

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

Date Received by FDOE

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

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
UF Lab School - PK Yonge		Lisa Clemons Director of School Counseling		352-392-1554	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
PK Yonge Developmental Research School 1080 SW 11th Street Gainesville, FL 32606					
(6) CERTIFICATION BY SCHOOL DISTRICT					
The filing of this application has been authorized by the School Advisory Committee 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, Frances Vandiver, 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): Karen Specie					
Contact Information for District PLC Chairperson: Mailing address: 1080 SW 11 th Street, Gainesville, FL 32601					
E-mail Address:		Phone Number: 352-392-1554			
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		



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, Francis Vandiver, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Superintendent's Signature

Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs. *Registration procedures are common to all students. The program assistant in the Admissions Office is responsible for coordinating student registration. The school has full-time guidance counselors who are also trained in the registration procedures. The adult (parent/guardian) who is registering the student completes the Home Language Survey at the time of registration as part of the registration process at PK Yonge. The Home Language Survey is part of the registration form that is required of all students enrolling in the district. When necessary, provisions to communicate in the home language of the parents and the students is implemented through the use of school personnel within the district.*

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. *See description above.*

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. *Registration personnel at PK Yonge give a copy of the Home Language Survey with a “yes” response to the district ELL coordinator for the Language Assessment Battery session to be scheduled. The trained division guidance counselor administers the LAB and identifies the student as Non-English Speaking (NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES).*

Students identified as FES are then scheduled for a reading test if no current standardized reading test scores are available

If the student scores at or below the 32nd percentile in reading or writing, the student is then identified as an ELL.

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

Registrar Guidance Counselor Other (Specify) District ELL Coordinator

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. *We are a university lab school and part of the University of Florida. As such we have access to many language resources and as the need arises, we can make such resources available if registration assistance is required.*

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. *Demographic data is collected by the registrar at each school site. The registrar then provides that information to the appropriate school and district level personnel including MIS as required. .*

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

X Registrar X 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)

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⁾
Language Assessment Battery	K-12	22		

(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. *Any Home Language Survey with a "yes" response is reported to the district's ESOL coordinator who contacts the division level counselor to administer the LAB. The student is tested within 20 days of entering school for identification as NES, LES, or FES. Since our district has so few ELLs, the grade level counselor is responsible for testing students, grading the assessments. The results are reported to the ESOL Coordinator for the recording the ELL data. This information and data is housed at the appropriate school sites and shared with appropriate school level staff so that appropriate placement is made for any student identified as an ELL.*

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? *PK Yonge is the University of Florida Lab School and therefore is a small district with only one school. Our registrar informs the ESOL Coordinator of students who have answered yes to one of the questions on the HLS. These students are then tested within the 20 days by the division level counselor.*

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. *Should an emergency arise such that the initial testing is not complete within twenty school days, parents/guardians will be notified in their home language about the delay and when to expect the completion of the testing.*

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test. *K-2 students who score FES are placed in a regular classroom environment with the stipulation that should the student struggle because of the home language, then the teacher will convene the ELL committee and appropriate placement and instructional strategies will be implemented and a Student ELL Plan developed and placed in the student’s cumulative folder.*

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. *ELLs in grades 3-12 who have scored limited English proficient are placed in the ESOL program and given academic and language support. ELLs in grades 3-12 who score proficient on the listening and speaking test will be given a reading and writing assessment to determine if ESOL services are needed.*

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):
LAB

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? *PK Yonge is the University of Florida Lab School and therefore is a small district with only one school. Our registrar informs the ESOL Coordinator of students who have answered yes to one of the questions on the HLS and needs the appropriate testing. These students are then tested within the 20 days by the division level counselor.*

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. *Should an emergency arise such that the initial testing is not complete within twenty school days, parents/guardians will be notified in their home language about the delay and when to expect the completion of the testing.*

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 can determine program placement based upon prior educational experiences of the student if ELP assessment results warrant discussion. In addition, within the first 20 days of the beginning of each school year, the ELL Committee at each school site meets to review the progress of each ELL and/or to consider the placement of newly enrolled ELLs. Placement, instructional strategies and necessary accommodations are discussed and decisions made as to how to best meet the individual needs of the student to promote learning and achievement. Parents are invited to the meetings and can, at any time, request a meeting of the ELL Committee. A Student ELL Plan is completed to document the meeting and to provide the structure for the delivery of instructional services. The Plan is placed in the student's cumulative folder. (Form attached)*

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 X 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. *As soon as a student is identified as an English language learner through the ELP assessments, the ELL committee at the school site is convened. All available academic information is reviewed and discussed. The committee then decides if the temporary placement of the student (placement before the ELP assessments) is appropriate or if another placement is in the best interest of the student. Parents/guardians of the ELL are always invited to the committee meetings and are involved in the decision-making.*

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). Students are placed age appropriately and student/parent interviews are conducted to determine prior educational experiences. Academic assessments, such as the Stanford Achievement Test may be given to provide additional information.

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. *It is the policy of the PK Yonge Developmental Research School that all students, regardless of background, should receive comprehensible instructional delivery. As in 10) and 10a) above, the ELL committee will carefully review the data that is available. The chairperson of the ELL committee works with the individual responsible for requesting student records from former schools. Previous schools attended by the ELL are always contacted. If all attempts to locate complete records fail, the ELL*

committee will conscientiously review the available records and work closely with the parents/guardians to insure comprehensible instruction with appropriate placement.

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. Student services personnel in the elementary and middle school divisions determine initial placement. The ELL Committee at each school site is convened within 20 days of the ELLs' enrolment. The committee, which includes the assigned classroom teacher and the parent/guardian(s), determine placement based on age appropriateness, documented prior educational services, diagnostic and placement assessment information and interviews with the parent/guardian(s) and the student.

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 procedure is the same for Grades 9-12 as described above for K-8. Our district has only one school, K-12. The ESOL Coordinator, who also serves as the ELL Committee chairperson for the school, carefully reviews completed credits, inclusive of credits awarded for countries outside the United States and for language arts classes taken in the student's native language and for foreign languages the student may have taken. Once the decision has been made by the ESOL Coordinator and approved by the principal that the student has successfully completed the credits in question, then credit is awarded.

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

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. ELLs that re-enroll within the same school year/term after having been either in another district, state or out of the country are temporarily placed in the same classes/classrooms they were previously enrolled in our district. The ELL Committee is convened within 20 days of the re-enrollment of the ELL to determine if that placement is still the most appropriate placement. A new English language proficiency assessment is administered if the student has been attending school in another state or country. ELLs attending another school in Florida do not have to be retested, ESOL services will continue based on the student's current ELL plan, or if the ELL Committee can also determine if new ELP assessments are necessary.

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 developed by the ELL Committee. The committee is convened by the committee

chairperson within 20 days of the beginning of each school year for ELLs already enrolled or within 20 days of the initial enrollment of an ELL. The plan is updated at the beginning of each new school year or as needed or requested by the parent/guardian or by the teacher. The total plan includes demographic data, entry criteria information (scores and dates), recommended placement information, achievement test data, student schedule by nine weeks, promotion information, a section for reclassification, committee signatures and a section for student progress monitoring by nine weeks. The ELL committee chairperson is responsible for making certain the plan is written and placed in the student's cumulative folder.

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. As stated previously, Student ELL Plans are updated at the beginning of each year. The ELL Committee chairperson convenes the ELL Committee at the beginning of each school to review the plans and update them as needed to meet the needs of the ELL. (Form attached)

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. School will translate if necessary and 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
- x Mainstream-Inclusion English Language Arts
- x 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. *PK Yonge does not currently have any ELL Students.*

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 attached*

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. *ELLs will receive instruction for a period of time that equals the amount of time that non-ELLs receive instruction. Instruction is delivered using appropriate ESOL strategies. The same Sunshine State Standards are taught to both ELLs and non-ELLs. Lesson plans and grade books will document equal instructional delivery. We currently have no ELL students enrolled at PK Yonge.*

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. *Instructional strategies for ELLs are documented in the teachers' planning and grade books. Each teacher monitors the performance of each ELL in his/her classroom. The teacher communicates with guidance/student services to review the placement of any student whose performance indicates a need for review. Should the ELL committee be convened, documentation will be kept on the **Student ELL Plan/Referral Form**. School ELL Committee chairpersons contact the district coordinator as needed. Additionally, within the first 20 days of each new school year, the ELL committee meets to review the progress of each ELL enrolled at that particular school site. Each ELL's grades are reviewed by the school coordinator at the end of each nine weeks. That review is documented and recorded in the student's cumulative folder.*

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)
- X District Administrator(s)
- X School Level Administrator(s)

X Other (Specify) - school site coordinator/ELL committee chairperson

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

X Other Criterion Reference Test (Specify) SAT

Native Language Assessment (Specify) _____

X 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 X No

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

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. *ELLs may be exempt from mandatory retentions if they have been enrolled in an approved ESOL program for 2 years or less. In each case, the ELL committee will convene to determine if there is good cause to exempt the ELL from retention.*

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

The ELL Committee will convene to determine retention and/or promotion criteria for ELLs, including review of classroom assignments, portfolios and assessments. Input from parents, teachers and other stakeholders will also be considered.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. *Procedures for notification are the same as for non-ELLs. Academic alerts are sent home to all students in January. These alerts are based on the performance of the student during first semester. Final notification to all students is made after FCAT testing results are received during the summer. Additionally, the parent/guardian(s) of ELLs are noticed each nine weeks of the progress of their student.*

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 testing coordinator is responsible for ensuring that all ELLs participate in Statewide Assessment. The testing coordinator is also the ESOL coordinate and therefore ensures that all ELLs are to participate in statewide assessment and that necessary accommodations are to be made for each ELL according to her/his required accommodations. To insure the consistency of administration and given our small numbers, the ESOL coordinator/test coordinator has been trained to administer the CELLA to all ELLs as required.*

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 process has been described in 16) above. The testing coordinator is responsible for providing the necessary accommodations. A description of the accommodations provided is kept in each individual student's Student ELL Plan and placed in that student's cumulative folder.*

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

Yes No

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

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

Reading: 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. *An ELL will be eligible for exit only when he/she is determined to be fully English proficient. To be eligible for exit, a student, who was classified as an ELL based on the LAB Aural/Oral test, must score fully proficient on the LAB Aural/Oral test and ELLS in grades 3-12 will then be assessed in reading and writing. According to 6A.6.0903, ELLS must have two*

criteria for exit. Students who score proficient on the CELLA composite score and reading on grade level and level 3 or above on FCAT Reading are eligible for exit.

17a) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Language Assessment Battery (LAB)	K - 12	22		

(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):
FCAT
CELLA

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. See 17) above

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 coordinator serving as chair of the ELL committee ensure that the ELL's exit data is recorded in the Student ELL Plan and is completed/updated and filed in the student's cumulative folder.*

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. *CELLA and FCAT test results are not available until late spring or early summer (which is the end of the school year). Therefore, an ELL cannot meet exit criteria until the end of a school term and, therefore, cannot exit until school begins the following year.*

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program. *The ESOL coordinator is responsible for the required two year monitoring follow-up.*

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. *The district student services coordinator provides each the ESOL coordinator with a printout of all ELLs and their academic history. These students are coded in the student system as ELLs and as such are easily identified. These students' grades are pulled each nine weeks and documented in the Student ELL Plan.*

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

Check all that apply.

Report Cards

Test Scores

Classroom Performance

Other (Specify) _____

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. *The ESOL coordinator convenes the committee at the beginning of each school year, and as needed, to review grades.- Criteria for satisfactory academic performance include standardized test scores (all students take the Stanford Achievement Test) in reading and writing above the 32nd percentile and passing grades in core academic subjects. Former ELLs whose performance is not on grade level will be reclassified, a new Student ELL Plan will be written that includes development of comprehensible instructional strategies to meet that particular ELL's academic needs and appropriate classroom placement will be made. Criteria for satisfactory academic performance include standardized test scores in reading and writing above the 32nd percentile and passing grades in core academic subjects.*

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. *ESOL coordinator is responsible for initiating and updating the new ELL plan An ELL committee is convened to ensure appropriate placement.*

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. *PK Yonge does not currently have any ELL Students. However, it is our goal to provide comprehensible instruction to all students. We use an inclusion program for all students with special needs and would use the such a model should we enroll or identify an ELL student.*

Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

22) Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language. *PK Yonge is a university research lab school with a population of 1200 students in grades K through 12. We are part of the University of Florida. As such, we have access to resources to meet other language needs to ensure that all parents have access to necessary information. Written materials as mentioned above are available or can be created as the need arises for parent and community members.*

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)
- 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
- X Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- X Exit from ESOL program
- Post-reclassification (LF) monitoring
- Reclassification of former ELL student
- X Invitation to participate in an ELL Committee Meeting
- X 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
- X Free/reduced price lunch
- X Parental choice options, school improvement status, and teacher out-of-field notices
- X 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)

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? *The Code of Conduct is distributed to all parents upon initial registration and each year thereafter. The assistant principals are responsible for alerting the director to the need for translation in home language. At the current time, there has been no need, should such a need arise translations or a translator would be made available.*

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. *The assistant principals are responsible for alerting the director to the need for translation in home language. At the current time, there has been no need, should such a need arise translations or a translator would be made available.*

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain. *Parents are included on the School Advisory Committee and are encouraged to participate in school functions. There are parent/teacher conferences and math and reading nights held at the K-5 level. At the 6-12, there are student led conferences held annually and in some cases bi-annually to keep parents informed of student's progress and goals.*

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. *AYP information, etc., is provided for all parents in the district via information posted on our district website, in the local newspaper, and in correspondence sent home with the student. Language assistance is provided as needed and requested by parents/guardians of our ELLs.*

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. *Student/parent handbooks at each site contain information on the monitoring of program compliance. Assistance in reviewing these handbooks is provided to parents/guardians of ELLs as needed and requested.*

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? *Our district has an equal access policy to all programs and facilities. ELLs have the same access as non-ELLs. This is standard practice throughout the district.*

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. *There is an ELL Committee. The committee consists of an administrator, the ESOL Coordinator, division school counselor, teachers with ESOL endorsement, and the regular classroom teacher of the ELL. The parents/guardians of the ELL become a part of the committee when the*

committee is convened to discuss issues concerning their child. The Parent Leadership Council chairperson is a standing member of ELL Committees.

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

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

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

- School Level District Level

Describe the functions and composition of PLCs in your district. *The district PLC is composed of the district ESOL coordinator, the PLC chairperson and the parents/guardians of our ELLs. We currently have no ELL students.*

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. If the PLCs in your district comply with this rule, skip to question # 32. _____

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

32) Indicate how your district PLC was involved in the development of the District ELL Plan. *The Council Chairperson is involved in helping to develop/clarify procedures and forms in 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. *The Council chairperson approves the plan based on the needs shared with her by the parents/guardians of our ELLs when ELLs are enrolled.*

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. *PK Yonge currently does not have any ELL enrolled. However a procedure has been implemented should this status change. The following process will be followed as needed:*

- 1. Assistant principals will notify basic subject area teachers of the ESOL training requirement. Such notification shall be in writing and presented to members of the instructional staff.*
- 2. The PK Yonge in-service director and the ESOL coordinator will provide administrations with a series of in-service activities coordinated through the Department of Education. North East Florida Education Consortium(NEFEC) and district developed in-service components will also be provided.*
- 3. Documentation of ESOL in-service points completed by teachers is maintained by the director of in-service on the management information system. In addition to the above, ESOL training verification form is maintained at the district office to verify completion of procedures and to assist with the identification of teachers who have completed ESOL components for instructional assignments.*

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. *NEFEC verifies completion of training. School-based managers monitor teachers' participation. District administrators supervise offerings and training for certification purposes.*

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. *See response to 33.*

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. *This is the same as described in 33 above.*

37) If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English. *At this time, instruction is not provided in a language other than English.*

38) According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description. *Not applicable. However, PK Yonge employs several teachers and aides who are bilingual.*

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. *Not applicable*

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. *Not applicable*

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. *It is the goal of our school district that every student in our system attains grade level performance in reading, writing and math. We have the same expectation for current and former ELLs. Therefore, each current ELL has a Student ELL plan on file in his/her cumulative folder. The plan is written to assist the student in increasing English proficiency such that language is not a barrier to academic success.*

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. *PK Yonge has no currently enrolled ELL students. However, if the need arises, former ELLs whose academic achieve does not match grade level expectations receive remediation specific to their individual academic needs. Current ELLs receive services as prescribed in their Student ELL plan.*

43) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years. *Not applicable*