

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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<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE:</b>	
Lafayette		Betina Hurst		386-294-4137	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
160 NE Hornet Dr. Mayo, FL 32066			Betina Hurst		
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>					
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.					
I, Fredric W. Ward , do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
<b>(7) District Parent Leadership Council Involvement</b>					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Yesenia Batista					
Contact Information for District PLC Chairperson: Mailing address: 186 Hollywood Blvd., Mayo, FL 32066					
E-mail Address: ymercedes1027@yahoo.com Phone Number:786-290-4490					
Date final plan was discussed with PLC: Oct. 10, 2008		PLC <input type="checkbox"/> approved <input type="checkbox"/> not approved			
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

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

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

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

## SECTION 1: IDENTIFICATION

### 1) Enrollment Procedures

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

The Home Language Survey (HLS) is included in the Lafayette District registration forms. These forms, which have been translated into the home language, are completed at initial enrollment of the student. Guidance counselors and records clerks at each school site are responsible for coordinating student registration. The principal is responsible for monitoring registration procedures at each school. This duty includes ensuring provisions are made to communicate in the home language of the parents and students through the use of language facilitators, which are full-time at each school.

### 2) Administration of the Home Language Survey

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

The Home Language Survey (HLS) is included in the Lafayette District registration forms. These forms, which have been translated into the home language, are completed at the initial enrollment of the student. Guidance counselors and records clerks at each school site are responsible for coordinating student registration. The principal is responsible for monitoring registration procedures at each school. This duty includes ensuring provisions are made to communicate in the home language of the parents and students through the use of language facilitators, which are full time at each school.

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

The data records clerk at each school conducts the registration process and immediately notifies the ELL Liaison when a "yes" answer is given on the home language survey. The ELL Liaison notes the registration date and is responsible for scheduling and administering the IPT Aural/Oral test within 20 school days of the registration date.

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

Registrar    Guidance Counselor    Other (Specify) ELL Liaison

### 3) Provision of Understandable Communication

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

The Home Language Survey (HLS) is included in the Lafayette District registration forms. These forms, which have been translated into the home language, are completed at the initial enrollment of the student. Guidance counselors and records clerks at each school site are responsible for coordinating student registration. The principal is responsible for monitoring registration procedures at each school. This duty includes ensuring provisions are made to communicate in the home language of the parents and students through the use of language facilitators, which are full-time at each school.

### 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 initial registration form is contained in the student's file and monitored by the guidance counselor and school principal. The school data records clerk enters the data from the registration process. The results of the HLS are maintained on the computer data system and in the Individual ELL Plan. Information contained in the computer data information system is reported to the Florida Department of Education. The national origin shall also be collected and maintained as part of the permanent records.

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) ELL Liaison

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

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
IPT Aural/Oral Test	K	19		
	2-5	47		
	6	52		
	7-12	68		
IPT A/O has no scale score or %ile				

(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.

When a registering student answers "yes" to any question on the Home Language Survey the student is given the IPT Aural/Oral Test within 20 days. The ELL Liaison is responsible for conducting this test and recording the information. If the results of this test show the student is FES the student is scheduled into the regular program according to guidelines stated in Question # 11. If the teacher later determines the student is struggling in the regular classroom the teacher may refer the student for ELL committee review.

If the results of the aural/oral test show the student is LES or NES, an ELL committee may convene within 20 school days and the student must be placed in the ELL program. If the student is placed in the ELL program, the student is shown as an "LY" and receives services as outlined in Section 4 Comprehensive Program Requirements and Student Instruction of this document.

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

The Home Language Survey (HLS) is included in the Lafayette District registration forms. These forms are completed at initial enrollment of the student. Guidance counselors and records clerks at each school site are responsible for coordinating student registration. The principal is responsible for monitoring registration procedures at each school. This duty includes ensuring provisions are made to communicate in the home language of the parents and students through the use of language facilitators, translated documents or other school personnel. The records clerk immediately forwards a copy of the Home Language Survey to the ELL Liaison when there is a "yes" response to any question on the survey. The ELL Liaison notes the registration date and ensures aural/oral testing occurs within 20 days of registration.

The results of the HLS are maintained on the computer data system. The initial registration form is contained in the student's file and monitored by the guidance counselor and school principal. Information contained in the computer data information system is reported to the Florida Department of Education. The national origin shall also be collected and maintained as part of the permanent records.

**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.

Guidance counselors and/or the ELL Liaison are responsible for the aural/oral testing. Guidance counselors will continue to participate in planned ELL inservice activities designed to meet the needs of ELL students. They are also responsible for notifying parents of a student's initial placement in the ESOL program or if placement is delayed. Any such notification shall be in the native language of the parent and/or guardian, include the reason for the delay, provide evidence that the student is receiving proper programming, and establish a timetable to ensure completion within eight weeks of entry.

**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 in grades K-2 who score FES on the IPT Aural/Oral Test will be placed according to the procedure for regular education students. This consists of administering the Qualitative Reading Inventory (QRI) to determine grade level reading ability.

**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.

Within twenty days of registration and a yes answer on the Home Language Survey, the ELL Liaison will administer the aural/oral test (Idea Proficiency Test, or IPT). If a student in grades three through twelve scores LES or NES on the IPT an ELL committee may be called within twenty days of the aural/oral test and the student will be placed in the ELL program. If the student scores FES, FER, and FEW then the student is placed in a regular education classroom. If the student makes any other score, (s)he will be placed in the ESOL program and will receive ESOL services according to the guidelines stated in Section 4 Comprehensive Program Requirements and Student Instruction of this document.

NES students, who do not have previous placement records, may additionally be given the IPT Reading and Writing Test in their home language (Spanish) to assist in grade placement. The ESOL programmatic personnel at each school site will be responsible for administering the IPT Reading and Writing Test and these scores will be used as the LEP reading/writing test scores. If the committee determines the student should be placed in the ESOL program the student receives ESOL services according to the guidelines stated in Sections 3A & 3B Comprehensive Program Requirements and Student Instruction.

**7) Reading and Writing**

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

<b>Name of Reading and Writing Instrument(s):</b>
IPT Reading & Writing Test
FCAT

**7a)** What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test?

It is standard procedure to administer the IPT Reading and Writing Test within one year of the IPT Aural/Oral Test, but in most cases this assessment occurs prior to the ELL meeting within 20 days of enrollment. The ELL Liaison will ensure this is done within one year. This information is used for grade placement, ELL committee meeting information and as a baseline to measure growth in English proficiency. The entry date and Reading & Writing

Test date are recorded on the individual ELL plan cover sheet to ensure the timely administration of necessary tests.

**7b)** Describe the procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines.

If the IPT Reading & Writing Test does not occur within one year of the IPT Aural/Oral Test the parents are notified of this delay. Any such notification shall be in the home language of the parent or guardian and shall include the reason for the delay as well as a timetable for completion of the test.

Previous questions request proficiency scores for the Listening, Speaking, Reading and Writing tests which the District uses to assess ELL students. The IPT Aural/Oral test and IPT Reading/Writing test have varying proficiency levels based upon grade level. The details of these proficiency levels as established by the publisher are shown below.

IPT Aural/Oral Test for Listening and Speaking

Grade level-K: Raw score-19

Grade level 1: Raw score-47

Grade levels 2-5:Raw score-65

Grade level 6: Raw score-52

Grade level 7-12: Raw score-68

The IPT Aural/Oral Test has no scale score or national percentile equivalents.

IPT Reading and Writing Test

Gr. 4:Raw score-36;scale score-243; nat. %ile-43

Gr. 5:Raw score-36;scale score-243; nat. %ile-34

Gr. 6:Raw score-41;scale score-267; nat. %ile-49

Gr. 7-8:Raw score-36;scale score-319; nat. %ile-26

Gr. 9-12:Raw score-31;scale score-349; national %ile-32

## **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 at each

school will consist of the guidance counselor, principal, the teachers, and other support staff members. A written letter of invitation, in the language of the parent, will be forwarded to the parent, or a telephone contact will be made and documented. Provisions will be made to communicate in the home language of the parent unless it is clearly not feasible. The major functions of the ELL committee are:

1. to assist in determining appropriate services for students
2. to be knowledgeable of the ELL program
3. to plan development and implementation of the program
4. to confirm a student's ELL status
5. to recommend further assessment of a student in grades 3-12 who may qualify as ELL through aural/oral testing
6. to recommend an appropriate ELL instructional plan
7. to assist with program monitoring and student performance
8. to make recommendations for appropriate changes in the student's programming
9. to assist with reclassification/post reclassification
10. to document the ELL committee recommendations

Notification of ELL committee meetings shall be in the native language of the parents. Development of the ELL plan for each student shall include a review of categoricals, support services and other programs needed to meet the overall needs of that student. The ELL plan will be filed in the student's cumulative file folder. The website where the LEP Committee meeting documents may be found is: <http://hornet.lafayette.k12.fl.us/lcsb/forms/lepforms>.

### **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. Since most ELL's in this District speak Spanish, the District has the IPT in Spanish which can be used, as necessary, to determine appropriate placement.

## **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 addition to assessing the level of English proficiency of ELL students, counselors, or ELL Liaison, will conduct an evaluation of the student's academic levels of functioning. A Programmatic Assessment form is used to gather all the pertinent information to be used in grade placement. This form summarizes information from oral student and/or parent interviews, diagnostic inventories and/or the administration of the FCAT to ensure that instruction in basic subject areas is age appropriate and appropriate to the student's level of achievement. High school students, entering grades 10-12, who have no documentation of credits earned will be interviewed to determine courses they have taken. Semester exams, with translation if necessary, will be given to document content knowledge. A passing grade on the exam allows credit to be awarded. The website where the Programmatic Assessment documents may be found is: <http://hornet.lafayette.k12.fl.us/fp/pf/pi.htm>.

**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 has no documentation of prior school experience placement may be made by the results of the IPT Reading/Writing Test in Spanish (gr. 3-12). If the results of these tests are challenged, placement may be made by ELL committee upon consideration of at least two of the following factors:

1) extent and nature or prior educational, or academic experience, social experience and a student interview, documented on the District's Programmatic Placement Form;

2) grade level mastery of basic competencies or skills in English in listening, speaking, reading and writing according to applicable local, state, or national criterion-referenced standards;

3) written recommendation and observation current and previous instructional and supportive services staff;

4) level of mastery of basic competencies or skills in English and heritage language according to the IPT Spanish, the appropriate CELLA test to be used for placements, or FCAT;

5) grades from the current or previous years; or

6) other test results.

The ELL Liaison will solicit input from classroom teachers and perform grade checks to determine if the placement is appropriate. Any ELL student's teacher, administrator, or parent may request the convening of the ELL committee at the end of the first semester to review the student's overall performance and/or make recommendations for modifications in the student's programming on the ELL plan.

**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 an ELL student registers, the Language Facilitator is called to assist with translation. The parent is asked for any school documents the student may have. If the parent has no documents, they are asked if there is a way to obtain these documents from a family member or the previous school. The ELL Liaison will use the Programmatic Placement form, if a student has no documentation of prior school experience. Data Clerk or ELL Liaison will attempt to contact previous school. In addition, the following factors will be considered in placement:

- 1) extent and nature or prior educational, or academic experience, social experience and a student interview, documented on the District's Programmatic Placement Form;
- 2) grade level mastery of basic competencies or skills in English in listening, speaking, reading and writing according to applicable local, state, or national criterion-referenced standards;
- 3) written recommendation and observation, current and previous instructional and supportive services staff;
- 4) level of mastery of basic competencies or skills in English and heritage language according to the IPT Spanish, the appropriate CELLA test to be used for placements, or FCAT;
- 5) grades from the current or previous years; or
- 6) other test results.

The ELL Liaison will solicit input from classroom teachers and perform grade checks to determine if the placement is appropriate. Any ELL student's teacher, administrator, or parent may request the convening of the ELL committee at the end of the first semester to review the student's overall performance and/or make recommendations for modifications in the student's programming on the ELL plan.

### **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.

When an ELL student registers, the Language Facilitator is called to assist with translation. The parent is asked for any school documents the student may have. If the parent has no documents, they are asked if there is a way to obtain these documents from a family member or the previous school. In addition to assessing the level of English proficiency of ELL students, counselors, or the ELL Liaison, will conduct an evaluation of the student's academic levels of functioning. A Programmatic Assessment form is used to gather all the pertinent information to be used in grade placement. This form summarizes information from oral student and/or parent interviews, diagnostic inventories and/or the administration of the FCAT to ensure that instruction in basic subject areas is age appropriate. In addition, the following factors will be considered in placement:

- 1) extent and nature or prior educational, or academic experience, social experience and a student interview, documented on the District's Programmatic Placement Form;

2) grade level mastery of basic competencies or skills in English in listening, speaking, reading and writing according to applicable local, state, or national criterion-referenced standards;

3) written recommendation and observation current and previous instructional and supportive services staff;

4) level of mastery of basic competencies or skills in English and heritage language according to the IPT Spanish, the appropriate CELLA test to be used for placements, or FCAT;

5) grades from the current or previous years; or

6) other test results.

The ELL Liaison will solicit input from classroom teachers and perform grade checks to determine if the placement is appropriate. Any ELL student's teacher, administrator, or parent may request the convening of the ELL committee at the end of the first semester to review the student's overall performance and/or make recommendations for modifications in the student's programming on the ELL plan.

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

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

When an ELL student registers, the Language Facilitator is called to assist with translation. The parent is asked for any school documents the student may have. If the parent has no documents, they are asked if there is a way to obtain these documents from a family member or the previous school. In addition to assessing the level of English proficiency of ELLs, counselors, or the ELL Liaison, will conduct an evaluation of the student's academic levels of functioning. A Programmatic Assessment form is used to gather all the pertinent information to be used in grade placement. This form summarizes information from oral student and/or parent interviews, diagnostic inventories and/or the administration of the FCAT to ensure that instruction in basic subject areas is age appropriate. In addition, the following factors will be considered in placement:

1) extent and nature or prior educational, or academic experience, social experience and a student interview, documented on the District's Programmatic Placement Form;

2) grade level mastery of basic competencies or skills in English in listening, speaking, reading and writing according to applicable local, state, or national criterion-referenced standards;

3) written recommendation and observation, current and previous instructional and supportive services staff;

4) level of mastery of basic competencies or skills in English and heritage language according to the IPT Spanish, the appropriate CELLA test to be used for placements, or FCAT;

5) grades from the current or previous years; or

6) other test results.

The ELL Liaison will solicit input from classroom teachers and perform grade checks to determine if the placement is appropriate. Any ELL student's teacher, administrator, or parent may request the convening of the ELL committee at the end of the first semester to review the student's overall performance and/or make recommendations for modifications in the student's programming on the ELL plan.

A high school student who has taken Language Arts classes in their home language will receive the appropriate Language Arts credit and any language acquisition class (such as English) will be used to award foreign language credit.

### **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.

If the ELL student is away from this District the following conditions will determine the student's course credit, re-enrollment procedures and ELL placement:

1) the ELL student is gone for less than one semester and is enrolled in another school in the United States during this absence: ELL status will continue as if the student had not been away and the student will receive the appropriate credits based on their transcript from the sending school;

2) the ELL is gone for less than one semester and returns to their home country: ELL status resumes where the student left off, a comprehensive final may be used to award credit;

3) the ELL student is gone for more than one semester and is enrolled in another school in the United State during this absence: ELL status and academic placement will be based on the records from the sending school. Every effort will be made to obtain these records. If not successful the student will be re-assessed for ELL placement and academic placement; or

4) The ELL student is gone for more than one semester and returns to their home country: the ELL student will be re-assessed as a new student, and the ELL record continued.

### **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 ELL Plan is updated by the ELL Committee at least annually, but may occur more frequently if requested. This request should be addressed to the ELL Liaison. Any limited English proficient student's teacher, administrator, or parent may request the convening of the ELL committee to review the student's progress in attaining necessary subject area competencies or in overcoming persistent deficiencies in overall student performance. The ELL committee may be reconvened at any time after a student has been served for a

semester. The ELL committee shall make recommendations for appropriate modification in the student's programming to address problems identified and shall document modifications in the student's plan.

Notification of ELL committee meetings shall be in the heritage language of the parents. Development of the ELL plan for each student shall include a review of categoricals, support services and other programs needed to meet the overall needs of that student. The ELL plan will be filed in the student's cumulative file 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 ELL Liaison will maintain all ELL records. An ELL Committee meeting is scheduled at the end of each school year to review the progress of each student, determine proper placement for the coming year and to document current services. If a meeting can not be held at the end of the school year then a meeting is scheduled at the beginning of the following school year. The website where the ELL Student Plan forms may be accessed is: <http://hornet.lafayette.k12.fl.us/fp/pf/pi.htm>.

### **13) Parent Notification**

Indicate the process that has been implemented to notify parents/guardians of the placement of the ELL in the ESOL program.

- Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.
- Individual communication in a language the parents/guardians understand, unless clearly not feasible.
- Other (Specify)

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

- English
- Spanish
- French
- Haitian Creole
- Portuguese
- Vietnamese
- Other (Specify) \_\_\_\_\_

## **SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION**

### **14) Instructional Models**

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach(es) implemented in the district to ensure

comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, <http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>. (Check all that apply)

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

**14a)** Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school.

Inclusion is the primary instructional model used for ELL students. The number of ELL students is insufficient to support other instructional approaches, however, teachers are committed to using instructional strategies directed at including, supporting, and integrating ELL students in their regular classrooms.

The instructional program is designed to meet the cognitive and affective needs of ELL students. Elementary and secondary students will receive instruction in the regular classroom or a limited pull-out program. Instructional strategies shall be documented in the teacher's plan book, approved curriculum frameworks, instructional checklists, and other district level forms.

A variety of instructional materials and resources will be used to meet the needs of a multicultural population. Teachers will be trained to use instructional resources designed to increase the language proficiency of students and their level of performance in other academic areas.

English Language Learners will be taught in the same classroom settings as non-ELL students. A Language Facilitator will be scheduled into all core classrooms where ELL students are served to assist with language barrier issues.

English Language Learners in grades 9-12 may receive credit toward graduation in Basic ESOL (as English credit), mathematics, science, social studies, and computer literacy. This is documented in the Pupil Progression Plan and shall be communicated in the native language of the parent and student.

**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.

An ELL will receive instruction in the regular classroom setting and will therefore receive the same amount of instructional time as a non-ELL. This will be documented through class schedules, maintained on the computer data system and on teacher schedules. The school's principal and guidance counselor will monitor appropriate course assignments, level of instruction, equal instructional time, and the assignment of trained personnel. Instruction in

the basic subject areas of computer literacy, mathematics, science, and social studies shall be provided in heterogeneous classes serving non-ELLs and ELLs at all Lafayette District Schools. ELLs in these classrooms shall have access to teachers who have completed the ESOL inservice training appropriate to their assignment. A Language Facilitator will be scheduled into all classes having ELLs to assist with language barrier issues (i.e. translation of teacher presentations or directions, translation of written materials, etc.) Copies of ELL schedules will be a part of the individual Student ELL Plan.

**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.

ELLs have equal access to instruction which is appropriate to their ELL student plans and understandable at their level of English language proficiency. Course content shall be comparable to that provided to non ELLs and consistent with the Florida Sunshine State Standards, or Next Generation Standards, and curriculum frameworks. ELLs are assigned appropriately certified teachers meeting the state requirements for ESOL training. Teachers provide comprehensible instruction for ELLs within the regular classroom setting of the following core academic subjects: English, reading, language arts, mathematics, science, foreign language, civics, government, economics, arts, history and geography. This will be documented by class schedules, teacher schedules, and the data system.

Teachers are trained at the beginning of each school year in the use of the following Comprehensible Instructional Strategies:

1. Use visuals to clarify key concepts
2. Communicate individually as much as time permits
3. Use a slower speech rate, enunciate clearly, and emphasize key words and phrases through gesture, facial expression, and intonation
4. Provide a warm environment in which help is readily available
5. Reinforce key concepts over and over in a variety of situations and activities
6. Establish consistent patterns and routines in the classroom
7. Prepare students for lessons and reading assignments
8. Allow students enough wait time to volunteer answers to questions
9. Summarize and review frequently
10. Become informed as much as possible about various cultures

Teachers are given a list of codes for these strategies to be used in daily lesson plans. Principals will verify the use of these codes as they review plan books weekly. Principals will also ensure the use of these strategies as they make periodic visits in the classrooms.

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

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify) ELL Liaison

**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) CELLA
- FCAT
- Other (Specify) Think Link, DIBELS, Florida Oral Reading Fluency Test, Mazes Test

### **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. There is a brief reference to ELL students in the Elementary (page 19), Middle School (page 38) and High School (page 48) sections indicating that the provisions of the District ELL Plan will be used as the guide for ELL placement.

**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.

The Lafayette School District's Student Progression Plan contains the following statements regarding good cause exemptions:

"Good Cause exemptions" are limited to those listed in F.S. Section 1008.25(6)b.

Requests for good cause exemptions from the mandatory retention requirement shall adhere to the following procedure

(a) Documentation from the student's teacher to the school principal indicating the promotion of the student is appropriate based upon the student's academic record. (Documents shall consist only of the existing Schoolwide Progress Monitoring & IEP, report card or student portfolio.

(b) The principal and LEP committee shall review this recommendation with the teacher and if in agreement shall make such recommendation in writing to the district superintendent. Superintendent shall accept or reject the principal's recommendation in writing.

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

The ELL Committee has the authority to modify an ELL's programming, which may include retention. Parents are invited members of all ELL Committee meetings and as such participate in the decision regarding possible retention.

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

All parents, regardless of ELL status are notified in writing and at a teacher-parent conference of the possible retention of a student. Oral and written translation of these communications is provided, unless clearly not feasible. Parents may request an ELL meeting at any time. The ELL Committee has the authority to modify an ELL's programming, which may include retention. Parents are invited members of all ELL Committee meetings and as such participate in the decision regarding possible retention.

## **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 ELL is expected to participate in the state assessment program. The ELL Liaison will submit a form to the District Testing Coordinator which lists all current ELLs and specifies whether each is to be tested with accommodations or tested in the regular setting. For those who receive accommodations, a list of the accommodations approved by the ELL Committee is specified on the form. Copies of this form are kept in the FCAT Testing records.

**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 ELL committee may determine appropriate accommodations for an ELL. Accommodations are based on the directive of the Florida Department of Education and are listed below:

1. Flexible setting in a separate room with an ESOL facilitator as test administrator
2. Flexible scheduling by testing for several brief periods within the test day or days
3. Flexible timing by providing additional time as long as the test is completed in one school day
4. Assistance in heritage language by providing limited assistance by an ESOL facilitator during testing
5. Access to an English to heritage language dictionary during testing

The ELL Liaison will provide a list of all ELLs and their approved accommodations from the ELL Student Plan to the School's Testing Coordinator. The School Testing Coordinator is responsible for scheduling a test administration appropriate to the accommodations and for keeping a record of the accommodations received.

**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.

A student previously classified as ELL shall be determined English language proficient based on at least two the following criteria:

1. the CELLA Composite score for grade level proficiency as outlined below AND a proficient score on the CELLA Reading;
2. a proficient level on the IPT Aural/Oral for K-2 students OR a proficient level on the IPT Aural/Oral, Reading and Writing in grades 3-12;
3. a score of 33%ile or above on the SAT-10 Reading and Writing or Language Usage AND CELLA Listening/Speaking or IPT Aural/Oral;
4. a score of Level 3 or above on the FCAT Reading AND the CELLA Listening/Speaking or IPT Aural/Oral; or
5. a score of Level 3 or above on FCAT Writing AND the CELLA Listening/Speaking or IPT Aural/Oral and Reading

A student in grades K-2 who has been classified through aural-oral testing as ELL through the use of the Idea Proficiency Test (IPT) shall be tested prior to exiting the ELL program using the aural-oral instrument (IPT) or the CELLA. The publisher establishes varying proficiency levels according to the grade level for the IPT and the Commissioner of Education annually establishes the cut-scores for the CELLA. The district will adhere to the publisher's and/or the Commissioner's guidelines.

Evaluation procedures for the extension of time in the ELL program for ELLs shall be determined by the same criteria for entry and the ELL committee procedures. A student whose English competency does not meet proficiency after 3 years in the ELL program may be reported for a fourth, fifth, and sixth year of funding under certain conditions. These conditions include assessing the student's limited English proficiency using the IPT, CELLA and/or the FCAT and properly documenting prior to enrollment in each additional year beyond the 3 year base period.

Any student who is reclassified as non-ELL shall be monitored by the ELL Liaison, teachers, guidance personnel, the school's administration and parents during the two-year post-classification review.

The IPT Aural/Oral test, IPT Reading/Writing Test and CELLA have varying proficiency levels based upon grade level. The details of these proficiency levels as established by the publisher (IPT), or set annually by the Commissioner (CELLA), are shown in the charts below.

CELLA (Comprehensive English Language Learners Assessment) Composite Scores

<u>grades K-2</u>	<u>2050 and greater</u>
<u>grades 3-5</u>	<u>2150 and greater</u>
<u>grades 6-8</u>	<u>2200 and greater</u>

grades 9-12                      2250 and greater

IPT Aural/Oral Test for Listening and Speaking

Grade level-K: Raw score-19

Grade level 1: Raw score-47

Grade levels 2-5:Raw score-65

Grade level 6: Raw score-52

Grade level 7-12: Raw score-68

The IPT Aural/Oral Test has no scale score or national percentile equivalents.

IPT Reading and Writing Test

Gr. 4:Raw score-36;scale score-243; nat. %ile-43

Gr. 5:Raw score-36;scale score-243; nat. %ile-34

Gr. 6:Raw score-41;scale score-267; nat. %ile-49

Gr. 7-8:Raw score-36;scale score-319; nat. %ile-26

Gr. 9-12:Raw score-31;scale score-349; national %ile-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 <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
CELLA	K-2		673	
	3-5		720	
	6-8		733	
	9-12		739	
IPT Aural/Oral Test for Listening and Speaking	K	19		
	1	47		
	2-5	65		
	6	52		
	7	68		

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

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

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

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

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

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

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

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

Registrar  ESOL Teacher/Coordinator  Other (Specify) ELL Liaison

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

A student in grades 3-12, who was classified as ELL using the IPT aural/oral test and is being considered for exiting the program shall be tested prior to exiting using the IPT Reading and Writing Test, or a recent CELLA test, as the assessment tools. The IPT publisher establishes varying proficiency levels according to the grade level. The Commissioner of Education shall determine the cut-scores for the CELLA Test. The district will adhere to the publisher's or the Commisioner's, guidelines. If a score from another norm-referenced test is available, it may be used in place of the IPT.

1. If an ELL does not meet the exit criteria through aural-oral testing, that student may not be exited from the program.

2. If an ELL meets criteria through aural-oral testing and reading/writing testing, the student may be exited from the ELL program.

3. If the student meets exit criteria through aural-oral testing, but not through reading/writing testing, that student may remain in the ELL program or may be referred to the ELL committee for determination of ELL/non-ELL status. This determination must be based on at least two of the following criteria:

a. Extent and nature of educational, or academic, and social experiences and student interview

b. Grade level mastery of basic competencies, or skills in English, in listening, speaking, reading & writing, according to applicable local, state, or national criterion-referenced standards

c. Written recommendation and observation by current instructional and supportive services staff

- d. Level of mastery of basic competencies and/or skills in English and heritage language, according to appropriate local, state or national criterion-referenced standards
- e. Grades from current or previous years
- f. Test results from other than norm-referenced test results

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

The ELL Liaison is responsible for updating the ELL's exit data, notifying school data clerks to make necessary program status changes in the data system, ensuring the data is accurate and ensuring the exit process is completed.

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

When someone with direct knowledge of the ELL's progress feels the student may be ready to exit the program, the ELL Liaison will assess the ELL using the IPT Aural/Oral. If this score falls within the proficient level, the IPT Reading/Writing will be given to students in grades 3-12. A proficient score on this test will prompt the convening of the ELL Committee, which will determine whether exiting the student is warranted based on test scores, a review of grades, input from teachers and input from parents.

## **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. ELL Liaison

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

An ELL's progress is recorded on the ELL Plan Cover Sheet and in the minutes of the ELL Committee meeting. Test Scores such as the CELLA, IPT Aural/Oral, IPT Reading/Writing, FCAT are all documented on the ELL Plan Cover Sheet. Minutes of the ELL Committee meeting document other information, such as:

- a. Extent and nature of educational and social experiences and student interview,
- b. Written recommendation and observation by current instructional and supportive services staff,
- c. Level of mastery of basic competencies and/or skills in English, according to appropriate local, state and national standards
- d. Current grades, and
- e. Test results from other than norm-referenced reading/writing tests.

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

Check all that apply.

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify) Attendance & Behavior

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

The performance of former ELLs shall be reviewed periodically to ensure satisfactory progress once they have been reclassified as LF. Reviews shall take place automatically at the student's first report card, semi-annually during the first year after exiting, and at the end of the second year after exiting. The review results shall be documented in the Individual ELL Plan. If the student's performance is found to be unsatisfactory the ELL committee will be reconvened to review the information to determine the necessity of reclassification as LY. A student who is reclassified as ELL shall be provided instruction pursuant to a documented determination of the student's needs by the ELL committee.

A student who exits the program and who is later re-classified as ELL, may be reported in the ESOL program for funding for an additional year, or extended annually based on an evaluation of the student's needs.

**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 ELL Liaison will be responsible for initiating a new ELL Student Plan, updating student data, and ensuring appropriate placement of ELLs who re-enter the ELL program.

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

When ELLs are re-classified as LY they will be served using an inclusion model. The ELL Liaison will conduct frequent monitoring of progress at 3-week deficiency report intervals and will facilitate placement in various programs for at-risk students, such as the after-school program, the mentoring program, and skills intervention classes, as appropriate.

## **Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS**

**22)** Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language.

The District is committed to providing all ELL program documents, and as many school related documents as feasible, in the home language. Translated versions of regularly used documents are available and a language facilitator translates other information as needed throughout the year. The language facilitator is available to provide oral translation for large group parent meetings and individual meetings regarding ELLs.

**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 District ELL Plan, Student Handbook, Parent Involvement Guide

**23)** How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities?

The Code of Student Conduct is translated into Spanish, the primary heritage language of Lafayette District's ELLs.

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

Yes  No

If No, describe how the Code of Student Conduct is explained to parent/guardians and students in a comprehensible format. Include title of personnel responsible. \_\_\_\_\_

**24)** What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain.

The District makes every effort to communicate written information in the home language or through the use of a language facilitator. Parents of ELLs are made aware of their opportunities to participate in the education of their ELLs by:

1) informing them at ELL committee meetings of the various programs and educational

opportunities available for their children,

2) home visits of the migrant advocate/ELL Liaison and the language facilitator where services are explained,

3) the Lafayette School District Parent Involvement Guide, which outlines all special programs available to students,

4) parent-teacher conferences,

5) PTA meetings,

6) Parent Leadership Council meetings, and

7) Joint Migrant/ELL parent inservice meetings.

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

Announcements about the School Grade reports, Adequate Yearly Progress reports, and the School Accountability Reports, are made in the schools' newsletters, which are translated into the heritage language to the extent feasible. The ELL Liaison will also review the results of these reports at Parent Leadership Council meetings and ELL Parent meetings.

**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 Lafayette School District's ELL Liaison monitors program compliance on an ongoing basis. In the event of a concern regarding program compliance the School Board has a policy in place outlining the complaint/appeal process (Chapter 2.0 Section F). ELL parents are made aware of this procedure through a review of the ELL Parents Rights and Responsibilities document at the initial ELL meeting.

**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.

The ELL committee at each school will consist of the guidance counselor, principal, the teachers of the individual student, and other support staff members. A written letter of invitation, in the language of the parent, will be forwarded to the parent, or telephone contact will be made and documented. Provisions will be made to communicate in the home language of the parent unless it is clearly not feasible.

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

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32<sup>nd</sup> percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)

- Parental concerns
- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 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) Any other concerns about the ELL student brought before the ELL Committee by one of the committee members.

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

- School Level     District Level

Describe the functions and composition of PLCs in your district.

The PLC is composed of the ELL Liaison, volunteer parents of current/former ELLs and Language Facilitators. The functions of the PLC include reviewing and approving the District ELL Plan, advising the ELL Liaison and expressing the views & concerns of ELL parents.

**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 District complies with this rule.

**31)** Indicate how your district involves the PLC in district/school committees. All parents receive the Parent Involvement Guide which outlines services to students and opportunities for parent involvement in other committees, such as School Advisory Council, School Health Advisory Council, Parent-Teacher Organization, District No Child Left Behind Committee, etc. This guide is translated in Spanish and the ELL Liaison reviews this guide annually with the PLC.

**32)** Indicate how your district PLC was involved in the development of the District ELL Plan. The PLC reviewed and approved the provisions in the District ELL Plan.

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

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

## Section 10: PERSONNEL TRAINING

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

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

When teachers are initially employed they are advised verbally, and in writing, of the requirements for ESOL training. Because we have so few employees, their progress is monitored by the Personnel Office. The Director of Personnel and Instruction is responsible for advising employees of the ESOL training requirements, setting up training and notifying the employees when training is available. ESOL training is currently available through online courses by the North East Florida Education Consortium so employees may access these services any time they are ready.

**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 teacher's completion of ESOL training is tracked on the data system which records all points received through the Master Inservice Plan. There is a master list of all employees needing training in the office of the Director of Instruction and Personnel and it is updated each time training is conducted. Copies are also kept in the individual's Professional Development file. This information is also recorded on the My Points website so employees may view their inservice points at any time.

No district employees, past or present, have ESOL certification on their certificates. District employees have, or work toward ESOL endorsement, through a variety of options. The employee determines which ESOL endorsement path (s)he will choose. ESOL endorsement training may be obtained through online course work provided by the North East Florida Education Consortium (NEFEC). A second method for obtaining ESOL endorsement is through classes provided in the District by an in-house trainer. Some teachers have obtained their ESOL endorsement through participation in the Florida Reading Initiative (FRI).

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

At the present time all school-based administrators in our district have ESOL endorsement. Should any school-based administrators require the 60-hour ESOL training, the Director of Personnel and Instruction will be responsible for monitoring the completion of the 60 hour requirement.

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

At the present time all 3 of the guidance counselors in the district have ELL endorsement. The Director of Personnel and Instruction will be responsible for monitoring the completion of the 60 hour requirement for any future employees in these positions.

**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.

Currently the District does not offer instruction to ESOL students in any language other than English. If these services are offered in the future, the teacher providing these services must show proficiency in the home language by passing the CLEP test for the heritage language proficiency and proficiency in the target language through earning a grade of "C" or better in

English 1101 and English 1102 and/or a passing score on the English portion of the CLAST. Bilingual paraprofessionals will demonstrate English proficiency through earning a grade of "C" or better in English 1101 and English 1102 , a passing score on the English portion of the CLAST or a passing score on the ParaPro test. To demonstrate proficiency in the home language (Spanish) the paraprofessional aide must pass the IPT Aural/Oral and Reading/Writing tests.

**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.

Currently the District does not offer instruction to ELL students in any language other than English. If these services are offered in the future, the teacher providing these services must show proficiency in the home language by passing the CLEP test for that language and proficiency in the target language through earning a grade of "C" or better in English 1101 and English 1102 and/or a passing score on the English portion of the CLAST. Bilingual paraprofessionals will demonstrate English proficiency through earning a grade of "C" or better in English 1101 and English 1102 , a passing score on the English portion of the CLAST or a passing score on the ParaPro test. To demonstrate proficiency in the home language (Spanish) the paraprofessional aide must pass the IPT Aural/Oral and Reading/Writing tests. In addition, the ELL teacher and/or paraprofessional must also meet the criteria required of all teachers and/or paraprofessionals.

Any time a school has 15 students who speak the same home language the District will provide a Language Facilitator. The Language Facilitator will provide supplemental instruction in the regular classroom under the supervision of the classroom teacher. The position will be advertised through the usual manner by posting the job announcement at all District and school locations for a period of at least one week. Applicants will be interviewed by the school principal and must meet the requirements specified above. The language facilitator will be required to:

- 1) help limited English and non-English speaking students become fluent in English through daily services;
- 2) assist with translation for students, parents, teachers, and school;
- 3) translate written communications between home and school, including letters, reports, forms, applications, and other written materials;
- 4) make home visits as necessary;
- 5) prepare materials needed by ELLs,
- 6) assist the Migrant Advocate with visits to the doctor or other needs for translation services;
- 7) maintain a record of services provided;
- 8) assist teachers in obtaining materials for ELLs;
- 9) perform regularly scheduled duties, such as cafeteria supervision, as assigned by the principal; and
- 10) perform other incidental tasks consistent with the goals and objectives of this position.

**39)** Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. District bilingual paraprofessionals receive the same training provided to all paraprofessionals which includes learning styles and instructional strategies such as CRISS (Content Related Instructional Strategies for Students) and Success for All. Bilingual paraprofessionals will be

offered the opportunity to attend all workshops for teachers, including the ESOL certification workshops. Since the district has only two language facilitators at present, it is not feasible to offer inservice within the district. When inservice activities are planned by the NEFEC Consortium for language facilitators district employees will be encouraged to receive this specialized training in addition to that offered within the district.

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

Currently the District does not offer instruction to ELL students in any language other than English. If these services are offered in the future, the teacher providing these services must show proficiency in the home language by passing the CLEP test for that language and proficiency in the target language through earning a grade of "C" or better in English 1101 and English 1102 and/or a passing score on the English portion of the CLAST. Bilingual paraprofessionals will demonstrate English proficiency through earning a grade of "C" or better in English 1101 and English 1102 , a passing score on the English portion of the CLAST or a passing score on the ParaPro test. To demonstrate proficiency in the home language (Spanish) the paraprofessional aide must pass the IPT Aural/Oral and Reading/Writing tests for grades 7-12 at a grade 12 proficiency level.

## **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 ELL Coordinator will review the annual CELLA results, both aggregated and disaggregated, to ensure ELLs are improving in English language proficiency. The ELL Liaison reviews school grades each nine weeks and gets periodic progress reports from classroom teachers. A part of this review addresses whether the student is gaining English language proficiency.

**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 results of ELLs will be reviewed in each school's AYP (Adequate Yearly Progress) Report to ensure the academic performance of ELLs. Individual student scores on the FCAT will also be reviewed. The District also conducts fidelity checks at each school a minimum of two times per year. During this fidelity check the Schoolwide Progress Monitoring data will be reviewed to ensure each student, including ELLs, is making academic progress.

**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.

For schools not making the AMAOs for two years the following procedures will be implemented:

1) a letter, in the hertiage language, will be sent to the parents of ELL's notifying them of the District's failure to meet AMAOs;

- 2) the school must include an activity in its school improvement plan which directly addresses "making progress" and "attaining proficiency" for ELLs;
- 3) the District will contact DOE for technical assistance in meeting the AMAOs;
- 4) FDOE develops, in consultation with the District, professional development strategies and activities the District will use to meet AMAOs; and
- 5) the FDOE develops, in conjunction with the LEA, a plan to incorporate strategies and methodologies, based on scientifically-based research, to improve the specific program or method of instruction provided to ELLS.