some families needed translators for Mandarin Chinese, Russian, Polish, Dutch and Haitian Creole. The District Contact notifies every one in the school district by email about the unusual request and someone is usually found to assist with the translations.

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:

- X Temporary placement
- X Delay in language proficiency testing
- X Results of language proficiency assessment
- X 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
- X Retention/Remediation
- X Transition to regular classes
- X Extension of ESOL instruction
- X Exit from ESOL program
 - Post-reclassification (LF) monitoring
 - Reclassification of former ELL student

- X 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
- X Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- X Registration forms and requirements
- X Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments
- X 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 are given a Code of Conduct Booklet in English and Spanish. These books are given to the students to take home and a tear out page is provided for the parent to sign. The signature indicates the parent is aware of the book and the contents.

Is the Code of Student Conduct Available in a language other than English?

X 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 ESOL Contact person holds 9 parent meetings per year at different school sites in each community. Parents are given a folder with hand outs on reading, math, health issues, FCAT dates, books and materials to use with their children. Activities are demonstrated at the meetings and translators are provided. A small meal is provided, door prizes, books, games and learning instruments.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. The district announces in the county newspaper the AYP and the grades for all schools. The district website lists all of the school grades and AYP. www.highlands.k12.fl.us

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain. This information is provided in the Student Progression Plan and on the District website. www.highlands.k12.fl.us

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? It is the responsibility of the school based principal to ensure equal access. The

ESOL Committee and the ESOL Paraprofessional also monitor the request and activities of the ELL students with the District ESOL Contact.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. The Principal/designee, ESOL Program Teacher, Guidance Counselor, ESOL Program paraprofessional, and sometimes another classroom teacher are on the ELL Committee.

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

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

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

- School Level x District Level

Describe the functions and composition of PLCs in your district. Teachers, administrators, parents, and students that have graduated from the high school ESOL Program are on the PLC. (22 members and 12 are parents, at this time) A Chairperson, ELL and Migrant Parents are included. The role of the council is to review District ESOL Program policy and documents, to evaluate informally the success of the District ESOL Program and to express concerns regarding the ESOL Program in meetings at the District Office throughout the school year. Members are also encouraged to serve on school based committees, such as advisory councils.

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

31) Indicate how your district involves the PLC in district/school committees. PLC parents are made aware and asked to attend district and school committees through verbal announcements, school newsletters, web sites and when they attend ELL parent meetings.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. All members were provided with the original draft and a copy of the State Template. The questions were read and many were reviewed and discussed in Spanish, the home language of the majority.

32a) Does the district PLC approve of the District ELL Plan? XX 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. Training announcements are sent to the schools from the Director of Human Resources Office. Records are kept through my points of the teachers that participate. A list of teachers that need certification points is sent to each principal and he or she notifies the teacher of upcoming training.

34) Describe the process (es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. Human Resources keeps a record of all the teachers ESOL points in the computer. A list can be provided to a school or the ESOL District contact at any time. The classes are recorded with My Points, a system that keeps track of the teachers training and workshops.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. My points is the computer based system this district uses to record training. Classes are provided at the district office and online classes are suggested when available. College courses at local institutions also provide training and keep the District aware of new offerings.

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

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. Human resources checks the college transcripts for grades and has an interview with the teacher

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 Office of Humane Resources does the initial screening for paraprofessionals with a reading and math test.

The duties of the ESOL Program Paraprofessionals involve facilitating the above procedure by performing, but not being limited to, the following responsibilities:

- Administer tests to new students and prepare the ESOL Program files;
- Assist the ESOL Program Teacher with teacher-directed follow-up testing;
- Assist with filing and other confidential clerical work;
- Serve as the ESOL Program translator/interpreter for ESOL Program-related meetings;
- Upon request of principals, translate written materials consisting of no more than two pages;
- Work with teachers in classrooms as much as possible;
- Make ESOL Program-related home visits, upon request of principal or designee, to obtain specific information from parents or provide information to parents (Note: ESOL paraprofessionals are not to transport students);
- Work directly with the ESOL Program Resource Teacher at District level for guidance in performing tasks;
- Travel between schools to provide assistance as needed.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. The District ESOL Contact trains the ESOL Program Paraprofessionals on an individual basis and with the group. Documentation is maintained on a calendar and at workshops.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. The paraprofessional is sometimes asked to translate a document, hold a conversation with an experienced bilingual secretary about school matters and or write a letter to a parent for a teacher. They are also asked where they received their training in the target language. Human Resources determine the proficiency with a math and a reading test.

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

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs. The District ESOL Program Contact meets with administrators to review classroom implementation of the ESOL strategies, attends administrators meetings to voice concerns and speaks regularly with the ESOL Program paraprofessionals. The District ESOL contact also reviews progress reports, report cards and test scores.

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 elementary and secondary directors meet on a regular basis with administrators to review their goals. Schools are monitored by the directors for fidelity in the implementation of the Florida Continuous Improvement Model. District Resource Specialist, reading coaches at the school sites and administrators meet monthly to assist and plan

training and develop strategies that will address student achievement in reading, math and science. Each school has developed a lengthy School Improvement Plan that addresses student achievement and how they will achieve their goals.

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.

District notifies parents of ELLs in writing within 30 days of district notification of failure to meet AMAOs. The district begins developing an improvement plan to address the objectives not met and the factors that prevented the district from achieving the objectives. FDOE provides technical assistance to the district to meet AMAOs. FDOE develops in consultation with the district, professional development strategies and activities that the district will use to meet AMAOs and a plan to incorporate strategies and methodologies, based on scientifically based research to improve the specific program or method of instruction to ELLs.