

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)

FDOE INTERNAL USE ONLY

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
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(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Hillsborough		Sandra Rosario, Supervisor Programs for English Language Learners		813-272-4493	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
901 E. Kennedy Blvd. Tampa, Florida 33602			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, MaryEllen Elia , 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): Carlos Crespo					
Contact Information for District PLC Chairperson: Mailing address:					
E-mail Address: Carlos.Crespo@sdhc.k12.fl.us Phone Number:					
Date final plan was discussed with PLC: August, 2008			PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved		
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

By signature below, I, _____, 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. At the time of registration all parents/guardians complete a Student Enrollment Record (SER) form which contains the Home Language Survey. This is the first step in assessing and determining the linguistic and academic needs of English Language Learners to ensure proper identification. The term "English Language Learner", when used with reference to individuals, means: individuals who were not born in the United States and whose native language is a language other than English; or individuals who come from home environments where a language other than English is spoken in the home; or individuals who are American Indian or Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and individuals who, by reason thereof, have sufficient difficulty listening, speaking, reading, or writing the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English.

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done. Registration of students will take place at their designated school site. At the time of registration, the parent/guardian will complete the Student Enrollment Record (SER) form. The SER form contains the following HLS Questions: Is a Language other than English used in the home? Did the student have a first language other than English? Does the student most frequently speak a language other than English?

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. The Student Enrollment Record (SER) form is reviewed by the Data Processors and/or the Registrar at the individual school site. Copies of the SER for students who have a "yes" response to any of the HLS questions will be provided to the assigned ESOL Resource Teacher and/or Bilingual Education Paraprofessional.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
 Registrar Guidance Counselor Other (Specify) Data Processor, ESOL Resource Teacher and Bilingual Education Paraprofessional.

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. Parents who are in need of native language assistance in order to complete the SER form may request a Spanish, Vietnamese, Korean, or Haitian Creole translation of the document, and the assistance of an available bilingual interpreter, whenever feasible.

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 Data Processor enters on the District mainframe all student demographic information, including but not limited to

native language and country of birth, which is provided by parent/guardian on the Student Enrollment Record form.

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

Registrar Data Entry Clerk Other (Specify) _____

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

Registrar ESOL Coordinator/Administrator Other (Specify) ESOL Resource Teacher and Bilingual Education Paraprofessional

6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Ideas Oral Proficiency Test	K	0-21		
Ideas Oral Proficiency Test	1st	0-55		
Ideas Oral Proficiency Test	2 nd -5th	0-76		
Ideas Oral Proficiency Test	6th	0-66		
Ideas Oral Proficiency Test	7 th -12th	0-85		

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

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

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

6a) Describe the English Language Proficient (ELP) assessment procedures that have been implemented for K-12 ELLs to determine their oral skills levels [i.e. Non-English Speaking (NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES)]. Include personnel responsible for testing students, grading the assessments, and recording the ELL data. The ESOL Resource Teacher and/or the Bilingual Education Paraprofessional will test the students, grade the assessments and record the data.

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? Every SER is reviewed and those that contain an affirmative response on the HLS are duplicated and given to ESOL Resource Teacher/Bilingual Education Paraprofessional in order to ensure that the Listening and Speaking test is administered within 20 school days of completing the HLS.

6c) Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses. If the listening and speaking assessment is delayed, the following documentation must be provided for each student: the reason for the delay, evidence that the student is provided the programming required for ELLs during the delay and a specific timetable for completing the assessment. This documentation shall be sent to the parent/guardian in their primary language ,when feasible, no later than eight weeks (40 school days) after initial enrollment. A copy of the Parent Notification of Assessment Delay letter shall be filed in the student's ELL Records/Forms Envelope which is located in the cumulative records folder.

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. Students enrolled in kindergarten through second grade who score within the fluent English speaking (FES) range of the listening and speaking assesment are determined as non-ELL and placed in a regular classroom. These students do not need to be further assessed. However, students , on an individual basis,may be referred to the ELL Committee.

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. When students in grades 3-12 have been assessed and classified as limited English proficient, they will receive ELL program services.

7) Reading and Writing

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

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test? The ESOL Resource Teacher/Bilingual Education Paraprofessional reviews the roster of students in grades 3-12 who have scored proficient in the Listening and Speaking assessment and administer a Reading and Writing Assessment within a year of the Listening and Speaking Assessment.

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 student who has scored FES on the listening and speaking assessment and has not been administered an approved norm-referenced reading and writing/language test, must be referred to the ELL

Committee within (20) days of administering listening and speaking assessment. The Committee may determine a student to be ELL or they may determine the student to be ELL pending scores. (This students will be placed in the regular program and will be coded as LP). For students coded as LP, the ELL Committee must make a written determination signed by the majority of the members, that in their opinion the student's reading and writing/language skills exceed the skills equivalent to the 33rd percentile on both the reading and writing/language portions of a norm referenced test. Parents will be sent a "Parent Notification of Assessment Delay" letter when the reading and writing assessment is not administered within the required timeline, with the reason for the delay, in a language the parent/guardian understands, unless clearly not feasible.

8) ELL Committee Intervention

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

On an individual basis, students in grades K-2 who score in the FES range on the listening and speaking assessment, may be referred to the ELL Committee. The ELL Committee may determine the student eligible or ineligible for ELL program services.

Similarly, for students in grades 3-12 who score in the FES range on the listening and speaking assessment and who lack current normed referenced data in reading and writing/language must be reviewed by the ELL Committee for program eligibility.

The ELL Committee will make their determination based on assessment data and use at least two of the following criteria: extent and nature of prior educational and social experiences, and student interview; written measurable and academic reasons by current and previous instructional and supportive services staff; level of mastery of basic competencies or skill in English and/or home language according to appropriate local, state and national criterion-referenced standards; grades from the current or previous years; test results other than those identified for listening and speaking proficiency and/or reading and writing proficiency. Any determination by the ELL Committee shall be contained in a written evaluation on the student's ELL plan. Such evaluation shall further set forth a plan that will be implemented to address the student's language needs.

9) Native Language Assessment

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

Yes No

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

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

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

ELL Committee Chairperson, the ESOL Resource Teacher and the Bilingual Education Paraprofessional in assessing new students and to determine appropriate placement. Schools will utilize the Programmatic Assessment Student Profile to determine academic achievement and placement. This profile determines academic knowledge, abilities and the prior academic experience of students identified as English Language Learners through the ELP assessments.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). Students with limited or no prior school records will be assessed to determine academic achievement level to ensure appropriate grade level placement and scheduling. All students without records will be placed age appropriate, regardless of the student's English proficiency.

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. Each school will make every effort to obtain the student's prior schooling records by telephoning, faxing, emailing, or formally requesting all available documentation or via FASTER for English Language Learners who are new to the District. The ELL Committee Chairperson, ESOL Resource Teacher, and Bilingual Education Paraprofessional at individual sites will be responsible for initiating, within 20 days of initial enrollment, a Programmatic Assessment Student Profile for each K-12 English Language Learner. The students' programmatic assessment results will be utilized to ensure that students are placed into appropriate programs and courses. At the time of registration, school personnel will meet with the new student and their parents, to review student's transcripts and available records.

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 Chairperson, ESOL Resource Teacher, and Bilingual Education Paraprofessional at individual sites will be responsible for initiating, within 20 days of initial enrollment, a Programmatic Assessment Student Profile for each K-8 English Language Learner. The students' programmatic assessment results will be utilized to ensure that students are placed into appropriate programs and courses. At the time of registration, school personnel will meet with the new student and their parents, to review student's transcripts and available records.

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 ELL Committee Chairperson, ESOL Resource Teacher, and Bilingual Education Paraprofessional at individual sites will be responsible for initiating, within 20 days of initial enrollment, a Programmatic Assessment Student Profile for each 9-12 English Language Learner. The students' programmatic assessment results will be utilized to ensure that students are placed into appropriate

programs and courses. At the time of registration, school personnel will meet with the new student and their parents, to review student's transcripts and available records.

A student with no obtainable or available record of credits seeking enrollment in Hillsborough County Public Schools will normally be placed according to chronological age/grade placement. The student must earn the equivalent of at least two years of specified credits and meet all appropriate testing requirements and a 2.0 GPA in order to receive a standard diploma. The parent/guardian and student seeking enrollment will meet with the a designated guidance counselor who will conduct an entrance interview to explain the high school curriculum, graduation requirements and appropriate program planning for the student, which includes the process for awarding credit to students transferring from other countries for all content subject area courses taken in the student's native language. Additionally, credit will be awarded for foreign languages the student may have taken, inclusive of English.

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. The ESOL Resource Teacher and/or designated ELL Guidance Counselor will meet with the parent to determine program eligibility and appropriate placement for English Language Learners who re-enroll after having been in another Florida district or state for less than one year. In addition, all efforts will be made to obtain ELL documentation from previous district and state. For students who re-enroll after having been in a non-English speaking country for more than six consecutive months, the ESOL Resource Teacher and/or Bilingual Education Paraprofessional will re-evaluate student's English language and academic proficiency.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated. The ESOL Resource Teacher and the ELL Chair are responsible for initial identification, assessment and development of the student ELL Plan using data from the SER, HLS, Student Programmatic Assessment Profile and ELL Committee Recommendations. These individuals also update the Student ELL Plan after an annual re-evaluation.

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 Resource Teacher, ELL Chair and Bilingual Education Paraprofessional use rosters which are generated quarterly by our district's Information Service Department delineating the student's plan date, grade change, schedule change, school transfer and extension of instruction to insure appropriate review and annual updates.

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) Korean, Bosnian

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.fl DOE.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>. (Check all that apply)

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- One-Way Development Bilingual Education
- Dual Language (Two-Way Developmental Bilingual Education)

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school. The instructional models/approaches implemented in Hillsborough County Schools are determined by site administrators in conjunction with Programs for English Language Learners to ensure comprehensible instruction and are as follows:

Sheltered English/Language Arts is the instructional delivery model/approach for students classified as ELLs in K-12. The language of instruction is English, native language assistance, when feasible, is provided and the academic content is English Language Arts: Listening, Speaking, Reading and Writing. The instruction is aligned to areas of knowledge

standards and benchmarks of the revised Reading and Language Arts Sunshine State Standards.

Sheltered Core/Basic Subject Areas is the instructional delivery model/approach for students classified as ELLs in grades 1-5. The language of instruction is English, native language assistance is provided when feasible and the academic content is mathematics, science, social studies and computer literacy.

Mainstream/Inclusion-English Language Arts is the instructional delivery model/approach for students classified as ELLs and fluent English speakers (former ELLs and native English speakers) in grades K-12. The language of instruction is English, native language assistance is provided when feasible and academic content is English/Language Arts; listening, speaking, reading, and writing. Instruction is aligned to areas of knowledge, standards and benchmarks of the revised Reading and Writing and Language Arts Sunshine State Standards.

Mainstream/Inclusion-Core/Basic Subject Areas is the instructional delivery/approach for students classified as ELLs and fluent English speakers (former ELLs and native English speakers) in grades K-12. The language of instruction is English, native language assistance is provided when feasible and academic content is mathematics, science, social students and computer literacy.

The Program for English Language Learners locally monitors the implementation of each instructional model at the school sites. Teachers, administrators and all personnel directly involved with the instruction of ELLs receive ongoing training. District Resource Teachers model/coach and review language acquisition/academic data in support of classroom teachers. Programs for ELLs also collaborates with the divisions of Curriculum and Instruction and Assessment and Accountability to ensure program fidelity.

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

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. All English Language Learners at both the elementary and secondary level will be provided with equal educational opportunities through equal access to academic and special service programs that will meet the cognitive, affective, and socio-behavioral needs of these students and will prepare students to meet the Sunshine State Standards, the District Benchmarks and Graduation Requirements. Entry or placement into a course or a program shall not be denied solely on the basis of the student's inability to speak English. Both elementary and secondary ELLs will be placed or grouped into classes based on grade level, previous educational background, academic achievement level, and/or special needs. Services will be provided in accordance with federal, state and local mandates. Students will be provided with English instruction designed to develop integrated language skills through the use of specific ESOL curriculum strategies and instructional delivery models for both Basic ESOL and content subject areas such as mathematics, science, social studies, and

computer literacy. Instructional time and curriculum will be equal to instructional time and curriculum provided to non-ELLs in basic or categorical programs as established by district, state and/or federal guidelines appropriate to those courses. Teachers of ELLs will be appropriately certified and ESOL trained, making use of appropriate instructional strategies in the delivery of the course or program curriculum.

In addition to the instruction provided by the teacher, students will be provided with heritage language assistance by a Bilingual Education Paraprofessional who will speak the student's native language, whenever feasible. The district will employ Bilingual Education Paraprofessionals for the largest language groups represented. These groups include Spanish, Vietnamese, Korean, and Haitian Creole. Bilingual Education Paraprofessionals will assist students in the understanding of instruction and key concepts by utilizing the students' native languages. In addition, Bilingual Education Paraprofessionals will be a vital resource in assisting the instructional staff to differentiate curriculum and to communicate with parents of ELL students.

Furthermore, students will be provided with full equitable access to student services which include guidance services, psychological services, school social work services, health services, as well as all services provided district-wide such as suicide prevention and drug education programs. English Language Learners will have equal access to all of the services that are available through community-based organizations. Services and assistance will be provided upon request from teachers, administrators, parents, or students. When a student's lack of English proficiency impedes effective delivery of services, efforts will be made to enlist the help of individuals who are proficient in English and the student's native language.

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. At the school level instructional personnel document the use of instructional strategies on their lesson plans or quarterly on the ESOL Instructional Strategy Checklist to reflect strategies used to meet the linguistic needs of their students in order to make instruction comprehensible in the content areas. Site administrators use this documentation in their "walk throughs" to ensure English Language Learners are receiving comprehensible instruction. Additionally, ESOL Resource Teachers at individual sites provide mentoring and modeling in effective research based strategies.

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

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

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

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) Dibels, DRA, DAR, FORF, MAZE, SDRT
- Native Language Assessment (Specify) _____
- FCAT
- Other (Specify) _____

15) Student Progression

Have the district's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the district's Student Progression Plan?

- Yes No

If yes, indicate where in the Student Progression Plan these are described. The sections which describe the procedures for promotion, placement and retention of ELLs are located in section I-7. of the Student Progression Plan. The URL is <http://www.sdhc.k12.fl.us/StudentProgressionPlan/year0809/index.htm>.

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. Limited English proficient students who have had less than two years of instruction in the English for Speakers of Other Languages program may be exempted from retention as referenced in the Guidelines for Determining Promotion/Retention of Grade 3 Students. These guidelines are used by the school site Placement and ELL Committee when determining promotion/retention of English Language Learners.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. The School Placement Committee and the ELL Committee which is composed of the parent, principal or designee, ESOL/English teacher, the guidance counselor, and any other instructional personnel responsible for the instruction of ELLs, will meet jointly to review and make placement recommendations for ELLs who have not met district promotion criteria due to their English language proficiency. Criteria to be utilized in making appropriate placement decisions include:

- (a) academic performance and progress of a student based on formal and/or alternative assessments in English;
- (b) progress, attendance and retention reports;
- (c) number of years the student has been enrolled in the ESOL Program; and
- (d) the student's English language proficiency.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. If the parent/guardian is unable to attend the ELL Committee meeting to discuss the retention or promotion of their child, a copy of the decision, in the parent's native language, whenever feasible, will be sent to the parent/guardian.

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 Director of the Office of Assessment and Accountability and the Information Service Department generate and disseminate rosters of all ELLs who will be assessed at the school sites, as well as, guidelines and materials, that Testing Chairs use to cross reference and ensure that all ELLs are appropriately 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. Annually a trainer of trainer training is provided for all testing chairs who, in turn train all school based personnel who will administer assessments to ELLs with a specific emphasis on testing accommodations. A designated guidance counselor is the testing chair at the secondary level and the Assistant Principal is the testing chair at the elementary level. The Office of Assessment and Accountability provide data recording documents for schools to maintain and document the accommodations afforded English Language Learners.

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

Yes No

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

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

Reading: n/a

Math: n/a

Writing: n/a

Science: n/a

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores. All ELLs are re-evaluated annually to determine program eligibility. Students identified as limited English speaking will be administered a listening and speaking assessment. Students in grades K-2, that score in the fluent English speaking range no longer meet the listening and speaking criteria; therefore, students may exit the program.

On an individual basis a student who is not making adequate yearly progress may be referred to the ELL Committee to determine continued program eligibility. Students in grades 3-12, that score in the fluent English speaking range, no longer meet the listening and speaking criteria; however, reading and writing criteria must be met in order to exit the program. The ELL Chairperson will review current FCAT Reading, FCAT Writing, CELLA Listening/Speaking, Reading and Writing data to determine continued program eligibility for students in grades 3-12, that no longer meet program eligibility through listening and speaking criteria.

Students who do not meet exit criteria as evidenced by assessment data tables referenced below will continue receiving program services. Students who do meet exit criteria as evidenced by assessment data tables referenced below will no longer receive program services (Basis of Exit B E) and begin the two year monitoring cycle.

Students who have incomplete test data or meet exit criteria but are not making adequate yearly progress will be referred to the ELL Committee which determines if the student meets exit criteria (Basis of Exit "L") and begins monitoring cycle or if the student does not meet exit criteria and will continue receiving program services (Basis of Entry "L").

Code B: CELLA Composite Score

<u>CELLA Test Level</u>	<u>Grade Cluster</u>	<u>CELLA Composite Scores</u>
<u>A</u>	<u>K-2</u>	<u>2050 and greater</u>
<u>B</u>	<u>3-5</u>	<u>2150 and greater</u>
<u>C</u>	<u>6-8</u>	<u>2200 and greater</u>
<u>D</u>	<u>9-12</u>	<u>2250 and greater</u>

AND

CELLA Reading Scale Scores

<u>Test Lev</u>	<u>Gr Cluster</u>	<u>Beginning</u>	<u>Low Intermed</u>	<u>High Intermed</u>	<u>Proficient</u>
<u>A</u>	<u>K-2</u>	<u>343-545</u>	<u>546-628</u>	<u>629-689</u>	<u>690-800</u>
<u>B</u>	<u>3-5</u>	<u>590-689</u>	<u>690-714</u>	<u>715-733</u>	<u>734-810</u>
<u>C</u>	<u>6-8</u>	<u>600-713</u>	<u>714-741</u>	<u>742-758</u>	<u>759-815</u>
<u>D</u>	<u>9-12</u>	<u>605-743</u>	<u>744-761</u>	<u>762-777</u>	<u>778-820</u>

AND

Code E: FCAT Reading Level 3 and (CELLA) Listening and Speaking or (IPT) Aural/Oral and Writing (CELLA/FCAT)

CELLA PROFICIENCY CLUSTER

Oral Skills (Listening and Speaking) grade cluster scale scores by English Language Proficiency Level

Test Lev	Gr Clusters	Beginning	Low Intermed	High Intermed	Proficient
A	K - 2	495-632	633-649	650-672	673-755
B	3-5	560-675	676-697	698-719	720-805
C	6-8	565-680	681-712	713-732	733-830
D	9 -12	580-681	682-713	714-738	739-835

Writing grade cluster scale scores by English Language Proficiency Level

Test Lev	Gr Clusters	Beginning	Low Intermed	High Intermed	Proficient
A	K-2	515-636	637-657	658-689	690-775
B	3-5	575-674	675-702	703-726	727-825
C	6-8	580-687	688-719	720-745	746-845
D	9 -12	600-689	690-720	721-745	746-850

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⁾
Ideas Oral Proficiency Test	K	33-83		
Ideas Oral Proficiency Test	1st	47-83		
Ideas Oral Proficiency Test	2 nd -5th	65-83		
Ideas Oral Proficiency Test	6th	67-91		
Ideas Oral Proficiency Test	7 th -12th	71-91		

(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):
FCAT Reading
FCAT Writing
CELLA

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

Registrar ESOL Teacher/Coordinator Other (Specify) ELL Chair

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

Each site has an ELL Committee which convenes with the parent and all pertinent school based personnel to review current grades, state /district assessments, benchmarks progress reports, formal and informal assessment data to make exit decisions.

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

The ESOL Resource Teacher or Bilingual Education Paraprofessional is responsible for updating the ELLs' exit data in the Student ELL Plan. The Data Processor enters the data into the mainframe and prints new updated Student ELL Plan. The ELL Chairperson is responsible for ensuring that the process is completed.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. Our district policy is that ELLs who meet exit qualifications will exit program and be monitored for two years to ensure that the student has a successful transition from the ELL Program into the mainstream 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 classroom teachers, the ELL

Chairs and ESOL Resource Teachers are responsible for conducting the required two-year follow-up monitoring for former ELLs once they have exited the ESOL Program.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. The classroom teachers, the ELL Chairs and/or ESOL Resource Teachers document the ELLs progress on a district generated form titled "Post-Reclassification Monitoring Form" after each review period until the two year monitoring follow-up cycle is completed.

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

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify) teacher/parent input

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

- a) Student is referred to the ELL Committee.
- b) ELL Committee reviews report cards, student portfolios, attainment of Sunshine State Standards, performance on district/state assessments, parent/teacher input, and language acquisition proficiency.
- c) ELL Committee may determine that the student continues in the regular program.
- d) ELL Committee may determine that the student needs to be reclassified as an ELL and re-enter the program.
- e) ELL Committee may determine that the student be referred for further evaluation.

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes. The ESOL Resource Teacher and ELL Chair person are responsible for initiating a new Student ELL Plan, providing the Data Processor with the student data to enter into the mainframe and ensuring the appropriate placement after the student has been assessed.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. Former ELLs who re-enter the ESOL Program will have their curriculum delivered with an emphasis on differentiated instruction based on the use of ESOL strategies, ongoing analysis of student performance in formal and informal assessment and teacher observation. Additionally, students will participate in Extended Learning Programs throughout the year as well as in Extended School Year Programs. The ELLs' instructors will receive additional inservice training, modeling and mentoring in best practices for English language acquisition.

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. All verbal and written communication is

provided to parents/guardians in their home language, whenever feasible. The assistance is provided via school and district personnel fluent in the parents/guardians home language, i.e pre-recorded messages with time sensitive information sent directly to the parents/guardians phones, information posted on district website, and interpreted at school functions and community venues.

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? Student Handbooks in English, Spanish

and Haitian Creole, delineating the Code of Conduct and students' rights and responsibilities are provided to parents/guardians in a hard copy format and posted on our district website. Additionally, whenever feasible, school based personnel fluent in the parents/guardians home language review this information at parent meetings, i.e. Open House, Conference Nights, and PLC 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. Our Leadership and Acculturation Center provides parent modules, resources and training programs for schools and partnering community based organizations working with parents/guardians of ELLs. These resources promote literacy, leadership, acculturation and provide information about navigating the school system.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. The district communicates about the schools' academic progress at school venues such as PTA, PAC, Open House, Conference Nights and Town Hall meetings, via newsletters, internet, district website, Welcome DVD, and multi-media, in the parents/guardians home language, whenever feasible.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain. The district provides parents/guardians information on the monitoring of program compliance through ELL Program brochures and at PAC/DAC meetings.

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

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. At the elementary level the personnel required for an ELL Committee is the parent, principal or assistant principal, who serves as the ELL Chair, the ESOL Resource Teacher, the classroom teacher, the Bilingual Education Paraprofessional and other support personnel that may be deemed appropriate. At the secondary level the personnel is the parent, the principal or assistant principal, a designated guidance counselor, who serves as the ELL Chair, the ESOL Resource Teacher, the ESOL Teacher, the Bilingual Education Paraprofessional and other support personnel that may be deemed appropriate.

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

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

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. Parent Leadership Councils (PLC) are established at individual school sites where ELLs are enrolled. Parents, administrators, teachers, bilingual education paraprofessionals and other members of the school staff will be instrumental in the establishment of the PLC. These individuals can assist the PLC Representative(s) with the planning and with the conducting of meetings. The PLC will elect its officers who serve a one-year term. Leadership training workshops and follow-up assistance will be provided to PLC Representatives by school level personnel and by staff members from the ELL Program.

At the fall PLC, the PLC Officers will orient parents of ELLs on school policies, procedures and program services. This will include an opportunity to review and discuss the information contained in the Student Handbook. At the spring meeting, the PLC will review the year's progress and will elect officers for the upcoming year.

A District Advisory Council (DAC) is established at the district level. The Council will be made-up in the majority of parents of ELLs. The ELL Program employs district level personnel who will assist in providing leadership training and assistance to the DAC. In addition, bilingual social workers, guidance counselors, psychologists, and interpreters will assist in providing training and assistance to the PLC.

Parents of ELLs, through their involvement in school level and district level committees, and PLC/DAC, will be provided with a variety of opportunities to be actively involved in the decisions that are made concerning the education of their children.

The goals of the PLC are to: acquaint parents of ELLs with school personnel and services available at the individual school sites; provide parents of ELLs with an opportunity to take an active role in the decisions that affect the education of their children; provide parents of ELLs with an opportunity to consult with school personnel and give input on goals related to the program; develop a school environment that encourages two-way communication between the home and the school; meet at least twice a year or as needed, with school personnel to discuss issues relating to their children's education; promote involvement in the PLC; and provide parents of ELLs with leadership training and opportunities to be represented on existing school and district 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. District PLC is composed of the majority of parents of limited English proficient students.

31) Indicate how your district involves the PLC in district/school committees. PLCs are actively involved in School Advisory Committees, Textbook Adoption Committees, ELL District Plan Committee, Parent Teacher Association as well as, ad hoc school based committees.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The PLC Task Force made recommendations for the development of the District ELL Plan. The officers also reviewed and approved the District ELL Plan prior to it being submitted for School Board and State DOE approval.

32a) Does the district PLC approve of the District ELL Plan? Yes No

If no, then summarize in an attachment the concerns of the PLC, or attach a summary from the PLC itself.

Section 10: PERSONNEL TRAINING

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.fldoe.org/aala/timeline.asp>

33) Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented. The Hillsborough County Public School system will require, as a condition of continued employment, all current personnel take the inservice/course work required to be appropriately certified to instruct ELLs. The district will require each new teacher hired in the system to sign an agreement to earn. Personnel who will be the primary providers of English or Language Arts courses to an ELL must be appropriately certified for the ESOL teaching assignment. Staff members in the Office of Educator Certification will assist individuals who possess degree majors in ESOL to file for the ESOL coverage with the Bureau of Teacher Certification. Additionally, they will

assist personnel who have completed the requirements for the ESOL Endorsement, through preservice, to file for the ESOL Endorsement through the Bureau of Educator Certification.

The Office of Educator Certification will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The ELL Program will be responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes. The ELL Program will schedule, monitor, coordinate, and deliver the inservice training. ESOL face to face and online courses will be offered by the District in the fall, winter, and summer of each year.

Inservice training schedules and applications will be provided to all school sites, to be distributed to individuals who are in need of training. Additionally, ESOL course schedules and applications will be available online. The Staff Development Office will review and process requests for the transferring of inservice credits awarded in other districts within the State of Florida.

The Office of Educator Certification will take the primary language arts providers who do not presently hold the appropriate ESOL coverage, to the School Board on a monthly basis, to comply with Florida Statue 231.096 and School Board policy 6.25.

If a teacher receives a student during the week of FTE, the teacher will be reported to the School Board the next scheduled School Board meeting. Parent Notification must include primary language arts teachers with ELLs who do not have the ESOL endorsement or the ESOL coverage on their certificates. These notifications must be made prior to the FTE surveys.

School sites will be responsible for maintaining ELL rosters which will list the names of students who have been identified as ELL and who will be provided with ESOL services. Teachers will be notified that an English Language Learner has been enrolled in his/her class, by having the ELLs name identified on the class rolls with an asterisk.

District personnel will be provided with information concerning certification requirements, inservice requirements, through various forms of communications. Information will be disseminated through memorandums, postings in IDEAS, teacher orientation programs, and through information contained in a brochure that will be provided to school sites.

The ELL Program Office, the Office of Educator Certification, and the Staff Development Office will be responsible for working jointly to ensure that personnel in the district will be provided with accurate and timely information concerning ESOL certification and inservice training requirements, and information concerning scheduled inservices.

The ELL Program Office will be responsible for the scheduling, advertising, delivering and monitoring of ESOL inservice training programs.

The district will utilize a computer management system that will retrieve data from the student record file and from the teacher record file. This data will be utilized to compile a report that will be used to identify, notify and monitor district personnel for ESOL compliance.

For teachers whose experience was gained in another county in the state or a state other than Florida, the district will obtain copies of satisfactory completion and documentation that the applicant held the appropriate certificate for the ESOL assignment.

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 Staff Development Office will be responsible for the issuing and the banking of inservice points, for maintaining inservice records, for online and processing consultants' and participants' opinionnaires, and for completing an online evaluation of the inservice program. The Director of Staff Development will be responsible for the overall management of all inservice programs.

The Information Services Department will be responsible for the input of data concerning ESOL certification and inservice requirements. This department will print and distribute the ESOL Compliance Verification Roster to school sites semi-annually prior to FTE Survey 2 (October) and Survey 3 (February).

The Office of Educator Certification will be responsible for providing teachers with information concerning ESOL certification and inservice requirements. This office will provide school sites with a report that includes information concerning ESOL inservice requirements, timelines, and completed ESOL training. Personnel with certification and/or inservice requirements will be monitored for compliance by this office.

Site administrators will be responsible for verifying that teachers will utilize knowledge acquired during inservice sessions in the instruction of ELLs. Principals will also responsible for verifying that the personnel under their supervision are appropriately certified and trained for their teaching assignment. Personnel who will be the primary providers of an English or Language Arts course to an ELL must obtain an ESOL Endorsement or an ESOL coverage.

Teachers seeking ESOL endorsement may earn the required 300 hours of inservice by successfully completing district sponsored face to face and/or online state approved compliance courses and successfully completing five of the six courses: Applied Linguistics, 60 hours; Cross-Cultural Communication and Understanding, 60 hours; Testing and Evaluation of ESOL, 60 hours; ESOL Curriculum and Materials Development, 60 hours; Methods of Teaching ESOL, 60 hours; and Empowering ESOL Teachers 60 hours.

Teachers may satisfy their ESOL inservice requirement by passing the ESOL Subject Area Test and successfully completing any two of the six courses: Applied Linguistics, 60 hours; Cross-Cultural Communication and Understanding, 60 hours; Testing and Evaluation of ESOL, 60 hours; ESOL Curriculum and Materials Development, 60 hours; Methods of Teaching ESOL, 60 hours; and Empowering ESOL Teachers 60 hours. This will add ESOL to their teaching certificate.

Teachers may satisfy their ESOL Endorsement inservice requirements through the completion of college courses and securing an Official Statement of Status of Eligibility from the Department of Education. Thereafter, the District Office of Programs for English Language Learners will align the credits awarded by DOE with district courses and

recommend that Staff Development award inservice points for the courses that DOE have approved.

Teachers of basic subjects such as mathematics, science, social studies, or computer literacy must complete 60 inservice points or (3) three semester hours of college credit in ESOL strategies. Inservice opportunities for teachers of basic subjects will include participation in training programs such as Empowering ESOL Teachers Volumes I and II or ESOL Strategies for Teachers of ELL. The course incorporates a) Methods of Teaching ESOL, b) ESOL Curriculum and Materials Development, c) Cross Cultural Communication and Understanding, d) Applied Linguistics, and e) ESOL Testing and Evaluation.

Teachers of other subject areas such as music, art, physical education, or others as delineated under the DOE Timelines for Completion of ESOL Training Requirements in category IV shall complete 18 hours of inservice or college course credit in ESOL Strategies. Inservice opportunities for these teachers will include participation in a face to face training program such as Empowering ESOL Teachers Volumes I and II (18 hours) or the online course titled ESOL Strategies for Professionals (18 hours). The courses incorporate: a) Methods of Teaching ESOL, b) ESOL Curriculum and Materials Development, c) Cross Cultural Communication and Understanding, d) Applied Linguistics, and e) ESOL Testing and Evaluation.

Instructors who deliver the ESOL training inservice are teachers who are ESOL certified or have a Masters Degree in ESOL/TESOL or Applied Linguistics, as approved by DOE and have successfully taught ELLs in a K-12 school system or at the college level. Additionally, they must have completed the Trainer of Trainer Training Inservice provided by Programs for English Language Learners and the ABC's of the Florida DOE Staff Development Evaluation Protocol.

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 is committed to ensuring that all administrators are aware and knowledgeable of state and district requirements, and of the best educational practices which can be utilized in the instruction of ELLs. ESOL for Administrators is an online 60 hour credit course designed to provide the state mandated training.

Inservice opportunities for administrators will include participation in a training program, ESOL for Administrators. These courses incorporate a) Methods of Teaching ESOL, b) ESOL Curriculum and Materials Development, c) Cross Cultural Communication and Understanding, d) Applied Linguistics, and e) ESOL Testing and Evaluation.

The District will implement inservice programs in compliance with State Board Rules and in accordance with procedures and policies that have been approved by the School Board.

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 is committed to ensuring that all guidance counselors are aware and knowledgeable of state and district requirements, and of the best educational practices which can be utilized in the instruction of students. ESOL for Guidance Counselors is an online 60 hour credit course designed to provide the state mandated training.

Inservice opportunities for guidance counselors will include participation in a training program, ESOL for Guidance Counselors. These courses incorporate a) Methods of Teaching ESOL, b) ESOL Curriculum and Materials Development, c) Cross Cultural Communication and Understanding, d) Applied Linguistics, and e) ESOL Testing and Evaluation. The District will implement inservice programs in compliance with State Board Rules and in accordance with procedures and policies that have been approved by the School Board.

37) If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English. Not applicable

38) According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description. Applicant must have an AA/AS degree or pass the ParaPro test. They must be fluent in English and appropriate native language. Applicant must demonstrate mastery in the areas of oral language, writing and reading skills through a district screening.

Job description will include but is not limited to: participation in inservice activities involving program procedures, curricular and assessment modifications and tutoring strategies; assisting in administering individual and group student tests in appropriate native language or in English; becoming a member of the ELL Committee and actively participate in developing the student plan; sharing in all teaching responsibilities except those reserved by the law to certified teachers; assisting the ELL Committee chairperson, the F.T.E. Administrator, and the ESOL Resource Teacher with the completion and maintenance of all required program records; working with small groups of students, implementing cooperatively developed plans, under the direction of the classroom teacher; assisting in the development and implementation of instructional aids and appropriate modified curriculum and assessment materials; working with the teacher(s) to reinforce positive learning and behavior patterns among students; translating home/school communications to parents on an as-needed-basis; acquainting parents with program personnel and services available at the individual school site; working closely with the school personnel in establishing the Parent Leadership Council (PLC) at the school site; work ing closely with the district personnel in establishing the District Advisory Council (DAC); and assuming all other duties as may be assigned by the Principal or his/her designee.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. Bilingual Education Paraprofessionals are provided with inservice on an ongoing basis during pre-plannaing, orientation, early release days, Professional Study Day, summer institutes, small groups area meetings, that focus on topics such as the ESOL Consent Decree, student identification and assessment procedures, cross-cultural differences and similarities, parent involvement, tutoring techniques, curriculum development and accommodation, and strategies for working with ELLs.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. Applicants for Bilingual Education Paraprofessional positions at school sites must pass an oral and written screening in one of the following languages: Spanish, Haitian Creole, Vietnamese and Korean, which is administered at the district offices of Programs for English Languages Learners. These languages are representative of the top four languages spoken by English Language Learners in our district.

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

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs. The district holds elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs by providing training, modeling and mentoring on best practices for English language acquisition, analysis of CELLA data and its impact on daily instruction to ensure comprehensible instruction, and the allocation of Title III, Part A, funding that supports language enhancement.

42) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs. The district holds elementary and secondary schools accountable for meeting the goals and objectives for increasing the academic achievement of current ELLs and former ELLs by providing training, modeling and mentoring on best practices for adequate yearly progress, analysis of formal and informal assessment data and its impact on daily instruction to ensure academic achievement, and the allocation of Title III Part B, funding that supplement the core curriculum.

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. A school(s) that fails to meet AMAOs for two consecutive years will have to develop a system improvement plan in conjunction with and under the guidance of the district and the Office of Programs for English Languages Learners delineating areas that need improvement with established timelines, goals and objectives as well as resources needed to meet established AMAOs. The Office of Programs for English Language Learners will provide oversight during the monitoring cycle, to ensure that AMAOs are met.