

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
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FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
The School District of Osceola County		Dalia Medina, Director of Multicultural Education Dept.		407-870-4848	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
817 Bill Beck Boulevard Kissimmee, FL 34744					
(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, Michael A. Grego , 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): Alfonso Ramos					
Contact Information for District PLC Chairperson: Mailing address: 5536 Willow Bend Tr. Kissimmee, FL 34758 E-mail Address: viceura@earthlink.net Phone Number: 407-556-5955					
Date final plan was discussed with PLC: Septiembre 30, 2008			PLC <input type="checkbox"/> approved <input type="checkbox"/> not approved		
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

By signature below, I, **Michael A. Grego**, 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 new students will register at their respective schools. The registrar at the front desk provides a registration form and a registration packet to the parent/guardian of the students. If feasible, home language assistance is available and provided by the registrar or other school personnel when needed. The registration sheet (English and Spanish) provided contains the three Home Language Survey (HLS) questions. All of the information gathered at the time of registration becomes part of the student's permanent record and will be filed in the student's cum folder.

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.

Each parent/guardian is required to answer the three HLS questions found in the district registration form to be filled out for **all** students when registering the student.

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

When a student registers, if there are **no affirmative answers** to any of the HLS questions, the student's native language is English and is coded ZZ. When a student registers, if there are any **affirmative answers** to any of the HLS questions, a Programmatic Assessment Checklist form is completed by the registrar and/or the guidance counselor at the school with input from parent and/or student in order to determine appropriate academic placement and temporary ESOL placement as determined by the HLS. The registration form and the Programmatic Assessment Checklist will be given to the data entry clerk. If the parent/guardian answers "yes" to the first HLS question, the student is coded LP and placed in regular class until the ESOL testing is completed. If the parent/guardian answers "yes" to more than one of the HLS, the student is coded LY and temporarily placed in the ESOL program. A copy of the registration sheet and the white copy of the Programmatic Assessment are given to the ESOL Educational Specialist (EES). The EES at the school has twenty working days from the student's enrollment date to complete all ESOL testing.

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

Registrar Guidance Counselor Other (Specify) ESOL Educational Specialist (EES)

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. If feasible, during the registration process home language assistance is available and provided by the registrar and/or other school personnel when needed.

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 procedure implemented for collecting and reporting student demographic data is as follows: the parent provides the information that is asked on the registration form as student's personal data such as name, sex, ethnicity, date of birth, country of birth, name of parent/guardian, date and answers to the HLS, the native language of the home or of the student, program(s) that the student has previously been enrolled in. Also, the parents' needs to provide the name(s) of the school(s) the student last attended.

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

Registrar Data Entry Clerk Other (Specify) ESOL Educational Specialist (EES)

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) ESOL Educational Specialist / District Personnel at the Multicultural Education Department.

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 PROFICIENCY TEST (IPT) I	K-6		A,B,C,D,E,F	
IDEA PROFICIENCY TEST (IPT) II	(6*) 7-12		A,B,C,D,E,F	
California Achievement Test	3-12			32% or below

(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.

*Although the IPT II is designed for grades 7-12, the test can be used for 6th grade students. The 6th grade band was derived from data generated by a special study, which is described in the IPT II Technical Manual. (Ballard & Tighe Publishers, 2006)

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.

Upon the initial enrollment in the school district, all students are surveyed with three (3) Home Language Survey (HLS) questions included on the registration form. Each student will be assessed to determine English proficiency if there is a “Yes” response in any of the three questions on the survey. In grades K-12, initial placement is determined by how the HLS is answered. If a “yes” response is given to the first question only, the student receives non-ESOL placement until the aural-oral language assessment results determine otherwise. If the student in grades K-2 scores FES, then the non-ESOL placement continues and no further testing is needed. If the student in grades 3-12 scores FES, a reading and writing subparts of a norm referenced test will be administered. If the student scores a national percentile of 33% or above, the student is determined not to be ESOL. Thus, a student who has “yes” responses to all three questions or to question two (2) and three (3) only, then that student is automatically given an ESOL placement pending the aural-oral assessment. However, if the student in grades K-12 scores NES or LES, he/she will be classified as ESOL as of the date of the test and will continue receiving ESOL services. If the student in grades K-2 scores FES, no further testing is needed and student will be placed on monitoring status for the next two years. If the student in grades 3-12 scores FES, a reading and writing subparts of a norm referenced test will be administered. If the student scores a national percentile of 32% or below, the student is determined to continue ESOL services. If the student in grades 3-12 scores FES, a reading and writing subparts of a norm referenced test will be administered. If the student scores a national percentile of 33% or above, the student is determined not to continue ESOL services and student will be placed on monitoring status for the next two years. After all the testing is completed, a letter of Notification of Eligibility together with a Parental Choice of ESOL Program Model Option is sent to the parent. The ESOL Educational Specialist (EES) is responsible for testing students, scoring and recording the data.

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?

To ensure that the Listening and Speaking test is administered within 20 school days from the date of registration, the EES at each district school is required to collaborate with the Registrar and Guidance Department in order to ensure that copies of the registration forms are given to the EES as soon as possible. The EES checks the computer printout of all the students placed temporarily in the program and the LP query report. The LP report lists those students that are pending assessment but are not in ESOL classes due to only one (1) “yes” response to first question on the Home Language Survey.

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.

When the Aural/Oral test is not administered within 20 school days, the EES is required to document the reason for the delay. A form letter in duplicate is filled out for the individual student, checking off the reason for the delay. The original is placed in the ELL portfolio and the copy is sent home in order to inform the parent. The copy of the delay letter is provided in their native language whenever feasible. The EES then continues to make every effort to administer the Aural/Oral test as soon as possible.

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 and have been temporarily placed in ESOL due to “yes” responses on the Home Language Survey, are exited from ESOL and are academically monitored for the next two years. If upon teacher evaluation, grades and report cards indicate that the child is not progressing academically, the ELL Committee will convene to determine placement. Those students who only answered “yes” to the first Home Language Survey (HLS) question and have not been placed in ESOL will continue with the regular schedule and no more testing is required. However, if upon teacher evaluation, grades and report cards indicate that the student is not progressing academically the ELL Committee will convene to determine placement.

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.

Assessment procedures for grade 3-12 begin with the administration of the Aural/Oral test. If the student scores NES or LES (below the publisher’s cut scores), the student is eligible and will be served in the ESOL program.

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)
CELLA

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 school’s registrar sends a copy of the registration and a programmatic assessment to the EES. The EES has 20 days to administer the IPT and the Reading and Writing Tests.

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

When the Reading and Writing test is not administered to students in grades 3-12 within the required timelines, a Letter of Delay is sent home to the parents to notify the reason(s) for the delay. The original will be placed in the ELL portfolio and a copy will be sent home. The EES will proceed to test the student as soon as possible.

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 may be convened upon by a teacher, administrator, parent or parent designee to conduct a programmatic assessment of the ELL student's progress. However, the ELL Committee may classify a student that does not qualify as ELL through Aural / Oral testing (K-2). It may also classify a student that does not qualify as ELL through Reading / Writing testing (3-12). The Committee may reclassify a former ELL student during the two year monitoring period and may also determine the ESOL status of ESE students. All of the decisions and recommendations that are made about an individual student must be documented on the ELL Committee minutes form, along with all other pertinent forms required, and these become part of the student's ELL portfolio.

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.

Osceola County has a Programmatic Assessment Checklist that is part of the registration process. Every student that enters any of our schools, regardless of his or her English proficiency, must have a programmatic assessment done by the registrar or personnel in charge of scheduling classes. Initial ESOL placement is determined by the Home Language Survey, which is part of the registration form. Academic placement is determined by age appropriateness in grades Kindergarten and first. All other grades are determined by review of student's cumulative folder (previous school records), review of transcripts, and interview with parent and/or student.

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

The school principal or designee will conduct an evaluation of whatever existing information can be acquired. If there is evidence of prior schooling experience, however limited, registering personnel will request records by mail, fax or telephone (see 10b) for the procedures implemented in gathering information from previous schools).

At times, when no student records are available or no previous school experience is reported by the parent, an assessment of student academic placement needs will be conducted. A preliminary discussion among members of the school's existing diagnostic team will take place to address individual student(s) of concern.

Example of a diagnostic instrument is:

Diagnostic Assessment of Reading (DAR) - Assesses phonics, fluency, vocabulary, and comprehension; individually administered; 25-40 minutes; K-12.

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.

Registering personnel will contact the student's previous school by mail, fax or telephone. An interpreter may be used at the time of placing the call. While waiting for official records, registering personnel will gather all available information from student and parent including any academic records, report cards, tests, homework, immunization or other medical records, IEPs or special education referrals, evaluations, meeting notes, or any other school papers the parents or child may have. Informal interviews with parents will be conducted to learn about the student's prior academic performance. An interpreter will be provided during such an interview whenever feasible.

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

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement.

The personnel in charge of registration (Guidance Secretary) reviews student's previous school records to determine appropriate grade level placement. Kindergarten students are placed in accordance with their age appropriateness. Students must have turned 5 years of age by September 1 of current school year to be eligible for Kindergarten placement.

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 school principal or designee will determine placement of a student who transfers from other countries, counties, states, private schools or from a home education program. The procedures for the acceptance of transfer work and credit for students entering Osceola County's public high schools shall be as follows:

(1) Credits and grades earned and offered for acceptance shall be based on official transcripts, when available, and shall be accepted at face value subject to validation if required by the receiving school's accreditation. All out of state credits will be accepted as regular level credits unless specifically designated otherwise. If validation of the official transcript is deemed necessary, or if the student is unable to obtain an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection B.1.(2) of the Student Progression Plan. However, schools shall make every appropriate effort to assist the student in obtaining an official transcript.

(2) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure. See SPP p.9.

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

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered.

Procedures for re-enrolling students who previously attended schools in the Osceola school district are as follows:

If a student is coming from out of state and has withdrawn for over one year, the appropriate ESOL screening is administered and an ELL plan is developed. If a student is coming from in state, an effort is made to get previous school records from the corresponding school. In the event that no records are obtained, the appropriate ESOL testing is administered. Students entering Osceola County from outside of the United States are temporarily placed in the ESOL program and screened within 20 school days for ESOL eligibility.

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 student ELL Plan is initially determined by the three responses on the Home Language Survey, which appear on the registration form. The school's registrar uses these responses to develop the plan. After the appropriate ESOL testing is completed, which determines eligibility for the ESOL program, the school's data entry clerk updates the student's ELL plan to reflect current ESOL services.

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.

An ESOL Educational Specialist (EES) at the school level ensures that an updated copy of the ELL plan that reflects current services is filed in the students ELL portfolio. Any time that a change is made to the ELL plan, a new copy is generated and placed in the student ELL portfolio. The ELL plan is also updated on an annual basis at the beginning of the school year and again at the beginning of the second semester.

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.

Elementary Level: The majority of the elementary schools have implemented the Mainstream-Inclusion English Language Arts for English and the Mainstream –Inclusion Core/Basic Subject Areas for the content subjects to meet the needs of the English Language Learner(ELL). There are six (6) elementary schools that implemented a Dual Language(Two-Way Developmental Bilingual Education)model, two(2)schools implemented the(One Way Developmental Bilingual Education)model and six (6)schools implemented a program for non ELLs whereby ESOL/minimal native language is used to make the instruction comprehensible.

See Attachment A:

Middle School Level: Seven (7) middle schools have implemented the Mainstream-Inclusion English Language Arts for English credit and the Mainstream –Inclusion Core/Basic Subject Areas for the content areas. A Developmental Language Arts is offered as an elective. The ELLs that obtained a Level 1 or Level 2 on the FCAT Reading are enrolled in two Intensive Reading and/or Developmental Language Arts classes back- to- back with the same teacher. Some middle schools have also implemented a Sheltered English Language Arts and Sheltered Core/Basic Subject Areas for the non/limited ELLs who have been enrolled in the program two years or less.

See Attachment B:

High School Level: Eight(8) high schools and the one (1) Charter high school in Osceola County have implemented the Mainstream -Inclusion Language Arts and the Mainstream –Inclusion Core/Basic Subject Areas to meet the needs of the 9th,10th,11th and 12th grade ELLs using ESOL strategies for the English and content area credits. The high schools offer Intensive Reading and/or Developmental Language Arts classes as their reading classes as electives to meet the needs of the

ELLs that obtained a Level 1 or Level 2 on the FCAT Reading. Two of the high schools have implemented a Sheltered English and Sheltered Core/Basic Subject Areas to meet the needs of the low ELLs. These Sheltered classes provide simultaneous development of content area and English proficiency.

See Attachment C:

Multilevel Schools: The district has four (4) schools that are multilevel schools and five (5) multilevel Charter Schools. They have implemented the Mainstream-Inclusion English Language Arts and Mainstream Basic/Core Subject Areas to serve the needs of the ELLs. They also have Developmental Language Arts and/or Intensive Reading classes as electives for the ELLs that scored a Level 1 or Level 2 on the FCAT Reading.

See Attachment D:

Alternative Programs: The alternative programs offer the Mainstream-Inclusion Language Arts and Mainstream Basic/Core Subject Areas for English and academic subjects Developmental Language Arts and/or Intensive reading classes are offered for the ELLs that scored a Level 1 or Level 2 on the FCAT Reading.

Attachment: E

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

See Attachments

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.

Professional development is provided to the teachers on the ESOL courses needed for endorsement in Language Arts and the academic core subjects. The teacher documents the ESOL strategies used to deliver understandable instruction in the daily/weekly lesson plans. The principal or designee reviews the lesson plans and is in charge to monitor the use of these strategies in the classroom so as to ascertain that the ELLs are provided instruction in equal amount, sequence, quality and scope that is provided to the non ELLs.

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.

The district provides teachers with an ESOL Strategies list whereby the strategies are named and a code is assigned to each strategy. The teacher shall attach this list to the lesson plan book and as the teacher is planning the lessons the strategy to be used in making that particular concept understandable the strategy code is identified and the strategy is written in the lesson. Also, the teacher may write the strategy to be used and highlight it. The principal or designee will review the lesson plans to verify that the teacher is using the strategies. Upon evaluation of the teachers performance in the classroom the principal will observe the strategy being used to make the lesson comprehensible.

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) Classroom teacher

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) APRENDA (Dual Language)
- FCAT
- Other (Specify) CELLA

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’s Student Progression Plan

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.

Good cause exemptions from mandatory retention in Grade 3

- ELLs who have has less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) program;
- Students with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule;
- Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by State Board of Education;
- Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State standards in reading equal to at least a Level 2 performance on the FCAT;
- Students with disabilities who participate in the FCAT and who have an individual education plan or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than 2 years but sill demonstrates a deficiency in reading and was previously retained in Kindergarten, Grade 1 , Grade 2. Grade 3;OR
- Students who have received the intensive remediation in reading for 2 or more years but still demonstrate a deficiency in reading and who were previously

retained in Kindergarten, Grade 1, Grade 2 or Grade 3 for a total of 2 years. Intensive reading instruction for students not promoted must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading strategies for each student. The district school board shall assist schools and teachers to implement reading strategies that research has shown to be successful in improving reading among low performing readers. FS1008.25 (6)(b)1-6

The ELL Progress Monitoring Plan Process indicates how ELLs are exempt from the retention provision. The ELL student may be recommended for promotion based on at least three (3) good cause considerations such as educational background, academic ability in home/native language, less than 2 years of instruction in approved ESOL program, current academic progress corresponding to the Language Arts through ESOL manual, acculturation to new culture, home support, age appropriateness, and mobility.

Middle School and High School: Good Cause

According to the Student Progression Plan for Middle and High school in the section Student Progress Monitoring Plan Process, the following is stated:

The ELL Committee may exempt ELL students from the retention provision. The ELL student may be recommended for promotion based on at least three (3) good cause considerations such as educational background, academic ability in home/native language 2 years or less in an approved ESOL program, current academic progress corresponding to the language arts through ESOL manual, acculturation to new culture, home support, age appropriateness, and mobility.

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

Decisions made regarding student promotion, retention and good cause placement are primarily the responsibility of the individual school's professional staff. The final decision in regard to grade placement is the responsibility of the principal.

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

An ELL Committee is held to discuss the retention or promotion decisions. Parents are invited and encouraged to attend. A letter to the parents is sent with final decision. The native language is used when feasible.

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 principal, test coordinator, and EES are responsible for ensuring that all ELLs participate in Florida Statewide assessment programs (FCAT, CELLA, etc.)

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 Test Coordinator at the school along with the EES ensures that appropriate test accommodations are provided. Each student's test booklet has a space provided for test accommodations and lists the accommodations provided. The test coordinator documents the accommodations given to each student and sends a copy to the office of Planning and Evaluation to be filed.

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.

All ELLs, who have been enrolled in an approved ESOL program, are expected to participate in the FCAT Mathematics and Science tests. All ELLs are expected to participate in the FCAT Reading and Writing. The ELLs that have been receiving services for 12 months or less can be exempt from taking the FCAT Reading and Writing through the ELL Committee. The Alternate Assessment to be used is the CELLA at the appropriate grade level.

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: CELLA

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.

K-2

17) ELLs who are recommended for exit and whose Code of Entry is "A" (Aural/Oral) and are enrolled in grades K-2 will be administered the IDEA Oral Proficiency Test, IPT 1 an approved Aural/Oral state test.

If the student scores non English speaking (NES) or limited English speaking (LES), the student will not exit and will remain in the ESOL program. If the student is within the first 3 years of receiving ESOL services, the student will continue to be served in the ESOL Program. The ELLs are

reevaluated prior to entering the 4th, 5th or 6th year to determine extension of services. If the results are NES or LES the ELLs will remain in the ESOL program and continue to receive services.

If the student scores fluent English speaking (FES) on the IPT 1 in grades K-2 the exiting procedures will commence and parents will be notified. The student's grades and teacher evaluations will be reviewed as part of the exiting procedures. The student will be reclassified as former ELL student (LF). If the parent is not in agreement, an ELL committee meeting is held to determine whether the ELL stays or is exited from the ESOL program.

Grades 3-12.

ELLs who are recommended for exit, whose Code of Entry is "A" (Aural/Oral), and are enrolled in grades 3-12 will be administered the IPT 1 (grades 3-6) and IPT II (grades 7-12), an approved Aural/Oral state test. If the student scores NES or LES, the student will remain in the ESOL program and continue to receive ESOL services. If the student is within the first 3 years of receiving services, the student will continue to be served in the ESOL Program. The ELLs are reevaluated prior to entering the 4th, 5th or 6th year to determine extension of services. If the results are NES or LES the ELLs will remain in the ESOL program and continue to receive services.

If the student scores (FES), the student will be administered the reading comprehension and language expressions subparts of the California Achievement Test, an approved state norm referenced test. If the results are 32% or below in any or both of the subparts the ELLs are eligible to continue to receive ESOL services or the ELLs can be referred to an ELL committee meeting, parents invited to attend, to review the grades and teacher evaluation to determine if the ELL continues or is exited from the ESOL program. The ELL committee will make the recommendation to either continue or exit the program. If the results are 33% or above in any or both of the subparts the ESOL program, the ELL will be coded as a former ELL student (LF) and the exit process commences. The grades and teacher evaluations will be reviewed as part of this process. If the parents are not in agreement an ELL committee meeting can be held to determine whether the ELL is exited or will continue to receive ESOL services.

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.

**INDICATE THE CUT SCORE USED FOR EXIT
DETERMINATION BY TYPE SCORE**

Name of Listening and Speaking Instruments	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Idea Oral Proficiency IPT 1	K ¹	39-83		
Idea Oral Proficiency IPT 1	K ²	56-83		
Idea Oral Proficiency IPT 1	1	56-83		
Idea Oral Proficiency IPT 1	2	56-83		
Idea Oral Proficiency IPT 1	3	77-83		
Idea Oral Proficiency IPT 1	4	77-83		
Idea Oral Proficiency IPT 1	5	77-83		
Idea Oral Proficiency IPT 1	6	77-83		
Idea Oral Proficiency IPT 11	7	86-91		
Idea Oral Proficiency IPT 11	8	86-91		
Idea Oral Proficiency IPT 11	9	86-91		
Idea Oral Proficiency IPT 11	10	86-91		

Idea Oral Proficiency IPT 11	11	86-91		
Idea Oral Proficiency IPT 11	12	86-91		

K¹ Initial identification ;K² Re-designation

- (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.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
California Achievement Test(CAT) Level 13 to 21/22% score = 33%
Comprehensive English Language Learning Assessment (CELLA)

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

Registrar ESOL Teacher/Coordinator Other (Specify) ESOL Educational Specialist

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

The ELL committee makes exit decisions if:

- 1) The ELL student meets the eligibility criteria in the reading and writing subparts of the CAT, however, the parent does not want the student to receive ESOL services.
- 2) The ELL student does not qualify to receive ESOL services however, the parent and/or the teacher recommends the student to receive services.
- 3) ESE/ESOL ELL meetings are held to determine placement and services.

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.

ESOL Educational Specialist is the person responsible for updating ELLs exit data in the Student ELL Plan, the data entry inputs the data in TERMS to report to State and the person responsible for ensuring that the process is completed is EES.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. Students are exited from ESOL program but remain in classes until end of 9 week period.

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. ESOL Educational Specialist (EES)

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

Students who have been exited from the ESOL Program will be reclassified as former ELL students (LF) and will be monitored for a period of two (2) years from the date of exit. To document the progress of a student, a Post-Classification Monitoring Form is placed in the ELL Student Plan. The following information can be found on the form:

- Exit Criteria Grades K-2
- Exit Criteria Grades 3-12
- Date of Exit
- Code of Exit
- Language Code
- New Language Code (after 2yr monitoring is completed)
- Post-Classification Monitoring Dates

LF records will be reviewed to ensure parity of participation at the following intervals from the date of exit:

1. 1st nine weeks after exit date (at least 45 days)
2. 2nd nine weeks after exit date
3. One year after exit date.
4. Two years after the exit date.

The ESOL Educational Specialist will place in the ELL Portfolio the needed pertinent documentation such as student's current grades and teacher's evaluation of the student's classroom performance supporting the monitoring period.

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

Check all that apply.

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify)

The Information Services (IS) department provides each school with a printout of ELL students at that school including those students coded "LF" (Former ELL). Since the grades of the students from 1st - 12th grade are electronically recorded in each school's Pinnacle, the ESOL Educational Specialist will readily monitor the actual report card of all LF students that require monitoring at the end of a given marking period at their schools. In Kindergarten the ESOL Compliance Specialist will review the actual report card, since the Kindergarten grades are not electronically recorded. Teacher evaluations on classroom performance and test scores will also be requested when more information is needed on the student's progress. The date when the report card grades are reviewed is recorded in the district's monitoring form and a copy is given to the student's records clerk for data entry. All this information will be attached to the form and kept in the ELL Student Portfolio as documentation.

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

If the records indicate that the student is not performing at the appropriate grade level and there is a consistent pattern of underperformance or failing grades, the LF student will be referred to the ELL Committee who, with the participation of the parents, will assess if the underperformance is due to language acquisition. If it is determined that this is the case, then the student will be reclassified into the ESOL program and will receive services in the ESOL Program. If the underperformance is determined not to be due to language acquisition then, the committee with the parent(s) will assess the need for additional and appropriate programming.

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 ESOL Educational Specialist, Data Entry Clerk and Guidance Counselor will work together to ensure the appropriate placement of the ELL student into the ESOL program again. After the decision has been made, the ESOL Educational Specialist will proceed to fill out the appropriate forms to document the student's re-entry into the ESOL program. This information is placed in the ESOL Student Plan and a copy is given to the Data Entry Clerk to enter the pertinent information in the computer system. A student schedule reflecting the ESOL courses will be filed in the student's ELL Student Plan. The Guidance Counselor will schedule the student in the appropriate ESOL classes. The EES is responsible of monitoring the student and to maintain and up-date the ELL Student Plan.

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

When former ELL students re-enter the ESOL program they will be appropriately placed into an ESOL Inclusion Model or the English for Speakers of Other Languages, Developmental Language Arts classes offered as electives depending upon the grade level; and a Progress Monitoring Plan (PMP) will commence with the appropriate interventions. The ELL Committee will meet as needed.

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.

At every school, there are personnel that communicate with parents of ELLs in the language of communication commonly used by the parent unless such communication is clearly not feasible. The district has contracted A La Carte, a translation company, to provide written documents, in their home language, to the majority of the ELL population. TalkSystems interpretation equipment is available at most schools for use during conferences or meetings. This equipment may also be checked out, as needed, at the Multicultural Education Department (MLTC).

Each ESOL Educational Specialist (EES) has a list of community volunteers fluent in languages other than English who can be used as resources for oral interpretations. The district continues to explore translation and bilingual resources to continually improve communication with language parents of ELLs.

Spanish is the primary home language of the ELL community in Osceola County. In response, each elementary, middle and high school, as well as the district administration offices have Spanish speaking personnel available to provide understandable verbal and / or written communication to Spanish speaking parents. Forms and published documents such as, but not limited to, *Elementary Grade Level Expectations, Elementary Tips for Parents, Progress Reports, School Report Cards, Exceptional Student Education (ESE) Parental Rights, Code of Student Conduct, Emergency Procedures Cards, Registration Forms, Student Information Cards, Free / Reduced Lunch Forms*

have been translated into Spanish. The School District of Osceola County and Multicultural Education Department websites are also available to parents in Spanish. The IRIS (Immediate Response Information System) emergency phone messaging system is activated, as needed, to communicate important information to the community in both English and Spanish.

The Bilingual Community Liaison, at the district level, manages a parent Telephone Hotline to address parent concerns and questions in both English and Spanish. The Liaison facilitates and enhances school and district communication with parents, and shares information with the community on school matters, services, and events.

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

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

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

A hard copy of the, Student Code of Conduct is provided to parents and students in both English and Spanish during the first week of school. The Code is also posted in English and Spanish on the district website under, Parent Resources link.

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 School District of Osceola County wants to enable parents of ELL students to become active participants in the educational process of their children. The ESOL Parent Leadership Council (PLC) is established at each school and at the district level. At the school level, the PLC is composed of the ESOL Educational Specialist (EES), parents and school personnel. At the district level, the PLC is composed of parent representative from each school site, the staff of the Multicultural Education Department (MLTC) and the EESs. The district and the school level PLC offer parent education workshops. These workshops are designed to promote and disseminate important information and tips for assisting ELL students at home, improving academic achievement. Important information on the state-wide assessment process, the META Consent Decree, the District ELL plan and School Advisory Council (SAC) is also given. The PLC invites parents of ELL students to other school workshops and informational meetings. The district communicates with parents, who are not proficient in the English language, in the language or other mode of communication commonly used by the parent unless such communication is not feasible. During meetings, interpretation services are offered through the TalkSystems available in all schools; these can also be checked out from the MLTC.

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

The School District of Osceola County provides parents / guardians information on school's AYP through the district's website www.osceola.k12.fl.us, each school website, PLC / school meetings, and school / district newsletter.

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 School District of Osceola County provides parents / guardians information on the monitoring of program compliance at the PLC meetings. The PLC offers information on:

- reasons for identification as ELL and the need for placement for language instruction educational program.
- the student's level of English proficiency, how it was assess and the status of the academic achievement;
- the method of instruction used in the program recommended for the child;
- other available options for program delivery model and how the program will assist the student in acquiring the English proficiency and academic achievement;

- inform parents if the program delivery model failed to assist the student in achieving annual measurable achievement objectives.

(Please see attached information on Equity Complaint and Sexual Harassment).

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

According to the Consent Decree, all English Language Learners registered in the School District of Osceola County have equal access to all the programs being offer at the schools. This includes, but is not limited to:

- a program adequate to the ELL English level, academic achievement and special needs
- comprehensible instruction
- same scope and sequence

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 school based and includes the ESOL teacher(s), content area teacher(s), administrator or designee, guidance counselor and other support personnel as appropriate. Parents shall be invited and encouraged to attend all ELL meetings concerning their child.

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) Retentions

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. _____

Parents are encouraged to become involved in the education of their children through membership in the Parent Leadership Council (PLC) which is established at both school and district level. Members consist of parents, MLTC staff and ESOL Educational Specialist from each school. Regularly scheduled meetings are made known to parents well in advance through a notice that is sent home with the student.

PLC meetings are designed to provide parents with not only ESOL program information but other pertinent information such as FCAT testing, tutoring, scholarship opportunities etc.

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. _____

31) Indicate how your district involves the PLC in district/school committees. Osceola is in compliance with Rule 6A-6.0904 FAC. The PLCs in our district are composed, in the majority, of parents of limited English proficient students.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The district PLC members were convened, by the director of the Multicultural Education Department, to provide input regarding the revision of the ELL Plan.

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

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

Section 10: PERSONNEL TRAINING

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.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.

All newly hired teachers are required to read/sign the Condition of Employment form FC-120-1620 that states that they have received a copy of the ESOL Categories and Compliance Deadlines that become effective when they are assigned to serve an ELL student. Copies of the document are given to the employee, Personnel, and the Multicultural Education Department (MLTC).

At the district level, Personnel, Certification Services, and the Multicultural Education Department make a joint effort to notify new teachers of these requirements over the summer, and all others throughout the school year. ESOL information is always available at the MLTC website.

At the schools, Administrators, their secretaries, and ESOL Educational Specialists (EESs) inform teachers of ESOL training requirements throughout the school year.

Experienced teachers in need of training are identified by the IS database. Computer-generated reports identify teachers serving ELLs, and track teacher ESOL inservices using these reports, the school administrator monitors a teachers' training requirement/progress. On-going monitoring of teachers' ESOL training requirements is done at the schools with the collaboration and assistance of the MLTC and Certification Services, as appropriate.

Whenever a teacher becomes the Primary Language Arts or English teacher of an ELL student for the first time, the administration has the teacher read/sign the ESOL Assignment – Employment Understanding form FC-120-1617 which notifies the teacher of the ESOL training requirement, timeline, and also requests School Board approval of the teacher’s ELL assignment. Copies of the document are given to the employee, the Principal, Personnel, and Certification Office.

In addition, the MLTC has a full-time ESOL Training Specialist available to address teacher/administrator questions and concerns about ESOL training requirements and training opportunities. ESOL training updates are given at monthly ESOL Educational Specialists meetings. Pertinent information is taken to be shared back at the schools. Training information may be in the form of an official memo, email, information flyer, printed schedule, teacher guide, etc. Specific ESOL inservice information is posted on the district Intranet, where teachers may also register for the inservices.

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 ESOL Training Plan of Study form is available at all schools, it informs teachers of options available for obtaining the ESOL Endorsement, (or ESOL Certification), and also helps them track their progress. Once a teacher has completed his/her required ESOL training, (either through inservice, college courses, or a combination of the two), the ESOL Training Specialist at the Multicultural Education Department uses the ESOL Training Plan of Study form as a checklist when teachers are ready to apply for the ESOL Endorsement/ESOL Certification. All required documents are given to Certification Services as part of the ESOL Endorsement/ESOL Certification application process. The teachers’ inservice record from Professional Development, other inservice documents, and reports from TERMS may be used to verify completion of the training requirements.

Category II and III teachers may use the same form to present to the school administrator, as evidence of completion of their ESOL training requirement. Course inservice certificate and employee inservice records are also acceptable forms of documentation. Schools may also verify the completion of required ESOL training using a variety of TERMS computer reports.

The office of Employment and Certification Services, and the Multicultural Education Department give information pertaining to the ESOL K-12 test and the ESOL Certification plus they assist with the application process, as needed. Jointly they inform/remind teachers of the additional ESOL training requirement of 120 hrs. for the ESOL Certification. Both offices work toward assuring that teachers that have passed the ESOL K-12 area test also meet the additional training requirement.

FTE survey periods also offer teachers, administrators, and other pertinent school and district personnel, opportunities to consider, review, and track ESOL training and certification requirements.

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 offers a computer-based inservice that covers the ESOL competencies for Administrators.

Through a TERMS query, the district identifies administrators that have already met the new 60 hr. ESOL training requirement and those that have not. The information obtained is used to establish a database with Administrator ESOL training information. We will continue to track administrator ESOL inservice needs and compliance using this system.

The district also disseminates information of inservice opportunities, which allow administrators to meet the new training requirement, through approved outside entities and organizations. Most administrators have already met the new requirements.

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 offers a computer-based inservice that covers the ESOL Guidance Counselor competencies.

Through a TERMS query, the district identifies Guidance Counselors that have already met the new 60 hr. ESOL training requirement, as well as those that have not. The information obtained is used to establish a database with Guidance Counselor ESOL training information. We will continue to track Guidance Counselor ESOL inservice needs and compliance using this system.

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.

The District does not have a Bilingual Program; however, teachers participating in the Dual Language program (English/Spanish), who teach Spanish, must meet all DOE certification requirements for their specific subject area. In addition, if experienced, teachers must also provide documentation showing that they were a certified teacher in a Spanish speaking country, had Bilingual teacher certification, or other credentials, as may be appropriate.

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. _____

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

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

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

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs. Osceola County Public Schools are held accountable for the achievement of English Language Learners (ELLs) by requiring all ELLs to participate in statewide CELLA examination which assesses English language proficiency. Schools are expected to review data from CELLA results which identifies ELLs English proficiency levels in listening, speaking, reading and writing. Classroom teachers evaluate student performance by monitoring classroom grades, progress reports and report cards throughout the year. The ESOL Educational Specialist at each school is responsible of ensuring that a monitoring process for increasing English language proficiency is in place for each student. All schools in need of Title III supplemental funds are required to fill out a Title III Grant Request Form. On this form, the person requesting support must provide a description of need, such as equipment, computers, software and/or instructional materials and how they will be utilized with ELLs. Schools in need of additional personnel such as paraprofessionals, need to

specify the number of ELLs to be served, the grade levels, along with the number of days and hours they will be served. It is made very clear that the Title III funds are not to supplant but to supplement school resources. The schools are monitored throughout the year to ensure that this occurs. If the request is in alignment with the services stipulated in the Title III application and tied to the English language achievement of ELLs, the request is approved by the director of the Multicultural Education Department. School personnel maintain documentation on how funds obtained meet the objectives stipulated in the proposal and indicate the achievement or progress that the ELLs made as a result of the supplemental assistance of Title III funds.

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. English Language Learners in the Osceola County School District must participate in statewide FCAT SSS assessments in reading, mathematics, writing and science with the approved State accommodations. The FCAT data for all current and former ELLs is expected to be analyzed by elementary and secondary schools so to demonstrate that ELLs are reaching academic achievement as per the Sunshine State Standards. Through the support of Title III district personnel, supplemental professional development training sessions are offered to all schools. During these trainings participants are presented with research-based best practices in providing comprehensible instruction to English Language Learners. There is a great focus on implementing ESOL strategies in all content areas to increase the academic achievement of our ESOL students. For all training provided, participants are asked to evaluate the training received as it relates to the area of need and service to ELLs. All personnel attending workshops are expected to put into practice learned strategies as well as share information received with fellow colleagues. School visits are a regular practice of district resource personnel which allows for monitoring a nd continuous support of teachers and paraprofessionals who service our English Language Learners.

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. When AMAOs are not met for two years, schools institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation. They also appoint one or more outside experts to advise the school on how to revise and strengthen the improvement plan it created while in school improvement status and how to address the specific issues underlying the school's continued inability to make AYP. At the Elementary level there is a focus on Learning Focused Solutions (LFS) which provides trainings on vocabulary, reading comprehension, writing to raise student achievement, LFS Mathematics, differentiating instruction, reading assessment, and curriculum mapping. At the secondary level there is a focus on implementing the Curriculum Improvement Model (CIM) where teachers identify their bottom 35% students, There is a focus mini lessons built into course content across the content areas, a focus calendar is created, and standardized mini assessments are given in each core subject using FCAT Test Maker. Parents are notified of the accountability report produced by the Florida Department of Education which shows which schools did not meet AMAO.