

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

Date Received by FDOE

Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

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

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Martin County School District		Catherine Tedesco, Director of Title I, Migrant, and ELL Services		772-219-1200 ext. 30277	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
500 East Ocean Blvd., Instructional Center, Building 30-Room 21, Stuart, FL 34994					
(6) CERTIFICATION BY SCHOOL DISTRICT					
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.					
I, <u>Sara A. Wilcox</u> , do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
(7) District Parent Leadership Council Involvement					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC)			(PLC operates in cooperation with the Parent Advisory Council)		
Contact Information for District PLC Chairperson: Michelle Muniz					
Mailing address:					
E-mail Address: munizm@martin.k12.fl.us Phone Number: 772-219-1580 ext.238					
Date final plan was discussed with PLC:			PLC <input type="checkbox"/> approved <input checked="" type="checkbox"/> not approved		
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

By signature below, I, Sara A. Wilcox, 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. All students in the Martin County School District, register at their home school site. For those students and parents for whom English is not the primary language, bilingual personnel and a comprehensive, multi language computer program are available at each school site to provide assistance when needed. Programmed portable translators that include 12 languages are also available for registrars and front office that facilitate communication.

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done. The parent or guardian who is registering the student completes the Home Language Survey, which is part of the district registration form, as part of the registration process at the school site. For those students and parents for whom English is not the primary language, bilingual personnel and a comprehensive, multilanguage computer program, TransACT, are available at each school site to provide assistance when needed. Registration personnel complete an ESOL PROGRAM ELL STUDENT INFORMATION FORM and PLAN for any student with a “yes” response to questions 1 or 2. This form is given to the school site ELL Contact (Assistant Principal), for the initiation of aural/oral testing and the student is entered into the district database.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. Registration personnel complete the Martin County ESOL PROGRAM ELL STUDENT INFORMATION FORM and PLAN for any student with a “yes” response. An ELL folder is generated and the form is placed in it and given to the school site ELL contact. If there is an affirmative response to only the first question on the survey, referencing the language spoken in the home, the student remains in the regular program until the aural/oral assessment is completed. Affirmative responses to the second and third questions, referencing first language spoken and most frequently spoken language, will necessitate the student being placed in the ESOL PROGRAM pending aural/oral assessment.

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

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. The parent or guardian who is registering the student completes the Home Language Survey, which is part of the district registration form, as part of the registration process at the school site. For those students and parents for whom English is not the primary language,

bilingual personnel and a comprehensive, multilanguage computer program, TransACT, are available at each school site to provide assistance when needed. Forms that are district specific have been translated into Spanish.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc. The school site ELL Contact is responsible for collecting student data, for the initiation of aural/oral testing, and for providing information to data entry for input. The test administrator is given the ESOL PROGRAM ELL STUDENT INFORMATION FORM and PLAN to be completed as testing is accomplished. The form and test data are filed in the cumulative folder by registration personnel in a separate ELL folder. The school-site ELL contact is responsible for maintaining current and accurate records, with periodic monitoring from the district ESOL PROGRAM office. All demographic data for ELL students is entered into the district database and transmitted to the Department of Education at specified times (surveys). ELL data is under the joint responsibility of the ELL school site contacts and the ELL District office.

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

Registrar Data Entry Clerk Other (Specify) Assistant Principal, ELL District Office personnel

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

Registrar ESOL Coordinator/Administrator Other (Specify) Assistant Principal, Guidance Counselors, Teachers on Special Assignment, ELL teacher contact, highly qualified ELL paraprofessionals, and/or contracted retired teachers for CELLA administration

6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Idea Oral Language Proficiency Test, IPT		3		32%

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

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

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

6a) Describe the English Language Proficient (ELP) assessment procedures that have been implemented for K-12 ELLs to determine their oral skills levels [i.e. Non-English Speaking (NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES)]. Include personnel responsible for testing students, grading the assessments, and recording the ELL data.

Registration personnel complete an ESOL PROGRAM ELL STUDENT INFORMATION FORM and PLAN for any student with a "yes" response. This form is given to the school site ELL Contact (Assistant Principal), for the initiation of aural/oral testing and to be entered into the district database by data entry personnel. The designated test administrator utilizes the appropriate level of the IDEA Aural/Oral Language Proficiency Test (IPT) to assess all "yes" response students in grades K-12. Assessment for oral language proficiency will be completed within twenty (20) days of the initial enrollment date, and is often completed immediately upon entry. NES and LES students are placed in a class with a teacher who will utilize and document ELL strategies. FES students will be reviewed for classroom proficiency and either the ELL Committee will convene to enter them into the ESOL Program, or the ESOL PROGRAM ELL STUDENT INFORMATION FORM and PLAN and test will be placed in the cumulative folder and the student will be considered a regular, non-ELL student (ZZ Code).

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? A biannual meeting is held for all ELL contacts, registrars, and data entry clerks for the purpose of reviewing ELL procedures and introducing all new data elements. Upon entry, any student that enters a "yes" on the Home Language Survey, is coded LP, pending assessment. The school site and the district ELL office review this code on both individual and group reports to ensure that testing is completed within 20 school days of registration.

6c) Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses. Parents are notified on a district form with a given reason if testing is delayed beyond the 20 day testing period, in the home language when feasible. This form is sent via US mail.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test. K-3 students who score FES and, upon academic review, show no need for ELL services, are placed in a regular classroom as a regular student. If a future concern is identified, teachers or parents can initiate an ELL Committee that will determine if the student is in need of ELL services. The ESOL PROGRAM ELL STUDENT INFORMATION FORM and PLAN and test are maintained in a separate red folder and marked NQ (not qualified) in the cumulative folder for reference.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher’s cut scores) on the Listening and Speaking test. The designated test administrator utilizes the appropriate level of the IDEA Aural/Oral Language Proficiency Test (IPT) to assess all “yes” response students in grades 4-12. Assessment for oral language proficiency is completed within twenty (20) days of the initial enrollment date, and is usually completed immediately upon entry. NES and LES students are placed in classes with teachers who will utilize and document ELL strategies for content areas, as well as in ELL support classes if available. FES students will be further assessed for academic proficiency. If available, student records are reviewed for current (within 1 year) standardized test scores. If there are no scores available for the student, he/she is scheduled to be administered a norm referenced test (FCAT Reading, Comprehensive Test of Basic Skills, California Achievement Test, Iowa Test of Basic Skills) for Reading/Language usage. If the student scores at/below the 32nd percentile in reading or writing, the student is identified as limited English proficient and placed in the ESOL PROGRAM. Assessment will be completed within twenty (20) days of the initial enrollment date or an ELL Committee would convene to determine either to retain the student in the ESOL PROGRAM (LY Code) or to place the student in the regular program (ZZ Code). Subsequently, assessment would occur within one (1) year of enrollment. All ELL students are assessed for English language proficiency annually.

7) Reading and Writing

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

Name of Reading and Writing Instrument(s):
California Achievement Test, CAT
Comprehensive Test of Basic Skills, CTB
Idea: Reading and Writing, IRW
Stanford Achievement Test, STA

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test? The student, coded LP, continues to be identified as pending assessment. The school site and the district office review this code on both individual and group reports to ensure that complete testing is administered within one year of the Aural/Oral test.

7b) Describe the procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines. If available, student records are reviewed for current (within 1 year) standardized test scores. Scores that can be identified as measuring reading and writing/language arts will be used for placement. If not available, the R/W test is required or an ELL Committee must be convened to specify when a test will be given and scores reviewed for placement.

8) ELL Committee Intervention

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan. The ELL Committee convenes to place a student who, upon assessment, does not test into the ESOL PROGRAM but clearly indicates a need for ELL support. A teacher or parent can initiate the ELL Committee for this purpose. See attachment A & B - ELL Committee Record of Meeting/Referral form.

9) Native Language Assessment

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

Yes No

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

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate. A student identified as ELL is assessed for academic placement by the school-site ELL Contact Person, in coordination with the school's guidance counselor. They review the educational background and history of the student, conduct parent and/or student interviews and use all pertinent data in determining the appropriate grade level and/or subject area placement for the student. If student information has not arrived with the student, the ELL contact calls the student's previous school. Every effort is made to ensure proper placement and placement is reviewed again when previous school documents arrive. The ELL Contact at the school is responsible for maintaining this form in each student's ELL folder. See attachment C & D - ELL Programmatic Assessment Checklist form.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). When a student enters a Martin County school and it is determined that the student has never attended school

before he/she is placed based on chronological age. The student is tested immediately to access language ability and academic level. If the student is determined to be in need of ELL services, he/she is prioritized for services with a bilingual aide and is placed in a classroom taught by an ELL endorsed teacher.

10b) Describe the procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable. Include actions taken and/or methods used to locate student records. If a student arrives at a Martin County school with no prior records, the registrar interviews the parent/guardian regarding their prior educational setting and contacts the district or private school to request that the information be sent to the district or to the school directly. If it is determined that a student's records are unobtainable,
the student is tested immediately to access language ability and academic level. If the student is LES or NES he/she is prioritized for services with a bilingual aide and is placed in a classroom taught by an ELL endorsed teacher.

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

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement. A student identified as ELL is assessed for academic placement by the school-site ELL Contact Person, in coordination with the school's guidance counselor. They review the educational background and history of the student, conduct parent and/or student interviews and use all pertinent data in determining the appropriate grade level and/or subject area placement for the student. If past student records are not available at the time of entry, the ELL and/or District contact will communicate with the previous school to determine initial placement. The ELL contact at the school is responsible for maintaining this form in each student's ELL folder.

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan. A student identified as ELL is assessed for academic placement by the school-site ELL contact person, in coordination with the school's guidance counselor. They review the educational background and history of the student, conduct parent and/or student interviews and use all pertinent data in determining the appropriate grade level and/or subject area placement for the student. The ELL contact at the school is responsible for maintaining this form in each student's ELL folder. Schools give a reasonable amount of time for prior schooling documentation to arrive to enable credit to be given to the student. This information is not explained in the Student Progression Plan; parents are encouraged to make an appointment with the school's guidance counselor.

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. ELL's are reevaluated by the ELL contact if prior testing is more than a year old. Procedures for that reevaluation are described in 6a.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the ELL Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated. The school site Assistant Principal, as the ELL Contact, is responsible for ensuring the ELL Student Plan is developed, both in the student's file and on the district database for FTE documentation. The ELL Student Plan is initiated upon entry into Martin County Schools. If a Yes is indicated on the Home Language Survey, the ESOL PROGRAM ELL STUDENT INFORMATION FORM and PLAN is initiated (Sec. A). Upon ESOL PROGRAM eligibility, Sec. B is completed with classification, entry, and plan dates, as well as basis of entry and all test data. The Student Plan for the current year is entered in the first box of the Plan section, and is continued for subsequent years. Sec. C contains re-evaluation dates and status. Sec. D contains all exit information, including exit and plan dates, basis of exit, and four post-monitoring dates. The ELL Student Plan is a running record of participation in the ESOL PROGRAM and contains all required documentation. The Plan is kept on file in the ELL folder in the student's cumulative folder at the school.

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate. The school site Assistant Principal, as the ELL Contact, is responsible for ensuring the ELL Student Plan is updated annually, both in the student's file and on the district database for FTE documentation. The district ELL Director and staff review ELL records annually, as well as reviewing all FTE records prior to submission to ensure the compliance of all school sites. See attachment E – ELL Program LEP Student Information Form and Plan.

13) Parent Notification

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

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

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

- English

Spanish

French

Haitian Creole

Portuguese

Vietnamese

Other (Specify) TransACT, an internet program with access to 23 languages, is available to all schools. Portable translators with access to 12 languages are available at each school in the front office.

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

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

Sheltered English Language Arts

Sheltered Core/Basic Subject Areas

Mainstream-Inclusion English Language Arts

Mainstream-Inclusion Core/Basic Subject Areas

One-Way Development Bilingual Education

Dual Language (Two-Way Developmental Bilingual Education)

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school. The Martin County School District requires teachers of ELL students to complete the ESOL training as specified in the Consent Decree. Thus, each teacher with ELL students delivers understandable instruction to those students by using ESOL strategies as detailed in the five college credit courses identified in the Decree, or the approved district Add-on Endorsement based on the DOE 300-hour in-service component. ELL students' teachers formulate and implement lesson plans which reflect the utilization of ESOL strategies and the delivery of comprehensible instruction. The students are taught in English in the regular classrooms with the assistance of an ELL Assistant, if available at the school site. Differentiated instructional ELL leveled

materials/programs are available for teachers of ELL students for checkout from a central location at the school site. These materials incorporate the features and structures that enhance an ELL student's ability to comprehend text. In addition, Rosetta Stone software is networked in every school to enable non and limited English speaking students the opportunity to learn English in a non-threatening environment. The Sunshine State Standards are the basis of all curriculums. Trained bilingual teachers, ELL trained reading coaches and/or bilingual aides (if 15 or more students speak the same language and are enrolled at the school) are available to assist basic subject area teachers with the planning and delivery of comprehensible instruction to ELL students. The ELL district office monitors all teachers regarding their progress toward fulfilling the ELL requirements described in the Meta Consent Decree. State approved ESOL courses that satisfy teacher's ESOL requirements are offered to teachers throughout the school year.

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.

School	Ele. LA I	Ele. LA SC	Ele. Basic I	Ele. Basic SC	Ele. Basic NL	Sec. LA I	Sec. LA SC	Sec. Basic I	Sec. Basic SC	Sec. Basic NL
ANDERSON MIDDLE SCHOOL (0361)						y		y		
BESSEY CREEK ELEMENTARY SCHOOL (0331)	y		y							
CITRUS GROVE ELEMENTARY (0371)	y		y							
CHALLENGER SCHOOL (0294)	y		y			y		y		
CRYSTAL LAKE ELEMENTARY SCHOOL (0301)	y		y							
FELIX A WILLIAMS ELEMENTARY SCHOOL (0341)	y		y							
HIDDEN OAKS MIDDLE SCHOOL (0321)						y		y		
HOBE SOUND ELEMENTARY SCHOOL (0111)	y		y							
INDIANTOWN MIDDLE SCHOOL (0221)	y		y			y		y		
J. D. PARKER SCHOOL OF TECHNOLOGY (0051)	y		y							
JENSEN BEACH ELEMENTARY SCHOOL (0211)	y		y							
JENSEN BEACH HIGH SCHOOL (0351)						y	y	y		
MARTIN COUNTY HIGH SCHOOL (0031)						y	y	y		
MURRAY MIDDLE SCHOOL (0081)						y		y		
PALM CITY ELEMENTARY SCHOOL (0061)	y		y							
PINEWOOD ELEMENTARY SCHOOL (0291)	y		y							

PORT SALERNO ELEMENTARY SCHOOL (0101)	y		y							
SEA WIND ELEMENTARY SCHOOL (0025)	y		y							
SOUTH FORK HIGH SCHOOL (0241)						y	y	y		
SPECTRUM JUNIOR/SENIOR HIGH SCHOOL (0073)						y		y		
STUART MIDDLE SCHOOL (0021)						y		y		
WARFIELD ELEMENTARY SCHOOL (0131)	y		y							
I=ESOL (inclusion), SC=ESOL self-contained/sheltered, NL=Native/Home Language										

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs. Academic assessment by school personnel determines the appropriate grade level, subject area, and course level placement for ELL students. All ELL students, as all non-ELL students, shall have access to all course offerings, programs and services for which they meet eligibility criteria. This includes the core subjects defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. School administrators review lesson plans for documented use of ELL strategies and verify instruction on an ongoing basis to ensure access, sequence, and scope for ELL students is equal to non-ELL students.

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

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

- Region Administrator(s)
- District Administrator(s)

- School Level Administrator(s)
- Other (Specify) Reading Coach

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

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

15) Student Progression

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

- Yes No

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

http://www.sbm.org/new/docs/repository/2008/student_progression_plan_revised_2008-2009.pdf . Page 18

15a) Describe the district's Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention. District procedures to exempt ELL students from mandatory retention for "Good Cause", are in school board policy. Requests for good cause exemption, as stated in the district's Student Progression Plan, must include documentation submitted by the teacher to the principal, who reviews it and determines promotion or retention. If the decision is to promote, the recommendation must be in writing and given to the superintendent who accepts or rejects the decision, also in writing.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. The ELL Committee convenes to review documentation to determine support of, or rejection of, the retention of an ELL student.

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

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed. Each school site has a designated testing coordinator, who is the Assistant Principal or the Guidance Counselor. Martin County administers the FCAT Reading/Math (grades 3-10) FCAT Science (grades 5,8,11), Florida Writes! (grades 4, 8, 10), according to statewide assessment requirements. All students, including all ELL students, participate and are assessed. Individual ELL students who are also in the Exceptional Student Education (ESE) Program may be exempted by the recommendation of an ELL Committee if that student has been in an approved ESOL PROGRAM less than 1 year, as identified through the district database system, and the designated ESE alternative assessment is approved, and is within the 2% of ESE students allowed to be alternatively assessed. The alternative assessment will relate to the original assessment and will be based on the same standards in reading, writing, math and science. The FCAT must be passed to receive a standard high school diploma. Martin County also administers the statewide assessment norm-referenced FCAT test in grades 2 – 10, following the same criteria. The Comprehensive English Language Learning Assessment (CELLA) is used to measure the growth of students classified as English Language Learners (ELLs) in mastering the skills in English they will need to succeed in school. CELLA test administration is handled in the same manner as the FCAT described above.

16a) Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations.

The following are accommodations that are offered to ELL students in statewide assessments:

1. Additional time, if necessary
2. Access to an English to heritage language dictionary
3. Separate testing setting
4. A Bilingual or ELL trained teacher as test administrator

5. Other accommodations approved by the State Board of Education.

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

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

Yes No

If yes, describe the process for alternatively assessing ELL students. The ESE Department participates in the Brigance Alternative Assessment Program that includes the testing, scoring, and submission of scores. ELL/ESE students are included within the 2% allowed by the state to be alternatively assessed.

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: Brigance Test of Basic Skills

Math: Brigance Test of Basic Skills

Writing: Brigance Test of Basic Skills

Science: _____

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores. An ELL student will be eligible for exit only when he is determined to be fully English proficient (FES) as measured by the district's language proficiency test. The student will then be assessed in reading and writing on a standardized test, if in grade 4 or higher, and must score above the 32nd percentile in Reading and Writing/Language Arts. All ELL students will be assessed during the annual re-evaluation and the results may be used to meet

the exit criteria. Individual ELL students may be assessed at any time during the year, if requested by a teacher or administrator at the school and the results may be used to meet the exit criteria. An ELL student initially classified as non or limited English speaking (Entry Basis A) and then scores as fully English proficient on the aural/oral test but scores at/below the 32nd percentile in BOTH or EITHER reading AND writing will NOT be eligible for exit. That student will continue in the ESOL PROGRAM as ELL in reading/writing. Such a student, however, may be referred to the ELL Committee for further review and will exit the program only if the committee determines the student not to be ELL. A student initially classified as ELL based on reading/writing (Entry Basis R) will be eligible to exit the program if he/she scores above the 32nd percentile in BOTH reading AND writing on a standardized test. Such a student, however, will be referred to the ELL Committee for further review and will exit the program only if the Committee determines the student not to be ELL. If the student initially classified as ELL based on reading/writing (Entry Basis R) scores at/below the 32nd percentile in EITHER reading OR writing, he/she will NOT be eligible for exit. That student will continue in the ESOL PROGRAM as ELL in reading/writing. Such a student, however, may be referred to the ELL Committee for further review and will exit the program only if the Committee determines the student not to be ELL.

17a) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment instrument used in your district for determining whether or not a student is English proficient and ready for exit. Also, indicate the publisher’s cut-score by score type that determines that the student is ready for exit.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Idea Oral Language Proficiency Test, IPT	K-12	5		32%

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

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

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

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 32nd percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link: http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
California Achievement Test, CAT
Comprehensive Test of Basic Skills, CTB
Idea: Reading and Writing, IRW

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

- Registrar
 ESOL Teacher/Coordinator
 Other (Specify) Assistant Principal, Guidance Counselor

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

The ELL Committee must consider the following:

- 1) Oral English language proficiency as demonstrated by a score in the FES for Mastery range on the IDEA Oral Language Proficiency Test.
- 2) Accomplishment of two (2) of the five stated exit criteria.
- 3) Scores above the 32% in Reading and Language subtests as demonstrated on a norm referenced standardized test or the equivalent.

The findings of the Committee and their recommendations are kept in the student’s file on an ELL Committee Record of Meeting/Referral Form.

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

The school site Assistant Principal ensures that the exit data is recorded both on the Student Plan form and in the district database.

The school site Assistant Principal is responsible for the maintenance and updating of all ELL records. The district ELL Office supports the school sites by providing electronic and onsite technical assistance and periodically monitoring records.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. Although it is rare, a student that meets exit qualifications in the middle of a grading period would schedule an ELL meeting and the reasons for exiting would be discussed and a determination would be made and documented at that meeting. The student would be entered in the system as an LF student and monitored for two years. See 18a.

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. School site Assistant Principal

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. Documentation of review dates is maintained for the specified timeline: 1st report card after exiting the ESOL program, the report card at the end of the 1st semester, the report card at the end of the 1st year and the report card at the end of the 2nd year. The decision to continue the student in the regular program or to reclassify the student is entered and initialed on the ESOL PROGRAM ELL STUDENT INFORMATION FORM and PLAN in accordance with this timeline, and placed, with the documentation, in the ELL folder maintained in the student's cumulative record.

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

Check all that apply.

Report Cards

Test Scores

Classroom Performance

Other (Specify) _____

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. The school-site Assistant Principal as the ELL Contact, in coordination with the teacher(s) of the ELL student, will identify patterns of poor performance (below average or failing grades/tests) and will initiate a meeting of the ELL Committee for review and determination of whether the student should be reclassified as ELL. The ELL Committee will review the performance of the former ELL student according to criteria specified in the Consent Decree and will make the determination of whether the student should be reclassified. The student determined to be ELL will be reclassified as an ELL student and will be reentered into the ESOL program at that school.

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes. The school site Assistant Principal, as the ELL Contact, will ensure that documentation of the review and the ELL Committee to reclassify an ELL student is placed in the ELL student's ELL folder. The decision to reclassify the student is entered and initialed on the ESOL PROGRAM ELL STUDENT INFORMATION FORM and PLAN. The form and district database are updated to include the reclassification date and basis of re-entry.

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

Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

22) Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language. For those students and parents for whom English is not the primary language, bilingual personnel and a comprehensive, multilanguage computer program are available at each school site to provide assistance when needed. The District ELL Office supports the schools with bilingual assistance when no other support is available. Portable translators with access to 12 languages are available in every school's front office.

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

- Temporary placement
- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model options
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)

- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification (LF) monitoring
- Reclassification of former ELL student
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms (when feasible)
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other _____

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? The Code of Student Conduct is sent home to all students in the district with a signoff form for parents to return to the school after reading it and discussing with their children. It is available in English and Spanish.

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

Yes No

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

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain. The ELL District office contacts, through home visits and telephone conversations, parents of ELL students to ask initially for active participation as ELL Parent Advisory Council members and to invite them to attend council meetings. Those parents who indicate the willingness to do so then became the council members. ELL District and Program Personnel orient ELL Council members to the District's ELL Plan, to the monitoring process, to the importance of their active participation in making recommendations to further enhance the effectiveness of the plan. The Council is also involved in the review and development of the District's ELL Plan prior to its submission to the state, as well as reviews other District plans that require their involvement.

Parents of ELL students are provided opportunities during the year to participate in training especially designed for them, through district and school level efforts. The trainings are translated in the home language of the parents, unless clearly not feasible. In addition, the district operates two Parent Resource Centers at each end of the county. Bilingual highly qualified teachers provide guidance and training for ELL parents at each center using materials and software that is understandable and available for check out.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. The district and school provides the School Report Card to all parents. Meetings are held at the school level to explain the Report Card and Adequate Yearly Progress. The ELL Parent Advisory Council addresses the concerns of AYP as it relates to the ELL students, the assessment process, and the availability of testing accommodations.

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. ELL District and Program Personnel orient ELL Council members to the District's ELL Plan and to the monitoring of program compliance, to enable them to understand and oversee the process. If any parent has questions or concerns, the district ELL office works with school administration and personnel to correct any problems or address any complaints. Information is provided to parents about their rights to ensure the best education for their children. Any individual has the right to file a complaint with the Equity Officer of Martin County Schools. The complaint will be investigated and a recommendation will be made. If the complaint is not resolved to the individual's satisfaction, he/she may appeal to the school board.

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

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

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

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

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

- School Level District Level

Describe the functions and composition of PLCs in your district. The MCSD Parent Advisory Council and the Parent Leadership Committee are one in the same due to the consistency and uniformity of the participants. This group has consistently been made up of at least 50%-75% of ELL parents. This District Title I/ Migrant / ELL Parent Advisory Council (PAC) meets a minimum of two times a year, fall and spring. The PAC engages in activities to learn about parent involvement activities in schools, to learn about program initiatives, to develop/revise the District's Parental Involvement Policy and ELL

Plan. Procedures for annual distribution and suggestions for improvements are discussed and plans are revised at this meeting. Once the revisions are incorporated the chairperson reviews and signs off on the document/s.

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

31) Indicate how your district involves the PLC in district/school committees. The PLC meets biannually. All district plans and issues are discussed and revised at that time. If there are any additional concerns a committee and a schedule is developed at that meeting to further discuss the issues. Once all revisions are completed the chairperson signs off on the plan. Participation on these committees is strictly voluntary and a translator is available at every meeting.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The PLC gets a copy of the District ELL Plan and is asked to make comments or suggestions as to its content. The PLC meets biannually in the fall and spring. Since the meeting is scheduled for October 30, 2008; the plan submitted at this time has not been reviewed by the PLC. Revisions will be submitted by November 15th to FDOE.

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. The 2008-09 ELL Plan will not be approved until our next meeting with our PLC which is scheduled for October 30, 2008. At that time if there are any revisions they will be sent to FDOE by November 15, 2008.

Section 10: PERSONNEL TRAINING

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

33) Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented. The District’s ELL and Personnel directors work together to monitor the training status of each teacher, administrator, and support personnel in Martin County. For each school site, teachers are identified according to their training requirements, the training that each has already completed, and the training yet to be completed. Teachers are identified and notified once they become out-of-field. Out-of-field assignments are approved by the school board prior to the October FTE date and prior to the February FTE date. A mid-year review of the inservice requirements met by out-of-field teachers is conducted by the ELL Program Director. All teachers needing ESOL inservice are also notified by the school site Assistant Principal or Principal and given the

ESOL Inservice Schedule of classes. All Martin County teachers are encouraged to fulfill the ESOL Inservice requirements for their teaching position within the Meta Consent guidelines.

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

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. The District ELL Director and the District Human Resource Department work together to monitor the training status of each teacher, administrator, and support personnel in Martin County. School-based administrators must complete the Empowering class or an approved administrator class as set forth by the Department of Education upon development. Courses are offered free to district employees or they may pay a fee and take them online through the Hillsborough Consortium. In 2008-09, the MCSD is writing a course specifically designed for administrators which will be submitted to FDOE for approval upon completion.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. The District ELL Director and the District Human Resource Department work together to monitor the training status of each teacher, administrator, and support personnel in Martin County. Guidance counselors must complete the Empowering class or an approved counselor class as set forth by the Department of Education upon development. Courses are offered free to district employees or they may pay a fee and take them online through the Hillsborough Consortium. In 2008-09, the MCSD is writing a course specifically designed for guidance counselors which will be submitted to FDOE for approval upon completion.

37) If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English. All instruction is provided in English. Martin County teachers that provide instruction to ELL students are fluent in English.

38) According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description. Bilingual paraprofessionals will participate in inservice for a total of at least 18 hours of ESOL

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

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

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

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

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs. The District will provide the ELL school site contacts with CELLA results that will be reviewed by district personnel along with FCAT and benchmark testing at data analysis meetings scheduled throughout the school year. Rosetta Stone progress reports will be monitored by ELL support personnel at school sites.

42) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs. The District will provide the ELL school site contacts with CELLA results that will be reviewed by district personnel along with FCAT and benchmark testing. Rosetta Stone progress reports will be monitored by ELL support personnel at school sites. The District will provide ELL support staff with monitoring forms that will be submitted to the district each semester.

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. (See attached)

Title III District Improvement Plan

Title III, Sec. 3122(b) (2)

"If a State educational agency determines, based on the annual measurable achievement objectives described in subsection (a), that an eligible entity has failed to make progress toward meeting such objectives for 2 consecutive years, the agency shall require the entity to develop an improvement plan that will ensure that the entity meets such objectives. The improvement plan shall specifically address the factors that prevented the entity from achieving such objectives."

Directions: Address the topic matter requested for each cell in the outline. How does this information support your District's ELL Plan, and site where this data is located in your ELL Plan. **An additional narrative description may be included, but is not required for submission.**

1. Identify and describe the factors that prevented the District from achieving the Annual Measurable Achievement Objectives (AMAOs) (Five page maximum for this item).

The Martin County School District (MCSD) achieved all AMAO's in 2007-08 with the exception of AMAO 3. AMAO 3 addresses ELL students reaching FCAT proficiency levels in reading and math.

Thomas and Collier (1998) state that the average native English speaker gains about ten months of academic growth in one ten-month academic year. ELL students must outgain the native speaker by making 1.5 year's progress in English for six successive school years. Thus, in order to have skills that are commensurate with those of native English speakers, ELLs must make nine years progress in six years. There are different timelines for learning social and academic language. Under ideal conditions, it takes the average second-language learner two years to acquire *Basic Interpersonal Communication Skills (BICS)*. BICS involves the context-embedded, everyday language that occurs between conversational partners. On the other hand, *Cognitive Academic Language Proficiency (CALP)*, or the context-reduced language of academics, takes five to seven years under ideal conditions to develop to a level commensurate with that of native speakers. The testing of ELL students (in some cases in less than a year in this country) does not allow the time needed to acquire the academic language that is required for standardized testing.

Even though research does not support testing of ELL students so early in their language acquisition journey, the MCSD is aware that efforts to improve the quality of instruction for ELL students needs to be addressed in order to improve the proficiency of ELL students and provide them with the foundation needed for higher education and/or employment. The District is attempting to address this complex issue by combining language acquisition instruction with appropriate content academics that is grade level specific. We have updated the Enriching Content course and will provide additional content strategy instruction to both teachers and paraprofessionals so they can better assist ELL's in their content courses. In addition, Title III is supporting content teachers, especially at the secondary levels, by providing leveled content text that has support structures and features that address that reflect the needs of ELL students.

The District also recognizes that the current level of support for non-English speaking (NES) is inadequate; especially at the secondary levels. A meeting has been scheduled with secondary administrators and ESOL teachers to design a transition class where students will have the benefit of additional time

to transition into more demanding content classes. Close monitoring of the progress of ELL students is especially important to be able to provide on the spot support before they fail. Performance Matters, our data collection software, is providing additional filter options that will allow us to monitor ELL students more closely by drilling down to the level of services for each student that is in the LEP category. This new feature will assist in capturing those students that have been exited and are now in danger of failing. Title III has provided funds for a secondary support teacher to provide one on one support at the school to ensure that ELL students in danger of failing a course.

Educational activities to improve English proficiency and academic achievement	Personnel Responsible	Timeline	Funding Source
<p>2. Describe scientifically based research strategies to improve English-language proficiency (AMAOs 1 and 2;CELLA)</p>	<p>Catherine Tedesco – Dir. of Title I Migrant and ELL Amy Marszewski – TOSA for Migrant, ELL, N&D Doris Saffran – TOSA for Migrant, Title I Pat Griffis - TOSA for District ESOL and Title III</p>	<p>July 1st 2008 to June 30th 2009</p>	<p>District, Title I and Title III</p>

MCSD Title III funds have provided every school in the MCSD with Rosetta Stone, language acquisition software that is used by all of our ELL students in a rotational format. A copy of the research that supports Rosetta Stone as a tool for language acquisition may be found at http://www.rosettastone.com/us_assets/documentation/NCLB-rosetta-stone-correlation.pdf. In addition to Rosetta Stone the MCSD sought out additional software that is both motivating and research based for primary students that would combine both language acquisition with meaningful academic content. In 2008-09, Imagine Learning was piloted in one of our top five ELL schools to determine if that software is more appropriate for primary students and specifically for their focus on academic language. It is correlated to English Language Development Standards and that research may be found at <http://www.imaginelearning.com/PDFs/en/TESOL%20&%20Imagine%20Learning%20English%20Correlation.pdf> and <http://www.imaginelearning.com/PDFs/en/ILE%20Program%20Efficacy.pdf>. Based on preliminary progress reports and teacher surveys, Imagine Learning has been purchased for NES and LES students to use at two other elementary schools.

Title III funds have also been used to purchase Rosetta Stone and Sed de Saber in Spanish for teacher laptops to assist them in communicating with NES students and increasing communication with ELL parents by learning a second language. MCSD intends to expand the new version 3 of Rosetta Stone to update each school's networked version and provide teacher's additional access via the Internet to the Rosetta Stone so they can learn a second language. Pending the results of the Sed de Saber pilot at the end of this year, the district will determine which program has the most success for reaching second language parents.

In addition to these two language acquisition software programs, teachers are required to meet their ESOL requirements via updated courses that are offered at no cost to teachers at a variety of Martin County school locations. These courses are designed to provide teachers with research based strategies to improve English language proficiency and to enhance instructional delivery for comprehensible instruction for their ELL students. Title III funds have been allocated to provide two ESOL Resource Centers located in Stuart and in Indiantown (located 26 miles in the west end of the county). These Centers are lending libraries where teachers of ELL students can go to borrow ELL specific supplemental materials. At each Center there is a bilingual teacher that will provide teachers with best practice strategies for differentiating instruction for ELL students.

The District and Title III are collaborating to develop a scope and sequence for instructing NES students that are new to the district. Discussion has included the possible development of a transitional class for NES newcomers that will provide an orientation to their new surroundings as it prepares them for the academic challenges that they will face when they enter English only classrooms. Also, new training that includes up-to-date best practices for ELL student instruction is currently being designed for ELL paraprofessionals that will include hands-on materials that enhance instruction.

Paraprofessionals are scheduled to meet in the Spring of 2009 to provide input into the development of this training.

Ongoing collaboration with the district's reading coordinator will continue as we plan all future ELL trainings. ELL strategies in content courses will be the focus for FY10 with reading coaches providing the professional development both in workshops and on site. This year two of the five state mandated courses included a built in professional development component where teachers taking the course were able to visit schools that have high ELL populations to observe ELL strategies in action. This popular capacity building activity will be expanded as an option for all of the mandated courses in FY10.

<p>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3;FCAT)</p>	<p>Catherine Tedesco Shela Khanal – District Reading. Coordinator Amy Marszewski Doris Saffran</p>	<p>July 1st 2008 to June 30th 2009</p>	<p>District, Title I, Title II, and Title III</p>
--	---	---	--

Title III has provided to three of our highest ELL populated schools funds for professional development that focuses on differentiating instruction for ELL students. In an effort to build capacity throughout the District, we are closely monitoring this professional development to determine their effectiveness and how it may be duplicated for every ELL teacher in the District. Through a train the trainer model, the plan is to take these strategies and provide focused and long term supplemental professional development through a centralized location that provides hands on modeling of these strategies with ELL students.

The ELL strategies listed below are the most frequently used by all teachers to improve academic achievement of ELL students. The use of each strategy varies depending on the grade level, specific community, or individual teacher and how each one meets the needs of each child as an individual.

1. Focused instruction that has clear and precise language goals to go along with content goals
2. Direct teaching of vocabulary being highly selective with the words that are taught
3. Provide Multiple Encounters with Targeted Words
4. Teaching pre-, during-, post-reading strategies
5. Fluency building, high frequency words
6. Provide students direct instruction on how to infer word meanings
7. Chunking and questioning aloud
8. Role playing or pantomiming
9. Using gestures and visual cues
10. Using real objects and hands on materials
11. Pointing to pictures
12. Doing quick drawings on the board
13. Using examples that relate to student experiences
14. Provide culturally relevant resources to teach content
15. Use storytelling in the classroom
16. Provide repetition and opportunities for practicing skills

<p>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; FCAT)</p>	<p>Catherine Tedesco Steve Layson – District Math Coordinator Amy Marszewski Doris Saffran</p>	<p>July 1st 2008 to June 30th 2009</p>	<p>District, Title II, and Title III</p>
---	---	---	---

In an effort to improve mathematics with ELL students, the following scientifically based researched programs and strategies are currently being implemented:

1. Math problems are presented to students in the context of real-world examples
2. Explicit instruction, with a focus on the development of essential math skills
3. Academic language support given to students
4. Use of concrete materials (realia) to manipulate ideas and to test solutions
5. Use of visuals for comprehensible instruction (including videos)
6. Harcourt Math series sequentially develops all strands of mathematics which enables ELL students to develop reasoning and problem solving skills
7. Spiraling review and abundant practice in varied formats
8. Targeted remediation and interventions
9. Daily re-looping of previously learned materials
10. Problem solving instruction and task analysis strategies
11. Teacher think-aloud
12. Student think-aloud
13. I Can Learn Lab and software

5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs.

Catherine Tedesco
Delores Calloway – Executive Director of Instructional Services
Terri D’Albora – Director of School Improvement
Shela Khanal
Pat Griffis
Amy Marszewski
Doris Saffran

**July 1st 2008 to
 June 30th 2009**

**District, Title I,
 Title II, and
 Title III**

Martin County School District will target implementation that addresses Academic English Language Acquisition, English Learner Proficiency levels and individual student profiles whereby research based strategies and instruction systematically improves and sustains academic achievement. In conjunction, data will be used to monitor implementation of the program as well as to monitor student achievement.

The District is currently reevaluating their approach for providing teachers and paraprofessionals with the tools needed in order to successfully address the unique needs of ELL students. We have recently incorporated classroom visits as an option for teachers who take two of the mandated courses in an effort to enable them to observe ELL best practices in schools where the ELL population is over 50%. This has been very successful and we plan to expand this approach with all of our ELL professional development in an effort to build capacity throughout the district.

1. Training for Imagine Learning computer assisted Language Acquisition program
<http://www.imaginelearning.com/PDFs/en/TESOL%20%20Imagine%20Learning%20English%20Correlation.pdf>
2. Training of ELL paraprofessionals in best practices when working with ELL students
3. Professional Book Studies for Teachers of ELL students .
4. ELL Certification classes offered free of charge to all teachers in the district. All courses are offered throughout the school year.
5. Newly developed guidance counselor and administrator courses that emphasize school level policies and plans
6. Provide release time and/or stipends to teachers so they may attend/facilitate high quality standards-based professional development
7. Collect/analyze summative and formative data and develop/implement intervention strategies

<p>8. ELL Teachers will attend Sunshine State TESOL Conference</p> <p>9. All workshops, courses, and training sessions emphasize the following classroom strategies:</p> <ul style="list-style-type: none"> • speaking slowly and paraphrasing any material that might be confusing • using facial expressions and exaggerating enunciation • having groups draw pictures to illustrate definitions of new vocabulary words • having students highlight important information and use graphic organizers • giving students time to process information • writing neatly • encouraging often • using the “jigsaw” strategy in relation to concepts in a story 			
<p>6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs.</p>	<p>Catherine Tedesco Amy Marszewski Doris Saffran Pat Griffis</p>	<p>July 1st 2008 to June 30th 2009</p>	<p>Title I, Title III</p>
<p>Parent Involvement has been the focus of the MCSD Title III program for the last two years. The district has opened two parent centers at each end of the county that are operated by a certified bilingual teacher. These Centers have direct parent contact via a “prescription” that originates with the ELL students’ teachers. The Center teacher contacts the parent and provides individualized and small group instruction for the parent teaching them specific strategies to work with their child/children at home. This program has been so successful that we plan to move to bigger facilities next school year to accommodate larger parent groups.</p> <p>Rosetta Stone is networked at each school and classes are offered in our Adult Centers. Some of the higher ELL populated schools offer courses in their labs. Rosetta Stone is also networked in our Parent Centers where parents and parents are able to come in and log on at their convenience. In addition to the individualized plan developed for parents, parents can also take an English acquisition course using Leap Frog technology called Sed de Saber. Sed de Saber is the nation’s leading provider of English language training solutions for the limited English proficient (LEP) adult Hispanic community in the workforce and education system. Future plans include increasing the opportunities for parents to learn English at our schools. A portion of this time will be spent informing parents of their child’s progress using the Pinnacle, a software program that tracks their child’s daily progress.</p> <p>All ELL parents were notified regarding the district’s failure to meet AMAO 3 as per Title III Public Law 107-110 SEC. 3302).</p>			
<p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p>	<p>Not Applicable</p>	<p>Not Applicable</p>	<p>Not Applicable</p>