

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

Date Received by FDOE

Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

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

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Putnam		Bob Kuhn Coordinator NCLB/ESOL		386-329-0646	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
200 South Seventh Street Palatka, FL 32177					
(6) CERTIFICATION BY SCHOOL DISTRICT					
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.					
I, _____, 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):					
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. Registration takes place at each school site and each school has a registration packet which all parents are required to complete. The registration packet includes a Home Language Survey which parents are required to sign and date.

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. Every parent enrolling a child in a Putnam County school is required to complete a Home Language Survey at the time of registration. All Home Language Surveys are signed and dated by the parent.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. When a parent answers "yes" to any of the three questions on the Home Language Survey, the survey is forwarded to the school's data clerk to enter the student as a Temporary ELL student and a copy is forwarded to the school's ESOL coordinator to start the Language Proficiency Testing (aural, oral). Every student with a "yes" response to one or more of the three Home Language Survey questions must be administered, as soon as practical, but within twenty (20) school days, the appropriate level of the Language Assessment Scales (LAS) by a guidance counselor or a trained test administrator. The Language Assessment Scales (LAS) will be used with the publishers norms to determine the student's level of language proficiency; Full English Speaker (FES), Limited English Speaker (LES), or Non English Speaker (NES). When all testing data is completed, the ESOL coordinator sends all pertinent data to the school's data clerk for entry into the school's data base system.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
 Registrar Guidance Counselor Other (Specify) ESOL Coordinator/School Office Staff

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. Most schools have staff who are bi-lingual and able to assist parents and students during the registration process. If no bi-lingual staff is available, translators are available to all schools through the District Migrant Program, Federal Programs Office and other schools. In addition, required registration forms are available in a Spanish copy in all schools.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc. The Home Language Survey is retained by the school secretary or office staff by placing it in a folder designated for the individual student. The folder is forwarded to the school's data clerk who will enter all necessary data elements from the Home Language Survey to the student data base. Home

Language Surveys are to remain a part of the student's permanent record and are sent as part of category B information when the student transfers.

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

Registrar Data Entry Clerk Other (Specify) ESOL Coordinator

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

Registrar ESOL Coordinator/Administrator Other (Specify) Guidance Counselor

6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Language Assessment Scales (LAS)	K - 12		4	33

(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. K-12 students that answer "yes" to any of the three Home Language Survey questions are administered the aural/oral test (LAS) within twenty (20) school days by the guidance counselor or other trained test administrator. Upon completion, the test administrator scores the test based upon the publishers recommended scales and determines the student's level of English proficiency. A score equaling level 4 or 5 in the publishers table represents Proficiency level (FES). A score equaling level 2 or 3 represents Limited English Speaker level (LES) and a score equaling Level 1 represents Non-English Speaker level (NES). Students who score LES or NES are entered into the ESOL program. The student's test data is forwarded to the data clerk for entry into the student data base. Parents are notified of a

placement meeting, in home language, if needed, and informed at the meeting of the reason for placement, the kind of program, method of instruction, how the program will meet the needs of their child and have them sign and date the notification of placement. Information from the meeting is forwarded to the school's data clerk for entry in the student data base.

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? The school's data clerk can run a printout that lists students recorded as temporary placement and the ESOL coordinator can check the folder containing the Home Language Surveys of all students awaiting testing.

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. If a student is not aural/oral tested within the first 20 days, the parents are notified, in their home language if needed, by the school's ESOL coordinator. The notification includes the reason for the delay and a timetable for completion. The student is placed in the ESOL program and reported as temporary placement.

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. Full or Fluent English Speakers (FES) are entered into the regular school program. The progress of these students is monitored to see if their placement is correct.

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. Those students who score below the publisher's cut scores, Limited English Speakers (LES) and Non-English Speakers (NES) are placed into the ESOL program and a placement meeting is scheduled with the parents. A placement letter, in home language if necessary, is signed and dated by the parent or guardian. If an ELL in grade 3-12 scores proficient on the A/O, a reading and writing assessment is given to determine eligibility..

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):
Scholastic Reading Inventory
Writing Prompt * District derived writing assessment will be replaced with an acceptable assessment.

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? Students in grades 3-12 scoring FES are administered the reading and writing assessment and reviewed by an ELL committee within the first 20 days. The Scholastic Reading Inventory (SRI), which gives a nationally normed percentile, is used for the reading assessment. A writing prompt administered and scored by personnel trained in the writing rubric (a score of 3 equals 33%) is used for the writing assessment. If standardized test scores are available from the student's previous school, they will be taken into consideration by the ELL committee. Therefore, all students will receive the reading and writing assessment within a year of the aural/oral assessment. In addition, the district will run a report periodically of students lacking a reading and/or writing assessment. District derived writing assessment will be replaced with an acceptable 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. An ELL committee is convened and the parent is informed of the failure to test the student and notified when the testing will take place. Parents that do not attend the meeting are notified in writing, in the native language when needed.

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 reviews the test scores, academic history, age, parent input, recommendations of instructional and support staff and other pertinent information that may be available before making a placement decision. Forms used during the meeting are available on-line at www.putnamschools.org.

9) Native Language Assessment

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

Yes No

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

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate. The school ESOL coordinator is responsible to gather and review all entry information of ELL students. Prior school courses and grades as well as norm reference testing and state assessment information is obtained at the time of registration. The ESOL coordinator also maintains information regarding each student throughout the years of attendance at the school. The information is used for appropriate placement into core classes and grade assignment.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). The school ESOL coordinator is responsible to gather all available school information at the time of registration. When limited or no prior information is available, the coordinator will use the district's Programmatic Assessment Check-list, form LEP#2. The coordinator will consider the student's age, interview with the parent and student available school information and other pertinent information before determining an academic placement.

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 school ESOL coordinator is responsible to gather all available school information at the time of registration. When limited or no prior information is available, the ESOL coordinator will contact the student's prior school(s) or individual with knowledge of the student's ability. The coordinator may interview other family members with knowledge of the student. Governmental officials from the country of origin may also be contacted for assistance in investigating a school record. The district form LEP #2, Programmatic Assessment Check-list will be used to document information used in the academic placement decision.

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 school ESOL coordinator is responsible to review all entry information and document any ELL committee decisions. All information gathered in this process is maintained in the student's cumulative folder. The coordinator will then schedule the student into the age appropriate grade and the courses appropriate for his/her ability level.

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan. The school ESOL coordinator is responsible to gather all information from previous schools at the time of registration. The student's transcript including courses completed and grades awarded will reviewed. Any courses appearing in the student's record which match courses offered in the Putnam County school system, will be awarded full credit. Those courses for which there is a lack of documentation will be reviewed for course content and courses which have been mastered and contain the same course content will be awarded credit. Courses which were mastered in the native language and foreign language courses similar in content to courses offered in this school system will be awarded credit.

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. The ESOL coordinator is responsible to review the record of all ELL students entering the school. When an ELL student re-enrolls during the same year, the coordinator verifies with the data clerk that all documentation including dates of initial entrance, classification, entry and student plan are recorded in the student data base and then the student is readmitted in the ESOL program. No reassessment is necessary. If the student withdraws and attends a school in another state or country and returns beyond the school year, the coordinator will conduct an ESOL assessment. If any change in the student plan is needed, an ELL committee meeting is scheduled and parents are notified in native language, unless clearly not feasible.

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 ESOL coordinator will compile all available assessment data and schedule an ELL committee meeting to develop the Student Plan. The ELL committee will consider the available assessment data and other pertinent information in determining appropriate grade and course placement and provide accommodations necessary to ensure the student's success.

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. Either during the summer or at the start of the school year, the ESOL coordinator will gather and review previous year's grades, test scores, and end of the year assessment. The ESOL coordinator, with this information and the input of parents and ELL committee (when needed), will update each ELL student's academic plan. The student's new schedule will then be stapled to the plan and the school's data clerk will be notified to add a new plan date to the automated system.

13) Parent Notification

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

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

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

- English
- Spanish
- French
- Haitian Creole
- Portuguese
- Vietnamese

Other (Specify) _____

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

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

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- One-Way Development Bilingual Education
- Dual Language (Two-Way Developmental Bilingual Education)

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school. ELL students in pre-kindergarten through twelfth grade receive ESOL instruction through immersion in their Language Arts, Math, Science, Social Studies, and Computer Literacy classes. Immersion classes provide ESOL strategies for ELL students as well as instructional strategies for non-ELL students. The ESOL instruction is provided by ESOL trained/and or certified or endorsed ESOL teachers; whenever possible. Principals and district staff monitor compliance of teachers with in-service requirements by reviewing the posting of in-service points on the district web page mypoints.org. and reviewing district data reports on "out of field" teachers.

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.

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 immersion model ensures that all ELL students are scheduled into the same courses as regular program students. If students are pulled out for tutorial, it is for tutorial in the same subject they are scheduled. Therefore, the time sequence, scope and quality of the subject is the same as other students.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction. All instructional personnel will identify ESOL strategies implemented in their classes through daily lesson plans. Administrators at each school site are responsible to check and observe that strategies are being used.

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) School coordinator

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) DIBELS, ThinkLink
- Native Language Assessment (Specify) _____
- FCAT
- Other (Specify) CELLA

15) Student Progression

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

- Yes No

If yes, indicate where in the Student Progression Plan these are described. Standards For Promotion Grades 1-5 - Section F. Good Cause, Standards For Promotion Grades 6-8 Section C. Other Pertinent Factors For Promotion, and Standards For Promotion Grades 9-12 Section B. Other Pertinent Factors For Promotion.

15a) Describe the district's Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention. Good Cause exemptions are limited to the following:

GOOD CAUSE

The Putnam County School Board has developed the following guidelines for principals to follow in determining "good cause" to exempt a student from mandatory retention, as stated in legislation (High Quality Education):

Good Cause exemptions are limited to the following:

1. Limited English proficient students who have had less than 2 years of instruction in

English for Speakers of Other Languages program.

2. Students with disabilities whose individual education plan (IEP) indicates that

participation in the statewide assessment program is not appropriate.

3. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education (45th percentile on NRT or SAT 10).

4. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.

5. Students with disabilities who participate in the FCAT and who have an IEP or a Section 504 plan that reflects that the student has received the intensive remediation in reading for more than 2 years but still demonstrates a deficiency in reading and was previously retained in kindergarten, grade 1, grade 2 or grade 3.

6. Students who have received the intensive remediation in reading for 2 or more years but still demonstrate deficiency in reading and who were previously retained in K-3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based on a Progress Monitoring Plan (PMP) that includes specialized diagnostic information and specific reading strategies for each student.

Requests for good cause exemptions from the mandatory retention requirement must include documentation submitted by the teacher to the school principal. The principal must review and discuss such recommendation with the ELL committee and make the determination as to whether the student should be promoted, the principal must make the recommendation in writing to the district school superintendent. The superintendent shall accept or reject the school principal's recommendation in writing.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. No promotion or retention decision may be made for any individual student classified as ELL based solely on a single assessment instrument, whether such assessment instrument is part of the Statewide Assessment Program or of a particular

district's formal assessment process. A formal retention recommendation regarding an ELL student must be made through action of an ELL committee. This committee, with the parent involved, will review student work, get teacher input, review all test scores before making a decision. No student is to be retained due to his/her language.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. A standard letter is sent home, in native language if appropriate, and a copy retained in the student's cumulative folder.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed. The district testing coordinator trains each school site testing coordinator making sure all eligible students are tested. No alternative assessment is offered for ELL students.

16a) Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations. The district testing coordinator trains each school testing coordinator on the required procedures for test administration. The accommodations of ELL students are reviewed at that time. The school site testing coordinator is responsible for scheduling all ELL students into testing sites where the appropriate accommodations will be administered as documented on the student's individual ELL plans. All accommodations listed in the Language Arts Through ESOL teacher guide and those allowed through the state as indicated in the FCAT administration manual are offered. The testing schedule is kept on file for documentation.

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

Yes No

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

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

Reading: _____

Math: _____

Writing: _____

Science: _____

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district’s ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores. An ELL student will be considered English proficient based on at least two of the following standards: 1) A CELLA oral skills, reading and writing composite score equal to or greater than the composite score in the approved table and a CELLA reading test at the proficient level, 2) A score at or above the proficient level on an approved listening and speaking assessment or above the publishers cut score of an aural/oral assessment and (grades 3-12) a reading and writing assessment, 3) A score above the 33rd national percentile on a reading comprehension test and writing or language usage subtest on a nationally normed reference test. The second measure shall be a listening and speaking or oral/aural assessment, and 4) An FCAT reading score in achievement level 3 or higher or equivalent developmental scale score on the reading FCAT test. The second test shall be an assessment in listening and speaking or aural/oral and writing. The ELL committee will consider all information obtained through the testing process as well as other pertinent information in deciding the readiness of the student to exit the ESOL program.

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⁾
CELLA		Composite Score per grade level		
LAS			4 or 5	33

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

17b) Reading and Writing Proficiency Assessment

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

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

Name of Reading and Writing Instrument(s):

Scholastic Reading Inventory (SRI)
FCAT
Writing Prompt * District will replace use of district derived writing prompt with an acceptable assessment.

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

Registrar ESOL Teacher/Coordinator Other (Specify) Instructional Assistant

17d) Describe the process by which the ELL Committee makes exit decisions. The ELL committee will examine all required testing scores, report cards, teacher input, class work, parent input and other pertinent information before making exit decisions.

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. Each school's ESOL coordinator, after determining that exit criteria has been successfully met, will update the ELL student plan, file all results in the student folder, notify parents and set up two year follow-up. All exit information is given to the school's data clerk for entry into the automated student data base system.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. The district use of CELLA and FCAT for exit decisions will ensure that exit decisions will not occur until the end of the school year or the start of the following school 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. ESOL Coordinator/Guidance Counselor

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. The ESOL coordinator will gather documents including progress reports, report cards and monitoring assessments and enter them in the student's folder. The monitoring of student progress will take place at the end of the first grading period after exiting, second grading period, fourth and at the end of the second year.

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 ELL committee will meet when the successful progress of a former ELL student is in question. The committee will consider all information from report cards, testing data, teacher and parent input and other pertinent information and determine if reclassification is appropriate. A decision to reclassify a former ELL student will only be made through an ELL committee.

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes. The school's ESOL coordinator, who leads the re-entry process, is responsible to convene an ELL committee. The ELL committee will develop a new student plan with input from teachers and parent after reviewing pertinent student data and determining appropriate accommodations.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. Immersion is still the model used for instruction. However, additional strategies may be initiated that include, but are not limited, to the following: After school tutorial, alternative scheduling, one on one tutorial, implementing Language Arts Through ESOL strategies and, if appropriate, testing for the exceptional education program.

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. Schools with the highest ELL populations have at least one bi-lingual aide or teacher that can translate for parents. Schools that do not have a bi-lingual aide but need translation assistance notify the District ESOL coordinator and a translator is provided upon request from the Migrant Department.

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

- Temporary placement
- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model options
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes

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

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? The Code of Student Conduct is provided to each student who signs for his/her copy. The copy includes a section for the parent signature and return of parent signatures is monitored by the school office. The Code of Student Conduct is printed in English and Spanish.

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

- Yes No

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

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain. There is a Parent Leadership Council established to inform parents about the ESOL program and address issues of importance to parents of ELL students. Our district works in conjunction with our Migrant Department and our Community In Schools program to bring training and volunteerism in our schools.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. Notification letters are sent home via U. S. Mail in native language, when possible. Information regarding school AYP status is also included in school newsletters and discussed at School Advisory Council meetings, PTO meetings, School Open Houses and other school meetings.

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. District ESOL coordinator meets with the PLC committee and reviews the Consent Decree and ESOL program. The procedure for parents to file a complaint or appeal a ruling first goes to the school ESOL coordinator and if not resolved at that level the parent appeals to the district ESOL coordinator then to the school board.

27. School Board policy 5.39 Unlawful Discrimination Prohibited states" No person shall on the basis of race, color, sex, national origin, marital status, disability, age, religion, or on the basis of use of a language other than English by LEP students, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity, or in any employment conditions or practices conducted by this School District, except as provided by law. In addition, our model for the ESOL program is Mainstream Inclusion, therefore, the only courses ELL students are scheduled for are the courses offered to all students.

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

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. The ELL committee is composed of the ELL student's teachers, the Principal or designee, school ESOL coordinator and any other educators as appropriate. The parent/guardian is always invited to attend.

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) Behavior issues

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 PLC is composed of parents/guardians of ELL students, the Principal or designee, school and district ESOL coordinators and faculty and staff. The majority of membership are parents/guardians of ELL students. The function of the PLC is to inform and educate parents and guardians of the ELL plan and services available to ELL students through all district programs. Issues and concerns of ELL parents are addressed and Input from parents is solicited in order to ensure the district is meeting students needs.

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

31) Indicate how your district involves the PLC in district/school committees. The PLC is invited to School Advisory meetings, PTO meetings and District Title I advisory meetings through home-school communication in a language that parents can understand unless clearly not feasible.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The District ESOL Coordinator discussed the draft district plan for ELL students at the first meeting. Parents and other members of the council were encouraged to discuss the areas of the plan and to bring up other needs of the children. Input from this meeting was considered for incorporation in the final district ELL plan

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

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

Section 10: PERSONNEL TRAINING

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.fl DOE.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. When an ELL student is assigned to a teacher who is not ESOL endorsed or certified or has not completed required ESOL training, the Principal notifies that teacher of the required training and time line for completion. The Principal informs that teacher of in-service training available through the district and through the NEFEC. The teacher is asked to sign an "out of field" form to document their status with ESOL training.

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. All documented ESOL training information is forwarded to and recorded in the

District's In-Service Office. A file is manually kept on each teacher's in-service history (dates, times, points earned). It is then entered into the district's data bank. Teacher's in-service points are monitored by the Principal, District In-Service Office and teacher by going online to mypoints.org.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. The administrator 60 hour training is available on-line from the North East Florida Educational Consortium. In-service points are recorded by NEFEC and monitored by the District In-service Office on-line.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. The 60 hour training for Guidance Counselors is available on-line through the North East Florida Educational Consortium. In-service points are recorded by NEFEC and monitored by the District In-Service Office on-line.

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. Instruction is in English only.

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. Schools with fifteen (15) or more ELL students of the same home language background will be allocated an instructional assistant unit to hire an aide proficient in the same language to assist students in substantive content instruction in mathematics, science, social studies and computer literacy. While the major emphasis of the aide is student assistance with the core curricular subjects, the aide may also assist in interpretation and home language communication and translation, not clerical. Principals are to request the addition of such instructional assistant units in writing to the Management Team when such units are not already in the staffing allocations. All instructional assistants will meet the Title I, No Child Left Behind definition of "highly qualified".

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. Paraprofessionals are required to complete 18 hours of training provided on-line.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. The bilingual paraprofessional must demonstrate verbal and written proficiency in home language to the satisfaction of the Principal prior to being hired.

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

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs. The district will require each school to report the percentage of their students making learning gains and the percent proficient (by grade cluster) in each of the three domains of the CELLA

for the current and previous year. If the school's percent of students making gains or proficient are not equal to or exceed the percentages set by the state, the school will submit a plan to the district describing how they will be in compliance by the end of the school year. The school's plan for improvement will be monitored for compliance.

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. Schools are required to address the improvement in performance of each sub group not achieving AYP in their school improvement plans. Deficiencies in the ELL students' academic performance will be analyzed and addressed with specific strategies and interventions. The district is required to review and approve the schools' improvement plans which will ensure compliance in this area. In addition, the district is required to develop an improvement and intervention plan for each school failing to achieve AYP. Therefore, the district will also analyze the needs of the ELL students, if they did not achieve AYP, and develop specific strategies at each indicated school. The strategies will include enforcement of training and in-service requirements of teachers and instructional methods proven to benefit ELL students. The District Team, which monitors student achievement data throughout the year, will also collect and review ELL data throughout the year.

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. The system improvement plan for Putnam County addresses: 1) the importance of a faculty and staff that understand the unique needs of the ELL students, 2) the need for highly trained teachers, 3) the involvement of parents and, 4), monitoring of CELLA and other ELL student data.

1. The Putnam Plan calls for a semi-annual review of teacher credentials (certification/endorsement) and ESOL in-service points to ensure teachers assigned to ELL students are completing the training and in-service required to work with ELL students. A printout of teachers assigned ELL students is given to each Principal who meets with the teachers involved and updates their teacher ESOL file.

2. In addition to the ESOL trainings in #1, regular in-service is provided district-wide in research based strategies and techniques designed to improve all instruction and in particular those areas identified as a need for ELL students. In-service will also be provided to administrators, faculty and staff on the CELLA, the analysis of the data and the state AMAO targets.

3. The Parent Leadership Council will be asked to become more involved in planning at the school and district level. The council (or representative) will be encouraged to attend school and district improvement meetings and keep the district informed of means to improve communication between the schools and home.

4. The FCAT, CELLA and other achievement monitoring data of ELL students will be reviewed with schools at least twice per year and changes made at the schools as necessary.