

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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<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE:</b>	
Pinellas		Christa Kirby, Ph.D., ESOL Specialist		727-588-6068	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
301 4 <sup>th</sup> Street SW, Largo, FL, 33770			Christa Kirby and Natasa Karac		
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>					
<p>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.</p> <p>I, Julie M. Janssen, 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.</p>					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
<b>(7) District Parent Leadership Council Involvement</b>					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC):					
Contact Information for District PLC Chairperson:					
Mailing address:					
E-mail Address:		Phone Number:			
Date final plan was discussed with PLC: _____ 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, \_\_\_\_\_, 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.

The Home Language Survey is administered to all students at every school as part of the registration process. Home Language Surveys are included in the registration packets at every school for all students.

### 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 adult who registers a new student in Pinellas County schools fills out a Home Language Survey form (<http://www.pinellas.k12.fl.us/esol/forms.html>) answering the three questions concerning the home, first, and primary language of the student as stipulated by the META Decree.

Students whose parents or guardians answer "No" to all three questions are placed in the regular program. All students, whose parents or guardians answer "Yes" to one or more of the three questions from the Home Language Survey included on this form, are tested. The Home Language Survey form is filed in the student's cumulative record. It is designated as a category A document and cannot be purged.

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

If the answer to any one of the three Home Language Survey questions is "yes" indicating that one of many languages other than English is spoken, the student is referred to the ESOL Department for language assessment. In ESOL Schools (<http://www.pinellas.k12.fl.us/esol/forms.html>), students with a "yes" response on their home language survey forms who have not been identified as English language learners previously by a Florida Public School District are assessed by the ESOL teacher or trained bilingual teacher assistant.

Students who score in the limited English proficient range are eligible for services and placed into the ESOL Program. A parent notification letter with the translation into the appropriate language is sent to the student's home (<http://www.pinellas.k12.fl.us/esol/forms.html>). Students transferring from another Florida Public School District who have previously been identified as ELL or non-ELL are not to be further assessed if they come with the necessary audit documentation.

Parents are notified in writing with a translation where feasible if testing cannot be carried out within the state mandated timeline of four weeks (<http://www.pinellas.k12.fl.us/esol/forms.html>).

In all other schools, students are assessed by ESOL teachers or bilingual assistants from neighboring schools, the ESOL Testing Coordinator or Bilingual Specialist within 20 days of initial enrollment. Parents are notified in writing if testing cannot be carried out within the state mandated timeline of twenty days (<http://www.pinellas.k12.fl.us/esol/forms.html>).

Identify the title of the personnel responsible for processing all affirmative responses to HLS.  
 Registrar     Guidance Counselor     Other (Specify) Data Management Technician (DMT)

### 3) Provision of Understandable Communication

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

The Home Language Survey and registration forms are translated into Spanish. Bilingual assistance is available in Spanish, Serbo-Croatian, Vietnamese, Albanian, and Chinese. In addition, the TransAct Library for Educational Forms is available in all schools for forms in additional languages.

### 4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc.

Registration personnel at each school site collect required student information and enter the data into SASI. Training for new data elements is conducted at the beginning of each school year to ensure Data Management Technicians are fully aware of new and changing requirements in the ELL data elements.

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

Registrar     Data Entry Clerk     Other (Specify) \_\_\_\_\_

## SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

### 5) English Language Proficiency (ELP) Assessment

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

Registrar     ESOL Coordinator/Administrator     Other (Specify) ESOL Testing Coordinator

### 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	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE
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Instrument(s):	Grade Level	Raw Score <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
LAS-O	K	81	3	
	1-6	74	3	58.2
	7-12	81	3	73.4

(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.

Once a student is registered, any Home Language Survey forms with a "YES" response are given to the ESOL teacher so that students are tested. When the testing is completed, the designated ESOL personnel staples the test to the Home Language Survey, completes the bottom of the form and returns it to the school's Data Management Technician who enters the information into SASI.

Students who qualify for ESOL services are listed on the "New Student Entry Form" (<http://www.pinellas.k12.fl.us/esol/forms.html>) that is given to the data prep clerk so that the information can be entered into SASI on the Testing History Screen. The ESOL Test Roster of everyone who has been tested is maintained by ESOL personnel and a copy is given to the school.

Students who score in the limited English proficient range on the LAS are placed into the ESOL Program. A parent notification letter with the translation into the appropriate language is sent to the student's home (<http://www.pinellas.k12.fl.us/esol/forms.html>).

Students transferring from another Florida Public School District who have previously been identified as ELL or non-ELL will not be further assessed if they come with the necessary audit documentation.

**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?

Once student registration is completed, the Data Management Technician gives the Home Language Survey form to the ESOL teacher so that the student can be tested right away. Testing is carried out by ESOL teachers or bilingual assistants.

**6c)** Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses.

Parents are notified in writing with a translation where feasible if testing cannot be carried out within the state mandated timeline of four weeks (<http://www.pinellas.k12.fl.us/esol/forms.html>).

Once student registration is completed, the Data Management Technician gives the Home Language Survey form to the ESOL teacher in ESOL schools so that the student can be tested right away. More than 90% of our ELL students attend ESOL Schools.

Schools without ESOL programs send Home Language Surveys to the ESOL Office. The form is stamped with the date of arrival. A testing schedule is set up for the required assessment of all students with a "yes" response on the Home Language Survey. Testing is carried out by ESOL teachers or bilingual assistants.

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

A student in grades K-2 who passes the aural/oral test with FES does not meet the criteria for the ESOL program. He/she is classified as a regular education student, unless otherwise requested by teachers or parents through the ELL Committee.

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

All students in grades 3-12 who score proficient on the Listening/ Speaking test (LAS-O) are administered an approved reading and writing English language proficiency assessment (LAS R/W) immediately following the LAS-O to determine their program eligibility.

All students in grades 3-12 who score in the range of limited English proficient on the state-approved Listening/Speaking (LAS-O) test are administered the reading and writing English proficiency assessment within one (1) year after the student's enrollment.

## **7) Reading and Writing**

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

<b>Name of Reading and Writing Instrument(s):</b>
LAS RW, forms 1A or 1B, grade 3
LAS RW, forms 2A or 2B, grades 4-6
LAS RW, forms 3A or 3B, grades 7-12

**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 LAS RW is administered to all ELL students at the time of initial assessment. All students in grades 3-12 are tested with both LAS assessments, oral, reading and writing, at the time of initial assessment.

**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.

The LAS RW is administered to all ELL students in grades 3-12 during initial testing. In case the LAS RW is not administered during initial testing, FCAT assessment scores are used to be sure reading and writing scores are in place for all ELL students within the first year of enrollment.

### **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 an ELL Chairperson and a functioning ELL Committee to reflect the definition and requirements of Rule 6A-6.090; Florida Statute 233.058 as amended by Section 41.

The ELL Committee functions as a monitor of academic achievement for ELL students. The committee is also involved in the implementation of AIPs for students whose performance is not satisfactory. Specific guidelines are in place outlining the requirements for using the ELL Committee (<http://www.pinellas.k12.fl.us/esol/forms.html>). The ELL Committee is responsible for making certain entry/exit decisions, monitoring ELL student progress, and assessing appropriateness of instructional programming.

School personnel or ELL parents who wish to have the ELL Committee review the educational program of a particular student fill out an ELL Committee Conference form (<http://www.pinellas.k12.fl.us/esol/forms.html>) and submit it to the ELL Chairperson who schedules a meeting of the ELL Committee. A written invitation with a translation wherever feasible is sent to the student's parent (<http://www.pinellas.k12.fl.us/esol/forms.html>). The parent is invited to participate in the review to determine whether the student is or is not ELL. The findings of the ELL Committee and the recommendations are kept on file. The ELL Chairperson and Guidance Counselor work together to implement any program changes recommended by the ELL Committee.

### **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).

x  Yes     No

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

Native Language Assessment is administered to ELL students in the district's Dual Language Program at High Point Elementary School. The Spanish version of the LAS is used for the native language assessment.

## 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.

Academic assessment of identified and assessed ELL students is initiated at the registration site with staff seeking to document the prior school experiences of each new student using school records, transcripts, and other evidence of educational experiences. The guidance counselor reviews the educational background and history of the student, conducts parent and/or student interviews and uses all pertinent data to determine the appropriate grade level and/or subject area placement for the student. Students' reading levels are established through the PIAP (Pinellas County Instructional Assessment Plan) as well as data from the LAS/RW. A Spanish language version of the LAS is available for testing reading and writing skills of students in the majority language group. Students' Lexile levels are established through the Scholastic Reading Inventory.

Out of district student records are transferred through the FASTER system or requested school to school through telephone calls.

The principal or designee determines the final placement with the student's best interest being foremost in importance. If no records are available or if students do not have prior school experience, the principal, counselor and ESOL teacher determine grade level placement through the following considerations: chronological age, parent/guardian/student interviews, school based professional judgment based on a period of observation by the ESOL and/or classroom teacher and guidance counselor.

All of the above information is reflected in the ELL Student Plan (ES 620). The plan contains the student's schedule, entry information, language proficiency level, and testing information (<http://www.pinellas.k12.fl.us/esol/forms.html>). Test data are recorded on the Testing Screen in SASI. The schedule of the student and test data are recorded and updated in SASI by the site based data management technician.

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

ELL students with limited or no prior school experience are placed age and grade level appropriately and are provided with supplementary programs that help them catch up. Classroom teachers are notified so that they are aware that these students need additional support.

**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 principal or designee determines the final placement with the student's best interest being foremost in importance. If no records are available or if students do not have prior school experience, the principal, counselor and ESOL teacher determine grade level placement through the following considerations: chronological age, parent/guardian/student interviews, school based professional judgment based on a period of observation by the ESOL and/or classroom teacher and guidance counselor.

### **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 guidance counselor reviews the educational background and history of the student, conducts parent and/or student interviews and uses all pertinent data to determine the age appropriate grade level and/or subject area placement for the student. Students' reading levels are established through data from the LAS RW. Students' Lexile levels are established through the Scholastic Reading Inventory.

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9<sup>th</sup>-12<sup>th</sup> grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan.

The guidance counselor reviews the educational background and history of the student, conducts parent and/or student interviews and uses all pertinent data to determine the appropriate grade level and/or subject area placement for the student. Students' reading levels are established through data from the LAS RW. Students' Lexile levels are established through the Scholastic Reading Inventory.

At the high school level, the assistant principal for curriculum reviews student transcripts to award appropriate credits based on students' previous school experience.

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

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

ELL students who withdraw (or leave) from the district for more than one year are tested upon their return unless they come from a Florida school district with ELL assessment data.

### **12) ELL Student Plan Development**

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

The guidance counselor is responsible for developing the student ELL Plan based on assessment data and the student's previous education background. The data entry person at the student's school enters the student ELL Plan information into SASI.

**12a)** What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate.

The ELL Plan report is updated automatically twice a year and run at the district office on FTE Date Certain in October and February. ESOL staff reviews the plans and sends them out to schools so that they are filed in students' permanent records.

### **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) Serbo-Croatian, Albanian

## **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.

Several different program models are in place in Pinellas County depending on the identified needs of ELL students and upon consideration of the available resources at a school site: dual language, mainstream-inclusion English Language Arts, Mainstream-Inclusion Core/Basic Subject Areas, self-contained Language Arts with ESOL Inclusion, modified mainstream. The school administration reviews the models on an ongoing basis to determine efficacy and parity for all ELL students through teacher evaluation and student discourse in addition to parent feedback. Several program models may be in place at any one school depending on the needs of the students as determined by professional teacher judgment and parent requests. There is one dual language program in place at one elementary school where Spanish and English native language students are instructed in both English and Spanish so that the English speakers acquire Spanish and the native Spanish speakers improve their English. The program models are monitored to ensure fidelity by school and district staff.

**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.

A list of Pinellas County Schools with instructional models used in each school can be viewed at: <http://www.pinellas.k12.fl.us/esol/forms.html>

**14c)** Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

The schedules of ELL students are comparable to those of mainstream students containing the same subject area classes equal in scope, sequence and content. Students' schedules and minutes per week in all classes are recorded in the ELL Student Plan. The data management technician inputs this information into SASI. ESOL teachers and district staff check students ELL plans for FTE reporting to ensure equal access to all programs.

**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.

Each teacher develops daily plans using ESOL strategies for all subject areas. The plan reflects the teaching of Essential Learnings aligned to Sunshine State Standards. The principal or designee conducts walk-throughs and also checks lesson plans regularly to ensure that comprehensible instruction is occurring.

**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) \_\_\_\_\_

**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) Common Assessments

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

FCAT

Other (Specify) \_\_\_\_\_

### **15) Student Progression**

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

Yes    No

If yes, indicate where in the Student Progression Plan these are described.  
<http://www.pinellas.k12.fl.us/planning/CHAPTER/CHPTR 5.pdf>

**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.

According to Pinellas County School Board Policy, ELL students who are here for less than two years based on date of entry are exempt from mandatory retention for "Good Cause" defined as amount of time in the country, academic experiences, language proficiency, mobility, and family background.

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

The ELL Committee, functioning in accordance with Rules 6A-6.0900-6A-6.90, F.A.C. and 1990 League of United Latin American Citizens et al. vs. the State Board of Education et al. Consent Decree makes appropriate decisions regarding the proper placement of ELL students. The main function of the ELL Committee is to resolve any issues that affect the instructional program of the ELL students. It is composed of the principal or designee, the

ESOL teacher, the classroom teacher, and any other educator as appropriate for the situation.

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

A letter is sent home with a translation into Spanish. The letter is translated into other languages as 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.

In Pinellas County, all students participate in state wide assessments (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.

For statewide assessments, ELL students in Pinellas County are provided with the test accommodations listed below according to publisher guidelines that could change in the future. The exact combination of accommodations to be offered to any particular student is individually determined, considering the needs of the student and availability of linguistic resources at the school. The ESOL teacher, the test coordinator of each school and district staff work together to ensure that all accommodations are given. Procedures are explained at meetings held by the district's director of testing. A letter is sent to parents offering the particular accommodations. The documentation kept at the school is a copy of the test schedules and location for testing.

ELL students may be given additional time to complete the test and the entire test may be administered over one or more days. Students who begin any individual section of the test must complete it in the same school day. This will prevent students from leaving the test setting, gathering additional information about how to solve a problem, and returning to enter the correct answers on the answer sheet. Test administrators may adjust the schedule to provide as much time as necessary for ELL students to complete each of the sections. ELL students must be given access to an English to heritage language dictionary. This reference book shall only provide the equivalent word or words from one language to another and does not provide definitions of words.

ELL students may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. When the student is not of legal age, the parents are informed of this option and are asked for their preference in test administration setting.

In taking the mathematics section of the statewide assessment, the ELL student may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language. This assistance cannot exceed the limits specified herein. The ESOL or heritage language teacher may answer student inquiries related to any of the test directions. He/she may answer specific inquiries from a student concerning a word or phrase that is confusing the student because of limited English proficiency.

**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. No alternative assessments for FCAT are given in Pinellas County to ELL students.

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

Reading: Not applicable

Math: Not applicable

Writing: Not applicable

Science: Not applicable

## **SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)**

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

The following exit criteria are in place for ELL students by grade level clusters:

Grades K-2 ELL students: mastery of oral proficiency on LAS test as well as proficiency on CELLA Listening and Speaking sections.

Grades 3-12 ELL students: oral proficiency on LAS and CELLA, FCAT Reading Level 3, Writing proficiency as measured by CELLA recommended cut scores - grade level appropriate.

### **17a) Listening and Speaking Proficiency Assessment**

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
LAS O	K-2	75	4	59.8
CELLA Oral Skills (Listening & Speaking)	K-2	State		

		recommended grade and age appropriate scores		

- (1) A raw score represents the number of points a student received for correctly answering questions on a test.  
(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.  
(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

**17b) Reading and Writing Proficiency Assessment**

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

[http://www.fldoe.org/eias/dataweb/database\\_0809/st105\\_1.pdf](http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf).

<b>Name of Reading and Writing Instrument(s):</b>
FCAT SSS Reading Achievement Level 3
CELLA Writing: state recommended cut scores, grade level appropriate

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

- Registrar     ESOL Teacher/Coordinator     Other (Specify) \_\_\_\_\_

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

The ELL Committee meets to determine if the student should be dismissed from the ESOL program after the student has taken and passed the aural/oral test and has taken the CELLA and FCAT, but has not met the required scores for program exit. The following list of items is taken into consideration:

- extent and nature of the educational experiences and student interviews;
- written recommendations and observations by current instructional and support service staff;
- grades from the current and previous years;
- level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
- other instructional program or combinations of programs that better meet the needs of the student;
- other instruments to assess English proficiency or academic achievement as appropriate;

review, at the discretion of the ELL Committee, of other data in addition to oral language proficiency for tests of students in kindergarten through grade one who have no other academic records.

The ELL Committee cannot override the scores of the aural/oral test when considering the student's dismissal from the program.

The recommendations of the ELL Committee are documented on the ELL Committee Conference Report and are kept in the student's cumulative file. The ELL Chairperson and Guidance Counselor work together to implement any program changes recommended by the ELL Committee.

**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 ESOL teacher submits an Exit Form - ELL Student Data to the data management technician so that the information can get recorded into SASI.

<http://www.pinellas.k12.fl.us/esol/forms.html>

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

ELL Exit occurs at the end of the semester or at the end of the school year once students meet English language proficiency and academic benchmarks for exit (grades K-2).

Students in grades 3-12 will exit at the beginning of the school year after analysis of FCAT and CELLA data. For those students who meet exit qualifications in the middle of a student grading period an ELL Committee will convene to make further recommendations and/ or exit decisions.

## **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.

District staff, ESOL teachers, and guidance counselors review LF student progress after exit from the ESOL program.

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

The student's teacher and/or guidance counselor review the student's report card and complete monitoring information on district forms so that appropriate action can be taken.

The information is recorded in SASI. Monitoring forms are filed in the student's cum folder. District staff, ESOL teachers, and guidance counselors review LF student progress after exit from the ESOL program.

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

Check all that apply.

X  Report Cards

X  Test Scores

- Classroom Performance  
 Other (Specify) Teacher Observation

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

District staff reviews the list of LF students on the ES 630 ELL Student Data Report for LF Students and determines which students are in a current monitoring cycle. For each student, a post-reclassification date is entered into SASI and a copy of Form PCS2-2458 is sent to the principal of the student's school for distribution to classroom teachers so they can collect appropriate LF student performance data.

For secondary students, the ES 650 ELL Student Grade Report lists LF students at each school for the current monitoring cycle. The report lists LF students with unsatisfactory performance, grades D and F, and their current monitoring cycle. District staff reviews this printout and disseminates a post-reclassification form designated as unsatisfactory performance. LF students with unsatisfactory performance are referred to the ELL Committee for review. The ELL Committee can recommend to continue to monitor, refer students back to the ESOL Program, reclassify them as ELL or place them into other appropriate programs. Parents are invited to attend the ELL Committee meeting, and a record of the decision is placed into the student's cum folder.

**20)** When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes.

When LF students are reclassified LY, the ESOL teacher reevaluates the student in the area in which he/she is having difficulty (listening, speaking, reading and/or writing). The ESOL teacher with the ELL Committee documents the information on the ELL Committee Conference Report and files it in the student's cum folder. A new Student ELL Plan is generated from SASI indicating that the student has been reclassified and the LF designation is changed to LY in SASI.

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

The program delivery model is determined based on the areas of the student's academic deficiency. Additional instructional intervention is planned and additional support is provided by the ESOL teacher and bilingual assistant

## **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.

Home language assistance is provided to parents / guardians as follows:

1. Bilingual assistants help in the registration process and provide the home-school connection in Spanish, Serbo-Croatian, Vietnamese, Albanian, and Chinese.

2. The TransAct library is online for school personnel so that translations of educational forms in 23 languages can be used.

3. A bilingual translator helps schools with the translation of newsletters, notices to parents, and parent conferences.

**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

X Delay in language proficiency testing

X Results of language proficiency assessment

X Program placement

Program delivery model options

X State and/or district testing

X Accommodations for testing (flexible setting)

X Annual testing for language development

X Growth in language proficiency (Listening, Speaking, Reading, Writing)

X Exemptions from statewide assessment for students classified as ELL for one year or less by date of test

X Retention/Remediation

X Transition to regular classes

Extension of ESOL instruction

X Exit from ESOL program

Post-reclassification (LF) monitoring

X Reclassification of former ELL student

X Invitation to participate in an ELL Committee Meeting

X Invitation to participate in the Parent Leadership Council (PLC)

X Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities

X Free/reduced price lunch

X Parental choice options, school improvement status, and teacher out-of-field notices

X Registration forms and requirements

X Disciplinary forms

X Information about the Sunshine State Standards and the ELP Standards

X Information about statewide assessments

X Information about community services available to parents

X Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)

Other \_\_\_\_\_

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

The Student Code of Conduct is distributed to all schools in English and Spanish.

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

X 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.

ESOL schools hold parent meetings where they inform parents about important issues such as FCAT strategies, graduation requirements, volunteer involvement and discipline issues. Parenting classes are held in Spanish to teach parenting skills. The bilingual translator provides active outreach into the Hispanic Community through regular appearances at the Spanish language radio and television stations.

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

Information about adequate yearly progress is disseminated via school newsletters, print and electronic media as well as letters to parents in a way that the parents understand.

**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 Pinellas County School System has district level program supervisors and specialists who are responsible for monitoring compliance of their particular programs in each school. The ESOL Specialist at the district level keeps the Superintendent, Area Superintendents, Assistant Superintendents, Principals, Directors, and Supervisors informed of the requirements of the ESOL Consent Decree. In carrying out their responsibilities, these individuals also monitor for compliance with the Consent Decree. Any area of concern is brought to the attention of the school's principal and the ESOL Specialist who work together to ensure compliance with the ESOL Consent Decree.

The ESOL Specialist works with the Director of Personnel and the School Board Attorney's Office to monitor compliance with personnel and certification requirements. The ESOL Specialist assists principals in the monitoring of the training status of content area teachers with ELL students in their classrooms. ESOL teachers attend monthly staff meetings to discuss program implementation.

ESOL staff works with the MIS Department to update SASI as mandated by the Department of Education, develops systems, reviews MIS printouts and works with MIS personnel to accurately monitor compliance with EP data entry requirements.

The designated civil rights officer is the Assistant Superintendent for Equal Employment Opportunity who ensures that students, staff, and the community are guaranteed equal opportunity and equal access into all programs, activities, and employment. Any individual has the right to file a complaint. The complaint may be filed at the school site, at the district level, or outside of the school system. The Superintendent will assign district personnel to investigate the complaint and make recommendations.

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

Every year, a student guide is distributed to all students. The guide is translated into Spanish. Parents learn about the many different programs available to students through parent outreach activities to ensure that parents are informed of their available choices. Equal access is monitored through district student assignment processes and the administration at each school.

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

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

Each school has an ELL Committee consisting of the principal or designee, guidance counselor, teachers, other school personnel as appropriate and parents.

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

X 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

X Reclassification of former ELLs

X Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32<sup>nd</sup> percentile on reading and writing assessment

X Review of instructional programs or progress (after one semester)

X 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

X Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32<sup>nd</sup> percentile on reading and writing assessment

X Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

X Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

Other (Specify) \_\_\_\_\_

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

School Level     District Level

Describe the functions and composition of PLCs in your district.

Invitations for participation in the Parent Leadership Council are sent to ESOL schools. The PLC meets yearly to provide input into the ELL Plan. Parent leadership training is provided at a number of different schools with topics ranging from basic information about life in our schools, reading strategies, and parenting strategies. Individual parents are invited for active participation in a variety of district committees. Parent Leadership Council participation is also encouraged for SAC membership at ESOL schools.

**30a)** According to Rule 6A-6.0904 FAC., the PLC is “composed in the majority of parents of limited English proficient students.” If any of the PLCs in your district do not meet this condition, explain why and when you expect the PLC(s) to comply with this rule. The district complies with this rule. (Continue with # 32.)

**31)** Indicate how your district involves the PLC in district/school committees. The PLC provides input for the LEP Plan. The committee provides input related to the needs of ELL families and decides which training needs to be offered for ELL families. PLC members also participate in the training as attendees and as presenters..

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

A PLC Meeting was held on August 27, 2008. The District ELL Plan was discussed and recommendations were recorded. PLC members received copies of the District ELL Plan to take with them and provide additional input.

**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.

Twice a year, in October and February after FTE Date Certain, district staff sends out training notifications to teachers assigned to a class with an ESOL student. Included in the notification is the ESOL training schedule as well as the list of specific training requirements based on subject area teaching assignments. The Personnel Department sends out-of-field letters to language arts teachers without the ESOL certification. The Pinellas County School District has been delivering the ESOL strategies training according to the guidelines received from the Department of Education within the mandated training timelines. Teachers in need of the

ESOL endorsement participate in district inservice programs or attend classes at the different universities in the area. Teachers in need of the 18- or 60-hour ESOL strategies training attend district components.

**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.

Several reports have been developed to track ESOL training requirements. They are run on FTE Date Certain. The reports exhibit teachers' training records by school. Letters of notification and a component calendar are sent to teachers who are assigned to a class with an ELL student and have not yet completed the mandated training in ESOL strategies. The letter of notification specifically outlines the training requirements as well as the training timelines. It also states that teachers who fail to comply with the mandated training may be suspended or terminated.

Language arts teachers who do not have ESOL coverage or the ESOL endorsement are listed out of field. They must submit a transcript to the Director of Personnel before the beginning of each school year showing evidence that they completed the required coursework in ESOL. Due process procedures for teachers who refuse to complete the training were put in place at the end of the 1995-96 school year.

The ES 815 ESOL Non-compliance report is run on FTE Date Certain. This report lists teachers with overdue training timelines by school. The principal reviews the report and connects with teachers to ascertain their training status.

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

ESOL training components for school based administrators are offered throughout the school year and over the summer via online components. New school administrators have three years to complete the training from the date of assignment to their new position.

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

ESOL training components for guidance counselors are offered throughout the school year and over the summer via online components. New school administrators have three years to complete the training from the date of assignment to their new position.

**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.

Teachers in the Dual Language Program at High Point Elementary School are native speakers of Spanish. Spanish language proficiency is determined through the interview process in Spanish by interviewers proficient in the Spanish language.

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

required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description.

Bilingual assistants are hired for schools with fifteen or more students in one language group. The assistants are bilingual speakers of the specified language minority group. The ESOL Office keeps a file of potential applicants and also recruits through school / home communications to the language minority community. The ESOL Department provides several ESOL workshops a year for bilingual assistants covering teaching strategies, testing and compliance issues. Bilingual assistants provide academic support to ELL students in the classroom.

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

Bilingual assistants participate in ESOL strategies workshops for teachers. Specific training sessions on ESOL strategies and a variety of other topics are offered throughout the school year. Documentation of training is maintained in the district's internet based reservation system.

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

All bilingual assistants are native speakers of the language group they are assigned to. Many of them have evidence of education in their own native countries documented by high school diplomas and university transcripts. Bilingual assistants are interviewed by interviewers who are proficient in both English and 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.

ELLs take the CELLA every year to show growth in English language proficiency. Their scores are monitored at the school level by their teachers and the principal. The scores are also monitored at the district level by ESOL office staff. Annual Measurable Achievement Objectives are established at each school for all ELL students.

**42)** Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs.

ELLs take the FCAT and classroom assessments that test academic achievement. Their progress is monitored by teachers, school staff and the principal. The scores are monitored at the district level by ESOL office staff. AMAOs are used as indicators of student achievement. An improvement plan is written yearly for those AMAOs that do not meet state targets.

**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.

Schools that fail to meet the Annual Measurable Achievement Objectives (AMAO) for "Making Progress" are put in restructuring. They write an improvement plan that describes changes in programs and personnel that will lead to increased student achievement.

The District Improvement, Assistance, and Intervention Plan (DIAIP) describes the system improvement plan for schools and the district when the district has failed to meet the AMAOs for two years.

The DIAIP can be accessed at [www.flbsi.org](http://www.flbsi.org).

1. On the left side of the screen, click on "District Improvement and Assistance and Intervention Plan."
2. On the right side of the screen, select "District Improvement Assistance and Intervention Plan" from the first drop-down menu.
3. Select "Pinellas" from the second drop-down menu.
4. Click on "Click To View District Improvement Plan (Read Only)."

The Title III District Improvement Plan can be accessed at the ESOL website: <http://www.pinellas.k12.fl.us/esol/> Also see Pinellas' SIP submitted to DOE in January 2009.