

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)

FDOE INTERNAL USE ONLY

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

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Walton		Cathy Hall Coordinator of Special Programs and Services		850-892-1153, x 3	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
145 Park Street, Suite 5 DeFuniak Springs, FL 32435					
(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, Carlene H. Anderson, 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:					
Date final plan was discussed with PLC: 9/19/08		PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved			
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

By signature below, I, ___Carlene H. Anderson, 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.

Student (ELL and non-ELL) registration information is available at each school. The home language survey information is collected for all students and is part of the district registration form. The registration form is a part of all students' cumulative records.

A child must be five years old by September 1 of the current school year to begin kindergarten or six years old by September 1 and must have completed kindergarten to enter first grade. By Florida Statute 1003.22, the following documents must be presented in order to register a student for school:

- **Proof of a physical examination (Form DH 3040) within one year prior to enrolling in school if entering a Florida school for the first time**
- **Florida certificate of immunization (Form DH 680)**
- **Two (2) recent proofs of residence**
- **Proof of birth**
- **A copy of the last report card if the child was enrolled in another school system**

If documentation of the medical exam (Form DH 3040) is not presented at the time of registration, a student is allowed 30 days to show certification of a medical exam. Students out of compliance with this rule will not be allowed to attend school until the certification is presented. The same rule applies to immunizations at each of the grade levels designated for immunizations. Students shall be exempt from both the physical examination and the immunization requirement with proof of objections for medical or religious reasons.

A student I.D. number is assigned to all students (ELL and non-ELL) at the time of registration.

2) Administration of the Home Language Survey

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

The Home Language Survey is a part of the Walton District Student Registration Form. When a student enters a Walton District School, the registration form must be completed. The registration form becomes a part of the student's permanent record. Assistance in the home language will be provided, when feasible, at the time of registration. If necessary, the District ESOL office will be contacted to provide assistance in the heritage language. The registration form, including the HLS, is also translated into Spanish.

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

An affirmative response to any of the three HLS questions requires evaluation for possible placement in the Walton District Schools ESOL program. Parental permission to evaluate is not required. The registrar at each school will make a copy of the registration form and highlight the affirmative answer(s) to the HLS questions. A copy of this form will be given to the guidance counselor for English language assessment. Data control specialists enter the responses into the student data base from the registration form.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
Registrar Guidance Counselor Other (Specify) **Data Control Specialist**

3) Provision of Understandable Communication

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

Assistance in the home language will be provided, when feasible, at the time of registration. If necessary, the District ESOL office will be contacted to provide assistance in the home language. The registration form for Walton District Schools is also translated into Spanish. The Walton District School ESOL Department maintains a list of volunteers fluent in four different languages other than Spanish. These volunteers can provide assistance in the home language when necessary.

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.

District registration forms include all required demographic data. The data control specialist at each school site will input information for all students into the district's MIS system. In an effort to monitor the accuracy of data entry and minimize errors, the MIS department of Walton District Schools provides regular training meetings for all data control specialists. The District Coordinator of Special Programs and Services, will coordinate efforts to meet the mandates detailed in the Florida Department of Education Data Base and Program Handbook for ELLs. A copy of this handbook is available to each school and also at the FLDOE website.

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

Registrar Data Entry Clerk Other (Specify) _____

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

Registrar ESOL Coordinator/Administrator Other (Specify) **Guidance Counselor or Designated ESOL contact at each school**

6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Idea Oral Language Prof., IPT 109-10	K	32		
Idea Oral Language Prof, IPT 09-10	1-2	46		
Idea Oral Language Prof, IPT I09-10	3-6	64		
Idea Oral Language Prof, IPT	7-12	70		
PPVTIII through end of SY08-09	K-12	80		

(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.

For the remainder of 2008-2009 the PPVT III will be administered to ELLs to determine their oral language skill level. Beginning in 09-10 the Idea Proficiency Test IPT1/II will be administered to students with a "yes" response on the HLS. The Guidance Counselor or school designated ESOL contact at each school is responsible for testing the students, scoring the assessments, and recording the data. Data entry personnel, under the direction of the guidance counselor and/or ESOL contact, enter the results in the student data base. The testing protocols are placed in the green file of the student's cum.

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?

Each school is individually accountable for its ESOL program. Students will be assessed within twenty (20) school days from the date of registration. The guidance counselor at each school is responsible for reviewing all registration forms and confirming any affirmative response given to one or more of the HLS questions at the time of registration. If a student is not screened within the first 20 days, a letter will be sent home to parents in their home language, when feasible, explaining the reasons why the assessment was not administered in a timely manner.

The district ESOL coordinator monitors MIS information and will provide notification to guidance counselors that an assessment should be administered prior to the end of the 20 day window.

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.

Guidance Counselors and/or school designated ESOL contacts are responsible for administering the assessment within twenty (20) school days from the date of registration. A student for whom an affirmative answer to the HLS is given to the question, “Did the student have a first language other than English?” or to the question, “Does the student most frequently speak a language other than English?” or to both, would be placed in the ESOL program, coded LY, with a basis of entry “T” for temporary placement. A student for whom the only affirmative answer to the HLS is given to the question, “Is a language other than English used in the home?” would be placed in the regular program and coded LP (testing pending). A letter will be sent home to the parents notifying them of the delay in testing. This letter would be translated into the home language when feasible.

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

Students in grades K-2 who score as fluent English speakers on the Listening/Speaking assessment) will be placed in the regular program. The ELL code will be changed to ZZ.

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.

ELL’s in grades 3-12 who score limited English proficient or non-English proficient on the Aural/Oral test will be placed in the ESOL program with a teacher who is ESOL endorsed or working toward ESOL endorsement. The student will be coded LY and basis of entry will be “A” (Aural/Oral). The guidance counselor and/or designated ESOL contact would then administer the Gates-MacGinitie assessment for SY 2008-2009 – for 2009-2010 the Idea Proficiency Test for Reading and Writing will be utilized.. This test can be administered the same day as the Oral/Aural test or within twenty (20) days from the date of the Oral/Aural test. All testing is scored by the guidance counselor and/or ESOL designated contact and the test data is entered into the student system by data entry personnel. The testing protocol is placed in the student’s cumulative record.

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):
Idea Proficiency Test Reading -IPT
Idea Proficiency Test Writing -IPT

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test?

The Read/Write test for students in grades 3-12 is administered at the same time as the Aural/Oral test or within twenty (20) days of that test. This ensures that the student's full language assessment has been evaluated and the student can be properly placed. Data screens are monitored by the district MIS Department as well as the District ESOL Department to ensure all data is current and there is no missing data. If errors are found, the school Guidance Counselor as well as the data clerk are notified.

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

The guidance counselor will administer the Idea Proficiency Test of reading and writing to ELLS in grades 3-12 immediately following the administration of the listening and speaking test, or within the 20 day assessment window. To ensure students are administered the Read/Write portion of the Language Assessment Scale in a timely manner, data reports of the testing screens are periodically run. Student data or information that has not been reported into the student data system is noted and the school is contacted for verification of administration and to make corrections and update the student system.

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.

An ELL Committee may be convened to determine eligibility into the ESOL program for the following reasons:

- (1) Language Assessment data determines the student is "borderline" of proficiency level and would benefit from services provided by ESOL program.
- (2) Extent and nature of prior educational and social experiences.

- (3) Written recommendation and observation by current and/or previous instructional and support services staff.
- (4) Level of mastery of basic competencies according to criterion-referenced tests.
- (5) Grades or test results from current or previous years.

If a student is placed in the ESOL Program by the ELL Committee, the student is coded LY and the Basis of Entry code will be “L” (ELL Committee).

An ELL Committee may also be convened to exit a student from the ESOL program into the regular program.

[Provide Link or Attachment of Forms:](#) See attachments.

9) Native Language Assessment

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

X Yes No

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

The Aprenda is utilized to determine the native language proficiency of students of Hispanic origin who enter our district either without official school records, or who are enrolling from a foreign country. Bilingual aides administer the assessment upon enrollment of the students to determine if the student is proficient in his/her native language.

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.

In the absence of transcripts or prior school experience, diagnostic/placement tests and interviews may be used as a guideline. Parent/guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. Bilingual aides/translators are provided, if feasible. The school principal or designee, guidance counselor, ESOL teacher and parent/guardian may be included to determine each student’s prior educational experience and the level of academic skills, social experiences, and parental/guardian preference. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate rapid language acquisition and academic achievement at the appropriate grade placement.

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

In the absence of transcripts or prior school experience, diagnostic/placement tests and interviews may be used as a guideline. The Aprenda is utilized for any student of Hispanic origin to determine proficiency in his/her native language. Parents/Guardians and student interviews as well as ELL Committee meetings will be conducted to help determine placement.

Translators are provided, when feasible. The school principal or designee, guidance counselor, teacher, parents, and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills. Placement decisions for each student will consider the age of the student, level of academic skills, social experiences, parent/guardian preference, and any other pertinent information available. Students will be placed age accordingly to the greatest extent possible. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade 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 will contact the previous school, if possible, and request the records for the student. If records are not received in a timely manner, follow-up phone calls will be generated in an attempt to garner information. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may be used as a guideline. The Aprenda is utilized for any student of Hispanic origins to determine proficiency in his/her native language. The age of the student will be taken into consideration also. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills. Placement decisions for each student will consider the age of the student, level of academic skills, social experiences, parent/guardian preference, and any other pertinent information available. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade 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.

In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may be used as a guideline. The Aprenda is utilized for any student of Hispanic origins to determine proficiency in his/her native language. The age of the student will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills. Placement decisions for each student will consider the age of the student, level of academic skills, social experiences, parent/guardian preference, and any other pertinent information available. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to

ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan.

Student must have documentation of completed courses in order to receive high school credit for those courses. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide documentation of prior educational experiences. A student will be eligible to take an exit exam from a course in which he/she says they have taken previously. If the student passes the exam, then credit will be given. Students will also earn credit for courses completed in another country where the course is similar in scope and sequence, but may have a different course name. For example, Spanish I in Mexico will count toward English I high school credit, not as the Foreign Language Credit. A student completing English in Mexico will receive Foreign Language credit when enrolling in high school. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may be used as a guideline. The Aprenda is utilized for any student of Hispanic origins to determine proficiency in his/her native language. The age of the student will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

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.

If the timeframe has been longer than one year, a new English Language Proficiency assessment will be administered to all students who have an affirmative response on the HLS at the time of re-entry/registration into a school after withdrawal to another state, or country. All ELL procedures for identification and placement would be followed. All data would be updated in the student system and the student would be coded LY if he/she qualifies for services and basis of re-entry would be either "A" for Aural/Oral test or "R" for Read/Write assessment. A student who re-enters a Walton District School within one year would not need to be re-assessed; however, an ELL Committee would be convened to identify, place, and re-classify the student based on all prior test data and documentation. The student would be coded as LY and the basis of entry would be "L" for ELL Committee. Students who transfer to another school district in Florida do not have to be retested.

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.

Every ELL student plan is developed with input from the guidance counselor, classroom teacher(s), and administrator (or designee) and other interested participants. The guidance counselor or designated ESOL contact, along with the classroom teacher(s), is responsible for completing the student ELL plan. The plan will reflect the student's instructional program (including programs other than ESOL), amount of instructional time, documentation of the use of appropriate ESOL strategies, and a description of all provided services. The ELL plan includes specific accommodation procedures for state assessment programs as well as classroom assessments. Additional information such as English Language Proficiency scores and state assessment data can be included on the ELL plan. The plan will be updated annually at the beginning of the school year. The student plan date must reflect the most current ELL plan and services and must be updated in the student system. The ELL student plan will be maintained in the ESOL file in the students cumulative record. For secondary schools, a new plan does not need to be completed at the semester; however, the student's schedule must be attached to the ELL plan and teachers will be notified to review the ELL plan in the student's cumulative record. ELLs also identified as ESE, will have an IEP (Individual Education Plan). The ESOL program will be identified on this plan and goals, objectives, strategies toward English Language proficiency will be noted on the IEP.

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.

A MIS report is requested by the district ESOL coordinator for monitoring accuracy of ELL data. The district ESOL Coordinator compares the students coded as LY from the report against the school's generated FTE per student in both surveys two and three. If a current ELL plan has not been entered into the student management system, the guidance counselor will be contacted at each school, to update the student ELL plan to reflect the most current data and services provided to the student.

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.

Every school in Walton District will use the Mainstream-Inclusion model in English/Language Arts, Reading, and Core Subject areas for delivering instruction to ELLs. The ELL will be placed in the regular classroom with an ESOL endorsed teacher or teacher working toward endorsement or completion of ESOL requirements. These teachers will use ESOL strategies to deliver comprehensible instruction. In an Inclusion Model, Elementary ELLs are instructed in a conventional elementary classroom. Middle and High School students are placed in mainstream classes taught by highly qualified certified teachers who have completed (or are working toward completion) the prescribed ESOL requirements. The implementation of an Inclusion Model requires (1) careful collaborative planning among teachers, parents of ELLs, and administrators, (2) adherence to the requirements of the LULAC et al. Vs SBE Consent Decree, (3) adherence to the District's ELL Service Plan, (4) assurances that comprehensible instruction is being provided, and (5) an emphasis on the individual needs of each ELL student. In addition to receiving basic ESOL instruction for the purpose of assisting the ELL student in the acquisition of English listening, speaking, reading and writing, the student will receive ESOL strategies aligned to the Sunshine State Standards/Next Generation Standards and grade level curriculum for all other subject areas (Math, Science, Social Studies, and computer literacy). All ELLs will be enrolled in a Language Arts, Reading and/or Development Language Arts Through ESOL course every semester. The instructional period will be equal in time and scope to all non-ELLs. All teachers who provide instruction to ELLs will be fluent in English.

Secondary schools are encouraged to provide Developmental Language Arts Through ESOL in a self-contained classroom in addition to the regular Language Arts instruction. Students will be placed with ESOL endorsed teacher(s) or teacher(s) working toward endorsement. Programs may include special or alternative Language Arts courses necessary to attain parity

of participation with non-ELL students. When possible, bilingual paraprofessionals and mentors provide tutorial services during and after school.

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.

All Walton District Schools use the mainstream-inclusion model. See Attachment.

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 Individual ELL Student Plan is required for all active LY students enrolled in the ESOL program. This plan will reflect the amount of Language Arts, Reading, and Core Subject course instruction equal in quality, scope and sequence to that instruction received by their non-ELL peers. In addition, instruction will be delivered using ESOL strategies for the purpose of assisting the ELL in the acquisition of English language as well as academic content. The ELL Student plan may include results of academic assessment and must also outline all the instructional services provided to the student. ELLs will enroll in courses that ensure progress toward the goals of the District Student Progression Plan. ELLs will have the same opportunities as non-ELLs to enroll in all courses offered by Walton District Schools. The school-based Administrator will monitor classrooms and teachers to ensure instruction is comprehensible and meaningful to the ELL and meeting the Sunshine State Standards.

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 personnel document ESOL instructional strategies used in their classroom with ELLs through written lesson plans. The classroom teacher is responsible for documentation and implementation of the ESOL Instructional Strategies. ESOL instructional strategies are available to all Walton District School teachers and/or personnel from the District ESOL Department. The school-based Administrator is responsible for monitoring the classroom teacher and documenting that the delivery of instruction is comprehensible to the ELL. The Administrator can use The Teacher Observation Tool provided by the Florida Department of Education. A copy of this instrument is available through the District ESOL Department. School-based Administrators or their designee(s) are responsible for reviewing and monitoring teacher lesson plans to ensure ESOL Instructional Strategies are documented.

14e) Indicate the title of the person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in your district. *(Check all that apply)*

Region Administrator(s)

District Administrator(s)

School Level Administrator(s)

Other (Specify) **Classroom Teachers, Guidance Counselors**

14f) Indicate the progress monitoring tools that are being used to ensure all ELLs are mastering the grade level academic content standards and benchmarks, and the English Language Proficiency standards. *(Check all that apply)*

Student Portfolios

FCAT Practice Tests

Other Criterion Reference Test (Specify) _____

Native Language Assessment (Specify) Aprenda

FCAT

Other (Specify) **DIBELS, MAZE, FORF, CELLA. For 09-10 and beyond, we will utilize the new Florida Assessment (FAIR)**

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.

Specific information regarding placement, promotion and retention of ELLs is found on pages 6, 13, 14, 16, 19, and 23 of the 2008-2009 Walton County School District SPP.

<http://www.walton.k12.fl.us/info/spp/Student%20Progression%20Plan.pdf>

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

ELL students in the mainstream-inclusion classroom (using regular course numbers or ESOL course code numbers) should follow the same course content as non-ELL students taking the same course to be promoted. While the ESOL teacher may modify strategies and assessment and provide accommodations to ensure instruction is comprehension, it is not appropriate to omit course content. If an ELL student reaches a skill level that would earn promotion for a non-ELL, then the ELL student is to be promoted.

If an ELL does not reach a skill level that would earn promotion for a non-ELL, the student should not necessarily be retained. No promotion or retention decision may be made for any individual student classified as ELL based solely on a score on any single assessment, whether such assessment is part of the statewide assessment program or of a particular school's formal assessment process. A formal retention recommendation regarding a ELL may be made through the action of an ELL Committee.

ELLs should not be retained on the basis of English language proficiency only. School Board policy states ELLs with less than two years in an ESOL program qualify for good cause exemption from retention.

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

An ELL committee is convened to review all documentation and data prior to making promotion/retention decisions for an ELL. Information and documentation to include, but not limited to, classroom performance, statewide assessment data, English Language progress, and parent/student interviews will be considered when making promotion/retention decisions for the ELL. In addition, students of Hispanic origin may be assessed with the Aprenda,

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

Walton District School Board Policy addresses all issues regarding retention of students including ELLs. Parents will be notified that their child is in danger of retention. The notification will be in a language the parents can understand, unless it is clearly not feasible. The school Administrator will make the final decision regarding promotion/retention.

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 Walton District Schools Assessment Department is responsible for information regarding and training for both FCAT and CELLA. The Assessment Department is responsible for receiving all testing documents and score reports and distributing those items to the individual schools. The Assessment Department is also responsible for training school-based Test Coordinators. The Test Coordinators are responsible for training the school-based Test Administrators. Students in grades 3-12, including ELLs, will be evaluated with the statewide assessment for academic achievement, FCAT, and with the statewide assessment for English Language Proficiency, CELLA. The classroom teacher is responsible for administering FCAT. All active (LY) ELL students will be evaluated annually for progress in English Language proficiency using the Comprehensive English Language Learning Assessment (CELLA). ELLs (LF) that have been exited from the ESOL program within the same academic year and are on monitor status will also be evaluated for English Language proficiency using the CELLA. The Guidance Counselor or designee will be responsible for administering the CELLA to those students who are first year LF 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.

Students who are classified as ELL will be given accommodations on state-mandated and other standardized assessments in accordance with the provisions of the specific instrument and program. Guidance Counselors and other test administrators are informed of these provisions through test manuals and training. Testing accommodations established by the Florida Department of Education are provided for ELLs for all assessments. Decisions regarding accommodations for ELLs are noted on the Student ELL Plan. Accommodations may include flexible setting, flexible scheduling, use of Heritage to English Dictionary, and limited assistance in the Heritage Language. The Assessment Department, along with the ESOL Department, is responsible for informing all test coordinators about accommodations

for ELLs. The test coordinators at the individual school sites ensure that ELLs are provided all documented accommodations by the test administrator during assessments.

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 "ot."*

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.

Students will need two measures (one academic and one English language proficiency) indicating proficiency to be exited from the ESOL program of Walton District Schools.

Exit criteria K-2 - score at the proficient level on CELLA in the area of listening, speaking, reading and writing and meet the exit criteria for the PPVT for SY 08-09 and exit criteria for the IPT for SY 2009-2010.

Exit criteria 3-12 - score at the proficient level on CELLA in the area of listening, speaking, reading and writing and score at the proficient level (Level 3 or higher) on the FCAT. IF a student in grades 3-12 did not take the FCAT, a score at the 33% or higher on a norm referenced test for reading and/or writing may be utilized in the place of the FCAT for exit from the ESOL program. Refer to the table below for required cut scores for CELLA.

Oral Skills (Listening and Speaking) grade cluster scale scores by English Language Proficiency Level				
Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K - 2	495-632	633-649	650-672	673-755
3 - 5	560-675	676-697	698-719	720-805
6 - 8	565-680	681-712	713-732	733-830
9 - 12	580-681	682-713	714-738	739-835

Writing grade cluster scale scores by English Language Proficiency Level				
Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K - 2	515-636	637-657	658-689	690-775
3 - 5	575-674	675-702	703-726	727-825
6 - 8	580-687	688-719	720-745	746-845
9 - 12	600-689	690-720	721-745	746-850

Reading grade cluster scale scores by English Language Proficiency Level				
Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K - 2	345-545	546-628	629-689	690-800
3 - 5	590-689	690-714	715-733	734-810
6 - 8	600-713	714-741	742-758	759-815
9 - 12	605-743	744-761	762-777	778-820

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	K-2		673-755	
CELLA	3-5		720-805	
CELLA	6-8		733-830	
CELLA	9-12		739-835	
IPT	K	33		
IPT	1-2	47		
IPT	3-6	65		
IPT	7-12	71		

- (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):
CELLA (Reading)
CELLA (Writing)
FCAT (Reading: Level 3 or higher)
FCAT (Writing: Level 3 or higher)

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

Registrar ESOL Teacher/Coordinator Other (Specify) **School based Guidance Counselor or designee(s)**

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

ELL student assessment data is analyzed before exit decisions are made for students. An ELL student would be referred to the ELL committee for exit from the ESOL program in grades K-2 if he/she scores at the proficient level in the areas of listening and speaking on the IPT and scores proficient in the areas of listening, speaking, reading and writing on the CELLA. An ELL in grades 3-12 will be referred to the ELL committee for exit from the program if he/she scores at the proficient level in the areas of listening, speaking, reading and writing on the CELLA and scores level 3 in reading and writing on the FCAT. Academic performance is also taken into consideration by the ELL committee when 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.

The guidance counselor is responsible for completing all appropriate student forms. The counselor will provide a copy of the updated data control specialist form to their school's control specialist (DCS). The DCS is then responsible for updating all student information screens with the most current data provided by the guidance counselor.

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

Ells can be referred for exit from the ESOL program at any time during the school year. However, since CELLA and FCAT data may be used as the instruments by which to make exit decisions, this data is typically received during the summer. Exit decisions would be made after all assessment data has been analyzed and classroom academic status is reviewed. Exit decisions may also be determined through the ELL Committee.

The Student Progression Plan is School Board policy and it includes provisions for students (including ELLs) who are considered for mid-year promotion based on academic status and assessment data analysis.

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 Guidance Counselor is responsible for monitoring former ELLs for two years once they have been exited from the ESOL program.

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

The classroom teacher is responsible for maintaining and supplying documentation of the student's classroom performance through report cards and progress reports. The Guidance Counselor is responsible for monitoring statewide assessment scores. The Data Control Specialist is responsible entering all current data. The MIS Department at the District level will be responsible for uploading all statewide assessment scores into the student system. Documentation from the teacher and the guidance counselor will be placed in the ESOL file in the student's cumulative record.

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

Check all that apply.

Report Cards

Test Scores

Classroom Performance

Other (Specify) **Progress Reports**

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

Once a student exits the ESOL program and shows a consistent pattern of being academically unsuccessful during the two years of post-monitoring, the student may be referred to the ELL Committee for reclassification into the ESOL program. The ELL Committee will convene and assess the student's need for appropriate programming and will develop an ELL Student Plan

to ensure academic success. The student may be reported in the ESOL program for an additional year, or extend annually for a period not to exceed a total of six years based on an annual evaluation of the student's status. Lack of ESOL funding eligibility does not relieve Walton District Schools of any obligation to continue to provide appropriate services to ELL students beyond the six years of state ESOL program funding.

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 ELL Committee under the leadership of the Guidance Counselor at each school is responsible for re-classifying and initiating a new Student ELL plan for students that are being re-classified into the ESOL program. The guidance counselor at each school is responsible for providing updated data control specialist forms to the school's data control specialist. The data control specialist is responsible for updating and entering all current data into the student system. The ELL Committee will assess the student's need for appropriate programming.

ELLs are afforded equal access to all educational programs provided by Walton District Schools. The content of the curriculum for ELLs in each of the basic subject areas is the same as that provided for non-ELLs. It is the delivery mode, not the content, which is modified to meet the needs of the ELL.

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

The school will provide a different method of instruction than was previously provided to the ELL. This may include, but is not limited to, providing intervention strategies, intensive remedial instruction, suspend the curriculum to focus on areas that the student is in need of improvement and/or modify the curriculum. The delivery model may include, but not be limited to, direct instruction, small grouping, differentiated instruction, cooperative learning groups, bilingual aide assistance and/or peer tutoring.

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.

Five bilingual paraprofessional aides are employed by the school district to provide assistance in the Spanish language. If a bilingual aide is not available at the individual school when a parent needs assistance in their home language, the school will contact the district ESOL office to request an interpreter. When feasible, an interpreter is provided to assist the parents in their home language at the time of registration, ELL Committee meetings, Parent/Teacher conferences, and Parent Involvement meetings. Many documents, school notices, and forms are translated into Spanish. When requested, and when feasible, these items can be translated into other languages to ensure communication with our ELL parents and/or guardians. Individual schools have also created their own volunteer list of bilingual and/or multilingual individuals from employees, parents and community partners. The only time an interpreter would not be provided to the parents/guardians of our ELL's is when it is clearly not feasible.

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:

- X Temporary placement
- X Delay in language proficiency testing
- X Results of language proficiency assessment
- X Program placement
- Program delivery model options
- X State and/or district testing
- X Accommodations for testing (flexible setting)
- X Annual testing for language development
- X Growth in language proficiency (Listening, Speaking, Reading, Writing)
- 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
- X 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)
- X Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- X Free/reduced price lunch
- X Parental choice options, school improvement status, and teacher out-of-field notices
- X Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- X Information about statewide assessments
- X Information about community services available to parents
- X Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- X Other **Code of Conduct**

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 document is sent home to parents and/or guardians of all students at the beginning of each school year. This document is translated into Spanish and is available when requested by the parents. Each school is responsible for creating and distributing a student handbook for the individual school. The students' rights and responsibilities are

included in this handbook. The student handbook is also distributed at the beginning of the school year. At this time school handbooks are not translated into 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.

The ESOL Department of Walton District Schools in conjunction with the Panhandle Area Education Consortium (PAEC) host ELL/Migrant/Immigrant Parent Nights throughout the school year. In addition, the ELL Parent Leadership Council meets annually to ensure that ELL parent needs and concerns are being met. The district ESOL Department works in cooperation with other community agencies to provide additional services. These agencies and services include, but are not limited to, English Language classes and the Even Start Program provided by Northwest Florida State College, immunization and health service information provided by the Walton County Health Department, and information on tutorial programs provided by PAEC. Students attending Title I schools are also provided tutorial services through approved SES providers. All parent training initiatives offered by the District are available to all parents including parents of ELLs. Translation/Interpretation services are provided at these meetings when feasible. ELL parents are encouraged to participate in the individual school committees and to be involved in their child's educational program.

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

All required school reports are published according to statute in local media, parent letters, individual school and/or district website. Letters are translated into Spanish.

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

The Walton District School Elementary and Secondary Code of Conduct, School Based Student Handbook and the NCLB SPAR (No Child Left Behind School Public Accountability Report) are made available to parents. These documents provide information on the monitoring of program compliance, student's rights and responsibilities, grievance procedures, parent and guardian's rights, due process, report form for bullying, sexual harassment and harassment because of race, national origin and disability, and contact information for the district's equity officer. Equity posters are displayed at each school. The Walton District Schools Board Policy Book is located at <http://www.walton.k12.fl.us/board/policy/Walton%20County%20Board%20Policies.pdf>

The principal at each school is responsible for monitoring program compliance at the individual school. The district staff will monitor programs and services to ensure compliance. The Department of Education and the Office of Civil Rights are the sources of information upon which programs and services are provided. Schools and district staff provide the training and materials necessary to accomplish this task. ELL students shall not be admitted

to or excluded from any federally assisted education program on the basis of a surname or language minority status.

In all areas relating to ELL students, state guidelines and mandates will be followed. When unclear about proper procedures, the district will request technical assistance from the Department of Education, Student Achievement through Language Acquisition office.

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

ELLs have the same rights and equal access to all programs and facilities as their non-ELL peers. The District level ESOL Coordinator serves as an advocate for ELLs and their families to ensure equal access to all programs. Personnel responsible for providing special programs will attend professional development to ensure ELLs have equal access to all programs and facilities.

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 a school-based committee composed of the Guidance Counselor, ESOL teacher(s), Administrator (or their designee). The parent/guardian will be invited to all ELL meetings involving their child; however, the parent does not need to be in attendance for the meeting to continue. Other school personnel may include, but are not limited to, Social Worker, School Psychologist, Interpreter/translator, and District ESOL Coordinator.

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.

In Walton District Schools, the Parent Leadership Council is composed of the district ESOL Coordinator and parent representatives from district schools. However, All parents are invited to attend the PLC meetings through written notification. The bilingual paraprofessional aides may also will also contact parents/guardians of ELLs to attend these meetings and become involved in their child’s education decisions.

The function of this council is to plan events and activities for ELLs and their parents. These events include, but are not limited to, Parent Involvement/Information Nights. This council will also act on questions and/or concerns parents bring before the group.

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. _____

Note: Skip to 31

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

Walton County School District utilizes a District Advisory Council (DAC) model. We do not have School Advisory Councils. ELL parents are encouraged to participate in DAC as well as participate in other parent-student-teacher organizations at the school. Parents of ELLs are encouraged to participate in ELL Committee meetings and/or parent conferences. All parent training initiatives offered by the district are available to parents of ELLs on an equal basis. When feasible, interpretation/translation services are provided for the parents at all meetings.

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

Each year the PLC reviews the District ELL plan and the committee is notified of any impending legislative changes for the following school year. Minutes are taken at these meetings and any additions, deletions or corrections to the plan are noted. The District ESOL department created an initial draft of this plan which was then discussed at the PLC meeting in October, 2008. No recommendations for changes were initiated from the committee. The chairperson of the PLC signed the document.

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.

Every teacher new to Walton School District is provided with a teacher handbook which delineates the ESOL training requirements. The district ESOL Coordinator is provided a copy of the personnel changes after each school board meeting. These changes are denoted in an Excel spreadsheet maintained for each district school. As teachers are hired, the ESOL Coordinator reviews personnel folders to determine if the teacher holds the ESOL endorsement or if he/she has taken any college courses that qualify for ESOL hours. Hours are denoted on the school's spreadsheet and a copy is provided to the principal. Upon review of each school's master schedule and ELL student assignments, an e-mail is generated to the principal alerting him/her of the teacher's required ESOL training and the name of the specific component is provided as well. Principals record the training requirements in the teacher's individual professional development plan (IPDP). The school's professional development contact is alerted of the required training and meets with the teacher to assist in registration in an on-line module.

Category I teachers are those teachers responsible for the Primary Language Arts/English, Developmental Language Arts, Intensive Reading, and/or Reading Instruction for the English Language Learner and they are required to have a 300 hour ESOL endorsement/certification.

Category II teachers are those secondary teachers who are responsible for the content area (Math, Science, Social Studies, Computer Literacy) instruction for the English Language Learner and they are required to have 60 hours of ESOL professional development/training.

Category III are all other teachers/school personnel not included in Category I, II, or IV (to include, but not limited to, Electives, Physical Education, Social Workers, School Psychologists, and SLP's). This group is required to have 18 hours of ESOL professional development/training.

Category IV includes school based Administrators and Guidance Counselors and they are required to have 60 hours of ESOL professional development/training. All other Administrators (district-level) are required to receive ESOL training in the terms of the Consent Decree, Cross-cultural communications and delivery of comprehensible instruction. This requirement can be met by enrolling and completing an on-line module offered by PAEC, or through services provided through the Hillsborough Consortium (CTechEd). The school based Administrator is responsible for informing teachers of the ESOL training requirements. The District ESOL Program Coordinator advertises all ESOL professional development courses by sending notification to all school based Administrators. The Administrator is then responsible for informing the teachers and other school personnel at his/her school. Teachers can earn ESOL professional development credit through completion of courses offered by PAEC, the Hillsborough Consortium, Beacon Learning Systems, other district approved ESOL training modules and college courses.

34) Describe the process(es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained.

The ESOL Coordinator maintains documentation of completion of ESOL requirements. The ESOL Coordinator enters all in-service training data for personnel in ePDC. All workshops and training opportunities are approved through the Professional Development Office and the courses are assigned a component number. Teachers working toward an ESOL endorsement enroll in courses that provide them information regarding cultural awareness as well as the

most current research for teaching ELLs. The ESOL Coordinator will review the teacher's in-service history and/or other courses and create an individual plan to meet the completion requirements. Once a teacher fulfills all the requirements the ESOL Coordinator submits a verification of ESOL inservice form along with the teacher's in-service history to the Human Resource Department. The Human Resource Department electronically submits the endorsement information. The district pays to add the endorsement to teachers' certificates.

Periodic reports are initiated from the District ESOL Department to notify school Administrators of the ESOL in-service points a teacher has accumulated or needs in order to be in compliance. This report also indicates all ESOL endorsed and/or certified teachers.

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

School-based Administrators who have not met the 60-hour ESOL training requirement will enroll in the ESOL Administrative Courses provided by PAEC or CTechEd. The in-service record of each Administrator is reviewed for completion of these requirements by the District ESOL Program Coordinator. New school-based Administrators have three (3) years from date of hire to meet this requirement, but they are strongly encouraged to complete the requirement before the end of the first year of employment.

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

Guidance Counselors who have not met the 60-hour ESOL training requirement will enroll in the ESOL Guidance Counselor Courses provided by PAEC or CTechEd. The in-service record of each guidance counselor is reviewed for completion of these requirements by the District ESOL Program Coordinator. New Guidance Counselors have three (3) years from date of hire to meet this requirement, but they are strongly encouraged to complete the requirement before the end of the first year of employment.

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 not provided in a language other than English. All teachers who provide instruction to ELLs are fluent in 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.

A Bilingual Paraprofessional must be fluent in the language that is needed by the school (15 or more ELLs who speak the same language) and fluent in English. The qualifications for paraprofessionals in Walton District Schools are AA, AS, 60 college credit hours, or a passing score on the Parapro test. The main responsibility of the Bilingual Paraprofessional is to assist basic subject area teachers with making their instruction comprehensible to the ELL. Bilingual Paraprofessionals may not deliver instruction or assign grades and teachers may not ask Bilingual Paraprofessionals to "pull out" ELLs from the classroom while he/she is

delivering instruction. The Bilingual Paraprofessional is to ensure the ELL understands the instruction by translating in a language that is comprehensible.

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

Bilingual paraprofessionals are invited to attend ESOL professional development opportunities that are offered to all Walton District School employees. Bilingual paraprofessionals are also given opportunities to attend workshops and conferences to gain knowledge and skills to better serve the ELL population. All in-service data is recorded by the district ESOL coordinator.

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

The principal of the school will utilize the services of a bilingual paraprofessional or an individual who is proficient in the target language during the interview process. The interview is primarily administered in English to document fluency in English. To determine proficiency in the target language, the interview process will require the candidate to read and translate a document written in the target language. The interview process will also require the candidate to translate a document from English to the target language.

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

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs.

Every active ELL in the district will be assessed annually to measure English Language proficiency growth and development using the Florida adopted CELLA (Comprehensive English Language Learning Assessment). ELLs in grades 3-12 will also be assessed with the FCAT. The Assessment Department at the District level in cooperation with the ESOL Department is responsible for distributing test results and score reports to school-based Administrators. These reports will include student, school, district and state data and comparisons. An interpretation guide is also distributed to school Administrators.

Beginning in school year 2009-2010 the district will utilize the Florida Assessment Instrument of Reading (FAIR) as another measure of student performance. Teachers will utilize the information gleaned from PMRN to target instruction and place ELLs in the precise level for reading. The district curriculum department and the district reading coach will review data reports for each school and utilize the data to plan for future professional development opportunities.

School-based Administrators meet monthly with the District Superintendent and curriculum staff to ensure information is disseminated and student needs are being addressed. The school-based Administrator and his/her designee(s) analyze data and score reports to determine areas of weaknesses. They meet with school staff to discuss the provision of necessary interventions to ensure ELLs are progressing in their English Language development. The District ESOL Coordinator and district reading coach monitor assessment data in the student management system to prioritize services to schools .

In addition, the district's strategic plan and equity plan address subgroups who are not making adequate progress, which for Walton School District is our ELL and black populations. The district reading coach schedules regular meetings with school-based reading coaches and provides scientifically-based strategies and interventions for them to share with teachers of ELL students. The district reading coach has scheduled classroom walk-throughs to observe instructional practices for all students, including ELLs.

Walton School District is in the process of developing a system improvement plan to address the district's failure to meet AMAO's as measured on CELLA. School principals and the curriculum department will meet to develop this plan.

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.

All students in Walton District Schools including ELLs are evaluated throughout the year to measure academic achievement using various assessment tools/instruments. The school-based Administrator, along with his/her designee(s), is responsible for analyzing the assessment data and implementing goals, objectives and strategies for students, including ELLs, to improve their academic performance. The District Assessment Department is responsible for distributing State mandated tests and score reports to each school. School-based Administrators, Guidance Counselors, reading coaches and ESOL teacher(s), will monitor the academic progress of ELLs in the ESOL program.

The Superintendent of Walton County holds administrators at each school accountable for student achievement. She meets monthly with principals and individually on an as-needed basis.

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.

Walton District will establish a System Improvement Plan for schools that fail to meet the AMAO's established in Florida for two years. This plan will include:

- Meet with School developed ELL team to include Administrator, Guidance Counselor, ESOL Teacher(s), and Parents
- Data Analysis of ELL Student Progress based on English Proficiency Tests and Statewide Assessments
- Needs Assessment based on Student Data
- Classroom Observations to ensure ESOL Strategies are implemented for ELLs
- Data Analysis of Teacher Professional Development and/or progress toward ESOL endorsements and requirements being met

Schools/Instructional Program Model

Bay Elementary School	Mainstream-Inclusion Model
Emerald Coast Middle School	Mainstream-Inclusion Model
Freeport Elementary School	Mainstream-Inclusion Model
Freeport Middle School	Mainstream-Inclusion Model
Freeport High School	Mainstream-Inclusion Model
Mossy Head Elementary	Mainstream-Inclusion Model
Maude Saunders Elementary	Mainstream-Inclusion Model
Paxton School	Mainstream-Inclusion Model
Seaside Neighborhood School	Mainstream-Inclusion Model
South Walton High School	Mainstream-Inclusion Model
Van R. Butler Elementary	Mainstream-Inclusion Model
Walton Academy, Inc.	Mainstream-Inclusion Model
Walton Career Development Center	Mainstream-Inclusion Model
West DeFuniak Elementary	Mainstream-Inclusion Model
Walton High School	Mainstream-Inclusion Model
Walton Learning Center	Mainstream-Inclusion Model
Walton High School	Mainstream-Inclusion Model