

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
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(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Lake		Nancy Velez, Assistant Superintendent for Curriculum and Instruction		352-253-6520	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
Lake County Schools 201 West Burleigh Boulevard Tavares, FL 32778-2496			Susan Tillery		
(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, Susan Moxley, 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): Cari Key					
Contact Information for District PLC Chairperson: Mailing address: 1300 Orange Avenue, Tavares, FL 32778					
E-mail Address: carinekey@hotmail.com Phone Number:(352)396-1081					
Date final plan was discussed with PLC: 9/4/2008			PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved		
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

By signature below, I, Susan Moxley, 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. English Language Learners, as do all students, register at their home/zone school through normal district registration procedures. The registration packet includes the Home Language Survey (HLS).

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. Upon admission into a Lake County School, students' families are given a registration packet to complete, which includes the HLS.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. All affirmative answers to the HLS are photocopied and given to the ELL Contact or Principal's Designee to notify them of the need for testing or seeking more information about the student.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
 Registrar Guidance Counselor Other (Specify) Curriculum Resource Teacher or Principal's Designee

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. When feasible, parents are given an interpreter to aid them in filling out the registration packet. The HLS form included in the registration packet is in English and Spanish and also available in other languages through the TransAct Communication Library.

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. Data Entry Clerks at each school site enter basic biographical data on all students, including ELL students. This data does include native language, home language, country of birth, etc.

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) Principal's Designee

6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IDEA Oral Language Prof. Test, IPT I	K Initial	38		
IPT I	K-2	47.5		
IPT I	3-6	51		
IPT II	6	45		
IPT II	7-12	46		

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

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

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

Please note that Lake County Schools uses a Raw Score. If students score in the Non-English Speaking or Limited English Speaking criteria, then they are eligible for services.

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. Within 20 days of initial registration, the IDEA Oral Language Proficiency Test (IPT) will be administered to all students who respond "yes" to any question on the HLS, to determine oral/aural proficiency. Students who fall in the Limited English or Non-English proficiency range are determined immediately eligible for services. Students who pass the aural/oral test do not meet criteria for placement.

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 Principal's Designee at individual school sites will be responsible for completing and documenting, within 20 days of initial attendance, all testing results and ELL committee recommendations. This process is monitored by the District ELL Program Specialist.

6c) Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses. If testing is delayed, parents are notified in writing, stating the reason for the delay and the date the testing will occur. All notification is in the students' home language, when feasible, and sent by the principal's designee. If necessary, the notification is delivered/explained at the student's family home, in their native language, unless clearly not 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. A student in grades K-2 who passes the aural/oral test (IPT) does not meet the criteria for ELL services.

He/she will be classified as a regular education student. Once the student is placed in the regular classroom the code will be ZZ or TZ. TZ is a code used by Lake County to show that the student has been tested and did not qualify for ELL services during their educational years in Lake County. The ELL Contact will send a letter to the parents notifying them that the student does not qualify for 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. When the student is administered the IPT in grades 3-12 and does not score proficient, the ELL Committee convenes and must make a determination whether the student should be placed in an ELL program. The student may be tested further using the reading and writing test for more data. Copies of all required ELL forms are completed and placed in the student's ESOL folder.

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):
LAS for Reading and Writing (LRW)

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test? The ESOL contact at each school site is responsible for administering the Reading and Writing test. The information is then placed in the District's Data Base System. The District ELL Program Specialist monitors this information during their monthly school site visitation.

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 testing is delayed, parents are notified in writing, stating the reason for the delay and the date the testing will occur. All notification is in the students' home language, when feasible, and sent by the principal's designee. If necessary, the notification is delivered/explained at the student's family home, in their native language, unless clearly not feasible. Lake County Schools prides itself on not allowing this to happen.

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. Initial eligibility recommendations are made based on the English Language Proficiency test results and

programmatic assessment to determine academic performance. In some specific cases the ELL Committee makes the final decision on the student's placement following the Consent Decree guidelines. Section III, pages 15 and 16, letter C of the Consent Decree, states that the ELL Committee may determine a student to be ELL or non-ELL according to consideration of at least two of the criteria listed below in addition to the results in the assessment of listening/speaking:

- Extent and nature of prior educational and social experiences
- Written recommendations and observation by current and previous instructional and supportive services staff
- Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards
- Grades from the current or previous years
- Test results other than those from the assessment of listening/speaking, including but not limited, to assessment of reading/writing

The ELL Committee shall review recommendations, when necessary, and document all decisions in writing. No single person can decide to place a student who is not eligible for services or not to place a student who is eligible for services. These decisions shall be made by the ELL Committee. The final determination of status is the responsibility of the educational professionals on the ELL Committee. The majority of the ELL Committee members must be in agreement with the decision made.

Lake County Schools uses LEP Star for documents. This site is available only on Lake County's Intranet site. Only LCSB employees have access to this secure site. Attachment of the forms are provided in Appendix A.

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. Programmatic Assessment of each new ELL student is initiated at the registration site, with staff seeking to document the prior school experiences of each new student processed, using school records, transcripts, and other evidence of educational experiences to determine a recommended grade level placement. Programmatic Assessment is a continuous, on-going assessment of student progress. It encompasses all forms of assessment that provide educators information about student educational needs. The ESOL Handbook has the procedural documents and can be located at

<http://lake.k12.fl.us/lakeschools/site/default.asp> under Departments, Title Services, ELL, ESOL-Non Federal Programs and Title III.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). All steps are taken to determine the academic level of the student registering for school that is independent of that student's English language proficiency. This evaluation is conducted by trained school office personnel, a counselor, a teacher, and ESOL specialist, or by the ELL Committee. The following information is used to determine the student's academic experiences when complete records are not available: a) age appropriateness; b) interview of student and/or student's parent/guardian to determine educational experiences and academic competencies; c) review of any previous school record, standardized and/or criterion referenced test; and d) alternative steps taken by the school to determine appropriate academic placement.

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. All steps are taken to determine the academic level of the student registering for school that is independent of that student's English language proficiency. This evaluation is conducted by trained school office personnel, a counselor, a teacher, and ESOL specialist, or by the ELL Committee. The following information is used to determine the student's academic experiences when records are not available: a) age appropriateness; b) interview of student and/or student's parent/guardian to determine educational experiences and academic competencies; c) review of any previous school record, standardized and/or criterion referenced test; and d) alternative steps taken by the school to determine appropriate academic placement.

10c) Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement. The ESOL contact at each school does a programmatic assessment of each new ELL student. The ESOL contact seeks to document the prior school experience of each new student processed, using school records, transcripts, and other evidence of educational experiences to determine a recommended grade level placement. Programmatic Assessment is continuous, on-going assessment of student progress. It encompasses all forms of assessment that provide educators information about student educational needs. Each ESOL Contact seeks the following information: age appropriateness, documented prior educational services, ELL committee, assessment both diagnostic and placement (if needed) and the parent/guardian and student interview as a means of programmatic assessment.

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. Each ESOL Contact seeks the following

information: age appropriateness, documentation of prior educational services, ELL committee, assessment both diagnostic and placement (if needed), and the parent/guardian and student interview as a means of programmatic assessment. In addition the English language proficiency level shall also be considered to develop the most appropriate educational plan to meet the needs of ELL students. The academic level must be considered for content classes and language proficiency level to determine placement within ESOL/Language Arts classes. In addition to assessing the level of English proficiency of the ELL and providing instruction at that level, schools must conduct a programmatic assessment of each ELL to ensure that instruction in basic subject areas is appropriate to the student's level of achievement and English language proficiency. Students who have educational records from their home country must be placed in grade level/courses based on those records. Students who do not have documentation of educational records are placed according to age and other extenuating circumstances if any exist. Adjustments to this placement may be made by the school principal in accordance with applicable State Board of Education rules, after conferring with the Department of Student Services. Any adjustment resulting in lowering of grade level placement must be thoroughly documented by assessment date (i.e., tests, class work) and existing student needs. Parents/Guardians must be informed prior to the grade level adjustment.

When a student enrolls in Lake County with middle school and high school credits from schools outside of the United States, the following clarification from the Department of Education on awarding credits must be implemented to provide equal access to all students with a "Yes" on the Home Language Survey:

"The principal difference in awarding credits to foreign-born students who come to Florida with transcripts from high schools abroad and those students coming to Florida from another US high school is in the awarding of English and foreign language credits. In examining a transcript from a student who comes from another country, steps would be taken so as not to confuse the "literal" interpretation of courses".

"In the majority of cases when a transcript lists "English" for students from another country, this should be accepted as their foreign language transfer credit, as that is how this course would have been considered in the originating country".

"Conversely, when another language course, such as "Spanish" or "Spanish Literature", or a similar language course is listed on the transcript, credit should be awarded as English Language Arts, as this would have the course where students learn to read, write, analyze literature, etc. in their native language, which is the same or equivalent to the Language Arts or English credit for students enrolled in US (English-only-speaking) high schools".

These procedures will ensure that students do not fall behind on earning English or other credits, simply because they come from a high school in another country and studied in a language other than English.

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

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. When a student reenters a Lake County School from another country, regardless of whether the student speaks English or not, the student must be tested for language proficiency if the HLS has a "yes".

When a student reenters a Lake County School from another state within the United States, regardless of whatever program he/she was in there, we test for language proficiency.

When a student reenters a Lake County School from another Florida School District we do not retest the student without first contacting the previous school to find out if the student was previously tested. If the student was previously tested and did not qualify, we obtain a copy of the test and documentation that proves the student was tested and did not qualify. If this information is obtained, we file it in the student's cumulative folder. The Lake County Parent Notification Form Letter, which states the student did not qualify for services, is sent to the parent and a copy of this form is attached to the previous school's information before filing. If a current ELL student withdraws and re-enters Lake County after the length of a year, the student will be retested for English Language Proficiency.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated. Each school site in Lake County has an ELL contact whose job it is to invite the ELL committee to convene at the beginning of each academic year or when the student enters the school in order to update the ELL plan. An ELL plan is updated also throughout the school year when there is a change of services offered to the ELL student. This process is monitored by the District's ELL Program Specialist who makes monthly school visits.

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 Contact at each school site is responsible for ensuring that the ELL student plans are updated. Updating the plan includes documenting the student's new academic schedule, strategies that will be used by the teachers, any changes in the student's PMP, IEP, 504 Plan that work together with the ELL Plan and new services which are provided to the student such as tutoring, reading enrichment classes, honors, etc. The District's ELL Program Specialist will make sure that ELL plans are updated annually through monthly school visits to check students' green folders and to monitor the delivery of ELL services.

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) Hmong, Arabic, Russian ****English and Spanish are available on LEP Star; all of the other languages are available on TransACT.**

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. District ELL Program Specialists monitor schools monthly. Principals monitor lesson plans and use Classroom Walk-Throughs as a means for monitoring instruction and progress.

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.

LAKE COUNTY SCHOOLS		Instructional Models 08-09				
	E	S	I	C	O	T
School Name						
Astatula Elementary			√			
Beverly Shores Elementary			√			
Carver Middle			√	√		
Clermont Elementary			√			
Clermont Middle			√	√		
Cypress Ridge Elementary			√			
East Ridge High			√	√		
East Ridge Middle			√	√		
Eustis Elementary			√			√
Eustis Heights Elementary			√			√

Eustis High			√	√		
Eustis Middle			√	√		
Fruitland Park Elementary			√			
Grassy Lake Elementary			√			
Cecil E. Gray Middle			√	√		
Groveland Elementary			√			√
Leesburg Elementary			√			
Leesburg High			√	√		
Lost Lake Elementary			√			
Mount Dora High	√		√	√		
Mount Dora Middle			√	√		
Oak Park Middle			√	√		
Pine Ridge Elementary			√			
Rimes Early Learning Center			√			
Sawgrass Bay Elementary			√			√
Seminole Springs Elementary			√			
South Lake High			√	√		
Tavares Elementary			√			
Tavares High	√		√	√		
Tavares Middle School			√	√		
Treadway Elementary			√			
Triangle Elementary			√			√
Umatilla Elementary			√			
Umatilla High			√	√		
Umatilla Middle			√	√		
Villages Elementary			√			
Windy Hill Middle			√	√		
Altoona School, Inc.			√			
Mascotte Elementary			√			√
Minneola Elementary			√			
Round Lake Elementary			√			√
South Lake Charter School			√			
Spring Creek Elementary			√			

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs. The school based principal ensures that English Language Learners receive equal and comparable instruction in all areas of the curriculum, while acquiring English by checking plan books, conducting classroom observations and monitoring schedules.

Above and beyond that required by the Consent Decree additional staff development will be provided to school administrators, teachers, and paraprofessional in areas of second language acquisition in order to improve academic achievement in reading/language arts and math. District ELL Specialists will provide additional support to maintain, develop and implement before and/or after school intensive English language instructional programs. Secondary schools will be provided assistance to develop and implement a summer intensive English language instructional program using best practices. Instructional strategies to make

content area comprehensible for ELL will be used to assure that instruction provided to ELLs is equal in amount, sequence, quality and scope.

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. All teachers of ELL students incorporate the instructional strategies used in the classroom in their lesson plans. School administrators in charge of teacher supervision and evaluation will be responsible for making sure that instructional modification and comprehensible instruction is occurring and documented.

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 students receive comprehensible instruction through the use of ESOL strategies by teachers who have received, or will receive the appropriate level of training. These strategies are documented in and monitored through their plan books. The Sunshine State Standards and benchmarks will also be incorporated into instructional services for ELL students and will be documented and monitored in the teacher plan books. The Language Arts through ESOL Guide will be used by teachers and administrators at every school as a reference when documenting strategies used to teach Language Arts.

The school level administrator will check plan books, conduct classroom observations and support training to ensure that all ELL students are provided with comprehensible instruction. The district administrator and Staff Development provide training for ESOL endorsement and content area teachers to make sure teachers know how to provide comprehensible instruction.

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) Stanford 10

Native Language Assessment (Specify) _____

FCAT

Other (Specify) Benchmark Assessments, Fountas & Pinnell Benchmark Assessment Grades K-5, Edusoft Grades, and Dibels.

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. Page 22 of the Lake County Schools Student Progression Plan (Lake County Schools Student Progression Plan can be located at: <http://lake.k12.fl.us/165110310107290/site/default.asp> under Departments/ Student Services.)

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. No promotion or retention decision may be made for any individual student classified as ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an ELL student may be made through the action of the ELL Committee.

Promotion due to "Good Cause" for 3rd grade mandatory retentions, pg.37 Lake County Schools Student Progression Plan states that:

No student may be promoted to the next grade level based solely on age or other factors that constitute social promotion. However, a student who has not met requirements for promotion may be promoted to the next grade level if "Good Cause" is shown. Good Cause exemptions shall be limited to ELL students who have less than 2 years of instruction in English for Speakers of Other Languages program.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. The ELL Committee convenes when an ELL student is identified for possible retention. The committee must consider that the appropriateness of teaching strategies and alternative assessment techniques has been utilized. In addition, please refer to the retention policy in the Lake County Schools Student Progression Plan and State Board Rules (SBR) affecting English Language Learner students. It must be assured that an ELL student will not fail solely due to a language deficiency. The Florida School Improvement Plan ensures that schools utilize bias-free assessment measures and instruments for appropriate placement decisions (Goal 5, Standard 2), furthermore, Goal 6, Standard 1, proposed that "all teachers and staff demonstrate professional skills in using learning styles with special needs."

Pursuant to Title III of the "No Child Left Behind" Act, ELL students must have an academic assessment annually. This evaluation will assist in deciding the retention, placement, or promotion of an ELL student. Again, the Lake County Schools Student Progression Plan is the guidance to follow.

The ELL Committee, functioning in accordance with Rules 6A-6.0900-6A-6.0909. FAC, and 1990 League of United Latin American Citizens et al., the State Board of Education et al., Consent Decree, and the school ELL contact will make the appropriate decisions regarding the proper placement of an ELL Student.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. Parents are notified in writing and (when feasible) in a language they understand whenever a student is failing or recommended for 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. ELL students are included in every aspect of the district's assessment program, including pre-ID labeling and reporting. School Test Coordinators receive training prior to each administration with specific instructions regarding who will be tested.

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. School Test Coordinators are trained to provide appropriate accommodations for assessments. Each ELL student's individual plan, which includes accommodation statements, is available through the district's data management system. For FCAT, accommodations provided are indicated on the student's answer document. All ELL students receive access to accommodations for state and district assessments.

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 X 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: Not applicable

Math: Not applicable

Writing: Not applicable

Science: Not applicable

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. Students are eligible for exit only after they have been determined to be fully

English proficient. The standards for determining whether the ELLs have attained sufficient English proficiency to exit the ESOL program shall be based on multiple measures (6A-6.0903). All exits must be supported by concrete data, which proves the student is proficient in speaking, listening, reading, writing, and comprehending the English language and have been reviewed by the ELL committee.

A student classified as an ELL shall be determined English proficient based on at least two of the following standards:

1. A score at or above demonstrated English proficiency on the IPT K-2 only
2. CELLA may be used as one of the measures. The composite scores in the following table shall be used to determine the level of English proficiency for students tested in listening, speaking, reading and writing on grade level:

K-2	2050 and greater
3-5	2150 and greater
6-8	2200 and greater
9-12	2250 and greater
3. A score at or above demonstrated English proficiency on the IPT and LRW grades 3-12
4. An FCAT achievement level of three or greater, and the second measure shall be the IPT.
5. English Language Learners Committee

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⁾
Idea Oral Lang. Prof. Test IPT I	K-2	51		
Idea Oral Lang. Prof. Test IPT I	3-6	53		
Idea Oral Lang. Prof. Test IPT II	7-12	47		
CELLA	K-12	See above	See above	See above

(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.

Lake County Schools uses a raw score that rates children from A-F; A being non-English speaking, F being fluent-English speaking.

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):
LRW
CELLA
FCAT Reading
FCAT Writing

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

Registrar ESOL Teacher/Coordinator Other (Specify) Principal's designee

17d) Describe the process by which the ELL Committee makes exit decisions. Students are eligible for exit only after they have been determined to be fully English proficient. The standards for determining whether the ELLs have attained sufficient English proficiency to exit the ESOL program shall be based on multiple measures (6A-6.0903). All exits are supported by concrete data, which proves the student is proficient in speaking, listening, reading, writing, and comprehending the English language and have been reviewed by the ELL committee. Lake County bases exit on at least two of the following standards: 1) IPT, 2) CELLA, 3) Reading and Writing, 4) FCAT Reading, 5) FCAT Writing, 6) ELL Committee. After reviewing the data presented to the ELL Committee, the ELL Committee Review Form is completed and signed by the members present at the time of the meeting.

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 Curriculum Resource Teacher, Guidance Counselor, or other Principal's Designee updates the ELL student plan and gives the information to the data clerk to update the screen s706 (in our computer based management program called the AS400) . The ELL Contact is responsible for ensuring this process is completed. The District's ELL Program Specialist monitors each school at their monthly visitation.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. Students are eligible for exit only after they have been determined to be fully English proficient. The standards for determining whether the ELLs have attained sufficient English proficiency to exit the ESOL program shall be based on multiple measures (6A-6.0903). All exits must be supported by concrete data, which proves the student is proficient in speaking, listening, reading, writing, and comprehending the English language and have been reviewed by the ELL committee. Students can be exited any time during the year as soon as they are eligible for exit.

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program. The ELL Contact at each school site is responsible.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. Documentation regarding these follow-up consultations is recorded on the ELL Monitoring Progress letter as Satisfactory (S) or Unsatisfactory (U) at each of the four monitoring follow-up dates and on the ELL Plan. This letter is sent home to the parents at each monitor period by the school ELL Contact.

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

Report Cards

Test Scores

Classroom Performance

Other (Specify) Progress Monitoring Plans or Response to Intervention logs

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. Any consistent pattern of continuing under-performance on appropriate tests and/or grades shall be referred to the ELL Contact or the chairperson of the ELL Committee with parental participation to assess the student's need for additional ELL services or other needed programs. The ELL Committee may be convened at any time during the post-reclassification monitoring, not just during the designated review times. The ELL committee chairperson will coordinate and conduct meetings for students that have been referred to the committee due to unsatisfactory progress. The ELL Committee shall recommend an appropriate ELL student plan for such students. The committee's recommendation must be recorded on the ELL Committee Review Form and/or on a Progress Monitoring Plan or Response to Intervention log. A copy of the ELL committee Review Form or the PMP/Rtl must be attached to the follow-up form.

The ELL Committee will recommend one of the following:

1. The student will be reclassified as an English Language Learner
2. The student will be referred to the Response to Intervention team or Child Study Team meetings.

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 Contact Person is responsible for initiating, monitoring, and reclassification activities. If any change in a student's ELL status is necessary the ELL Committee is convened. The ELL Contact person communicates the change in status to the parent and obtains the parent's input regarding the student's status. All meetings of the ELL committee and all parent contacts are recorded on the ELL Committee Review Form.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. If a former ELL student is

reclassified as an active ELL, then a new ELL Plan will be developed with specific strategies to encourage that student's academic growth. The ELL Committee will discuss and make interventions for that student. These will be noted on ELL Committee and Response to Intervention forms. Parent input is considered and welcomed.

Utilizing the inclusion model, students are placed in a classroom with a teacher who has the ESOL endorsement. The student receives additional assistance from a bilingual assistant in math, science, computer literacy, and social studies, when feasible.

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. School sites provide assistance to parents/ guardians of ELL students in their heritage language, unless clearly not feasible at time of registration, at time of ELL Committee meetings, and at time of Parent/Teacher conferences. All documents, letters, newsletters, school calendars, meeting announcements, report cards, etc., that are sent home to all parents are translated, when feasible.

22a) Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs and that are in a language the parents/guardians understand:

- Temporary placement
- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model options
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification (LF) monitoring
- Reclassification of former ELL student
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices

- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other _____

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? The Student Code of Conduct and Student's Rights and Responsibilities are printed and available in English and Spanish.

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. Parents receive training through school-based parent workshops and district-wide parent meetings of Title I, Migrant, and ESOL. Training will include, but not be limited to, the School Improvement Process and the META Consent Decree. The district offers monthly training sessions in two regional parent centers, funded by Title I and ESE, and the Parent Resource Center Bus. District-wide parent meetings are held for ELLs on an annual basis.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. The district uses TransACT to send a letter to each parent in the county informing them about Adequate Yearly Progress and Choice Options. Information regarding each schools report card is also displayed on the district web page. Schools provide additional information in their monthly newsletters. The district works with the local media to distribute information. Information is provided to the parents in their native language when 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. There is not a designated Civil Right's Officer in the Lake County School System, as described above. District administrative leaders, program specialists, and principals are responsible for implementing and monitoring programs that are in compliance with state and/or federal guidelines. The Office of Civil rights is located in Atlanta, Georgia at the following address:

US Department of Education
Office for Civil Rights
Southern Division, Atlanta Region
61 Forsyth Street SW
Atlanta, GA 30303

Description of Complaint and Appeal Process:

Any individual has the right to file a complaint. The complaint may be filed at the school site (Principal's office) or in the administration building (Superintendent's office). The Superintendent will assign district personnel to investigate the complaint and make a recommendation. If the complaint is not resolved to the individual's satisfaction, he may appeal to the School Board of Lake County.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? Each ELL is entitled to equal access to appropriate instructional programs regardless of his/her level of English proficiency, academic achievement, and special needs. Any such instructional program is to address each child's English language proficiency and academic potential. It should also provide positive reinforcement of the self-image and esteem of each participating pupil, promote cross-cultural understanding, and provide equal educational opportunities. Equal access to appropriate programming includes both access to Language Arts instruction through the use of ESOL strategies, and instruction in the basic subject matter areas of mathematics, science, social studies, and computer literacy. This instruction must be:

- o Understandable to the ELL, given his/her level of English language proficiency, and
- o Equal and comparable in amount, scope, sequence and quality to that provided to English-proficient students.

ELLs are entitled to any other appropriate programs, such as early childhood, vocational, and adult education, as well as, dropout prevention and other supportive services, whether provided, funded or endowed by federal laws, state laws, or through local funding. Those students who have special needs and who are at greater risk for under-achievement and/or dropping out, and in need of additional service should be provided with services that are equal and comparable to those provided to English-proficient students. ELLs must receive those services on a timely basis, delivered as appropriate to their level of English proficiency. Regardless of class size, ELLs may not be placed on a waiting list.

ELLs cannot be restricted access to an instructional program or service by imposing a criterion or method of administration (i.e. a pre-set time limit for program eligibility that is related to their limited English proficiency or a minimum prerequisite level of English proficiency prior to being served) that delays or denies them the access to those services. The Florida State Statutes and federal guidelines prohibit the clustering or grouping of students in public schools based on race, creed, sex, ethnicity, and national origin.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. The composition of the ELL Committee is an administrator or designee, ESOL teacher and/or ESOL contact, guidance counselor, parent and other personnel, as appropriate.

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

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

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

- School Level District Level

Describe the functions and composition of PLCs in your district. The primary function of the District ELL PLC is to bring their concerns with a school or school district in general. They are responsible for the monitoring procedures of the ELL plan. They offer input into the ELL plan for the district and approval of the District ELL Plan. A mid-year meeting's purpose is to offer updates on activities and ensure that parents of ELLs have opportunities and notification of the Parent Involvement activities that are available. The end of the year meeting is to evaluate the plan and offer suggestions and input for the next year's plan. The council consists of, but is not limited to, representatives from the prevalent culture/heritage groups in our 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. District ELL Program Specialists are currently working with the Chairperson of the District PLC to provide parent meetings in the north and south areas of the county in order to keep parents abreast of all district and school-related ELL issues. These meetings will also give parents an opportunity to review and make changes to the current ELL Plan.

31) Indicate how your district involves the PLC in district/school committees. The district when seeking members for committees may publicize in local media requesting those community persons interested in being involved to submit a letter to the district. Also schools publicize in their newsletters for volunteers for committees and School Advisory Councils.

The chairperson of the PLC may be contacted to offer names of available people to assist with other programs (i.e. Title One, Migrant Services, Early Intervention, Pre-K, etc.).

32) Indicate how your district PLC was involved in the development of the District ELL Plan. Parents were invited to attend via invitation. Transportation was offered to those in need. The District ELL PLC was available to offer suggestions and input for the District ELL Plan. Suggestions and recommendations from the PLC will be used to increase adult literacy development opportunities. Additional *Sed de Sabre* materials will be purchased for checkout from the district's Parent Resource Centers.

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. Upon a teacher being hired with Lake County Schools, the human resource department submits a compliance agreement signed by each individual stating that their continued employment is contingent on meeting the ESOL requirements for their teaching assignment by the end of the third year of teaching with Lake County Schools. (Appendix B) ESOL courses are scheduled during the year and schedules are emailed to principals, assistant principals and ESOL contacts at each school site. The schedule is also posted on the website which is located at the following URL (<http://lake.k12.fl.us/lakeschools/site/default.asp>) Title Services/Professional Development. Courses are also on the district's site under E-School solutions for teachers to register. Also, the District's ELL Program Specialist notifies the schools of available course offerings. The principal at each school site designates a person to be responsible for notification and maintaining records of ESOL documentation. The District's ELL Program Specialist also monitors this during the monthly visitations.

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. Teachers of basic language arts courses who have ELL students in their classroom are to be reported to the School Board for out of field approval each year if they do not have the required ESOL hours. At the time the teacher has completed the 300 hours of ESOL training, the teacher is to submit the application and fee to the HRSD for processing. Once the ESOL Endorsement has been issued by the FLDOE, the teacher's certification information is updated in the AS400. ESOL in-service points earned through our district are inputted on the AS400 through the HRSD

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. The district provides the 60-hour ESOL Administrator training component yearly. The individual's participation will

be entered in to the district data base on the H513 and on ERO E-School Solutions. These databases provide the district with a staff development profile for every employee.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. The district provides the basic 60-hours objectives for Guidance Counselors. The individual's participation will be entered into the district database on screen H513 and ERO E-school solutions. This data base provides the district with a staff development profile for every employee.

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. Lake County's overall method of ESOL instruction is inclusion; however, in addition to those schools that provide Language Arts Through ESOL and Developmental Language Arts instruction by highly qualified ESOL teachers, selected elementary schools are piloting a dual language program which encompasses instruction in Spanish as well as English. Teacher proficiency in the target language is verified during the monthly visitations by the district's program specialist proficient in the target language. All teachers are required to obtain ESOL endorsement.

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. When bilingual paraprofessionals are needed, schools advertise the position on the district web page and in handouts of position vacancies which are available in all schools and district offices. Their primary assignment is to support content instruction and facilitate academic language learning for ELL students. ELL paraprofessionals assist the assigned instructor with classroom coursework delivery and by providing translation as needed. They also assist students in small groups or individually, in completing assignments or classroom activities, under teacher supervision and direction. The paraprofessional provides a communication link between the contact teacher and the ELL student and parents by using the home language as appropriate. He/she also provides guidance and assistance to students as directed, in order to ensure appropriate assimilation of class/course content, supporting student success and achievement . Appendix C lists the proposed draft for bilingual paraprofessional.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. ELL assistants will be provided with in-service training that will focus on topics such as the ESOL META Consent Decree requirements, student identification and assessment procedures, cross-cultural differences and similarities, parent involvement, tutoring techniques, curriculum development and modification and strategies for working with ELL students. In-services will be provided throughout the year for updates to new laws and regulations and additional strategies for best practices.. Agendas and sign-in sheets are kept in the district ESOL Compliance notebook for documentation.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. Verification of proficiency in the native language of assigned students

will be demonstrated through the interview process to the satisfaction of school/district staff member proficient in the target language.

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. Lake County Schools requires all employees to get their ESOL endorsement within 3 years of hire. Our district also requires that all ESOL strategies are documented in plan books and evident to administration during routine classroom walkthroughs. Schools in need of Title III funds will be required to complete a request form. On this form, the person requesting support from Title III funds will provide a description of need, such as equipment, computers, software and instructional materials and how they will be utilized with ELL students. If the school needs additional personnel such as paraprofessionals and/or teachers, they need to specify if it is for regular school, summer school, and/or before or after school tutoring. They need to specify the number of students to be served, the grade levels, along with the number of days and hours. It is made very clear in bold letters on the form that the Title III funds are not to supplant but supplement. The schools are monitored by the district Compliance Program Specialist throughout the year to ensure that this occurs. The requests are reviewed for alignment with the services stipulated in the Title III application and tied to the achievement and English language acquisition for approval. After the event or at the end of the school year, a report will be filed with the district on how the objectives were met and indicate the achievement or progress the ELL student made as a result of the funds. Included in this report should be the level of English proficiency as demonstrated on the CELLA from previous year to current year.

Above and beyond that required by the Consent Decree additional staff development will be provided to teachers, paraprofessional in areas of second language acquisition in order to improve academic achievement in reading/language arts and math. District ELL Specialists will provide additional support to maintain, develop and implement before and/or after school intensive English language instructional programs. Secondary schools will be provided assistance to develop and implement a summer intensive English language instructional program.

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. ELLs are part of a subgroup for AYP, so it is to the schools' benefit to help the children anyway they are able. Schools will use their School Improvement Plan to address the academic needs of ELL students.

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. Lake County has developed a Title III District Improvement Plan which will focus on increasing ELL student FCAT reading and math scores. Data will be gathered and analyzed regarding ELL students relating to CELLA and FCAT. Training activities for parents designed to improve literacy of ELL students will be increased. Programs and activities funded by Title III will be reviewed to determine the effectiveness for ELL students. An additional goal will be to provide additional staff development to teachers, administrators and paraprofessionals in the area of second language acquisition.

