

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

Date Received by FDOE

Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
 Contact Person: Mark Drennan
 Phone: (850) 245-0893
 Email: mark.drennan@fldoe.org

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
School District of Indian River County		Denise Roberts, Executive Director of Educational Programs		772-564-3071	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
1990 25 th Street, Vero Beach, FL 32960					
(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, <u>Harry J. La Cava</u> , 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): _____ (PLC operates in cooperation with the Parent Advisory Council)					
Contact Information for District PLC Chairperson: Mailing address: 1990 25 th Street, FL 32960					
E-mail Address: _____		Phone Number: 772 _____			
Date final plan was discussed with PLC: _____		PLC <input type="checkbox"/> approved <input type="checkbox"/> not approved			
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

By signature below, I, Harry J. La Cava, 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. In the Indian River County school district, all elementary students register at the District's Attendance Office. All secondary students register at their home school site. For those students and parents for whom English is not the primary language, bilingual personnel are available at the District Office and at each school site to provide assistance when needed. Programmed portable translators that include 12 languages are also available for registrars and front office that facilitate communication.

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 parent or guardian who is registering the student completes the Home Language Survey, which is part of the district registration form, as part of the registration process at the school site or attendance office. For those students and parents for whom English is not the primary language, bilingual personnel are available at the District Office and at each school site to provide assistance when needed. Any student with a "yes" response to any one or more of the three questions immediately flagged through the district data base with a code of L9, indicating the need for testing to determine English language proficiency level. A printout is generated on a weekly basis, identifying LY and newly enrolled L9 students, along with their enrollment date. Copies of the printout are forwarded to the district ESOL Resource Teachers to ensure that the prompt assessment of potential ELL students.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. Any student with a "yes" response to any one or more of the three questions is immediately flagged through the district data base with a code of L9, indicating the need for testing to determine English language proficiency. A printout is generated on a weekly basis, identifying LY and newly enrolled L9 students, along with their enrollment date. Copies of the printout are forwarded to the district ESOL Resource Teachers to ensure the prompt assessment of potential ELL students. Students with affirmative responses to the questions, are scheduled for language assessment as soon as possible, but no latter than twenty school days from the initial date of enrollment.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
 Registrar Guidance Counselor Other (Specify) Coordinator of Attendance, site-based front office staff (secretary, guidance secretary)

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. The parent or guardian who is registering the student completes the Home Language Survey, which is part of the district registration form, as part of the registration process at the school site. For those students and parents for who English is not the primary language, bilingual personnel are available at the district office and at each school site to provide assistance when needed. Forms that are district specific have been translated into Spanish.

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 district’s attendance office (elementary) and the guidance secretaries (secondary) enter the demographic data that is surveyed on the student enrollment form into TERMS.

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

Registrar Data Entry Clerk Other (Specify) Site-based front office staff (secretary, data entry clerk, guidance secretary), ELL District Office personnel

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

Registrar ESOL Coordinator/Administrator Other (Specify) ESOL Resource Teachers, Bilingual Specialists, highly qualified ELL paraprofessionals, and/or contracted retired teachers for CELLA administration

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-Language Assessment Scale	K-2		81	
Language Assessment Scale	1-3		75	
Language Assessment Battery	3-12			32

(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.

A printout is generated on a weekly basis, identifying LY and newly enrolled L9 students, along with their enrollment date. Copies of the printout are forwarded to the district ESOL Resource Teachers to ensure the prompt assessment of potential ELL students.

The printout is used for the initiation of English proficiency testing. ELL testing data is entered into the district database by the ESOL Resource Teachers and data entry personnel or bilingual specialists. The designated test administrator will utilize the appropriate level of the Pre-LAS/LAS Aural/Oral Language Proficiency Test to assess all L9 students in grades K-2. In grades 3-12, students are administered the Language Assessment Battery (LAB) Speaking, Listening, Reading and Writing. Language proficiency testing will be completed within twenty (20) days of the initial enrollment date. Students scoring in the NES or LES range are then served in the ESOL program (LY). Students scoring in the FES range do not qualify for the ESOL program and the L9 code is changed to TN (tested; but not qualified).

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? An annual meeting is held for all ELL contacts, registrars, secretaries, and data entry clerks for the purpose of reviewing ELL procedures and introducing all new data elements. Upon entry, the student having a "yes" on the Home Language Survey, is coded L9, pending assessment. The school site and the district ELL office review this code on school reports to ensure that testing is completed within 20 school days of registration. Copies of student enrollment forms are forwarded to ESOL Resource Teachers if the parents indicate any affirmative response on the Home Language Survey. This is a safeguard to ensure all possible students are being properly flagged for proficiency testing.

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. Parents are notified on a district form with a given reason if testing is delayed beyond the 20 day testing period, in the home language when feasible.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test. K-2 students who score FES and, upon academic review, show no need for ELL services, are served in the general education classroom. If a future concern is identified, teachers, any school staff or parents can initiate an ELL Committee that will determine if the student is in need of ELL services.

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. The designated test administrator will utilize the appropriate level of the Language Assessment Battery (LAB) to assess all L9 students in grades 3-12. Students will be assessed in the four domains of listening, speaking, reading and writing to determine eligibility. Assessment for language proficiency will be completed within twenty (20) days of the initial enrollment date. NES and LES students are placed in classes with teachers who will utilize and document ELL strategies for content areas, as well as in ELL support classes if available. Students, who score FES and upon academic review show no need for ELL services, are placed in a general education classroom. English proficiency tests are maintained in the cumulative folder for reference. If a future concern is identified, teachers, any school staff or parents can initiate an ELL Committee meeting that will determine if the student is in need of ELL services.

7) Reading and Writing

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

Name of Reading and Writing Instrument(s):
Language Assessment Battery (LAB)

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 Reading and Writing test is administered to students in grades 3-12 at the same time the Aural/Oral test portion is administered.

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. The Reading and Writing test is administered to students in grades 3-12 at the same time the Aural/Oral test portion is administered. Every effort is made to ensure the completion of the Reading/Writing test is administered within the required timelines. If not, parents will be notified and the test will be administered on or before the date stated in the parent communication. However, students will still receive ESOL services until otherwise determined by assessment for eligibility.

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. The ELL Committee convenes to place a student who, upon assessment, does not test into the ESOL program, but clearly indicates a need for ELL support. The ELL committee is each school's vehicle for determining ESOL program status, academic placement or retention issues of ELL or LF students attending that site. A teacher, student services personnel or parent can initiate the ELL Committee for this purpose. District forms are not available to be linked. A hard copy of the ELL Committee Form will be provided. (See attachment of ELL committee form and parent invitation) Phyllis sent you 2 PDF files to attach to this document when you send it up to DOE.

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. In Indian River County, age is an important factor in determining grade placement. Existing documents, educational background and history of the student are reviewed. Interviews are conducted with student and parent in determining the most appropriate grade and course placement. The school secretary will send a request for student records electronically (FASTER) via fax, mail, or email. A follow-up phone call request to the prior school will be made if the records are not received in a timely manner. Every effort is made to ensure proper placement and placement is reviewed again when prior school's documents arrive. The ESOL Resource Teacher at the school is responsible for maintaining this programmatic form in each student's ELL folder.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). When a student enters a school in Indian River County and it is determined that the student has limited school experience or never attended school before parents and or student are interviewed for further information. Then he/she is placed in the grade that is most appropriate for the student's age. The school secretary will send a request for records electronically (FASTER) via fax, mail, or email. A follow-up phone call request to the prior school will be made if the records are not received in a timely manner. The student is tested in a timely manner to assess language proficiency. The student is prioritized for services with a bilingual assistant (where feasible) and is placed in a classroom taught by an ESOL endorsed teacher.

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. When a student enters a school in Indian River County and it is determined that the student's prior schooling records are incomplete or unobtainable, he/she is placed in the grade that is most appropriate for the student's age. The school secretary will send a request for records to the previous school. The student is tested in a timely manner to assess language proficiency. The student is prioritized for services with a bilingual assistant and is placed in a classroom taught by an ELL endorsed teacher.

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. A student identified as ELL is assessed for language proficiency by the ESOL Resource Teacher, in coordination with the school's assistant principal and/or guidance counselor. They review the educational background and history of the student, conduct parent and/or student interviews and use all pertinent data in determining the appropriate grade level and/or subject area placement for the student. If past student records are not available at the time of entry, the school secretary will communicate with the previous school to determine initial placement. The ELL contact at the school is responsible for maintaining this form in each student's ELL folder.

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. ESOL Resource Teacher/Immigrant Advocate in conjunction with the school guidance counselors review the educational background and history of the student, courses, grades, credits and conduct parent and/or student interviews to determine appropriate grade and course class placement. All pertinent data is used to determine the appropriate grade level and/or subject area placement for the student. Every effort is made to request records from the previous school in countries outside the U.S. Schools allow a reasonable amount of time for prior school documents to arrive to enable credits to be given to the student. Credits are awarded for language arts courses taken in the student's native language classes or foreign language classes that the student may have taken. The ESOL Resource Teacher will administer an English language proficiency test to determine ESOL program eligibility.

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 from (or leave) 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. ELLs who withdraw (or leave) the district and re-enroll after having been either in another district, state, or out of the country within the same school year are not administered a new English language assessment. The ESOL Resource Teacher, in coordination with the school's assistant principal and/or guidance counselor review the educational background and history of the student, conduct parent and/or student interviews and use all pertinent data in determining the appropriate grade level and/or subject area placement for the student. If past student records are not available at the time of entry, the school secretary will communicate with the previous school to help determine initial placement. The ELL contact at the school is responsible for maintaining this form in each student's ELL folder. ELLs who withdraw from (or leave) the district and re-enroll after having been either in another district, state, or out of the country beyond the regular school year 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 ELL Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated. District ESOL Resource Teachers are responsible for ensuring the ELL Student Plan is developed. The ELL Student Plan is initiated after proficiency testing is conducted and the student qualifies as ELL (LY). The district plan includes the initial entry testing data, classification date, basis of entry, test date, test score, classroom instructional model, additional services or programs, extension of services, and exit data. The ELL Student Plan is a running record of participation in the ESOL program and contains all required documentation. The Plan is kept on file in the ELL folder.

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 is responsible for ensuring the Student ELL Plan is updated annually. The District ELL Director and staff review ELL records annually, as well as reviewing all FTE records prior to submission to ensure the compliance of all school sites. District forms are not available to be linked. A hard copy of the ELL Student Plan Form will be provided.

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 Portable translators with access to 12 languages are available at each school in the front office.

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach(es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, <http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>. (Check all that apply)

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

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school. The Indian River County School District requires teachers of ELL students to complete the ESOL training as specified in the Consent Decree. Thus, each teacher with ELL students delivers understandable instruction to those students by using ESOL strategies as detailed in the five college credit courses identified in the Decree, or the approved district Add-on Endorsement based on the DOE 300-hour in-service component. ELL students' teachers formulate and implement lesson plans which reflect the utilization of ESOL strategies and the delivery of comprehensible instruction. The students are taught in English in the regular classrooms with the assistance of an ELL Assistant, if available at the school site. Differentiated instructional ELL leveled materials/programs are available for teachers of ELL students for checkout from a central location at the school site. These materials incorporate the features and structures that enhance an ELL student's ability to comprehend text. In addition, Rosetta Stone software is available in every school to enable non and limited English speaking students the opportunity to learn English in a non-threatening environment. Zip-Zoom English is available in elementary schools. English Discoveries and Tell Me More software is also utilized at the district's secondary schools. The Sunshine State Standards are the basis of all curriculums. Trained bilingual teachers or bilingual aides are available to assist basic subject area teachers with the planning and delivery of comprehensible instruction to ELL students, if 15 or more students speak the same language and are enrolled at the school. The ELL district office monitors all teachers regarding their progress toward fulfilling the ELL requirements described in the Meta Consent Decree.

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 entitled: Instructional Model by School Chart

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. Academic assessment by school personnel determines the appropriate grade level, subject area, and course level placement for ELL students. All ELL students, as all non-ELL students, shall have access to all course offerings, programs and services for which they meet eligibility criteria. This includes the core subjects defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. School administrators review lesson plans for documented use of ELL strategies and verify instruction on an ongoing basis to ensure access, sequence, and scope for ELL students is equal to non-ELL students.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction. ELL students' teachers formulate and implement lesson plans which reflect the utilization of ELL strategies and the delivery of comprehensible instruction. ELL strategies are documented in all lesson plans for classes with ELL students. The ESOL Resource Teacher, in coordination with the assistant principal, guidance counselor, the ELL teacher(s), and the regular program teacher(s) maintain contact with, evaluate, and assist in the provision of a comprehensible instructional program for all ELL students. This effort is maintained as a continual, on going process. During classroom visits, the school principal, the assistant school principal, and the district ELL Director observe and monitor the utilization of ELL strategies and the provision of comprehensible instruction. Reading coaches receive additional professional development to assist in the implementation of ELL strategies and programs. ESOL Resource Teachers provide on-going support and training to teachers to assist them with the development of appropriate strategies and the selection of materials designed to meet the needs of ELL's.

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) ESOL Resource teacher, Reading Coach

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

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) _____
- Native Language Assessment (Specify) _____
- FCAT
- Other (Specify) CELLA

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.

<http://www.indian-river.k12.fl.us/Lists/Resources%20%20Links/AllItems.aspx>

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. District procedures to exempt ELL students from mandatory retention for "Good Cause", are in school board policy. Requests for good cause exemption, as stated in the district's Student Progression Plan, must include documentation submitted by the teacher to the principal, who reviews it and determines promotion or retention. If the decision is to promote, the recommendation must be in writing and given to the superintendent who accepts or rejects the decision, also in writing.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. Each school convenes a student promotion review team (which includes the ESOL teacher and/or team of teachers that works with the particular student, with the purpose of reviewing all pertinent data (English proficiency scores (including CELLA), FCAT, district benchmark tests, attendance, report card grades, age, student work samples and teacher input). A decision is made in the best interest of the student considering all of the above factors.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. Parents are always notified of and invited to the Promotion Review/ELL Committee meetings. The Promotion Review/ELL Committee decision is a part of the retention decision at the school level. Written notification is sent to parents notifying them of retention or promotion decisions.

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. Each school site has a designated testing coordinator, who is the Assistant Principal or the Guidance Counselor. The School District of Indian River County administers the FCAT Reading/Math (grades 3-10) FCAT Science (grades 5,8,11), Florida Writes! (grades 4, 8, 10), according to statewide assessment requirements. All students, including all ELL students, participate and are assessed. Individual ELL students who are also in the Exceptional Student Education (ESE) Program may be exempted by the recommendation of an ELL Committee if that student has been in an approved ESOL PROGRAM less than 1 year, as identified through the district database system, and the designated ESE alternative assessment is approved, and is within the 2% of ESE students allowed to be alternatively assessed. The alternative assessment will relate to the original assessment and will be based on the same standards in reading, writing, math

and science. The FCAT must be passed to receive a standard high school diploma. The School District of Indian River County also administers the statewide assessment norm-referenced FCAT test in grades 2 – 10, following the same criteria. The Comprehensive English Language Learning Assessment (CELLA) is used to measure the growth of students classified as English Language Learners (ELLs) in mastering the skills in English they will need to succeed in school. CELLA test administration is handled in the same manner as the FCAT described above.

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 following are accommodations that are offered to ELL students in statewide assessments as well as in the classroom throughout the year:

1. Additional time, if necessary
2. Access to an English to heritage language dictionary
3. Separate testing setting with parental notification.
4. A Bilingual or ELL trained teacher as test administrator
5. Other accommodations approved by the State Board of Education.

The accommodations are specified in the district’s testing manual, explained to all school site test coordinators and administrators, and tracked by the district data base per ELL student. Letters are sent to parents of ELL students if testing will be completed in a different setting. All ELL students are provided accommodations as an integral part of instruction, as monitored by the evaluation of the school administrator, and for testing. Accommodations are documented on the ELL student's individual test booklet. Training is provided to all teachers in the use of accommodations both in the classroom and during testing. The school site Principal and Assistant Principal are responsible for test administration and accommodations.

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: _____

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. The School District of Indian River County currently uses the LAS or LAB to determine whether ELLs are ready to exit the district's ESOL program. However, the district is recommending that CELLA replace the LAS and the LAB as the assessment used to determine exiting students from the district's ESOL program beginning in the spring of 2009. An ELL student will be eligible for exit only when he/she is determined to be fully English proficient (FES) as measured by the statewide language assessment, CELLA.

CELLA Composite Score and CELLA Reading Score – CELLA oral skills, reading and writing scale scores for each grade cluster shall be added together to determine the composite score at grade level. Scores equal to or greater than the CELLA composite scores shall be used to determine the level of English proficiency for students tested in listening, speaking, reading and writing on grade level (see table below). The second measure must be a score at the proficient level on CELLA Reading tested on grade level

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

Any ELL student can be recommended to the ELL Committee for further review and will exit the program only if the committee determines the student not to be ELL.

The CELLA will be the exit measurement annually at the end of each year. However, any ELL student may be assessed at anytime of the year if requested by a teacher, counselor, administrator or staff and the results may be used to meet the exit criteria. The selected alternate assessments will be the LAS (Aural/Oral) and LAB (Listening, Speaking, Reading and Writing). Cut scores for the LAS are above 75, and on the LAB above 32%.

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⁾
Language Assessment Scales (LAS)	K-2	75		
Language Assessment Battery (LAB)	3-12			32%
CELLA	K-2		661	
CELLA	3-5		709	
CELLA	6-8		723	
CELLA	9-12		726	

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

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

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

17b) Reading and Writing Proficiency Assessment

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

Name of Reading and Writing Instrument(s):
CELLA
LAB (Language Assessment Battery)

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

Registrar ESOL Teacher/Coordinator Other (Specify) ESOL Resource Teachers, Bilingual Specialist, Testing Cadre

17d) Describe the process by which the ELL Committee makes exit decisions. The ELL Committee may meet prior to ELL student exiting the ESOL Program. The ELL Committee must confirm that the student can be successful without ELL support. Parents of the ELL students are invited to all ELL Committee meetings.

The ELL Committee must consider two of the following measures:

- 1) CELLA Scale Score demonstrating English proficiency by Grade Cluster (K-2), (3-5), (6-8), (9-12)
- 2) Report Cards
- 3) Classroom Performance
- 4) PM2 (Performance Matters)

The findings of the Committee and their recommendations are kept in the student's file on an ELL Committee Form.

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 district ESOL Resource Teacher ensures that the exit data is recorded both on the Student ELL Plan form and in the district database. The ESOL resource teacher supports the school sites by being available for technical assistance and periodically monitoring records.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. Students who meet exit qualifications in the middle of a student grading period are not exited unless the student's teacher and the ESOL resource teacher agree, based on data, that the student will benefit from exiting the program. The LAS/LAB assessments are utilized, along with considering additional programs, such as ESE designation, report card grades, benchmark assessments, and teacher input.

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. ESOL Resource Teacher, bilingual specialist.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. We complete a post-reclassification form for each student that exits the ESOL program. The student will be monitored after the first report card after exiting, at the end of the first semester, the end of the first year and then at the ending of the second year.

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

Check all that apply.

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify) Performance Matters (PM2) Data Management System

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. The ESOL resource teacher, in coordination with the teacher(s) of the ELL student, will identify patterns of poor performance (below average or failing grades/tests) and will initiate a meeting of the ELL Committee. The ELL Committee will review the performance of the former ELL student according to criteria specified in the Consent Decree and will make the determination of whether the student should be reclassified or may develop appropriate academic interventions to best meet the needs of the student.

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. ESOL Resource Teacher initiates a new ELL student plan, updates student data, ensures appropriate placement and notifies parents.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. When a student re-enters the ESOL program, the teacher must deliver comprehensible instruction by using ESOL strategies that are documented weekly in lesson plans. The ELL Assistant, if available at the school site, is additional support for the reclassified ELL student. All appropriate intervention strategies offered at the school site will be made available to the reclassified ELL student.

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. For those students and parents for whom English is not the primary language, bilingual personnel are available at each school site to provide assistance when needed. The District ELL Office supports the schools with bilingual assistance when no other support is available. Portable translators with access to 12 languages are available in every school's front office.

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 Emergency-Hurricane Alerts/Notifications

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? Each student receives an updated copy of the district's Code of Student Conduct.

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. Membership in the district's Parent Leadership Council (PLC) is open to all parents of ELL students. Participation in the PLC is district wide (K-12). ELL parents are invited to attend council meetings. Topics presented for discussion may include: ESOL program and services, health and social services, school programs and services, parent training programs, etc.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. The district provides a School Report Card to all parents. Meetings are held at the school level to explain the Report Card and Adequate Yearly Progress. In addition, information on the school's academic progress is provided to parents/guardians throughout the year during site-based meetings and School Advisory Council Meetings and is posted on the district website. Bilingual staff is available to assist parents whose primary language is other than English. The information regarding school grade, FCAT, AYP is translated in the home language of the parents, unless clearly not feasible.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain. If any parent has questions or concerns regarding the monitoring of program compliance, the school administrator should be contacted. District ELL office works with school administration and personnel to correct any problems or address any complaints. Information is provided to parents about their rights to ensure the best education for their children. Any individual has the right to file a complaint with the Equity Officer of Indian River County Schools. The complaint will be investigated and a recommendation will be made. If the complaint is not resolved to the individual's satisfaction, he/she may appeal to the school board.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? The Indian River County School District is an Equal Opportunity Agency. No person shall, on the basis of race, religion, national origin, sex, age, marital status, or disability, be excluded from participation, be denied the benefits of, or be subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. Each school has an operational ELL Committee composed of the school-site Administrator or designee, relevant classroom and/or ELL teacher(s), and the parent of the student. Additional persons for membership of the committee may include guidance counselor, social workers and school psychologist. The parent(s) of any student referred to the ELL Committee is invited and encouraged to participate and provide input for the meeting. Translators are provided if needed.

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) _____

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.

30a) According to Rule 6A-6.0904 FAC., the PLC is “composed in the majority of parents of limited English proficient students.” If any of the PLCs in your district do not meet this condition, explain why and when you expect the PLC(s) to comply with this rule. The majority of parents that are members of the School District of Indian River County District Parent Leadership Council are parents of ELL students.

31) Indicate how your district involves the PLC in district/school committees. The PLC meets biannually. All district plans and issues are discussed and revised at that time. If there are any additional concerns a committee and a schedule is developed at that meeting to further discuss the issues. Participation in those committees is strictly voluntary and bilingual staff are available at every meeting.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The PLC receives a copy of the District ELL Plan and is asked to make comments or suggestions as to its content. The PLC meets biannually in the fall and spring.

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 District ELL Coordinator, District Staff Development and the District Human Resource Department work together to monitor the training status of each teacher, administrator, and support personnel in Indian River County. For each school site, teachers are identified according to their training requirements, the training that each has already completed, and the training yet to be completed. Teachers are identified and notified once they become out-of-field. Out-of-field assignments are approved by the school board prior to the October FTE date and prior to the February FTE date. The Director of Staff Development and the District Certification Analyst

conduct a mid-year review of the inservice requirements met by out-of-field teachers. All teachers needing ESOL inservice are also notified by the school site Assistant Principal or Principal and given the ESOL Inservice Schedule of classes. All Indian River County teachers are encouraged to fulfill the ESOL Inservice requirements for their teaching position within the META Consent guidelines.

34) Describe the process(es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. The District's ELL Director and the District Human Resource Department work together to monitor the training status of each teacher, administrator, and support personnel in Indian River County. Teachers receive credit for ESOL training only when such training is documented by college or university transcripts, by written verification of inservice from other Florida districts, or by written verification of inservice in Indian River County. Teacher inservice tracking is done by the District Staff Development Director and the District Certification Analyst through a database verified by the District database for Human Resources to ensure accurate tracking of ESOL training and certification.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. Administrators and guidance counselors are required to take one of the 60 hour courses available: Methods of Teaching ESOL, Curriculum and Materials Development, Testing and Evaluation, Applied Linguistics, Cross Cultural Communications and Understanding or ESOL for Guidance Counselors (guidance counselors only). The Director of Staff Development, the District Director ELL and the Human Resource Department work together, to monitor the training status of each teacher, administrator, and support personnel in Indian River County. Staff Development also monitors the completion of the requirements within the required time frames. These courses are offered throughout the school year and during summer. Also, we have just added the ability for administrators and guidance counselors to complete this requirement via CTechEd.com, an online course built specifically to satisfy this ESOL requirement for administrators and/or guidance counselors.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. Guidance counselors are required to take one of the 60 hour courses available: Methods of Teaching ESOL, Curriculum and Materials Development, Testing and Evaluation, Applied Linguistics, Cross Cultural Communications and Understanding or ESOL for Guidance Counselors. The Director of Staff Development, the District Director ELL and the Human Resource Department work together, to monitor the training status of each teacher, administrator, and support personnel in Indian River County. Staff Development also monitors the completion of the requirements within the required time frames. These courses are offered throughout the school year and during summer. Also, we have just added the ability for administrators and guidance counselors to complete this requirement via CTechEd.com, an online course built specifically to satisfy this ESOL requirement for administrators and/or guidance counselors.

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. All instruction

is provided in English. School District of Indian River County teachers that provide instruction to ELL students are all fluent in English and are considered Highly Qualified by state and district criterion.

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. Bilingual paraprofessionals will participate in inservice for a total of at least 18 hours of ESOL training. The supplemental Bilingual Paraprofessionals that work at Title I school sites, or are paid by Title I, will meet the definition of highly qualified personnel. Bilingual paraprofessionals are available in the schools with 15 or more ELL students of the same language. The primary assignment of the bilingual paraprofessional is to assist with the delivery of comprehensible instruction to ELL students and to assist their parents at the school when applicable. The bilingual paraprofessionals follow the lesson plans of the certified teachers and implement ESOL strategies to meet the individual needs of the ELL students. The supplemental Bilingual Paraprofessionals that work at Title I school sites, or are paid by Title I, will meet the definition of highly qualified personnel. Bilingual paraprofessionals who provide translation or clerical services only do not meet this requirement.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. Bilingual paraprofessionals will participate in inservice for a total of at least 18 hours of ESOL training. The Bilingual Paraprofessionals that work at Title I school sites, or are paid by Title I, will meet the definition of highly qualified personnel. Documentation of training is maintained by the ELL District office that includes the paraprofessional's name, date of training, and a brief description of the training on a sign in sheet.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. Paraprofessional positions are advertised with specific language requirements and every effort is made to ensure that the paraprofessional meets those requirements. However, when it is necessary to hire a paraprofessional who is not proficient in the target language; language acquisition software and additional support materials are provided.

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

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs. The District will provide the ELL school site contacts with CELLA results that will be reviewed by district personnel along with FCAT and benchmark testing at data analysis meetings scheduled throughout the school year with school leadership and team teams. PM2, our district's student data monitoring computer system, will be including color coded CELLA results for every ELL student viewable by the student's teacher and school administrators (starting 2009-2010). Also, district personnel will be monitoring the student data results for language proficiency software such as Rosetta Stone, Imagine Learning English, Compass Odyssey, English Discoveries, and Tell Me More. If student goals are not being met, District

ESOL Resource Teachers will work with the leadership and the particular teacher(s)/grade levels, of the schools that are in need of support. If progress is still not noted, then the ESOL Program Director will work with the Executive Director of School Improvement and the School Administrator

42) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs. The District will provide the ELL school site contacts with CELLA results that will be reviewed by district personnel along with FCAT and benchmark testing at data analysis meetings scheduled throughout the school year. PM2, our district’s student data monitoring computer system, will be include color coded CELLA results for every ELL student viewable by the student’s teacher and school administrators (starting 2009-2010). District personnel will be monitoring the student data resulting from the usage of language proficiency software such as RM Sonica ESL, Rosetta Stone, Imagine Learning English, Compass Odyssey, English Discoveries, and Tell Me More. If student academic growth is not being seen through the examination of the data from district/state benchmarks , District ESOL Resource Teachers will work with the leadership and the particular teacher(s)/grade levels, of the schools that are in need of support. If progress is still not noted, then the ESOL Program Director will work with the Executive Director of School Improvement and the School Administrator to create a plan of action.

43) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years. The following chart describes the procedures in place for districts not meeting Annual Measurable Achievement Objectives (AMAOs)

Year 1	<ul style="list-style-type: none"> - District notifies parents of ELLs in writing within 30 days of the district’s notification of failure to meet AMAO’s.
Year 2	<ul style="list-style-type: none"> - District notifies parents of ELLs in writing within 30 days of the district’s notification of failure to meet AMAO’s. - District begins developing an improvement plan that addresses the objective(s) not met and the factors that prevented the district from achieving the objective(s). - FDOE provides technical assistance to the district to meet AMAO’s. - FDOE develops, in consultation with the district, professional development strategies and activities that the district will use to meet AMAO’s. - FDOE develops, in consultation with the district, a plan to incorporate strategies and methodologies, based on scientifically-based research, to improve the specific program or method of instruction provided to ELLs.
Year 3	<ul style="list-style-type: none"> - District notifies parents of ELLs in writing within 30 days of the district’s notification of failure to meet AMAO’s. - District implements improvement plan. - FDOE monitors the implementation of the districts’ improvement plan. - FDOE continues to implement professional development strategies, if appropriate. - FDOE continues to incorporate strategies and methodologies to improve the program and method of instruction provided to ELLs, if appropriate.

Year 4	<ul style="list-style-type: none">- District notifies parents of ELLs in writing within 30 days of the district's notification of failure to meet AMAO's.- FDOE requires the district to modify the curriculum, program and method of instruction; or the FDOE determines whether the district will continue to receive Title III funds and requires that the district replace educational personnel relevant to the district's failure to meet AMAO's.
---------------	--