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Florida Department of Education

Bureau of Academic Achievement through Language Acquisition  
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<b>(2) CONTACT NAME/TITLE:</b> <b>DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)</b>	<b>(3) CONTACT PHONE:</b> <b>352-236-0568</b>
<b>Dr. Esther I. Oteiza Coordinator of ESOL/World Languages/Music/Art/Drama</b>	

<b>(4) MAILING ADDRESS:</b> <b>Marion County Public Schools Curriculum Department P. O. Box 670 Ocala, FL 34478</b>	<b>(5) PREPARED BY: (If different from contact person)</b> <b>N/A</b>
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**(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, **James Yancey**, 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):  
**Mrs. Daisy Torres**

Contact Information for District PLC Chairperson:  
Mailing address: **13830 SW 114<sup>th</sup> Place, Dunnellon, FL 344323**

E-mail Address:      Phone Number: **352-480-2718**

Date final plan was discussed with PLC: **October 3, 2008**       **PLC approved**       not approved

\_\_\_\_\_  
Signature of the Chairperson of the District PLC      \_\_\_\_\_  
Date Signed by PLC Chairperson

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

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

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

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

By signature below, I, [James Yancey](#), 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.

Upon registration at their zoned school site, all Pre-K to 12<sup>th</sup> grade students enrolling in a Marion County Schools complete the *Language Survey*\* found on the Marion County Public Schools' *Assignment/Reassignment - Registration Application*.

Native language assistance is offered whenever warranted in Spanish and whenever warranted and feasible in a minority language other than Spanish.

The process is identical for non-ELLs, other than the translation services offer.

\*Our form contains the Spanish/English versions. Arrangements are made on a case-by-case basis for the less commonly spoken languages.

### 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 *Language Survey* is administered at the time of registration through the HLS, which is included in the Registration Form. The *Language Survey* is composed of the three questions stated verbatim as required by Rule 6A-6.0902 and two questions created by the Marion County ESOL Department addressing the identification of the specific language(-s) spoken at home.

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

Any student answering "Yes" to any item 1-3 on the *Language Survey* is referred by the school's IPA or Registrar to the school's Guidance Counselor, since those students who answered "Yes" to any of the first three questions are considered potential ELL students and candidates for the ESOL Program.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.  
**XXX Registrar**     Guidance Counselor     Other (Specify)

### 3) Provision of Understandable Communication

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

Native language assistance is offered whenever warranted in Spanish and whenever warranted and feasible in a minority language other than Spanish. Our forms contain

both the English/Spanish versions. Arrangements are made on a case-by-case basis for the less commonly spoken languages.

**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.

This information is included in the *Registration Application*. The registrar (IPA) at the school enters the information into the data base and district ESOL data clerk receives it. The MIS office then reports the demographic data to the DOE.

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

XXXX 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.

In the majority of the schools, it is the ESOL Paraprofessionals who administer the IDEA (IPT) in order to determine ESOL Program eligibility. Occasionally, the Permanent Sub will perform this task.

Registrar  ESOL Coordinator/Administrator XXXX Other(Specify) ESOL Paraprofessional, sometimes Permanent Sub or Guidance Counselor.

**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>
<i>IDEA-IPT</i>	Initial K	0 - 26	A, B, C	N / A
	K - 2	0 - 43	A, B, C, D	N / A
	3 - 6	0 - 61	A, B, C, D, E	N / A
	7 - 12	0 - 75	A, B, C, D, E	N / A

(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.

In order to determine the oral skills levels of our ELL students, we follow the *IPT* protocols.

Potential ELL students are evaluated by the school's English Language Proficiency Test Administrators (ESOL Paraprofessionals or Permanent Substitute Teachers). These *IPT* scores are reported to the district's ESOL Data Entry Clerk using the *IPT Score Report* form, as follows:

The ESOL Paraprofessionals or Permanent Substitute Teachers (English Language Proficiency Test Administrators) are always trained to administer the *IPT* and are charged with the responsibility of administering and scoring this English language assessment instrument, with the exception of the scoring for writing, which is conducted by either the Teacher or the Guidance Counselor.

The school's ESOL School Contact notifies the student's Parent(-s)/Guardian(-s) of the student's ESOL Program placement/non-placement through the *ESOL Program Eligibility/Ineligibility Letter* (English/Spanish).

A student not meeting the ESOL Program entrance criteria is classified and entered by the District's ESOL Data Entry Clerk as "ZZ" on the District Database.

A student meeting the ESOL Program entrance criteria is classified and entered by the District's ESOL Data Entry Clerk as "LY" on the District Database. The IPA or Registrar at the school site ensures that the student is appropriately assigned and makes the student's schedule reflect ESOL Program placement with a program code for courses taught by ESOL-qualified teachers.

**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?

Potential ELL students are evaluated with the *IPT Oral* by the school's Permanent Substitute Teacher, or ESOL Paraprofessional, or Guidance Counselor within twenty (20) school days from the student's entry day. In order to monitor each school's ELL assessment procedures, the Assistant Principal or his/her designee has access to

**Chancery SMS (the newly-adopted District Database) can help to ensure the timely 20-day administration of the IPT.**

**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, for some reason, a student is not tested within the 20-day timeline, a letter (*Parent Notification of Delay in the Administration of ESOL Program Eligibility Assessment*) will be sent home for the information of the ELLs' parents in a language that parents can understand, 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.

**The *IPT Oral* is administered to the students of grades K-2 in order to determine eligibility for ESOL Program placement.**

**If the student's score falls within the FES designation, he/she will be ineligible for ESOL Program participation and will be coded as "ZZ".**

**Students may still qualify for ESOL Program services under teacher or parental referral with program placement determined by an ELL committee.**

**6e)** Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher's cut scores) on the Listening and Speaking test.

**The *IPT Oral, Reading, and Writing* subtests are administered to the students of grades 3-12 in order to determine eligibility for ESOL Program placement.**

**If the student scores NES on the *IPT Oral*, testing is discontinued, and the student is considered eligible for ESOL Program placement.**

**In order to determine ESOL Program eligibility for students who scored beyond NES on the *IPT Oral*, the *IPT Reading* and *Writing* scores must be considered.**

**Students may still qualify for ESOL Program services under teacher or parental referral with program placement determined by an ELL committee.**

## **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 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):**

In order to determine ESOL Program eligibility for students who scored beyond NES on the *IPT Oral*, the *IPT Reading* and *Writing* scores must be considered.

**The *IPT-Reading* component:**

If the student's scores fall within the NER or LER designation, he/she will be eligible for ESOL Program participation.

If the student's scores fall within the CER designation, he/she will be ineligible for ESOL Program participation.

**The *IPT-Writing* component:**

If the student's scores fall under the NEW or LEW designation, he/she will be eligible for ESOL Program participation.

If the student's scores fall under the CEW designation, he/she will be ineligible for ESOL Program participation.

For students already having current nationally norm-referenced reading comprehension, and writing or language usage subtest scores that can be used, the criteria are as follows:

Students scoring at the 32<sup>nd</sup> percentile or below on these subtest(-s) are eligible for the ESOL Program. Students scoring at the 33<sup>rd</sup> percentile or above on both the reading and writing/language usage subtests are ineligible for the ESOL Program.

**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?

We provide all assessments within twenty (20) days. Should this not be completed within 20 days, then a bilingual (English/Spanish) letter is sent home notifying parents of the delay and the reason for the delay (*Parent Notification of Delay in the*

*Administration of ESOL Program Eligibility Assessment / Notificación de Retraso en la Administración del Examen de Eligibilidad al Programa de ESOL*, coded as ESOL 35 – 8/08). In order to monitor each school's ELL assessment procedures, the Assistant Principal or his/her designee has access to *Chancery SMS* (the newly-adopted District Database) to ensure the timely administration of the *IPT* and *IRW*.

**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.

We provide all assessments within twenty (20) days. Should this not be completed within 20 days, then a bilingual (English/Spanish) letter is sent home notifying parents of the delay and the reason for the delay (*Parent Notification of Delay in the Administration of ESOL Program Eligibility Assessment / Notificación de Retraso en la Administración del Examen de Eligibilidad al Programa de ESOL*, coded as ESOL 35 – 8/08).

### **8) ELL Committee Intervention**

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

Web link to the *ESOL Program's forms*:

<https://www.marion.k12.fl.us/dept/cur/esol/forms.cfm>

The ESOL District Contact coordinates with the ESOL School Contact to set up the meetings for all students who have been determined eligible or ineligible for ESOL Program placement. Each student's individual case is reviewed by the ESOL District Contact, the ESOL School Contact, and the school's Guidance Counselor and documented on the *ESOL Program Plan for English Language Learners*. In the case of any student whose eligibility/ineligibility status is questioned, or a parent and/or teacher referral was initiated, the ESOL School Contact coordinates an ESOL Committee Meeting. The ESOL Committee is composed of the ESOL Teacher, the ESOL School Contact, the school's Guidance Counselor, the ESOL District Contact, and the student's Parent(-s)/Guardian(-s). Additionally, the school's ESOL Paraprofessional, other Teachers, and Support Services Personnel may be invited. At these meetings, the members verify that programmatic assessment and appropriate placement have already been implemented or recommend the scheduling of each eligible ELL student to an ESOL or English/Language Arts class taught by an ESOL-endorsed or certified teacher, and to basic subject area and other subject area classes taught by ESOL-trained teachers who utilize ESOL strategies in order to deliver comprehensible instruction. The ELL Committee may conduct parent and/or student interviews to help determine appropriate subject areas and appropriate course level placement for the student. During this review, all of the tangible information or evidence documenting the student's past and present educational/academic career and/or social experience is discussed, evaluated, and documented on the *Prior Educational/Academic, Social Experience, and Interview Form*. Each ESOL Teacher monitors the performance of the ELL student, completes the *ELL Committee Feedback/Referral* form, and submits this input as documentation at the meeting.

When a student is staffed into the ESOL Program, individual educational needs are addressed on the *ESOL Program Plan for English Language Learners* form. This student plan reflects the ELL student's assessment information and considerations, the ESOL instructional delivery model/approach implemented for the student, and recommendations for the student's specific needs. ELL Committee members sign this document and, along with all supporting documentation, it is placed in the ESOL Packet in the student's cumulative folder. A copy of the *ESOL Program Plan for English Language Learners* form is returned to the District's ESOL Data Entry Clerk. The school's ELL Committee serves in the ongoing re-evaluation of ELL students.

### 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 **XXXX No**

If yes, describe the procedures implemented and list the instrument(s) used. **Not applicable**

## 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.

Web link to the *ESOL Program's* forms:  
<https://www.marion.k12.fl.us/dept/cur/esol/forms.cfm>

The ESOL District Contact coordinates with the ESOL School Contact to set up the meetings for all students who have been determined eligible or ineligible for ESOL Program placement. Each student's individual case is reviewed by the ESOL District Contact, the ESOL School Contact, and the school's Guidance Counselor and documented on the *ESOL Program Plan for English Language Learners*. In the case of any student whose eligibility/ineligibility status is questioned, the ESOL School Contact coordinates an ESOL Committee Meeting. The ESOL Committee is composed of the ESOL Teacher, the ESOL School Contact, the school's Guidance Counselor, the ESOL District Contact, and the student's Parent(-s)/Guardian(-s). Additionally, the school's ESOL Paraprofessional, other Teachers, and Support Services Personnel may be invited.

At these meetings, the members discuss the Potential ELL student's needs. If it is determined that the student needs ESOL Program services, the ELL Committee verifies that programmatic assessment and appropriate placement have already been implemented or recommends the scheduling of each eligible ELL student to an ESOL or English/Language Arts class taught by an ESOL-endorsed or -certified teacher, and

to basic subject area and other subject area classes taught by ESOL-trained teachers who utilize ESOL strategies in order to deliver comprehensible instruction. In addition to guidelines which places students in age appropriate classes and courses, the ELL Committee may conduct parent and/or student interviews to determine an appropriate grade level, appropriate subject areas and appropriate course level placement for the student. During this review, all of the tangible information or evidence documenting the student's past and present educational/academic career and/or social experience is discussed, evaluated, and documented on the *Prior Educational/Academic, Social Experience, and Interview Form* (<https://www.marion.k12.fl.us/dept/cur/esol/forms/ESOL%2045%20-%20Prior%20EducationalAcademic,%20Social%20Experience,%20and%20Interview%20Form.pdf?FormID=47>). Each ESOL Teacher monitors the performance of the ELL student, completes the *ELL Committee Feedback/Referral* form, and submits this input as documentation at the meeting.

When a student is staffed into the ESOL Program, individual educational needs are addressed on the *ESOL Program Plan for English Language Learners* form. This student plan reflects the ELL student's assessment information and considerations, the ESOL instructional delivery model/approach implemented for the student, and recommendations for the student's specific needs. ELL Committee members sign this document and, along with all supporting documentation, it is placed in the ESOL Packet in the student's cumulative folder. A copy of the *ESOL Program Plan for English Language Learners* form is returned to the District's ESOL Data Entry Clerk. The ESOL District Contact, the ESOL School Contact, and the school's Guidance Counselor serve in the ongoing re-evaluation of ELL students.

Should it be necessary to schedule an ELL student to a teacher not yet certified or endorsed in ESOL, that teacher will sign an *ESOL Out-of-Field Agreement* and receive an orientation in ESOL strategies from the school's ESOL District Contact and/or ESOL Paraprofessional(s) and proceed to attend the training thereafter, as required.

The school's ESOL School Contact notifies the student's Parent(-s)/Guardian(-s) of the student's ESOL Program placement/non-placement through the *ESOL Program Eligibility/Ineligibility Letter* (English/Spanish).

A student not meeting the ESOL Program entrance criteria is classified and entered by the District's ESOL Data Entry Clerk as "ZZ" on the District Database.

A student meeting the ESOL Program entrance criteria is classified and entered by the District's ESOL Data Entry Clerk as "LY" on the District Database. The IPA or Registrar at the school site ensures that the student is appropriately assigned and makes the student's schedule reflect ESOL Program placement with a program code for courses taught by ESOL-qualified teachers.

At any time after an ELL student has been served, any teacher, administrator, parent or parent's designee may request the convening of an ELL Committee to review the student's progress in attaining necessary subject area competencies or in overcoming persistent deficiencies in overall student performance. The student's Parent(-

s)/Guardian(-s) will be invited to the meeting through the use of the *Notification of ELL Committee Meeting* (English/Spanish) letter.

ELL students' English language proficiency will be assessed annually using the state-approved CELLA assessment instrument.

**10a)** Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s).

The placement of ELLs with limited or no prior school experience(-s) is managed on a case-by-case basis. . In addition to guidelines which places students in age appropriate classes and courses, schools may conduct parent and/or student interviews and academic assessments to determine appropriate subject areas and appropriate course level placement for the student. During this review, all of the tangible information or evidence documenting the student's past and present educational/academic career and/or social experience is discussed, evaluated, and documented on the

*PriorEducational/Academic,SocialExperience,andInterviewForm*  
(<https://www.marion.k12.fl.us/dept/cur/esol/forms/ESOL%2045%20-%20Prior%20EducationalAcademic,%20Social%20Experience,%20and%20Interview%20Form.pdf?FormID=47>)

ESOL Paraprofessionals and are assigned to make the entire transitional process as non-traumatic and productive as possible, and whenever necessary, guidance counselors intervene. The ESOL District Office is also always available to provide supportive services.

**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.

Efforts are made to obtain student records by attempting to contact the student's old school through phone calls and emails, by writing letters, by talking to the parents and requesting that relatives might be able to retrieve them by going to the school and requesting them. We also interview parents to obtain unobtainable documentation, which is documented on our *PriorEducational/Academic,SocialExperience,andInterviewForm* (<https://www.marion.k12.fl.us/dept/cur/esol/forms/ESOL%2045%20-%20Prior%20EducationalAcademic,%20Social%20Experience,%20and%20Interview%20Form.pdf?FormID=47>).

Should the records be unobtainable, the guidance counselor, parents, teachers, and school-based administrators make a decision based upon the student's performance, with the understanding that said placement might need adjustment. The entire process is documented on the *PriorEducational/Academic,SocialExperience,andInterviewForm* (<https://www.marion.k12.fl.us/dept/cur/esol/forms/ESOL%2045%20-%20Prior%20EducationalAcademic,%20Social%20Experience,%20and%20Interview%20Form.pdf?FormID=47>).

[%20Prior%20EducationalAcademic,%20Social%20Experience,%20and%20Interview%20Form.pdf?FormID=47](#)).

### **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.

Whenever school records are available, students in the elementary level are placed by following the corresponding grade left behind. In the secondary levels, the same guidelines are followed. Guidance counselors, teachers, parents, and school-based administrators assist with the process of proper placement. In special cases, whenever necessary, district personnel become involved.

In addition to guidelines which places students in age appropriate classes and courses, schools may conduct parent and/or student interviews and academic assessments to determine appropriate subject areas and appropriate course level placement for the student. During this review, all of the tangible information or evidence documenting the student's past and present educational/academic career and/or social experience is discussed, evaluated, and documented on the *Prior Educational/Academic, Social Experience, and Interview Form*. Each ESOL Teacher monitors the performance of the ELL student, completes the *ELL Committee Feedback/Referral* form, and submits this input as documentation at the meeting.

### **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 (**Not applicable**).

- **WHEN DOCUMENTATION IS AVAILABLE:**

When a student comes in with an official transcript this is the procedure:

1. Guidance counselor calls on ELL staffing specialist or ESOL teacher for translation/interpretation of credits earned and courses taken.
2. Guidance counselor validates courses towards current courses (in a form)
3. Principal or designee authenticates transcript
4. IPA puts grade history and or credits earned in system
5. Guidance counselor with approval of APC creates a class schedule
6. Copy of this schedule is placed in students temporary CUM and will also be placed in the ESOL packet once the student is officially placed in the ESOL program.

7.—Native language courses which include literature, composition, and/or technical text successfully completed in the transferring country will be used to document completion of Language Arts credit. English taken as a foreign language in the student's native country will be transferred as a "foreign language credit". Any other language taken will transfer as a foreign language credit.

Whenever school records are available, students in the secondary level are placed by following the corresponding grade left behind. Guidance counselors, teachers, parents, and school-based administrators assist with the process of proper placement. Rule 6A-6.0902, FAC is followed by the Guidance Departments in placing students in appropriate courses and awarding credit for courses completed in other countries, especially when documentation is available. In special cases, whenever necessary, district personnel become involved.

In addition to guidelines which places students in age appropriate classes and courses, schools may conduct parent and/or student interviews and academic assessments to determine appropriate subject areas and appropriate course level placement for the student. During this review, all of the tangible information or evidence documenting the student's past and present educational/academic career and/or social experience is discussed, evaluated, and documented on the *Prior Educational/Academic, Social Experience, and Interview Form*. Each ESOL Teacher monitors the performance of the ELL student, completes the *ELL Committee Feedback/Referral* form, and submits this input as documentation at the meeting.

- WHEN DOCUMENTATION IS NOT AVAILABLE:

1. Upon registration, the register will attempt to contact previous school based on the information that a parent, guardian or the student provides(address, fax or telephone number)
2. Registrar must have evidence of the various attempts made.
3. If the parent/guardian can produce proof of residence the student is enrolled in school, a temporary schedule is issued base on the word of mouth of student, parent or guardian.
4. ESOL district staffing specialist is contacted to come to the school and look at the situation
5. A meeting with specialist, APC, Principal, ESOL contact and counselor will be held to determine best placement for the student while still attempting to get some documentation.
6. A determination to IPT test is made for proper placement in English course delivery model(suggestion to be placed in Developmental LA is made)
7. The new schedule will have more elective courses than core so that the student is comfortable and this will give the student time to adapt to the school system.
8. If the student, parent or guardian states that the child was also receiving ESE services then the case is sent to the SSETT Team for further consultation. They will send back a report to the guidance counselor which will be discussed with the ESOL staffing specialist.

9. A meeting will take place with Guidance counselor, ESOL staffing specialist and APC, ESOL contact as well to discuss the SSETT report. At this time we would look back into the student's temporary schedule and make the necessary adjustments. All documentation will be placed in students academic records.

Page 13 of the *Student Progression Plan 2008-2009* states:

**“C. Eleventh-Twelfth Grade Out-of-State/Country Florida Statute 1003.433 Students who enter a Florida public school at the eleventh or twelfth grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which her or she is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the grade 10 FCAT required in Florida Statute 1008.22(3) or an alternate assessment as described in Florida Statute 1008.22(9)”**

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 student has withdrawn from the District and has been enrolled in an out-of-state school or foreign country\_for more than one SY, he/she is re-evaluated for ESOL Program placement.**

**ELL students who have withdrawn from the District and have been enrolled in an out-of-state school or foreign country for less than one SY are re-enrolled into the ESOL Program\_with no further testing unless stakeholders deem it necessary.**

**ELLs who transfer from one Florida school district to another will not be re-evaluated upon enrollment. No interruption of ESOL services should occur.**

## **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.

**When a student is staffed into the ESOL Program, individual educational needs are addressed on the *ESOL Program Plan for English Language Learners* form. This student plan reflects the ELL student's assessment information and considerations, the ESOL instructional delivery model/approach implemented for the student, and recommendations for the student's specific needs. ELL Committee members sign this document and, along with all supporting documentation, it is placed in the ESOL**

Packet in the student's cumulative folder. A copy of the *ESOL Program Plan for English Language Learners* form is returned to the District's ESOL Data Entry Clerk. The school's ELL Committee serves in the ongoing re-evaluation of ELL students.

**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.

Each ELL student's plan will be updated yearly through the use of the *ESOL Program Plan for English Language Learners Update* form. The ESOL District Contact, the ESOL School Contact and the school's Guidance Counselor meet to discuss the student's grades, assessment information, assessment accommodations, retention history, referrals, and any other information pertinent to the student's educational needs. This team will recommend the continuation of ESOL Program services or ESOL Program exit. The *ESOL Program Plan for English Language Learners Update* form and the supporting documentation are kept in each of the student's ESOL Packet in his/her cumulative folder which is housed in the Guidance Department of each respective school.

The ESOL District Contact notifies the student's Parent(-s)/Guardian(-s) about the student's ESOL Program update through the *ESOL Program Eligibility/Ineligibility Letter*.

### **13) Parent Notification**

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

The school's ESOL School Contact notifies the student's Parent(-s)/Guardian(-s) of the student's ESOL Program placement/non-placement through the *ESOL Program Eligibility/Ineligibility Letter (Eng/Sp)*. Individual communication in a language the parents/guardians understand, unless clearly not feasible is provided when needed.

\_\_\_\_\_ Other

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

**XXXX English**

**XXXX 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)

**XXXX Sheltered English Language Arts**

**XXXX Sheltered Core/Basic Subject Areas**

**XXXX Mainstream-Inclusion English Language Arts**

**XXXX 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.

In the elementary school level, once the student has been identified as ELL, he/she is assigned to a teacher who is ESOL-certified, ESOL-endorsed, or is within the 6-year grace period (and has signed an out-of-field agreement). Since instruction in the elementary is self-contained, the rest of the core subjects are covered by that teacher's 300 hours of training; instructional assistance and language support are offered by the ESOL Paraprofessional. As for the other subject areas of Art, Music, and PE, all will have completed their required 18 hours of ESOL training or are within the grace period thereof. Appropriate accommodations are made available in order to make the instruction comprehensible.

In the middle school level, once the student has been identified as ELL, he/she is assigned to an English Language Arts Teacher who is ESOL-qualified or is within the 6-year grace period (and has signed an out-of-field agreement). For the other subject areas, the ELL student is assigned to teachers who have completed the required number of hours or are within the grace period thereof. Instructional assistance and language support are offered by the ESOL Paraprofessional. Appropriate accommodations are made available in order to make the instruction comprehensible.

In the high school level, once the student has been identified as ELL, he/she is assigned to a class where the instructor is an ESOL Teacher with ELL students exclusively. Sometimes, if in the benefit of the student he/she is additionally placed in another English class, in a mainstreamed setting under the instruction of an English Language Arts Teacher who is ESOL-certified, ESOL-endorsed, or is within the 6-year grace period (and has signed an out-of-field agreement) for additional English language support. For the other subject areas, the ELL student is assigned to teachers who have completed the required number of hours or are within the grace

period thereof. Appropriate accommodations are made available in order to make the instruction comprehensible. Instructional assistance and language support are offered by the ESOL Paraprofessional.

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

(See e-mail attachment for specific and detailed chart.)

All elementary, middle, and high schools follow the same instructional delivery models, as explained in Question # 14a.

Our two elementary Charter Schools follow the same instructional delivery as explained above. In the case of our new (opened in August 2008) high school Charter School, *Frances Marion Military Academy*, it will follow the same pattern as explained above for high schools, with the exception that the school will not yet have an English Language Arts Teacher dedicated to ESOL exclusively. In view of this, for ESOL classes, the ELL students will be assigned to an English Language Arts Teacher who is ESOL-certified, ESOL-endorsed, or is within the 6-year grace period of completing the 300 hours (and has signed an out-of-field agreement). For the other subject areas, the ELL student is assigned to teachers who have completed the required number of hours or are within the grace period thereof.

As for our Alternative Education Centers (Marion Juvenile Correctional Facility, Marion Regional Juvenile Detention Center, Marion County Sheriff's Office, PACE Center for Girls, Silver River Mentoring and Instruction, and Kingsbury Academy), they will all follow the same pattern explained in Question # 14a for:

- Elementary school, if the center serves elementary school students and
- Middle school, if the center serves middle school students.
- High school:

In the case of Alternative Education high school level centers, the same pattern will be followed as explained above for high schools, with the exception that the school will not yet have an English Language Arts Teacher dedicated to ESOL exclusively. In view of this, for ESOL classes, the ELL students will be assigned to an English Language Arts Teacher who is ESOL-certified, ESOL-endorsed, or is within the 6-year grace period of completing the 300 hours (and has signed an out-of-field agreement). For the other subject areas, the ELL student is assigned to teachers who have completed the required number of hours or are within the grace period thereof.

**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.

## MONITORING PROGRAM COMPLIANCE

Teachers are required to document the ESOL strategies used during their instruction with ESOL students and documentation that verifies that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs students in their *Plan* books and are reviewed by school administrators. In addition, the Florida Educational Equity Act Annual Update Report is produced through the concerted efforts of the LEA's Supervisor of the *Equal Educational Opportunity Program (EEOP)* and those of various educational specialists. The sections pertaining to the equal educational opportunities of the ELL segment of the population are generated by research conducted by the EEOP Supervisor and the ESOL Coordinator. Parental and community complaints and appeals are directed to the appropriate EEOP personnel.

When a translator or interpreter is needed in Spanish, one is provided. Attempts are made to locate a translator or interpreter whenever the opportunity would arise where the target language would be one other than Spanish.

No student is denied participation into an educational program due to lack of English language proficiency.

**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.

Teachers are required to document the ESOL strategies used during their instruction with ESOL students in their *Plan* books. This is a tool provided by the District ESOL Department and appears in

<https://www.marion.k12.fl.us/dept/cur/esol/forms/ESOL%2024%20-%20Suggested%20ESOLInstructional%20Strategies.pdf?FormID=37>

**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)

**XXXX District Administrator(s)**

**XXXX School Level Administrator(s)**

**XXXX Other (Specify) Teachers, Guidance Counselors, ESOL Paraprofessionals**

**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, Benchmark Assessments**

Other Criterion Reference Test (Specify) \_\_\_\_\_

Native Language Assessment (Specify) \_\_\_\_\_

**FCAT**

**Other (Specify) *CELLA, IPT***

**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?

**XXXX** Yes  No

If yes, indicate where in the Student Progression Plan these are described.

**These issues are discussed in the following pages of the *2008-2009 Student Progression Plan for Marion County* (can be found on the *Marion County Public Schools Website* <http://www.marion.k12.fl.us/> . Click on *Parent Information* and then on *Student Progression Plan*):**

- **Curriculum/Instruction and Assessment, page 42**
- **State, District, and Classroom Assessments, page 45**
- **Promotion of ELLs, page 66**
- **Retention of ELLs**
  - **Elementary, page 70**
  - **Secondary, page 72.**

**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.

**This is described in the essay version of our current (August 2008) *ELL Plan*, as follows:**

**REMEDICATION AND RETENTION**

**The Marion Public School District follows SBR 6-A-1.09421 (6), which states: "No promotion or retention decision may be made for any individual student classified as LEP 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 LEP student may be made through action of an LEP Committee."**

**Good Cause Exemptions for Third Grade**

**Marion County Public Schools also follow the "good cause" exemption language for promoting an ELL third-grade student, as suggested by DPS 03-024 (DOE Memorandum**

dated August 26, 2002, entitled “Changes in the School Code Regarding Student Progression”). Said memorandum states:

#### Good Cause Exemptions from Mandatory Retention

The school district may exempt students in grade 3 who demonstrate a continued deficiency in reading from mandatory retention only for good cause. These good cause exemptions are now specified in statute and are limited to the following:

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

#### Good Cause Exemptions for Fourth and Fifth Grades

In 2002, the Florida Legislature passed a law setting requirements that a third grade student must meet to be promoted to the next grade. These requirements are based on what a student should know at the end of the school year.

Although there is not a Florida law that specifically states how retention is determined for 4<sup>th</sup> and 5<sup>th</sup> grade students, Marion County Public Schools has set District Proficiency Criteria for such. Marion County’s criteria for students in grades 4 and 5 are as follows:

Reading and Math: Students scoring at Level 1 on the reading portion of *FCAT* will be identified as non-proficient.

Students in grades 4 and 5 who score at Level I on the reading portion of FCAT will be retained unless he or she meets one of the following District Criteria for promotion for “good cause”:

1. A student who has been previously retained and has scored at *FCAT Level 1* in Reading may be promoted for cause and provided an intensive intervention program based on the *Academic Improvement Plan*.
2. A student who demonstrates through a portfolio, mastery of *Sunshine State Standards* in reading equal to at least an *FCAT Level 2*.
3. A student scoring at *FCAT Level 1* in reading may be promoted for cause if he/she scores at or above the 45th percentile on the current *FCAT* norm referenced reading assessment or scores at the 51<sup>st</sup> percentile or above on any other current norm-referenced reading test.
4. A student who has never been retained and has scored at *FCAT Level 1* in reading may be promoted for cause if he/she:
  - a) Scores at *Level 2* or above on the previous year’s *FCAT* OR scores at the 45<sup>th</sup> percentile or above on the previous year’s *FCAT* NRT assessment OR scores at or above the 51<sup>st</sup> percentile on any other nationally norm-referenced assessment, AND
  - b) achieves a final cumulative grade of *C* (on grade level) in reading on his/her current report card, AND
  - c) achieves 70% mastery on a District-approved reading assessment.
5. An LEP/ELL student who has had less than 2 years of instruction in the ESOL Program.
6. An ESE student who has been previously retained and who is still not mastering his/her *IEP* goals.
7. An ESE student who has never been retained and who is identified as being non-proficient in reading and is mastering his/her *IEP* goals.
8. A student who has been previously retained and who has a section 504 plan that reflects that the student has received intensive remediation in reading for 2 or more years.

If a student is not learning at the rate he/she should, the school district, the school, and the parents will work together to help the student improve so that he/she will be working at grade level within six (6) months of grade level and/or shows 80% mastery on a grade- level reading assessment.

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

The ELL Committee gathers all the pertinent data, including stakeholder input as well as statewide and classroom assessments, of the ELL student, discusses the information, and determines what would be most appropriate for the benefit of the

**student. ELL retention decisions are made on an individual basis by a majority vote of an ELL committee.**

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

**Marion County Public Schools send letters home to notify regarding retention. These letters are also available in Spanish.**

**Student promotion notification is documented on the ELL student's final report card, which is an identical process as that for non-ELLs.**

## **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.

**Every ELL student, regardless of time enrolled, participates in statewide assessment, unless exempt by the ESE guidelines.**

**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.

### **ASSESSMENT CONSIDERATIONS FOR STUDENTS IN THE ESOL PROGRAM**

**When an ELL student is administered a standardized test, the District Guidance, Testing, and Research Staff will inform testing coordinators at each school site of approved accommodations in the administration of the test.**

**ESOL teachers and others who act as test administrators to ELL students will be properly trained by the Guidance, Testing, and Research Staff, the ESOL Coordinator, and/or other appropriate personnel in implementing test modifications. For statewide assessments, ELL students will be offered all of the approved assessment accommodations including the opportunity to be tested in a separate room with an ESOL or heritage language teacher acting as test administrator, extended time, and a heritage language/English word-to-word dictionary.**

**The fact that an ELL student has been allowed to receive accommodations is documented on the *ESOL Program Plan for English Language Learners* and the *ESOL Program Plan for English Language Learners Update*.**

**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**    **Marion County does not provide alternative assessments for its ELLs.**

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**    Writing:    **Not applicable**

Math:    **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 exit the ESOL Program when they are determined to be English-proficient based on the CELLA/IPT and/or FCAT reading. This exiting process could also be initiated as a result of teacher referral, parent request, or an annual review. Any member of the *ELL Committee* may recommend that English proficiency testing be initiated for exit purposes. Exit eligibility is determined through a comprehensive study of the student's grades, standardized test scores, English language proficiency assessments, and all other applicable data.**

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

- 1) *Comprehensive English Language Assessment (CELLA)* composite scores in oral skills, reading, and writing. Scores equal to and greater than the *CELLA* composite scores determined by the *Florida Department of Education* shall be used. If the *CELLA* is selected as one of the exit measures, a minimum *CELLA* composite score for ELL students tested on grade level and a score at the proficient level of *CELLA* Reading shall be used to determine the level of English language proficiency.**
- 2) A score at or above the publisher's cut score on the *IDEA Proficiency Tests (IPT) Oral, Reading and Writing* subtests. Students in grades K-12 are administered the *IDEA Proficiency Test (IPT)* by the school's Permanent Substitute Teacher, and/or ESOL Paraprofessional, and/or Guidance Counselor.**
- 3) A score at or above the 33<sup>rd</sup> national percentile on the reading comprehension and writing or language usage subtests on a nationally norm**

referenced test. A second measure shall be a listening and speaking or aural/oral assessment.

- 4) A *Florida Comprehensive Assessment Test (FCAT)* achievement level of three (3) or greater or equivalent developmental scale score on the *Reading* test of the *Sunshine State Standards* pursuant to *Rule 6A-1.09422, FAC*. A second measure shall be an assessment in listening and speaking or aural/oral and writing.
- 5) A *Florida Comprehensive Assessment Test (FCAT)* achievement level of three (3) or greater on the *Writing* + of the *Sunshine State Standards* pursuant to *Rule 6A-1.09422, FAC*. A second measure shall be an assessment in *Listening and Speaking or Aural/Oral, and Reading*.

Notwithstanding these exit criteria, the *ELL Committee* may use criteria established in *Rule 6A-6.0902(2)(a)4, FAC* to determine that the student should be exited from the *ESOL Program* if the *ELL Committee* believes that another instructional program or combination of instructional programs better meets the needs of the student. The *Committee* shall review the assessment information and make further determination for placement and additional services for any student with inconsistent assessment information or discrepancies between scores for each of the language domains of listening, speaking, reading, and writing.

The *ESOL District Contact* coordinates the meetings for all students who have been determined eligible for *ESOL Program* exit. These students' individual cases are reviewed by the *ESOL District Contact*, the *ESOL School Contact*, and the school's *Guidance Counselor*. The results of all assessments and all pertinent information concerning the student's educational career are examined. Based on the information presented at this meeting, a decision is reached on whether or not the student has met the exit criteria. All information is recorded on the *ESOL Program Plan for English Language Learners* form. Those in attendance sign this document and it is placed in the student's *ESOL Packet* in the cumulative folder.

A student meeting the *ESOL Program* exit criteria is classified as a "former *ELL student*" (LF) on the *District Database* by the district's *ESOL Data Entry Clerk*. The student's *Parent(-s) or Guardian(-s)* is/are notified of the dismissal through receipt of the *ESOL Program Eligibility/Ineligibility Letter (Eng/Sp)*. Students not meeting the exit criteria continue to be classified as "*ELL*" (LY) and continue to be served by the *ESOL Program*.

**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>

<b>IDEA-IPT</b>	<b>K – 2</b>	<b>61 – 77</b>	<b>E, F</b>	<b>N / A</b>
	<b>3 – 6</b>	<b>77 – 83</b>	<b>F</b>	<b>N / A</b>
	<b>7 – 12</b>	<b>76 – 91</b>	<b>F</b>	<b>N / A</b>
<b>CELLA</b>				

- (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>
<b>IDEA-IRW</b>
<b>CELLA</b>
<b>FCAT</b>

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

- Registrar    ESOL Teacher/Coordinator  
 **Other (Specify) ESOL Paraprofessional, Permanent Substitute Teacher, or Guidance Counselor.**

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

**MARION COUNTY ESOL PROGRAM EXIT CRITERIA AND PROCESS**

**Students exit the ESOL Program when they are determined to be English-proficient. This exiting process could be initiated as a result of teacher referral, parent request, or an annual review. Any member of the ELL Committee may recommend that English proficiency testing be initiated for exit purposes. Exit eligibility is determined through a comprehensive study of the student’s grades, standardized test scores, English language proficiency assessments, and all other applicable data.**

**Notwithstanding these exit criteria, the ELL Committee may use criteria established in Rule 6A-6.0902(2)(a)4, FAC to determine that the student should be exited from the**

ESOL Program if the ELL Committee believes that another instructional program or combination of instructional programs better meets the needs of the student. The Committee shall review the assessment information and make further determination for placement and additional services for any student with inconsistent assessment information or discrepancies between scores for each of the language domains of listening, speaking, reading, and writing.

The ESOL District Contact coordinates the meetings for all students who have been determined eligible for ESOL Program exit. These students' individual cases are reviewed by the ESOL District Contact, the ESOL School Contact, and the school's Guidance Counselor. The results of all assessments and all pertinent information concerning the student's educational career are examined. Based on the information presented at this meeting, a decision is reached on whether or not the student has met the exit criteria. All information is recorded on the *ESOL Program Plan for English Language Learners* form. Those in attendance sign this document and it is placed in the student's ESOL Packet in the cumulative folder.

A student meeting the ESOL Program exit criteria is classified as a "former ELL student" (LF) on the District Database by the district's ESOL Data Entry Clerk. The student's Parent(-s) or Guardian(-s) is/are notified of the dismissal through receipt of the *ESOL Program Eligibility/Ineligibility Letter* (Eng/Sp). Students not meeting the exit criteria continue to be classified as "ELL" (LY) and continue to be served by the ESOL Program.

**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 (**mostly the *ESOL Staffing Specialist* assigned to a school**). Provide titles of person(s) responsible & briefly describe process.

The title of this person is *ESOL Staffing Specialist*. This person coordinates the entire process and ensures that updating the student ELL plan and monitoring procedures occur. Starting this year, there will be two for our school district – one specializing in elementary and one specializing in secondary. Of course, this individual works with multiple school-based personnel, such as Principals, Assistant Principals, Guidance Counselors, Classroom Teachers, and some district-based personnel such as School Psychologists, School Social Workers, and also, with Parents.

A student meeting the ESOL Program exit criteria is classified as a "former ELL student" (LF) on the District Database by the district's ESOL Data Entry Clerk. The student's Parent(-s) or Guardian(-s) is/are notified of the dismissal through receipt of the *ESOL Program Eligibility/Ineligibility Letter* (Eng/Sp). Students not meeting the exit criteria continue to be classified as "ELL" (LY) and continue to be served by the ESOL Program.

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

There is no specifically different policy for students who meet exit qualifications in the middle of a student grading period vs those who meet them at any other time. Stakeholder recommendation through classroom performance will determine if an ELL is ready to exit the ESOL program in the middle of a grading period and then the IPT and IRW will be given as exit criteria.

When the exit qualifications are met based on stakeholder input and language and academic assessment data, the ESOL Staffing Specialist is contacted by the school to hold an *ELL Committee Meeting*.

## 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 person responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the *ESOL Program* is the Data Entry Clerk.

This task is completed through the use of the *Post Dismissal Monitoring Form*, # ESOL 30-6/06.

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

The form that we use will show the process:

<https://www.marion.k12.fl.us/dept/cur/esol/forms/ESOL%2033%20-%20ESOL%20Program%20Plan%20for%20English%20Language%20Learners.pdf?FormID=50>

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

**Report Cards**

**Test Scores**

**Classroom Performance**

**Other (Specify) Benchmark assessments, course tests, mid-term and final exams, and other classroom assessments.**

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

The ESOL Data Entry Clerk checks the student's progress at the appropriate times for academic performance. If she sees that they are not progressing appropriately, which is defined as any grade below a C or S (elementary ) and/or stakeholder request, she will inform the ESOL Staffing Specialists so that they can convene an ELL Committee Meeting to discuss the matter and consider interventions.

**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.

**When former ELLs (LFs) are re-classified, we convene an *ELL Committee Meeting*. At this time, the ESOL Staffing Specialist along with the Teacher, Assistant Principal, Guidance Counselor, and Parents determine the appropriate placing and services for the student.**

**The student's data are updated on SMS (Marion County's Database) by the ESOL Data Entry Clerk.**

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

**Delivery Models: Mainstream-Inclusion English Language Arts, Mainstream-Inclusion Core/Basic Subject Areas, and Sheltered English Language Arts.**

**All ELL accommodations and support, including the assistance of the ESOL Paraprofessionals are provided upon re-entry into the ESOL Program. The ELL plan will document the use of these strategies and interventions that will be used to implement additional support for ELLs.**

## **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.

**Schools have ESOL Paraprofessionals who are proficient in both English and Spanish. ESOL Paraprofessionals are available for translation or interpreting assistance, whenever necessary. Additionally, if there is a crisis situation or if the school-based ESOL Paraprofessional(-s) is (are) absent, District-based personnel are sent to the school for assistance. As for non-Spanish-speaking minority language parents, these cases are managed on a case-by-case basis.**

**Also, school documents that are sent to the homes of ELLs are translated into Spanish. Again, as for non-Spanish-speaking minority language parents, these cases are managed on a case-by-case basis.**

**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: Documents that go home to parents are almost always translated. If the document is District-based, it is translated by the ESOL Department; if it is school-based, it is usually translated by one of the ESOL Paraprofessionals.**

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

**The procedures are explained by the Teachers and Guidance Counselors. Whenever warranted, ESOL Paraprofessional clarifies students' rights and responsibilities. The document is translated into Spanish and is made available to ELLs.**

**For other minority languages, questions are addressed on a case-by-case basis.**

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 of ELLs are invited to staffings, updates, and other meetings in order to keep them abreast of their children's academic and language progress or needs.**

**Many schools hold evening meetings for ELL parents. During these, educational materials (mostly purchased by Title III funds) are made available to for them for learning English themselves, as well as to guide them on how they could assist their children in school assignments.**

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

**This information is provided in Spanish and English and is disbursed to homes through each school's administration with the assistance of the ESOL Paraprofessional for translation, if needed.**

**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.

**These issues are handled through each school's administration with the assistance of the ESOL Paraprofessional for translation, if needed. *The Florida Educational Equity Act Annual Update Report* is produced through the concerted efforts of the LEA's Supervisor of the *Equal Educational Opportunity Program (EEOP)* and those of various educational specialists. The sections pertaining to the equal educational opportunities of the ELL segment of the population are generated by research conducted by the EEOP Supervisor and the ESOL Coordinator. Parental and community complaints and appeals are directed to the appropriate EEOP personnel.**

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

**ELL students are provided equal access to all programs offered to non-ELLs by the Marion County Schools. We do not allow denial of enrollment into a course/class due to lack of English language proficiency.**

**Should this ever occur, the District's *ESOL Department's* Coordinator would intervene and rectify the violation immediately.**

**ELL students are scheduled into an English/Language Arts class where ESOL strategies are utilized by either an ESOL-endorsed or ESOL-certified teacher OR one who has committed to acquiring ESOL endorsement or certification through the signing of an**

**ESOL Out-of-Field Agreement** and is within the six-year grace period. ELL students receive the same amount of instructional time in English/Language Arts as non-ELL students.

## **Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC**

**28)** Specify the personnel required for an ELL Committee in your district.

The ESOL Committee is composed of the ESOL Teacher, the ESOL School Contact (who is usually the Assistant Principal), the school's Guidance Counselor, the ESOL District Contact, and the student's Parent(-s)/Guardian(-s). Additionally, the school's ESOL Paraprofessional, other Teachers, and Support Services Personnel may be invited.

**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; Marion County does not allow statewide level exemption**
- 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 32<sup>nd</sup> 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 ELL student concern that might emerge for which multi-disciplinary discussion might be of benefit to the child.**

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

- School Level (some schools; work in progress)**
- District Level (We are making a very special effort this year to promote and stimulate the growth and development of the *District-Level PLC*. Our first *District PLC***

**Meeting has been scheduled and will be held on October 21, 2008 at 7:00 PM at our newly-opened school, *Horizon Academy*, which is a heavily ESOL-impacted school.**

Describe the functions and composition of PLCs in your district.

**The *District ELL Parent Leadership Council* is composed of parents of ELL students, ESOL teachers, and ESOL Staff members. The role of the *Council* is to provide input and remain updated on the ESOL Program. These meetings are held each semester and/or as needed.**

**Bilingual materials have been purchased and are available for schools and parents to utilize. Some of these include materials that instruct parents on ways to more effectively assist with homework, improve their children's behavior, and motivate their children's academic performance.**

**The District's ESOL Department has also purchased approximately four hundred (400) *Santillana's FCAT Backpacks* with *Title III* funds, in order to assist our second and third grade ELL students in their efforts to raise their scores. These were purchased in a variety of available options; some were for second graders, so that they can proactively address their *FCAT* reading/writing weaknesses; some for third graders, so that they can reactively address their reading/writing *FCAT* weaknesses. Some of these were purchased in English/English, others in English/French Creole, and others in English/Spanish. Additionally, approximately ten (10) *Intensive English Intervention Kits* for 6<sup>th</sup> and 8<sup>th</sup> graders were purchased. School sites have been provided with bilingual dictionaries and various bilingual books.**

**The Community and Adult Education Program also offers a variety of educational classes that are open to parents needing assistance in achieving English language mastery. These class offerings are sent out by CTAE each semester.**

**The ESOL Department and other departments in the Marion County Public School District make the effort to provide as many instructional materials as possible to parents in their home language.**

**The function of these committees is to establish better communication between the community and the schools, assist in the fostering of more effective parenting skills, improving the services of the ESOL Program, receiving assistance and guidance as relating to educational opportunities, and resources in the community.**

**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.**

**Some of our *PLCs* do not meet this condition. In an effort to correct this matter, we are pursuing further development of our *PLCs*. See Question # 30.**

**31) Indicate how your district involves the PLC in district/school committees.**

**School administrators try to include ELL parents in their *PTOs* and other parent leader groups, so as to diversify committee member composition. This ensures further ELL**

parent participation in school decisions, as well as the reflection of their concerns in the input they provide during participation.

32) Indicate how your district PLC was involved in the development of the District ELL Plan.

Parents of ELLs are provided with a draft of the *ELL Plan* and are requested for input to provide them with the opportunity for “ownership” of the *ESOL Program*.

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.

**Not applicable**

## Section 10: PERSONNEL TRAINING

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

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

The Staff Development and Employment Services Departments work in concert with the District ESOL Department Staff to monitor the training status of each teacher in Marion County through regularly produced printouts from our District Database. ESOL Department Staff members, including the ESOL Staffing Specialists, share the printouts with the school centers and remind the Assistant Principals of the ESOL training status of teachers, so that appropriate student placement can be assured. This notification is submitted sometimes verbally, mostly via e-mail, and via the printouts.

Each certified educational professional is identified according to his/her training needs (18, 60, or 300 hours) and receives credit for ESOL training when the following is provided:

1. Appropriate ESOL course documentation through college or university transcripts, OR
2. Written verification of inservice from other Florida school districts, OR
3. Documentation through the Marion County School Board’s Staff Development Department.

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.

When we request these Database printouts, the District ESOL Department Staff examines the status of teachers in each school and identifies those who are beyond the grace period and behind in their training. These friendly reminders are provided

twice a year – once in the beginning and once in the end of each SY. School administrators are also provided a copy of the reminder notifications. Registration to the required ESOL online courses is offered and tuition is paid by the school district. Upon completion of the required points, a stipend is paid to teachers at the rate of \$10 per hour of training.

Should a teacher ignore the warning letters and/or e-mails and violate the *ESOL Addendum to the Teacher Contract* (which was signed upon employment and commits to completing the ESOL training hours), he/she would be penalized by termination.

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

**We offer this training online through the Hillsborough Consortium. This organization has developed a specialized component entitled *ESOL for Administrators*.**

**The ESOL training requirement for school-based administrators is monitored through the Database Printouts, which provide the number of ESOL training points/hours completed by each administrator.**

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

**We offer this training online through the Hillsborough Consortium. This organization has developed a specialized component entitled *ESOL for Guidance Counselors*.**

**The ESOL training requirement for guidance counselors is monitored through the Database Printouts, which provide the number of ESOL training points/hours completed by each guidance counselor.**

**Upon completion, guidance counselors are compensated at the rate of \$10 per point of ESOL training (\$600).**

**37)** If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

**Not applicable**

**38)** According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language.

Describe the qualifications required by your district to serve as a bilingual paraprofessional.

**In order to become a candidate for the position of Bilingual ESOL Paraprofessional, the individual should have completed a minimum of 60 semester hours of college work (or the equivalent) OR if not, the individual should have passed the *ParaPro Assessment* (Praxis, ETS). Additionally, an oral conversational interview and written translation exercise is**

**administered by the ESOL Department from English to the target language and vice versa, and proficiency must be demonstrated in both oral and written communicative skills.**

Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description.

**<http://www.marion.k12.fl.us/dept/hrm/docs/CSA/Paraprofessional%20-%20ESOL%205.51.pdf>**

**39)** Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained.

**Once employed, ESOL Paraprofessionals receive specialized ESOL training for the appropriate and effective fulfillment of their job responsibilities, including teaching strategies, ethics, legal ramifications of confidentiality, second language acquisition process, reading comprehension tips, writing skills, accommodations and modifications to lesson plans, strategies for differentiated instruction, and other issues.**

**These workshops are typically held on Saturdays and compensation is made available through *Title III* funds. Also, professional instructional materials were provided to take back to schools for teachers and other educational staff members.**

**ESOL Paraprofessional Training/Orientation/ Update Meetings take place during each school year.**

**Documentation for these inservice sessions is maintained through attendance rosters.**

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

**An oral conversational interview and written translation exercise is administered by the ESOL Department from English to the target language and vice versa, and proficiency must be demonstrated in both oral and written communicative skills.**

## **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.

**Through the analysis of *CELLA* data, ELLs' English language proficiency development will be consistently monitored by the *ESOL District Improvement Team*. Should said growth not prove to satisfactorily meet the goals, objectives, and/or expectations, the following will occur:**

- *District Benchmark Assessments* and *Focus Calendars* will need to be further analyzed, evaluated, and adjusted, while remediation is provided to meet the expected English language proficiency level goals and objectives.
- This adjustment in the delivery of instruction will become a component of the *School Improvement Plan*.
- Paraprofessionals' delivery of support will be revisited to identify and explore new and different ways in which they could more effectively help ELLs to meet the English language proficient goals and objectives.
- Teachers delivery of instruction will be revisited to identify and explore new and different ways in which they could more effectively help ELLs to meet the goals and objectives, possibly as a component of their ESOL training.
- Under the direction of a newly-created ESOL District Improvement Team, the ELL Plan implementation will need to be altered to accommodate the changes that will be put in place in an effort to improve the English proficiency of ELLs.
- Other possible school- and district-based interventions will be considered and explored for implementation.

**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.

Through the data analysis of scores from *FCAT*, *District Benchmark Assessments*, *Stanford*, teacher-developed examinations, tests, and quizzes, as well as other types of academic assessment instruments, ELLs' academic achievement growth will be consistently monitored by the *ESOL District Improvement Team*. Should said growth not prove to satisfactorily meet the goals, objectives, and/or expectations, the following will occur:

- *District Benchmark Assessments* and *Focus Calendars* will need to be further analyzed, evaluated, and adjusted, while remediation is provided to meet the expected English language proficiency level goals and objectives.
- This adjustment in the delivery of instruction will become a component of the *School Improvement Plan*.
- Paraprofessionals' delivery of support will be revisited to identify and explore new and different ways in which they could more effectively help ELLs to meet the academic goals and objectives.
- Teachers delivery of instruction will be revisited to identify and explore new and different ways in which they could more effectively assist ELLs to meet the goals and objectives, possibly as a component of their own ESOL training.
- Under the direction of a newly-created *ESOL District Improvement Team*, the ELL Plan implementation will need to be altered to accommodate the changes that will be put in place in an effort to improve the English proficiency of ELLs.
- Other possible school- and district-based interventions will be considered and explored for implementation.

**43)** Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years.

The system improvement plan for the district is described in Questions #41 and 42.