

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

Date Received by FDOE

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
 Contact Person: Mark Drennan
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Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Okeechobee		Joni L. Ard Director of Student Services		(863) 462-5000, ext. 258	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
700 S.W. 2 nd Avenue Okeechobee, Florida 34974					
(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, Patricia G. Cooper , 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): Made Jesus Perez					
Contact Information for District PLC Chairperson: Mailing address 4391 SE 22nd Ct.					
E-mail Address: N/A Phone Number: 863-467-7845					
Date final plan was discussed with PLC: 09/30/08 PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved					
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

By signature below, I, **Patricia G. Cooper**, 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.

Registration of all students is conducted at individual schools sites by guidance office personnel. The registration form used for all enrolling students is available in English and Spanish and contains the home language survey as part of the form. Heritage Language assistance is provided as needed to the parent/guardian at the time of registration.

The school conducts an academic assessment to review the student's prior educational and social experiences. The guidance counselor at each school site takes appropriate steps in cooperation with the parents and faculty in an effort to determine placement. Upon enrollment, parents/guardians and students (when appropriate) are interviewed and asked about the student's academic achievement levels. Parents are given the opportunity to share transcripts, records, and other pertinent information that will help in determining appropriate placement. If this information is not available, a records request will be forwarded to the previous school(s). If possible, phone contact with previous schools will be attempted to expedite the records receipt. When feasible, guidance staff will utilize the Mexican Consulate for assistance in obtaining and interpreting records from Mexico. If records are unobtainable, the guidance counselor will use information gathered through the parent/student interview, assessment data and faculty input regarding academic performance to determine the appropriate grade placement. The student's age will also be considered. The ELL Committee may be convened if needed.

2) Administration of the Home Language Survey

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

The home language survey is administered during the initial enrollment process at the school of enrollment as described above. If the student was surveyed in another Florida school with the same three HLS questions, the HLS from the previous Florida school district will be used. However, if the survey form with completed questions is not readily available, then the student will be re-surveyed upon entry into the receiving school.

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

Each student for whom there is a "yes" response to one or more of the three mandated HLS questions is assessed to determine whether the student is limited in his or her English proficiency.

Any student identified through the HLS as requiring assessment and who also meets any one of the following standards is determined to be an English Language

Learner (ELL) and receives appropriate instruction in accordance with this plan and State Board Rules:

- a. **English Language speaking and listening comprehension skills are determined to be limited English proficient by the state approved IPT English Language Proficiency Test. Each test is administered in accordance to publisher's instructions and any student who scores within the LEP range by the publisher's standards is determined to be an ELL.**
- b. **For any student in grade 3 or above, English language reading and writing proficiency is determined by the following criterion: Any student who scores at or below the 32nd percentile on the reading and writing sub-parts of a norm-reference test is determined to be an ELL and is provided appropriate services.**

Please note that ESE students who lack language proficiency, are served through an individual educational plan, but have not met exit criteria for ESOL may be determined to not be classified as an ELL. Services for ESE/ELLs are driven by the ESE Individual educational plan.

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

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.

Parents and students who do not speak English are assisted at the time of registration by the school's bilingual ELL representative (or other bilingual staff) and through the use of Spanish forms. In addition, when feasible, Okeechobee County utilizes a phone interpreter service to assist with low incidence languages other than English and 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 enrollment form contains student demographic data as required by state reporting regulations. This student data, including native language, country of birth and other immigrant information, is entered into our MIS program by the enrolling school's data entry clerk.

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

Registrar **Data Entry Clerk** Other (Specify) **Guidance Counselor**

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) **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 ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IPT – I	KG Initial	<33	C-LES	
IPT – I	K-2	<47	D-LES	
IPT – I	3-6	<65	E-LES	
IPT – II	7-12	<71	E-LES	

(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.

All students in grades K-12 with an affirmative response on their HLS are administered the Aural/Oral Test within the required 20 school-day time frame. The only exceptions to this are for PK-12 grade students who enroll during the summer or kindergarten students who enroll during early Spring registration. The school guidance counselor or other guidance staff administers the aural/oral tests within the required 20 school-day time frame. The guidance counselor scores the tests and identifies the students' proficiency levels of NES, LES and FES according to the test publisher's specifications. The guidance counselor then submits district data sheets to the school data entry clerk for posting on the district MIS system.

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?

School Guidance Counselors review all enrollment forms at the time of registration and schedule the administration of the oral/aural tests within the specified times.

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.

The guidance counselor will notify the parent in writing when the Listening/Speaking test is not administered within 20 school days of the completion of the HLS. The notification will include the reason for delay, evidence that the student is provided the programming required for ELLs pending the delay and a specific timetable for completing the assessment. This notification will be mailed to the parents in the parent's/guardian's home language, unless clearly not feasible, no later than eight (8) weeks after initial enrollment. A copy of the notification will be retained in the student's ELL folder.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test.

Students in grades K-2 who score FES on the Listening/Speaking test are placed in the regular educational program setting based on the school's placement procedures for students. These placement procedures may include curricular placement tests, readiness tests, and other academic screenings.

Any student in K-2 who is determined not to be an English Language Learner (ELL) based on a fluent score on the Listening and Speaking test may be referred to an ELL Committee to determine eligibility for appropriate services based on a request by parent/guardian or teacher/educator. The ELL Committee may determine a student to be an ELL or not to be an ELL according to consideration of two (2) of the following criteria: 1. Extent and nature of prior educational and social experiences; and student interview; 2. Written recommendation and observation by current and previous instructional and supportive services staff; 3. Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards; 4. Grades from the current or previous years; 5. Test results other than the Listening/Speaking Test, Reading Test or Writing Test.

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.

Students in grades 3-12 who score limited English proficient on the IPT Listening and Speaking Test shall be classified as English Language Learners (ELLs). If appropriate, these ELL students may also be assessed using general placement procedures for enrolling students which may include curricular placement tests, readiness tests, and other academic screenings. Please note that in rare occasions, an ELL committee may be convened and determine a student is not classified ELL even though the student has scored below the publisher's cut scores on the Listening and Speaking test. This would occur if there were other factors involved that severely impair the student's ability to respond to the Listening and Speaking Test (i.e. students

who are served through exceptional student education and are non-verbal, severely cognitively impaired, etc.) The committee would document this determination according to two (2) of the following criteria: 1. Extent and nature of prior educational and social experiences; and student interview; 2. Written recommendation and observation by current and previous instructional and supportive services staff; 3. Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards; 4. Grades from the current or previous years; 5. Test results other than the Listening/Speaking Test, Reading Test or Writing Test. In these cases, included in the documentation is a description of services (i.e. Exceptional Student Education) that will be provided to assist the student.

ELL students will participate in annual assessments of listening, speaking, reading and writing (IPT and CELLA) to determine progress toward English language proficiency. ELL students are also assessed regularly according to district student progression criteria to monitor classroom academic progress. Finally, ELLs in grades 3-10 are assessed annually on the FCAT to determine progress made in meeting state standards. Students who have not passed the 10th Grade FCAT may take it through grade 12 or until passed according to state guidelines.

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):
IRW – IDEA Reading Writing
CELLA (when available)

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?

All LY students are administered statewide Spring assessments. School guidance counselors set up calendars to track the administration of the reading/writing test within the specified time.

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 a Reading/Writing test is not administered within the prescribed time, the ELL Committee will convene to determine the student’s placement in the regular

educational program or the ESOL program. Within a year, the student will be administered the Reading/Writing test. Parents are notified of all procedures and test administration decisions in their native language.

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.

Each school has established an ELL Committee to review screening data, student academic placement, test scores and the educational ELL plan for each student. The committee may coordinate with other committees including exceptional student education teams and retention committees. In addition to the English proficiency tests, the ELL Committee may determine a student to be ELL or non-ELL based on two (2) or more of the following criteria: 1. Extent and nature of prior educational and social experiences; and student interview; 2. Written recommendation and observation by current and previous instructional and supportive services staff; 3. Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards; 4. Grades from the current or previous years; 5. Test results other than the Listening/Speaking Test, Reading Test or Writing Test. Parents are notified of all procedures and test administration decisions in their native language.

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.

The guidance counselor reviews the educational background of the ELL student. Contact is made with previous schools attended by the student to obtain testing information, courses taken by the student, and grades. The counselor conducts a parent/student interview to assist in determining the appropriate grade level and/or subject area placement for the student. The guidance counselor then schedules the ELL student into the appropriate program.

For more information regarding determining placement of students, including ELL students, please refer to the Okeechobee County School District Student Progression Plan available online at www.okee.k12.fl.us.

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

A programmatic assessment is conducted as described above. Students with limited or no prior school experience are placed according to the individual student needs determined during the programmatic assessment and include consideration of age-appropriate placement and academic needs based on current testing. Please refer to the Okeechobee County School District Student Progression Plan available online at www.okee.k12.fl.us.

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.

The guidance counselor obtains a transcript from the student's previous school(s) through the use of written and telephoned requests in the appropriate language. In addition, due to the large number of students coming from Mexico, guidance counselors and other registration personnel enlist assistance from the Mexican Consulate in obtaining and interpreting transcripts from Mexico.

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.

Programmatic/academic review of a student's educational and social experiences is used for placement. The guidance counselor at each school site takes appropriate steps in cooperation with the parents and faculty in an effort to determine placement. Upon enrollment, parents are interviewed and asked about the student's academic achievement levels. Parents are also given the opportunity to share transcripts, records, and other pertinent information that will help in determining placement. If this information is not available, a records request is forwarded to the previous school(s). If records are unobtainable, the guidance counselor will use assessment data, and faculty input regarding academic performance to assist in determining the appropriate grade level placement. The student's age will also be considered. The ELL committee may be convened if needed. Final grade level placement determination is the responsibility of the school principal.

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.

The guidance counselor will seek to document the prior schooling experience of ELLs by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to all students. The school district awards equal credit for courses taken in another country or a language other than English as would be awarded the same courses taken in the United States or taken in English. For foreign-born students, the same policies regarding age appropriate placement are followed as are followed for students born in the United States. When using placement tests for determining appropriate grade or course placement, such assessment will not be based in whole or in part on the student's English language proficiency. Students classified as ELLs are placed in the appropriate English for Speakers of Other Languages or Language Arts through ESOL course and core subject area courses based on their assigned grade level.

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.

ELLs who withdraw from the district and re-enroll after having been in another Florida district or U.S. state are placed according to data received from the previous school(s). All efforts will be made to obtain information regarding ESOL services provided during the time that the ELL was withdrawn. If no information can be obtained, ELLs who withdraw and leave the country for a period of one year will be administered a new English language proficiency assessment.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated.

The ELL Student Plan is developed by the Guidance Counselor according to FAC 6A-6.0902 and includes review of appropriate data. Information gathered through interview of the student, parents, faculty and staff can be included in the plan. A student's ELL Plan may be reviewed at any time during the academic year by the ELL Committee.

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.

School guidance counselors are responsible for updating the ELL Plans and have established calendars to monitor the required review and updating of ELL Plans. The ELL Student Plan is maintained in the student's permanent record and must be re-

evaluated after one year and subsequent years thereafter, however, the ELL Student Plan must reflect current services provided to the ELL. To meet this requirement, ELL Plans for students at the high school level are updated at the beginning of each semester to reflect current schedule and services.

The ELL Student Plan identifies the student name, instruction by program (including programs other than ESOL provided), amount of instructional time or schedule, date of ELL identification and assessment data used to classify or reclassify as ELL, date of exit and assessment data used to exit the student as English proficient.

Refer to ELL Student Plan form that is included in the appendix.

13) Parent Notification

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

Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.

Individual communication in a language the parents/guardians understand, unless clearly not feasible.

Other (Specify)

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

English

Spanish

French

Haitian Creole

Portuguese

Vietnamese

Other (Specify) _____

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach(es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook,

<http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>. (Check all that apply)

Sheltered English Language Arts

Sheltered Core/Basic Subject Areas

Mainstream-Inclusion English Language Arts

Mainstream-Inclusion Core/Basic Subject Areas

One-Way Development Bilingual Education

√ **Dual Language (Two-Way Developmental Bilingual Education)**

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

Instructional Models are implemented in our district as follows:

Grades K-5: ELLs receive all subjects in a mainstream-inclusion setting by teachers endorsed, certified or working towards endorsement/certification in ESOL utilizing ESOL strategies during instruction. A highly-qualified bilingual instructional paraprofessional is provided at this level to assist with instructional services as directed by the mainstream/inclusion teacher.

Grades 6-12: ELLs receive English Language Arts in a Shelter English Language Arts setting and receive Core/Basic Subjects in a mainstream-inclusion setting by teachers endorsed, certified or working towards endorsement/certification in ESOL utilizing ESOL strategies during instruction.

Please note that one elementary school (Central Elementary School) in our district has a voluntary dual-language program serving a limited number of ELLs and non-ELLs instructed by teachers endorsed, certified or working towards endorsement/certification in ESOL utilizing ESOL strategies during instruction. Those teachers working towards the endorsement/certification must be within the state-required timelines.

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.

Okeechobee High School	Sheltered English, Mainstream/Inclusion
Okeechobee Freshman Campus	Sheltered English, Mainstream/Inclusion
New Endeavor High School	Mainstream/Inclusion
Osceola Middle School	Sheltered English, Mainstream/Inclusion
Yearling Middle School	Sheltered English, Mainstream/Inclusion
Everglades Elementary School	Mainstream/Inclusion
North Elementary School	Mainstream/Inclusion
Seminole Elementary School	Mainstream/Inclusion
South Elementary School	Mainstream/Inclusion
Central Elementary School	Mainstream/Inclusion, Dual Language
Contracted DJJ Sites	Mainstream/Inclusion

Sheltered English ESOL model provides language arts instruction in a sheltered program with core basic subject area instruction in the mainstream. ***Mainstream/Inclusion ESOL*** model provides language arts instruction and core basic subject area instruction in the mainstream.

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.

Guidance Counselors monitor the schedules of students to ensure that ELL students have equal access to instruction. Schedules are monitored during FTE reporting periods twice a year. High school counselors perform periodic checks on students' progress to ensure that all students are following the proper sequence and path towards earning a diploma. Copies of ELL students' schedules are included in the ELL plan.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction.

Principals ensure that all instructional personnel receive and review a list of appropriate ESOL strategies at the beginning of each school year. ESOL strategies are included in instructional lesson plans. Principals are responsible for monitoring lesson plans for inclusion of appropriate ESOL strategies.

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) **Guidance Counselors and Teachers**

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) **Course Exams, Tests with State-Adopted Texts**
Native Language Assessment (Specify)
- √ FCAT
- √ Other (Specify) **varied progress monitoring assessments**

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.

District standards and procedures for promotion, placement and retention of ELLS are addressed in the district Student Progression Plan on pages 8, 9, 13, 17 and 18 of the general information section. Okeechobee County Student Progression Plan is available at www.okee.k12.fl.us.

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.

Okeechobee County adheres to the Good Cause exemptions established by the State. Once an ELL student is determined to qualify for the exemption, his/her case is reviewed by the school's retention committee. The principal meets with the student's parent/guardian and a recommendation is made.

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

The ELL Committee may convene to review the student's academic progress, including the discussion of retention. The committee may make a recommendation which is then taken into consideration in the final retention decision. The ELL Committee must convene in cases for Good Cause.

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

Student progress is monitored throughout the school year and is reported to parents as outlined in the district Student Progression Plan. Parent notification occurs at the end of each nine weeks grading period and mid-way through each of those periods. Notification to parents of possible retention is made as soon as possible and begins as early as the end of the first semester. Notification is provided through a written letter that outlines the reasons for possible retention, and invites parents to meet with school staff to address remediation measures. Parents are also provided a written letter of notification on final retention decisions. All written documents are provided in English and Spanish.

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.

The district-level Assessment Coordinator annually (prior to testing) reviews the district's assessment procedures with school-level assessment coordinators. The district ESOL Coordinator prepares and distributes lists of ELL students to each school on which the school assessment coordinator and school principal document participation in the statewide assessments.

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 district Assessment Coordinator reviews the state-approved accommodations available to ELL students annually (prior to testing) with the school-level assessment coordinators (guidance counselors). Prior to testing, parents are notified in writing of the accommodations for which their child is eligible. Documentation of the communication is maintained in the student's ELL folder. Notification is made in the native language of the parent unless clearly not feasible.

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

Yes No

If yes, describe the process for alternatively assessing ELL students. _____

Indicate alternative assessments for each core subject area that apply. *NOTE: If you would like to list multiple assessment instruments for a subject, separate each name with a comma. For each core subject area either indicate alternative assessment, or list "N/A."*

Reading: _____

Math: _____

Writing: _____

Science: _____

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores.

To be eligible for exit, a K-2 student who was classified as LY based on the aural/oral test must score as fully English proficient on the aural/oral test. In grades 3-12, the student who has scored fully English proficient on the aural/oral test will then be assessed in reading and writing on a standardized, norm-referenced test.

The student (grades 3 and above) must score fully English proficient on the aural/oral test and either above the 32nd percentile on a norm-referenced reading/writing test or level 3 or greater on the FCAT Sunshine State Standards Test reading/writing. Exit criteria for students in grades 3-12 are composed of two or more measures. Refer to ELL Data Base and Program Handbook for further clarification. If the above criteria are not met, the student will remain enrolled in the ESOL Program. However, the student 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 limited English proficient. The ELL Committee may also exit a student who does not score proficient on the aural/oral and/or reading and writing tests, but who are identified as an exceptional education student served under an individual educational plan. These ESE students can be considered for exit if the ELL committee determines the student's needs are best served in the ESE program.

School personnel or parents who wish to have the ELL Committee review the ELL or non-ELL status of a student must notify the Guidance Counselor who schedules a meeting of the ELL Committee. The parent is invited to participate in the review meeting to determine whether or not the student continues to be designated as an ELL. The findings and recommendation of the committee are documented and kept on file in the ELL plan.

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⁾
IPT- I	KG Initial	D-FES		
IPT- I	K-2	E-FES		
IPT- I	3-6	F-FES		
IPT - II	7-12	F-FES		
CELLA	K-2		673-755	
CELLA	3-5		720-805	
CELLA	6-8		733-830	
CELLA	9-12		739-835	

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

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

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

17b) Reading and Writing Proficiency Assessment

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

http://www.fl DOE.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):

CELLA
FCAT (level 3 or greater or the equivalent developmental scale score on the reading test of the Sunshine State Standards)
IDEA IRW

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

Registrar ESOL Teacher/Coordinator Other (Specify) **Guidance Counselor and/or designee**

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

To be eligible for exit, a student who was classified as LY based on the aural/oral test must score as fully English proficient on the aural/oral test. The student will then be assessed reading and writing on a standardized, norm-referenced test (grades 3 and above).

The student (grades 3 and above) must score fully English proficient on the aural/oral test and either above the 32nd percentile on a norm-referenced reading/writing test or level 3 or greater on the FCAT Sunshine State Standards Test reading/writing. Exit criteria for students in grades 3-12 are composed of two or more measures. Refer to ELL Data Base and Program Handbook for further clarification. If the above criteria are not met, the student will remain enrolled in the ESOL Program. However, the student 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 limited English proficient or determines the ESE student is better served in an exceptional student education program.

School personnel or parents who wish to have the ELL Committee review the ELL or non-ELL status of a student must notify the Guidance Counselor who schedules a meeting of the ELL Committee. The parent is invited to participate in the review meeting to determine whether or not the student continues to be designated as an ELL. The findings and recommendation of the committee are documented and kept on file.

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 Guidance Counselor documents the data in the student's ELL Plan and then gives the appropriate information to the data entry clerk for posting on the district MIS system.

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

Student progress monitoring and testing is scheduled to coincide with grading periods and, therefore, most ELL students exit at the end of a grading period. However, if students meet exit criteria in the middle of the grading period, the guidance counselor will document method of exit and effective date of change. Consideration is given to transitioning the student through the exit process with minimal disruption to student progression. Therefore, students who meet exit criteria during a grading period may continue in the present schedule until the beginning of the following grading period. Parents of ELLs exiting the program are notified via the district approved exit form. The letter is available in English and Spanish.

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 school guidance counselor

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

The date of each monitoring period and signature of the guidance counselor who monitored that period is recorded on the ELL Student Plan form. Copies of the student's report card, testing reports and other documentation are filed with the plan. Since many of our ELL students move frequently, Guidance Counselors include documentation from previous schools from other districts and states when available.

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

√ Report Cards

√ Test Scores

√ Classroom Performance

√ Other (Specify) **Progress Monitoring Tools**

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

The guidance counselor monitors the academic success of former ELLs and identifies ELL students with a pattern of poor performance (below average or failing grades, poor test scores). Educational strategies listed in the ELL plan are reviewed. Other aspects involving the student are taken into consideration, including appropriate placement, study habits, attendance, etc. In addition, the ELL Committee may convene to discuss the student's academic progress. If the unsatisfactory performance is determined to be due to language proficiency, the student may be reclassified.

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 guidance counselor is responsible for facilitating the process of reclassifying a student into ESOL. The ELL committee must convene to reclassify former ELLs (LF) re-entering the program. The guidance counselor initiates a new ELL plan, provides the data entry clerk with the updated data (including basis of entry code of “L”), and arranges for appropriate placement.

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

Former ELL students who re-enter the ESOL program receive services based on individual student needs and may include appropriate course-level review/placement, tutorial services, increased parental involvement, referral to outside agencies, referral for additional testing, ELL advocate monitoring, increased ESOL strategies, provision of additional services and materials.

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.

Registration forms and other parent information are provided district-wide in English and Spanish. Oral translation services for registration, parent meetings, parent inquiries, etc., are available at all school sites in Spanish. Oral translation for low incidence languages is available as needed through a phone interpreter service.

In addition, Okeechobee County refers parents/guardians to the local branch of Indian River State College which provides adult ESOL classes.

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 **Student Progression/Retention Information**

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

District Code of Student Conduct booklets, and information on students' rights and responsibilities, are provided to all enrolling students. In addition, updated copies of these documents are provided annually for currently enrolled students. Copies of these documents are available in 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.

Interpreters are available for school-level and district-level parent programs. Programs within the district (Title I, Title III, and Migrant) and outside the district (Indian River State College) are used as resources to assist parents of ELL students.

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

All communication that is sent to parents on school grade and adequate yearly progress status of schools is sent in both English and Spanish.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain.

The Assistant Superintendent of Administration serves in the capacity of district Civil Rights Officer. He/she is responsible for implementing and monitoring programs that are in compliance with state and/or federal guidelines regarding civil rights, complaint and appeal process, etc. Information including the name, title and services provided by the Civil Rights Officer is distributed to all students annually in English and Spanish.

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

Equal access to all programs/facilities is monitored at both the district and school levels by school principals, the district ESOL coordinator and the district civil rights officer. Questions or concerns over equal access are addressed by the above responsible parties in a timely manner for assurance of compliance.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

The ELL Committee is composed of the following personnel: (1) school administrator or designee, (2) ESOL teacher(s) or school ELL designee, and (3) parent/guardian of the ELL student. Additional persons for consideration include guidance counselor, ELL student, school psychologist, classroom teacher, social worker, and other related parties. ELL Committees will include three school representatives.

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) (optional involvement of ELL Committee)
- √ 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 (optional involvement of ELL Committee)

- √ 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 (optional involvement of ELL Committee)
- √ Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary (optional involvement of ELL Committee)
- √ Other (Specify) Consideration of placement when a student has a documented impairment (including physical and cognitive) which limits his/her ability to respond to district approved assessments.

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.

Parent Leadership Council members include a majority of parents of ELL students. These council members assist in the writing and implementation of the Title III Grant, and district ELL Plan. In addition, PLC members are involved in school-level functions such as PTO, School Advisory Councils and other committees. Some PLC members are also involved in the Title I Migrant PAC meetings.

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. Not applicable

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

PLC members are involved in school-level functions such as PTO, School Advisory Councils and other committees. Some PLC members are also involved in the Title I Migrant PAC meetings.

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

The district PLC met with district personnel to review existing plan and make suggestions for revisions.

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

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

Section 10: PERSONNEL TRAINING

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

33) Describe how teachers who are required to obtain ESOL training or certification are

notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented.

Teachers who need ESOL training may choose one of the following options: (1) college/university courses or (2) in-service hours.

Teachers who are required to obtain ESOL training/certification are notified both in writing and through district email by the district ESOL coordinator with copies going to the school principal and district Human Resources office. The ESOL coordinator and district in-service coordinator work together to organize local ESOL in-service trainings on an on-going basis.

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 ESOL coordinator maintains a spreadsheet of all district instructional personnel and which sessions/courses have been completed toward ESOL endorsement/certification. The list is updated after each in-service activity and at the beginning of each school year. The spreadsheet is available to the Director of Human Resources and the district in-service coordinator.

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

As needed, the 60-hour ESOL training for school-based administrators is offered during the school year or summer. Tracking of participation is described above.

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

As needed, the 60-hour ESOL training for guidance counselors is offered during the school year or summer. Tracking of participation is described above.

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.

Language proficiency of teachers of ELL students in math, science, social studies or computer literacy courses delivered in the ELL student's home language is determined by documentation that the teacher:

- 1. Has passed a language proficiency examination as approved by the Florida Department of Education, or**
- 2. Holds a Florida foreign language certification coverage in the language which the teacher will utilize to instruct the ELL students.**

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.

Okeechobee County School Board Job Description

Position Title: County ESOL Paraprofessional
Reports To: Principal

SUMMARY: Assist the student who is limited-English speaking to understand classroom assignments and assists the teacher to understand the child's needs. Assist teachers in the classroom with daily non-instructional activities and student management.

ESSENTIAL DUTIES AND RESPONSIBILITIES *Other duties may be assigned.*

Work with students in academic classes.
Assists the teacher in (non) instructional functions.
Assists in small group instruction tutors.
Assists students with classroom assignments.
Assists the teacher in translating from students' native language to English.
Assists the parents in communicating with teachers and other school personnel.
through translation.

SUPERVISORY RESPONSIBILITIES:

None

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE:

High school diploma or general education degree (GED).

Please note: ESOL aides/paraprofessionals must meet the requirements of NCLB, section 1119. These requirements are met through the accomplishment of at least one of the following:

- (a) completed at least two years of study at an institution of higher learning; or**
- (b) obtained an associate's (or higher) degree; or**
- (c) met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment:**
 - (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics;**
or
 - (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.**

Okeechobee County has adopted the ETS ParaPro Test to use in meeting the NCLB requirements through formal academic assessment.

LANGUAGE SKILLS:

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence in English and their home language. Ability to effectively present information in one-on-one and small group situations to students.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals.

REASONING ABILITY:

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions.

OTHER SKILLS and ABILITIES:

Ability to speak English and Spanish fluently. Ability to develop effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to stand and talk or hear. The employee frequently is required to walk and sit. The employee must frequently lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision such as to read typewritten material.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually moderate.

Adopted 8/19/97

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

The bilingual paraprofessionals are trained in ESOL or home language strategies through in-service activities arranged by the district. Documentation is maintained by the district ESOL coordinator and district in-service coordinator.

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

The bilingual paraprofessionals’ home language is Spanish, and thus the paraprofessionals have fluency in the target language of Spanish. Please note that the level of Spanish fluency is for basic interpersonal communication language skills. The bilingual paraprofessionals’ proficiency in English is assessed informally during the hiring process.

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.

District review of English proficiency as measured by annual CELLA assessments will be completed upon receipt of test results. The review will include consideration of data to support program effectiveness as it relates to meeting Annual Measureable Achievement Objectives (AMAOs) 1 and 2: (1) Students are making progress toward English Language Acquisition as measured by CELLA. Students are acquiring English language skills sufficient for parity of participation with non-ELL students within a reasonable time. (2) Students are obtaining English Language proficiency as measured by CELLA. A comparison of student identification and exit data from ESOL programs by school, instructional model and other school-level programs/services will be made. Results of review will be shared with district schools. District and school level staff will use this data to develop and implement strategies/activities to address increasing English proficiency of ELLs.

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 academic achievement review will include consideration of data to support program effectiveness as it relates to meeting Annual Measureable Achievement Objective (AMAO) 3: ELL students demonstrate proficiency in Reading and Math as measured by FCAT. Students are learning and progressing toward completion of requirements specified in the district's student progression plan as evidenced by a comparison of ELL and non-ELL students. In addition, a comparison of ELL and non-ELL students on retention rate, graduation rate, dropout rate, grade point average and state/local assessment scores will be considered. Results of review will be shared with district schools. District and school level staff will use this data to develop and implement strategies/activities to address increasing English proficiency of ELLs.

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.

Not applicable