

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

Date Received by FDOE

Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
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 Tallahassee, Florida 32399-0400
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FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
DISTRICT SCHOOL BOARD OF COLLIER COUNTY		Dr. María Migdalia Torres, Director of ELL Programs		239-377-0148	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
5775 Osceola Trail Naples , Florida 34109-0919			District Committee and Parent Leadership Council (PLC)		
(6) CERTIFICATION BY SCHOOL DISTRICT					
<p>The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.</p> <p>I, Dr. Dennis L. Thompson , do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.</p>					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
(7) District Parent Leadership Council Involvement					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Julia Lorenzo					
Contact Information for District PLC Chairperson: Mailing address: Julia Lorenzo 3420 Randal Blvd. Naples, FI 34120					
E-mail Address: Phone Number:239-649-8166					
Date final plan was discussed with PLC: May 14, 2008 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, _____, 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. Upon registration ALL parents receive the same registration form, in a language of understanding, (when feasible). Upon completing the form, all students whose parents or guardians answer "Yes" to one or more of the three questions from the Home Language Survey included on this form, are referred to the ELL contact and/or designee for assessment and possible placement in the ELL program. At this time, when feasible, parents must be provided with assistance in the home language to explain the program.

When the ELL contact or designee does not speak another language, a bilingual Para-professional will translate the information regarding the ELL program and possible placement provided in Spanish or Haitian Creole and/or in other languages when feasible. The ELL contact or designee, the guidance office staff and/or registration staff are responsible for making translation services available to parents and students accordingly. Additionally, the district office has provided schools with videos and DVDs in English, Spanish and Haitian Creole to share the ESOL Home Connection program information with parents.

Once the parent/guardian answers "Yes" to any of the survey questions, the ELL contact and/or designee is responsible for providing parents a copy of the ELL program brochure (in the appropriate language when feasible) which includes the history of the ELL program, the goals of the program, program models, and other important information regarding the ELL program.

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. Upon registration, all students must complete the registration form which includes the three Home Language Survey questions. Students whose parents or guardians answer "Yes" to one or more of the three questions from the Home Language Survey included on this form, are referred to the ELL contact and/or designee for assessment and possible placement in the ELL program. At this time, when feasible, parents must be provided with assistance in the home language to explain the program.

Students whose parents or guardians answer "No" to all three questions are placed in the regular education program.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. All students whose parents or guardians answer "Yes" to one or more of the three questions from the Home Language Survey included on this form, are referred to the ELL contact and/or designee for assessment and possible placement in the ELL program. At this time, when feasible, parents must be provided with assistance in the home language to explain the program.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
 Registrar Guidance Counselor Other (Specify) Paraprofessional, ELL teacher, and /or tutor or guidance secretary

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. Once the parent/guardian answers "Yes" to any of the survey questions, the ELL contact and/or designee is responsible for providing parents a copy of the ELL program brochure (in the appropriate language, (English/Spanish or English Creole), and other languages when feasible, which includes the history of the ELL program, the goals of the program, program models, and other important information regarding the ELL program services.

When the ELL contact or designee does not speak another language, a bilingual Paraprofessional will translate the information regarding the ELL program and possible placement provided in Spanish or Haitian Creole and/or in other languages when feasible. The ELL contact or designee, the guidance office staff and/or registration staff are responsible for making translation services available to parents and students accordingly. Additionally, the district office has provided schools with videos and DVDs in English, Spanish and Haitian Creole to share the ESOL Home Connection program information with parents.

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. At the school level, the ELL contact and the data entry clerk work closely to collect this information from the student enrollment/registration form. The Data Entry Clerk enters it into the TERMS software computer program. At the district level, the FTE and Allocations staff for ESOL collect and monitor data entered. A Compliance Specialist monitors the data collected and runs error reports to maintain the accuracy of the data entered. The Compliance Specialist also monitors the hard copies of forms sent to the ELL office after the registration process is completed. This information is verified by the FTE office Compliance Specialist and adjustments are made when necessary.

For efficiency purposes, the district is moving toward direct reporting of student information through an internal database in the district Data Warehouse, thus eventually eliminating the need for monitoring hard copies.

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

Registrar Data Entry Clerk Other (Specify) Guidance counselor and/or Paraprofessional and/or guidance secretary

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) ELL teacher, ELL tutor or paraprofessional

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⁾
Bilingual Verbal Ability Test (BVAT)	K-12	82	100 and standard deviation of 15.	1 to 99

(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. The ELL contact and/or designee will assess the English aural/oral proficiency of the student using the Bilingual Verbal Ability Test (BVAT). Students in grades K-12 qualify for placement in the ELL program when scoring below 82/90 on the Bilingual Verbal Ability Test (BVAT).

This assessment and additional programmatic assessment will assist in determining the academic level of the student. The BVAT will provide the level of fluency in the student’s native language for Spanish and Haitian Creole speakers, and for other languages when feasible. If BVAT scores (0-18) indicate that a student has limited or no previous educational background in the native language, a modified plan addressing specific needs of the student may be established to address any educational academic and/or language gap. This modified plan may include a sheltered instruction model, a sheltered program model and/or through immersion/inclusion model with intensive remediation (literacy). The content area curriculum and language objectives will be addressed through these models. Students will be provided equal access to other programs.

Page 4 of the district Pupil Progression Plan indicates the following: A new student entering the district with no previous schooling or lack of records is to be placed in the grade with age-alike peers or no more than one grade level below. Initial placement of the new students

should not result in an elementary student being placed with students more than one year younger. Any deviation from this policy must have the approval of the Chief Academic Officer. See website:

http://www.collier.k12.fl.us/Student_services/intranetdocs/Student%20Progression%20Plan.pdf

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 district will utilize the LP (LEP Pending on Testing) code and will train and instruct everyone that students must be assessed, classified and placed within twenty school days with (BVAT). The ELL contact is responsible for keeping track of students in need of testing and information entered on the TERMS data management system within those twenty school days. The district office tracks, through various reports, that appropriate placement has occur within set timelines. Schools are reminded prior to the end of the 20-day window that the BVAT assessment needs to occur. Documentation of placement should be mailed to parents in the language they understand, unless clearly not feasible, no later than 8 weeks after initial placement. A copy shall be retained in the individual student's blue folder for a minimum of one (1) year.

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. Schools must not delay the testing more than 20 days but should it occur because of unforeseen circumstances, the school staff (ELL Contact) will provide parents, in writing, the reason for the test delay through a letter translated in the appropriate languages (English/Spanish and English/Creole), and others languages (when feasible) and a specific timeline for completing the assessment. A copy shall be retained in the individual student's blue folder for a minimum of one (1) year. There is an Error Report Program (SL705) that indicates (error "1" or "2") to alert us if the testing has not been done within twenty school days. In addition to this report, we also identify any student with a language other than English to ensure that all students are tested within the twenty day window (SL 330).

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. The District School Board of Collier County has an ELL contact or designee who assists new students for placement in the ELL program upon completion of the registration form should the parents/guardian respond "Yes" to any of the survey questions. The ELL contact and/or designee assesses the English aural/oral proficiency of the student using the BVAT. If the student in grades K-2 scores within the range of "Fluent" 82/90 RPI score to "Advanced" 100/90 the students will be placed in the regular education program.

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. When the students in grades 3-12 do not score fluent on the BVAT, they are placed in the ELL program and further programmatic assessment is delivered by the classroom teacher to ensure ELL students are working at appropriate academic and proficiency levels in content areas.

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):
CELLA (Stanford discontinued)
FCAT

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 whose BVAT test scores reflect they are Fluent English Speakers (FES) in grades 3-12, are required to take the CELLA reading and writing proficiency test within one year of administration of the BVAT. The information will be collected on TERMS and will be monitored for compliance by the district office.

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. ELL contacts are instructed to use the Reading and Writing components of the CELLA test. If there is a testing delay, the student continues to receive ELL services until testing is conducted. The parents must be notified, in writing (via mail), of the reason for the test delay in a language that they can understand unless clearly not feasible. A copy of this letter sent to parents in (English, Spanish and/or Creole) must be retained in the blue folder for a minimum of one (1) year.

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. Placement is determined through the results of the initial placement testing (BVAT and CELLA). However, upon request of a parent or teacher, a placement decision on a student via ELL Committee meeting may be determined considering the following criteria.

The META consent Decree, Part 1, Section C, indicates that upon request of a parent or teacher, a student not determined to be ELL or a student determined to be ELL based solely on standard C. 2. b. may be referred to an ELL committee. It must be clear that parents may not refuse services if the committee members deem them necessary. However, parents may select the instructional model. The following criteria must be gathered for appropriate placement:

- Extent and nature of prior educational and social experiences;

- Student interview:
- Written recommendation and observation by current and previous instructional and support services staff;
- Level of mastery of basic competencies or skills in English and/or home language;
- Grades from the current or previous years;
- Test results (FCAT, CELLA).

The link to document ELL committee meeting is: <http://www.collier.k12.fl.us/candi/esol/e-esolplan.htm>

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. Upon students' registration and "yes" response to the home language survey questions, potential ELL students are assessed utilizing the Bilingual Verbal Ability Test instrument in English/Spanish and /or English/Creole, or English/Albanian. This instrument assesses students' English and native language proficiency, when feasible.

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. Grades K-5-The academic level of the student shall be further assessed in the academic content areas (so as to aid student's teacher in developing an appropriate instructional program) in addition to the BVAT and CELLA scores, as well as records or grade reports from previous schools as part of the programmatic assessment. Students records are requested by calling previous schools or through FASTER. In the event that records of previous schools are not available, the ELL contact or designee will interview the student and the parents of the student to determine previous educational experiences of the individual. The classroom teacher will use further diagnostic instruments such as DIBELS, Peabody Picture Vocabulary, GRA+DE, skills inventory assessments, portfolios, running records etc. to assess proficiency levels for appropriate program placement.

Grades 6-8

The academic level of the student is assessed using BVAT, CELLA and FCAT scores, as well as records or grade reports from previous schools. Students records are requested by calling previous schools or through FASTER. In the event that records of previous schools are not available, the ELL contact or designee will interview the student and the parents of

the student to determine the previous educational experiences of the individual. The classroom teacher will use further diagnostic instruments such as GRA+DE, skill inventory assessments, portfolios, etc. to assess content area skill level and English proficiency levels.

Grades 9-12

The academic level of the student is assessed using BVAT, CELLA and FCAT scores, as well as records or transcripts from previous schools. Students records are requested by calling previous schools or through FASTER. In the event that records of previous schools are not available, the ELL contact or designee will interview the student and the parents of the student to determine the previous educational experiences of the individual. The classroom teacher will use further diagnostic instruments such as GRA+DE, skill inventory assessments, portfolios, etc. to assess content area skill level and English proficiency levels.

Grades K-12

Placement will occur according to at least two or more of the following criteria in addition to the district required placement assessments.

- Extent and nature of prior educational and social experiences;
- Student interview;
- Written recommendation and observation by current and previous instructional and support services staff;
- Level of mastery of basic competencies or skills in English and/or home language;
- Grades from the current or previous years;
- Test results (FCAT and CELLA)

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). Students whose parents respond "YES" to one of the three survey questions are administered the BVAT in English and in their heritage language (when feasible). This will allow the teacher to get a full picture of the background knowledge of the student. The academic level of the student shall be further assessed in the academic areas to assist student's teacher in developing an appropriate instructional program) in addition to the BVAT and CELLA scores as part of the programmatic assessment, as well as records or grade reports from previous schools. In the event that records of previous schools are not available, the ELL contact or designee will interview the student and the parents of the student to determine previous educational experiences of the individual. The classroom teacher will use further diagnostic instruments such as DIBELS, Peabody Picture Vocabulary, GRA+DE, skills inventory assessments, portfolios, running records etc. to assess proficiency levels. Students are placed in the program that best meets student's individual needs from a selection of immersion/inclusion or sheltered program.

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 personnel will request records from previous schools using the district Request of Records Form and/or FASTER (if in Florida). In the event that records of previous schools are not available, the ELL contact or designee will interview the student and the parents of the student to determine the previous educational experiences of the individual. The classroom teacher will use programmatic assessment through further diagnostic instruments such as GRA+DE, skill inventory assessments, portfolios, etc. to assess content area skill level and English proficiency levels.

Placement will occur according to at least two or more of the following criteria in addition to the district required placement assessments.

- Extent and nature of prior educational and social experiences;
- Student interview;
- Written recommendation and observation by current and previous instructional and support services staff;
- Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;
- Grades from the current or previous years;
- Test results (FCAT and CELLA).

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. Grade level placement decisions are made by the ELL contact, guidance counselors and/or designee. An ELL Committee may intervene when necessary.

Grades K-5

The academic level of the student shall be further assessed in the academic content areas (to assist in developing an appropriate instructional program) in addition to the BVAT and CELLA scores as part of the programmatic assessment, as well as records or grade reports from previous schools. In the event that records of previous schools are not available, the ELL contact or designee will interview the student and the parents of the student to determine previous educational experiences of the individual. The classroom teacher will use further diagnostic instruments such as DIBELS, Peabody Picture Vocabulary, GRA+DE, skills inventory assessments, portfolios, running records etc. to assess proficiency levels.

Grade 6-8

The academic level of the student is assessed using BVAT and CELLA scores, as well as records or grade reports from previous schools. In the event that records of previous schools are not available, the ELL contact or designee will interview the student and the parents of the student to determine the previous educational experiences of the individual. The classroom teacher will use further diagnostic instruments such as GRA+DE, skill inventory assessments, portfolios, etc. to assess proficiency and skill 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 District School Board of Collier County personnel seeks to (1) document the prior schooling experiences of new students by means of school records, transcripts and other evidence of educational experiences, and (2) take such experiences into account in planning and providing appropriate instruction to ELL students. Transcripts are reviewed and evaluated by the school guidance counselors and/or district translations' department for accuracy. Language Arts credit will be awarded if a student took a Language course in their heritage language. Such course will be considered a transfer credit for the English Language Arts course in the United States. Credit will also be awarded for content areas courses taken in their native countries and validated according to the credit formula provided in the transcripts and in the district translation/Interpretation Binder.

The District School Board of Collier County verifies a student's prior attendance and grade level within or outside of the state, at the time of admission. Such verification is required prior to a student's progression to the next grade level. In the absence of any verification, the student will be programmatically assessed to determine proficiency and grade skill level.

Transcripts and records from foreign countries are translated by the guidance counselor utilizing the district Translation Binder. When there is a concern about the interpretation of any transcript, it is submitted to the district Translations department for verification of accuracy. This office also provides information regarding the educational system and standards of most foreign countries, which may help school personnel in determining the student's placement.

For foreign-born students, the same policies regarding "age-appropriate" grade placement at the elementary grades should be followed as are followed for students born in the United States. Should a placement test be used for determining the appropriate grade/course for foreign-born students, such assessment may not be based in whole or in part on the student's English language proficiency. Students who seek enrollment in public school should not be denied admittance to school because of a lack of school records or delay of the previous school to transfer records (Consent Decree, 1990).

Grades 9-12

The academic level of the student is assessed using BVAT and CELLA scores, as well as records or transcripts from previous schools. In the event that records of previous schools are not available, the ELL contact or designee will interview the student and the parents of the student to determine the previous educational experiences of the individual. The classroom teacher will use further diagnostic instruments such as GRA+DE, skill inventory assessments, portfolios, etc. to assess proficiency levels.

Placement will occur according to at least two or more of the following criteria in addition to the district required placement assessments.

- Extent and nature of prior educational and social experiences;
- Student interview;
- Written recommendation and observation by current and previous instructional and support services staff;
- Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;
- Grades from the current or previous years;

- Test results (FCAT and CELLA).

Additionally, spring CELLA scores (if available) will be analyzed and used to determine students' progress and appropriate placement for the next academic year. The district will follow CELLA state recommended cut off scores for different proficiency levels before they make their final decision.

Credit Award: Students who do not bring documentation of prior educational experience will be assessed according to the same standards set by the ELL plan. Credit will be awarded based on parent interview, copy of affidavit indicating the courses taken in prior school settings, and administration of diagnostic tests. This decision will be made through ELL Committee meeting.

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. Records of English Language Learners who leave the district for another state or country during the school year are kept and students are re-evaluated after they have been gone for a period of at least five calendar months. Upon returning, students go through the re-evaluation process. The ELL contact is responsible for following the steps below as part of the reevaluation process:

1. Re-assess: Administer the Oral/Aural English proficiency BVAT (grades K-12) FES (Fluent or Advanced English Speaker) category on the Bilingual Verbal Ability Test (BVAT).
2. Re-assess: Administer the CELLA test (grades 3-12) and follow the CELLA cut off scores to determine level of proficiency. The following components will be used for prescreening prior to recommending whether the student qualifies to continue in the program or exit based on the BVAT, CELLA and FCAT, grades from the returning school (if any), transcripts, parent interview, student interview, performance at partial or full-time mainstreaming and teacher recommendations (when necessary).

12) ELL Student Plan Development

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

The ELL Student Plan includes the following elements: student's name and last name, address, phone, home language survey date, classification date, basis of entry, entry date, plan date, re-evaluation date, exit date, basis of exit, reclassification date, re-classification of services, test date (entry and exit), test date, test ID, raw score, CALP, grade equivalent, test description, level of proficiency, school, grade, subtest, ELL Conference Committee Log, re-evaluation for extension of a 4th, 5th, or 6th year, matrix codes, student's schedule of instructional program, code for purpose of the conference, state assessment exemption and date, and follow up reviews.(See Appendix C for ELL Educational Plan). This is an electronic computer generated copy for each individual student based on the individual schedule and plan.

Person Responsible:

The ELL contact and/or guidance counselors are responsible for developing the ELL Student Plan. The district's guidelines for placement link ESOL courses to grade level and level of language proficiency. Determination of placement can occur through diagnostic testing, transcript review, age appropriate consideration and in some instances may involve the ELL Committee. The plan is updated by the ELL contact at the site when there is a decision made on an individual that impacts the academic schedule. After the changes have been made, the ELL Education plan is printed from the computer with the updates and placed in students ELL record "blue" folder.

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate. The ELL contact and data entry clerk update the ELL student educational plan upon the need to reflect any academic change in student services. The plan is printed directly from TERMS software computer system. The plan is updated by the ELL contact at the site when there is a decision made on an individual student that impacts the academic schedule and services. Educational concerns may be addressed through ELL Committee at this time. In addition, the Compliance Specialist monitors this process.

The link to the website is: <http://www.collier.k12.fl.us/candi/esol/e-esolplan.htm> (Appendix C)

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) The district uses the standard ELL Placement and Parent Notification Form. This form is in three languages English/Spanish and Haitian Creole.

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. The choice of program delivery is a school-based decision. It is based on their student population and resources available as well as other needs. More than one model approach may be implemented in a school.

1. Sheltered (English Model) – (English/Language Arts: Listening, Speaking, Reading and Writing) (CODE = E) – This model is only for students classified as English Language Learners. Students who qualify for ESOL services based on the BVAT may be placed in a grade appropriate Sheltered Model to address their literacy skills and their English language skills through appropriate content instruction. This concept is appropriate to address the needs of beginning students with limited educational and/or academic background. Students individual needs can be met within this model. The State requires these teachers to utilize ESOL strategies and to document their usage on the district provided checklist and/or highlight those in their lesson plans. The teacher is ESOL certified, ESOL endorsed, or working towards it. The curriculum is designed to fill any educational gaps and to ease the transition into other classes. Instruction is aligned to areas of knowledge, standards, and benchmarks of the revised Reading and Language Arts Sunshine State Standards. Areas of knowledge are Reading Process, Literacy Analysis, Writing Process, Writing Applications, Communication and Information, and Media. Within this program, the Push-In-Resource Delivery is recommended. Additional academic support provides for enrichment and remediation in the areas of reading and language development. The teacher is ESOL certified, ESOL endorsed, or working towards it.

2. Sheltered (Core/Content Area or Basic Subject Area) Model- (Mathematics, Social Studies, Science, and Computer Literacy) (CODE = S) ELL students with limited English proficiency levels (NES) and low (LES) are placed in sheltered classes that allow for extensive content-specific vocabulary development. ELL students have equal access to grade level curriculum that is comparable in scope and sequence to that provided to mainstream students. The teacher is ESOL certified, ESOL endorsed or working towards it.

3. Mainstream/Inclusion-English Model-(English/Language Arts: Listening, Speaking, Reading and Writing) (CODE = I) - ELL students receive the same academic courses/core instruction as the mainstream population through modifications made by teachers' utilization of ESOL strategies. When an ELL student is listed on the teacher's class roll, the teacher is, either ESOL certified, ESOL endorsed or working towards it. The State requires ALL teachers, regardless of whether they have the endorsement or not, to utilize ESOL strategies and to document their usage on the district provided checklist and/or highlight those strategies in their lesson plan books. Instruction is aligned to areas of knowledge, standards, and benchmarks of the revised Reading and Language Arts Sunshine State Standards. Areas of knowledge are Reading Process, Literacy Analysis, Writing Process, Writing Applications, Communication and Information, and Media. Another program model applies within this model, the Push-in-Model. Push-In-Resource Delivery- Additional academic within the mainstream inclusion model provides support provides for enrichment and remediation in the areas of reading and language development. The teacher is ESOL certified, ESOL endorsed, or working towards it.

4. Mainstream/Inclusion-English Model – Core/Basic Subject Areas – (Mathematics, Science, Social Studies, and Computer Literacy) (CODE =C) - Middle and high school students receive the same academic courses/core instruction as the mainstream population through modifications made by teachers' utilization of ESOL strategies. When an ESOL student is listed on the teacher's class roll, the teacher is, either ESOL certified, ESOL endorsed or working towards it. The State requires ALL teachers, regardless of whether they have the endorsement or not, to utilize ESOL strategies and to document their usage on the district provided checklist and/or highlight those strategies in their lesson plan books. Instruction is aligned to areas of knowledge, standards, and benchmarks of the math, science, social studies and computer literacy Sunshine State Standards.

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 district follows the same process and timelines used for non-ESOL students with ELL students to verify that instruction provided to them (ELL) is equal in amount, sequence, and scope to that provided to non-ELL students. Collier County's ELL students are assured that Sunshine State Standards, benchmarks assist in their instructional plan. ELL students receive equal access to the regular curriculum, which is driven by the revised Sunshine State Standards. Existing curriculum maps at the elementary and secondary levels guide teacher instruction for ELL 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. In developing the ELL Progress Monitoring Intervention Plan or profile, the ELL contact ensures that the student will be taught by qualified teachers using appropriate ELL strategies. To ensure the delivery of comprehensible instruction, teachers of ELL students must document their ELL strategies in their lesson plan books. The District has provided ELL teachers with an ELL Strategies Checklist for this purpose (See Appendix E) <http://www.collier.k12.fl.us/candi/esol/e-esolplan.htm>. Elementary, middle

and high school principals use a Classroom Walk-through Observational tool to ensure that teachers are using ELL strategies.

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) ELL school contacts and Curriculum Facilitators

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) GRA+DE Test
- Native Language Assessment (Specify) Bilingual Verbal Ability Test (BVAT)
- 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. Yes, the standards and procedures for promotion, placement, retention, and reporting of ELL students' progress are part of the District Student Progression Plan. You can find them on Page 5, Item #10. Please go to link:

http://www.collier.k12.fl.us/Student_services/more.htm

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. Third grade students who are eligible for "good cause" are eligible based on entry date into Collier County's ELL program. Student Progression meetings are held in each school wherein students having academic difficulties are identified. If any of these students are ELL and have been in the program in Collier County less than two years, as of the withdrawal date of the academic school year, they qualify for "good cause" exemption. The ELL Contact and/or designee or ELL Curriculum Facilitator must be part of the Student progression meeting and ELL committee team to share expertise in language acquisition. Upon an initial screening, ELL students may be excluded

from a mandatory retention list for “good cause”. Good cause indicators, which are specified in the Student Progression Plan, may include, but not be limited to the following indicators:

- LY students receiving ELL services
- Time in this country
- Academic progress (current, e.g. responding to ESOL strategies through regular classroom instruction)
- Cultural adjustment
- Home support
- First Language (L1) Oral language proficiency

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. For all ELL students, the ELL Contact and/or designee or ELL Resource Teacher must be part of the ELL committee team reviewing the ELL student data. Parents must be invited to participate in the ELL Committee meeting. It is the role of the ELL committee members to review the academic progress of any ELL student being considered for retention, academic placement, or promotion. With appropriate supporting documentation, the majority of the members of the ELL Committee will make a decision in the best interest of the student.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. Parents are notified in writing of the results of the ELL Committee meeting decision in a language that they understand (English, Spanish, Creole and Albanian) and other languages when feasible.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed. All students, including ELLs will participate in statewide assessment. The District Testing Coordinator is responsible for, and ensures that all ELL students participate in statewide assessment.

The District Test Coordinator compiles the list from the District data management system of those ELL students to participate in statewide assessment and provides materials to the schools as appropriate. The District Testing Coordinator will compile data and analyze scores.

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 office provides school administrators and staff with a listing of the accommodations, appropriate dictionaries, and procedural training necessary to follow district testing guidelines. Several days prior to the test, the ELL teacher explains to the ELL students in their native language valuable information on test taking skills, what to do the night before the test, and the morning of the test etc. If the ELL teacher is not available the day of the orientation, a tutor is used to translate the information for them. ELL teachers inform students about the importance of trying their best and easing their level of anxiety through practice exercises and valuable information given. An accommodation approval form is sent home to the parent in both English and the heritage language. The ELL Contact documents which ELL students will have flexible setting options and ensures that implementation takes place. The accommodations option form is placed in the ELL student's Blue Folder as a record of the parental choice.

The school administrator or designee is responsible for ensuring that the ELL committee has documented a majority decision to exempt individual ELLs who have been enrolled in an approved ELL program for 12 months or less.

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. Students in the ELL program are evaluated for possible exit or extension of

services prior to the end of the third year in the ELL program from entry date or a shorter period of time based on recommendations made to the ELL Committee by the ELL teacher, classroom teacher, or by the student's parents. A final decision is made after testing is completed. The decision may be to extend services or to exit from the program based on test results and ELL Committee decision, if applicable. The extension of instruction shall be provided to all ELLs not satisfying the standards specified in Rule 6A-6.0902 and to all ELLs whose achievement is NOT on grade level due to lack of English language proficiency including listening, speaking, reading and writing in English. After the third year in the program, students will be evaluated on a yearly basis prior to the end of the fourth, fifth and sixth years for extension of services, and/or possible exit from the ELL program.

The exit procedures are as follows: 1. Administer the Oral/Aural English proficiency BVAT (grades K-12); 2. Administer the CELLA and FCAT Reading and Writing (grades 3-12) sections. Follow the state cut off and composite scores for proficiency in both reading and writing for exit purposes. ELL students in grades K-2 must have a passing score of 82/90 on the Bilingual Verbal Ability Test (BVAT) to exit. ELL students in grades 3-12 must have a score of Fluent to Advanced on the BVAT (82/90) - Relative Proficiency Index Score (RTIS) and score proficient on both, the Reading and Writing components of the CELLA Test to exit the program without the need of an ELL Committee. If the score is less than proficient but close to the proficient cut off score, the student can still be referred to the ELL Committee for further evaluation and a final decision for exit is made dependent upon supportive academic documentation demonstrating grade level reading proficiency.

The state CELLA passing scores are criteria considered to determine exit from and reclassification into the ELL program in addition to student's grades, teacher recommendation, and passing scores on the FCAT. The ELL committee is the vehicle whereby, in specific circumstances, the district recommended criteria for exit are examined for consideration of final decision to exit the program if there are doubts about a possible exit.

The following components are criteria to be used prior to recommending exit through ELL committee. School personnel must conduct the district recommended testing (BVAT, CELLA and FCAT) first, and then utilize additional criteria as written below to determine possible exit. All these data will be gathered and discussed with the ELL contact, the teacher and parent input during an ELL Committee meeting and a final decision will be made taking all those factors into consideration in addition to those listed below.

- a. Teacher recommendation (Making progress in class with a grade of "C" or higher)
- b. Student Grades (C or Above)
- c. Satisfactory Portfolio Assessments
- d. Performance at partial or full-time mainstreaming
- e. Passing scores on FCAT – Level 3 or above on Reading (SSS)

h. Satisfactory Comprehensive English Language Assessment (CELLA) test results (See CELLA Cut Off Scores Chart on the ELL website) NOTE: The student must attain a minimum of composite score for the appropriate grade level in the CELLA test level and a score of "Proficient" in reading.

The Parent Notification Status Assessment, Extension or Exit Form (Appendix F) is completed for all students. It is recommended that exiting occur at the end of the semester or school year for a smooth transition. If, after being tested, the student does not demonstrate satisfactory progress, the teacher will make a formal evaluation for consideration of any other needs not already addressed such as ESE, Gifted, and make appropriate referrals/recommendations to the ELL Committee and the Child and Adolescent Study Team(CAST) or Response for Instruction (Rtl) team.

NOTE: Students who enter the program under BVAT criteria will exit under BVAT (K-2) and CELLA and FCAT criteria (as applicable in Grades 3-12). FCAT scores may be used as supporting documentation for exiting ELL students from the ELL program via ELL Committee. Once the student is exited from the ELL program, the ELL program Exit and Parent Notification Form is completed and placed in the Blue Folder with copies of tests administered. An ELL's Educational Plan is prepared. This plan, along with the contents of the student's Blue Folder, is placed in the back of the student's Cumulative Folder.

A. CRITERIA TO EXIT THE ELL PROGRAM IN GRADES K-2

In order for kindergarten through second grade (K-2) students to exit the ESOL program, the student must score FES (82/90) on the BVAT. Additional teacher-made tests, teacher recommendation, student's content grades, and grade level tests will be considered in making a final decision for possible exit.

B. CRITERIA TO EXIT THE ELL PROGRAM IN GRADES 3-12

In order for 3rd through 12th grade students to exit the program, the student must meet all of the following criteria:

- Score Fluent to Advanced on the BVAT (82/90) - Relative Proficiency Index Score (RTI).
- Score on or proficient on both, the Reading and Writing components of the CELLA and FCAT Tests.
- If the score is less than proficient on CELLA reading and writing composite scores, the student will remain in the ELL program for an additional year until spring CELLA and FCAT tests results so indicate.
- Passing FCAT scores (Level 3 or above) may be used for exiting students, in addition to CELLA composite scores, from the ELL program.

- A proficient level score on the Comprehensive English Language Assessment (CELLA) and a composite score on Oral, Reading and Writing components. (See CELLA Cut Off Scores on the ELL website).

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⁾
Bilingual Verbal Ability Test (BVAT)	K-12	82	100 and standard deviation of 15.A	1 to 99
CELLA	K-2	673-755		
CELLA	3-5	720-805		
CELLA	6-8	733-830		
CELLA	9-12	739-835		

(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):
CELLA
FCAT

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

- Registrar ESOL Teacher/Coordinator Other (Specify) Paraprofessional or tutor

17d) Describe the process by which the ELL Committee makes exit decisions. The ELL Committee makes decisions of exit in cases whereby parents, teachers or other school members have recommended students for possible exit and the assessments do not reflect the student is prepared for such exit. The ELL committee is the vehicle whereby additional criteria for exit could be evaluated and further examined for consideration of exit. An ELL Committee meeting is scheduled and parents are invited to be part of the ELL Committee meeting decision. When the ELL Committee meeting is convened, the group will review and discuss all criteria for consideration of possible exit of an ELL student into the mainstream. The ELL Committee members must have administered the BVAT, CELLA and FCAT tests prior to the meeting and must have the results available to discuss during the meeting.

CELLA will be used to determine exit from the ELL program. Additionally, the ELL Committee members will review student's grades, teacher recommendation, and passing scores on the FCAT (if applicable).

When conducting an ELL Committee the following components are criteria to be used prior to recommending exit in addition to the recommended testing (BVAT, CELL and FCAT) first, and then utilized two additional criteria from those written below to determine possible exit.

- a. Teacher recommendation
- b. Student Grades (C or Above)
- c. Satisfactory Portfolio Assessments
- d. Performance at partial or full-time mainstreaming
- e. Passing scores on FCAT – Level 3 or above on Reading (SSS)
- f. A Score of Proficient in the Comprehensive English Language Assessment (CELLA) test results. (See CELLA cut-off Scores.)

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 school ELL Contact, the school paraprofessional and/or tutor, and the Data Entry Clerk at each site are responsible for ensuring that this process is completed. The ELL Contact updates the student's new plan, prints and places it along with the contents of the Blue Folder in the academic section of the cumulative folder. The district Curriculum Facilitator/TSA and the FTE Compliance Specialist monitor to ensure that this process is completed accordingly.

STEPS: The ELL committee is the vehicle whereby the criteria for exit are examined for consideration of exit. The committee reviews and discusses all criteria for consideration of possible exit into the mainstream. The ELL Committee members must have administered the BVAT, CELLA and FCAT tests and must have the results available to discuss during the meeting. The criteria for exit is evaluated and further examined for consideration of possible exit. Once the ELL committee takes place, the ELL contact completes and signs the appropriate forms, submits to principal or designee for signature of approval, and submits to the paraprofessional and/or data entry clerk for entering information into TERMS computer system. Once the information has been entered, the school ELL contact and/or guidance counselor reviews the data on TERMS by running appropriate reports, completes appropriate forms, send notification to parents, and to the district office, files copies of forms

sent home in the students' blue folder inside the cumulative folder. Later, the district compliance specialist monitors the FTE and TERMS information entered.

Finally, former ELL students are followed up four times in a two-year period. If there is a need to bring them back into the program the ELL Committee will convene for such purpose and a final decision to bring them back into the program is made based on substantiated assessments and teacher relevant data.

When conducting an ELL Committee the following components are criteria to be used prior to recommending exit in addition to the district recommended testing (BVAT, CELLA and FCAT) first, and then utilize two additional criteria from those written below to determine possible exit.

- a. Teacher recommendation
- b. Student Grades (C or Above)
- c. Satisfactory Portfolio Assessments
- d. Performance at partial or full-time mainstreaming
- e. Passing scores on FCAT – Level 3 or above on Reading (SSS)
- f. Proficient Reading and Writing Comprehensive English Language Assessment (CELLA) test results

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. The district does not recommend exiting students in the middle of a grading period. Students are tested close to the end of the marking period, and should they qualify for exit, paperwork is prepared and they will exit at the end of the marking period. This eases the student's transition into the mainstream classroom.

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 ELL contact and/or guidance counselor is responsible for conducting the required two-year monitoring follow up of former ELL students once they have exited the ELL program.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. After exit, the students are monitored for a two-year period. A follow up report was created through our data processing department for use in monitoring the progress of former ELL students by reviewing grades and overall performance after 9, 18, 36, and 72 weeks in the regular program. (Follow-up - See Appendix G). The Data Entry Clerk runs the follow up report every marking period and provides it to the ELL contact for review of student's grades as part of the process. The ELL contact reviews and enters appropriate information on the form. The Data Entry Clerk enters the information on TERMS.

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. ELL contacts or designated personnel will monitor progress of former ELL students (LF) by reviewing grades and overall performance in the regular program. When the student's performance is satisfactory, no additional intervention is needed. The student's performance will again be reviewed during the next review period. The period of follow-up occurs in four reviews in a two-year period from exit date.

If progress is not commensurate with non-ELL peers and on grade level and a pattern of poor performance (D's and F's) is developing, a referral will be made to the ELL Committee. (See Appendix H). The ELL Committee will meet to determine whether or not a student needs additional interventions. ESOL students may be brought back into the ELL program after review periods (A, B, C, or D) if progress is unsatisfactory. Another reason under special circumstances to evaluate a former ELL student for re-entry into the ELL program may be when they exit and return to their home country, then return to the US.

After the two-year evaluation period is completed, the Data Entry will change the "LF" code to "LZ" code on the TERMS 706 panel. The ELL contact will staple all the ELL tests and documentation and place these in the academic section of the cumulative folder. The empty blue folder will be discarded. The student is no longer classified as ELL. All schools within the District School Board of Collier County have access to current reports on students' status.

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 contact and/or designee are responsible for initiating a new ELL Student Plan, and the data entry clerk is responsible for updating the student data on TERMS software. The ELL contact communicates with the parents to inform them of student's review and possible reentering into the ELL program. The ELL contact is responsible for ensuring the appropriate assessment and placement takes place and that individual student's needs are met accordingly. An ELL Committee Conference and Parent Notification Form is sent to the parents after the process is completed and the data entry clerk has updated the ELL Plan. Parents are involved in the decision-making process.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. The program delivery model will vary from school to school (from immersion/inclusion to sheltered models). ESOL strategies will be implemented by the teacher to ensure comprehensibility of subject matter. The student will be reviewed annually to evaluate progress. According to district policy, additional intensive intervention strategies (90-minute reading block with an intensive reading program) will be implemented based on students' needs.

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. Parents of Spanish and Haitian Creole students are provided translation services upon registration, during ELL committee meetings and during parent/teacher conferences. Additionally, all essential school documents are

translated to Spanish and Haitian Creole at the district level and provided to the schools to be disseminated to parents. On-site bilingual tutors and paraprofessionals (English-Spanish and English-Haitian Creole) have the responsibility of interpreting/translating during any of these events. Parents are also invited to ELL committee meetings via phone or via a letter in the native language. When the school does not have a bilingual Haitian Creole interpreter and there is still need to assist parents, the district office translator/interpreter sets an appointment and assists in the translation process. Every effort is made to provide translations for parents of students of other languages when feasible. Our staff is available to assist the ELL families in every possible way.

The District School Board of Collier County has translators/interpreters (English/Spanish and English/Creole). These translators/interpreters translate documents for the district office, including but not limited to, the district plan, forms and other documents that are going to the homes of ELL students. Schools also use their tutors as translators/interpreters in many instances. In addition, a TV show for parents, also translated by district translators, is offered on a weekly basis as part of the information service to parents. A special district hotline number provides services for emergency purposes. Any emergency situation, such as hurricanes or events related to school functioning, is also translated into Spanish and Haitian Creole. A weekly radio show airs four times a week to inform parents in English, Spanish and Haitian Creole of the latest educational trends and best practices as well provides them with critical and /or emergency information.

<http://www.collier.k12.fl.us/edchannel/videoweb/Passport/tour-1.htm>

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 Important district document such as report cards and code of conduct among others.)

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? The Code of Conduct is translated in English, Spanish and Haitian Creole by the district office. Schools obtain the copies of the Code of Conduct from the Production Department and distribute to ELL students based on heritage language which are provided to parents. Parents also receive information on the code of conduct through the Educational channel TV show: ESOL Home Connection. This program changed its name to Passport to America for English Language Learners. Topics of importance that are relevant to the education of ELL students are aired four times a week at 7:00PM in English, Spanish and Haitian Creole. These same topics are also addressed in the weekly radio shows in English, Spanish and Haitian Creole. The ELL contact is responsible of providing this information to parents of ELL students utilizing a verbal or written approach and/or the CDs of the TV shows (provided by the district) during parent meetings, PTAs, PTOs and other meetings in schools.

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 District Director of ELL and the Haitian Creole translator/interpreter, provide weekly television and radio shows to orient parents and to provide them with information related to the education of ELL students. The ESOL Home Connection show airs four times a week in the Educational channel at 7:00PM. Individual schools provide meetings and workshops for parents of ELL students. Title I and III schools provide Parent Orientation Nights, Parent Literacy Family Nights and FCAT Information Nights in addition to the orientation meetings and workshops.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. Parents are informed via newsletter, flyers, parent nights or other about school's academic progress. Schools include specific goals and objectives to meet the academic and language needs of ELL students within their school

improvement plan (SIP) to measure adequate yearly progress (AYP). The goals and objectives are measurable to ensure that ELL students are working toward the same high standards as regular education students. Individual schools follow the district plan to inform parents of ELLs of their student's ability to meet Adequate Yearly Progress (AYP). They send the information to the homes in English, Spanish and Creole via letter.

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. Brochures with a summary of the ELL services are handed to the parents upon registration. Parents can also access the entire plan from the ELL website. Equity Alert notifications in English, Spanish and Creole, listing parental rights and necessary contact information are posted in the schools in three languages (See Appendix I for Equity Alert). ELL contacts also inform parents of their rights. Parents also receive a copy of a DVD with the benefits of the program, from assessment, placement, services, exit to follow up processes.)

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? The District School Board of Collier County does not discriminate against any student. All programs available to non-ELLs and made available to ELLs. Parents are informed of the programs in a language that they can understand. ELL students are entitled to equal access to all applicable programs including but not limited to exceptional education, early childhood, vocational, and adult education as well as to other supportive services, whether provided or funded under federal or state law or through local initiatives.

All ELL students are provided equal access to categorical and other programs including all programs funded under supplemental academic instruction. ELL students are not be restricted by the imposition of any criteria or methods of program administration, which inappropriately delay or deny services. These programs include guidance services, psychological services, health services and attendance services among others. No exclusions or limitations exist for ELL students in these programs by either policy or practice. There are three bilingual psychologists in the district. Where language barriers between staff and ELL students and their parents hinder full participation, all reasonable efforts are made to provide interpreters and written communications in the primary language. The assistance of trained bilingual tutors and district translators are available when needed.

After all the testing is completed, students are placed in an appropriate program and are given a schedule that reflects their individual needs. Elementary students are placed in the appropriate grade/age level classroom. Middle school students are placed in courses according to their grade and academic levels. High school ELL students are placed in two or three ESOL courses and appropriate content courses based on their transcripts and previous educational experience. Ninth graders who have not had any previous schooling experience will be enrolled in three courses of ESOL and sheltered math, science, and social studies courses for the first year. During the second year, these students will be placed in three periods of ESOL and appropriate content classes based on locally developed tests or tests from the adopted texts in the areas of mathematics, science and social studies.

All ELL students have equal time in an ESOL class equivalent to what English proficient students receive in regular Language Arts, reading, writing, science and mathematics. ELL students are scheduled into a Language Arts through ESOL course taught by an ESOL

endorsed teacher, or one who is receiving the required training. All ELL students are provided with equal access and instructional levels/courses in the regular curriculum.

ELLs have equal access to the wide range of courses offered at the high school and the placement of ELL students in courses is not based on English Language Proficiency or lack thereof. This placement is based on language proficiency and grade level.

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 an administrator or designee, guidance counselor, ELL contact, classroom teachers, ELL tutors, Title III–para-professionals (if necessary) parents of ELL student, psychologist (if necessary), speech pathologist (if necessary), special education staff (if necessary) and others when applicable.

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) Upon parents, teachers or counselors request.

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

- School Level District Level

Describe the functions and composition of PLCs in your district. The District Parent Leadership Council (PLC) is comprised of parents of ELL students representing elementary, middle, and high schools as well as Spanish and Haitian Creole speaking community members, but not limited to include other interested outside parties. The Committee officers of the PLC are: President, Vice-President, Secretary and Treasurer, the Director of ELL programs and the District Translator. In addition, the meetings are well represented by one

parent of ELL contact from each school. Meetings are also advertised and opened to the public.

Functions:

This group meets four times a year with the Director of ELL programs to discuss program needs, changes, issues affecting ELL students, workshops to assist parents in the educational process, equal access and other issues brought forth by the parents from different schools. The parent meetings and workshops are advertised on the radio and Education TV shows. Recommendations are submitted to the School Superintendent on matters pertaining to ELL students and are an integral part of the review and development of the ELL Plan submitted to the School Board and the state.

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. _____.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. Members of the PLC participate as advocates of ELL students. Prior to the second meeting of the year they receive a copy of the existing ELL plan which they read and review. Then, participate in a meeting to contribute with ideas and recommendations. Among their responsibilities are planning, providing feedback to other parents, getting ideas from parents and students, making recommendations, and finalizing the district ELL Plan. They make decisions affecting ELL students in the district. Individual schools also incorporate parents of ELL students (when feasible) in their school committees through the school improvement plan and the School Advisory Council (SAC). Once the plan has been completed another meetings is called upon for the entire group to review to ensure that their recommendations have made it to the plan. During such meeting the PLC will vote on the approval of the plan and then it is submitted to the Superintendent for final review and approval.

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. Teachers who need ESOL training are identified upon being hired by the Human Resources department. The Human Resources office has new hires sign a form agreeing that they are committed to taking the ESOL requirements within the required time. Human Resources sends the notifications of the 300 hours and the teacher trainer secretary sends the 18 and 60 hours notifications.

The district ESOL training secretary does a presentation explaining the various ways in which to meet the ESOL training requirements at the new hire meetings. She provides the teachers with a packet that includes: (ESOL training requirements brochure, ESOL course schedule for the year, HERO registration for taking the courses, ESOL training levels, and a card with the secretary's phone number, fax and email address so they can contact he/her with questions.)

The District Human Resources Department has developed an accountability system to ensure that all new hires attend the orientation training. Sign-in sheets are kept on file to demonstrate that participants have attended this training. At the new hire meetings teachers are informed of the ESOL training requirements. They must sign a letter indicating that they are committed to taking such training within the required state mandated timeline. In addition to the orientation meeting, the ELL department sends four electronic reports per year to the school principals and ELL contacts. These quarterly reports inform personnel as to their status in meeting ESOL training requirements.

Training Opportunities:

The district offers four sessions of Curriculum and Materials Development, four of Methods of Teaching ESOL, four of Testing and Evaluation, four Cross-cultural Understanding, two 18-Hours survey and three 60-hour survey a year. Additionally, the district offers an ESOL academy for school administrators. These courses appear on our district ELL website.

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 district has an extensive information management system, TERMS, which allows for the identification of media/guidance personnel in ALL schools, the identification of teachers requiring ESOL training and the monitoring of progress of ESOL training participants. The information management system allows for the collection of ELL student and teacher data. The secretary updates this system every time that ESOL courses are offered.

When teachers are assigned ELL students in their classes, they are identified as in need of ESOL in-service training, unless they have evidence of completion of courses. Teachers in need of ESOL inservice, as they complete in-service requirements, the Director of ELL, and/or secretary update their in-service record through monthly reports. Several reports based on teacher data are available to school administrators so they can also assist in the monitoring process. These include the ESOL Teacher Training Report, The Media/Guidance Identification Report and The Report of ESOL Training Participants.

The teacher trainer provides on going training throughout the year. Courses are advertised on a monthly basis and the schedule of classes also appears on the district website. The secretary monitors the 18 and 60 hour training. The Human Resources Office staff monitor the 300 hours for certification reasons.

Every August, teachers of content and related arts areas receive a letter from the ESOL office indicating that they must meet the 18 or the 60 hours of ESOL training requirements within a year. The ELL office secretary sends a second letter to the teachers in January as a

follow up to the training requirement status. The Human Resources Department sends a third letter to the teachers who have not completed their training.

ELL contacts and school administrators receive the teacher training report updates from TERMS, on a monthly basis, to verify the accuracy of the record keeping. Should they detect any discrepancies, these must be reported to the office of ELL programs for immediate action.

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 Director of ELL programs continues to provide training for administrators in the district of Collier County throughout the year. A plan has been established and it is constantly monitored and followed. Administrators hired after August 5, 2004 have the option of taking the 60-hour course with the district or through Florida Gulf Coast University. The secretary keeps records on training provided and updates TERMS just like she does with the teacher training. The ELL contacts and school administrators receive the teacher training report updates from TERMS, on a monthly basis.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. The district trainer offers the 60 hours inservice to guidance counselors throughout the year. A specific 60-hour module for counselors was developed for training them accordingly. The district is using the TERMS reports HCB22 to code all personnel's ESOL training hours, levels and remaining courses to be taken. The ELL training secretary sends a monthly report to the administrators and ELL contacts to share with their staff so they can monitor and follow up with registering for the appropriate scheduled/required courses. The district ESOL trainer and Director of ELL monitor for compliance.

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. Bilingual teachers must have at least a bachelor's degree and certification in area of teaching. A teacher's proficiency in another language is assessed by a fluent speaker of the language during the interview process, at the school or district level.

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. Qualifications: Bilingual paraprofessionals must have at a minimum, a high school diploma, be fluent in native language for which he/she is hired, and must attend ongoing required district training. Bilingualism of the individual is evaluated by a native speaker of the language during the interview process.

Primary Assignment:

The bilingual tutors' primary assignment is working with students in classrooms to provide language access and academic support. Bilingual paraprofessionals assist in translations, assessment of ELL students, parent conferences, ELL Committee meetings, and placement and exit of

ELL students. In addition, paraprofessionals assist counselors and/or ELL contacts in the record keeping process.

(Link for Job Description) <http://www.collier.k12.fl.us/hr/Staffing/search.asp>

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

Training:

Paraprofessionals and bilingual tutors working in Title I and Title III schools are required at least 18 hours of ESOL in-service training. There is no set timeline for completing the 18 hours. However, they are required to continue receiving training on a yearly basis. The district provides a minimum of three hours of training sessions for elementary tutors paraprofessionals and three hours for secondary paraprofessionals per year. Additionally, ELL tutors receive on-site training from the ESOL resource teachers on a regular basis. These sessions include, but are not limited to, ESOL strategies, BVAT, CELLA, FCAT training, Do's and Don'ts When Translating, Diversity issues, Second Language Acquisition, Reading and Writing strategies and FCAT strategies as well as other district relevant training.

Training Documentation:

All bilingual tutors and paraprofessionals in the district are required to register in HERO for district provided training. Upon completion of the training sessions, the sign in sheets document the attendance and that information is entered on TERMS. A report is updated with the information and sent to the ELL contacts for review on a monthly basis. Any discrepancies need to be brought up to the attention of the department.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. Bilingual tutors and paraprofessionals in non-Title I and non-Title III schools must have a minimum of a high school diploma, be fluent in native language for which he/she is hired, and must attend ongoing required district training. ELL tutors and paraprofessionals working in Title I and Title III schools must have at least an Associate degree from an accredited university or have passed the Parapro district test. Bilingualism of the individual is evaluated by a native speaker of the language during the interview process. Individual schools administer a test as part of the interview process where the interviewee has to translate a written letter. This translation is evaluated by the district Translation Manager for proficiency and accuracy in writing translations.

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 School District Board has established a comprehensive program for student performance that includes:

- (1) Standards for evaluating each student's performance, including how well he or she masters the performance standards approved by the State Board of Education;
- (2) Specific levels of performance in reading, writing, science, and mathematics for each grade level, including the levels of performance on statewide assessments as defined by the commissioner (as well as regular assessment in reading ability of each student), below which a student must receive remediation, or be retained within an intensive program that is

different from the previous year's program and that takes into account the student's learning style. (F.S. 1008.25)

(3) Appropriate alternative placement for a student who has been retained two or more years.

During the 2006-07 school year, the District convened a Response to Instruction Steering Committee to begin studying RTI implementation. RTI is the practice of (1) providing high quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions to guide instruction. National Association of State Directors of Special Education, 2005.

The RTI model is a system of multi-tiered (leveled) instruction/intervention guided by a problem solving approach. RTI requires provision of instruction/intervention based on student need with increasing levels of instruction/intervention intensity at each tier. Instruction/intervention is guided by data-based decisions using frequent monitoring to determine if the student is making progress towards pre-determined expectations.

Indicators of current educational progress are used as initial criteria for consideration of a student for possible retention in grade. The use of diagnostic assessments to determine the area of need shall be used to guide instruction as outlined in the Progress Monitoring Plan (PMP). The Progress Monitoring Plan is Tiered with the Response to Intervention Plan (Rtl) for effective planning of students' progress. If the student has a deficiency in reading, they shall identify the areas of deficiency in phonemic awareness, phonics, fluency, comprehension, and/or vocabulary. District Expectations have been established for each grade level in reading, writing, science and mathematics.

Refer to the District expectations criteria on the Student Progression Plan 2007-2008 which includes specific measures for reading, math, and science based upon Board approved expectations at the following website. http://collier.k12.fl.us/Student_services/intranet.asp

Elementary and secondary schools will be accountable for meeting the goals for increasing the English language proficiency of current ELLs as measured by BVAT, CELLA and FCAT test scores. School administrators will include the following goals, adapted to their school individual needs, for ELL students in their school improvement plan and their growth plan. These goals will be aligned with the Student Progression Plan; direct progress monitoring through periodic visits, and reviews from the Chief Instructional Officer, Executive Directors of Elementary and Secondary programs, and the Director of ELL program. Additionally, progress monitoring will be constantly evaluated through a gap analysis by utilizing the district Data Warehouse assessment information. The progress of the ongoing assessment will be part of the schools administrators' yearly evaluation process.

Goal # 1: The district will identify all potential ELL students through the Home Language Survey questions upon registration (within 20 days from registration date) as measured by the monthly TERMS report.

Goal #2: (a) The district will assess upon registration (within 20 days from registration date) into Collier County schools all ELL students in grades K-12 (including those participating in Title III) in two of the four language domains (listening, speaking) upon entry into the program and at the end of the second year as measured by the Bilingual Verbal Ability Test (BVAT). The target score for passing BVAT is 82/90. The district will assess all ELL students in

grades 3-5, 6-8, 9-12 (including those participating in Title III) additionally in the language domains of reading and writing within one year of entering the program.

Goal #2: (b) The district will assess annually ELL students in grades K-12 (including those participating in Title III) on the four domains (listening, speaking, reading and writing) and every year thereafter as measured by the state mandated Comprehensive English Language Achievement (CELLA) test. See CELLA cut off scores submitted by the state on May 12, 2008 attached for specific targets on each of the four domains.

Goal #3: The district elementary and secondary schools will establish a plan of action which includes targets toward meeting the above set measurable goals to progress-monitor and work toward meeting set targets for all ELL students including those participating in Title III programs in the areas of listening, speaking, reading and writing to work toward meeting AMAO 1 (measures the extent to which ELL students served by Title III are making progress in learning English) and AMAO 2 (measures the extent to which ELL students are attaining proficiency in English) targets as measured by the reports of the annual state English Proficiency Standards (ELPs) assessment, and the Comprehensive English Language Learning Assessment (CELLA).

Goal #4: The district elementary and secondary schools will establish a plan of action which includes targets toward meeting the above set measurable goals to progress-monitor and work toward meeting those set targets for all ELL students including those participating in Title III program to work toward meeting AMAO 3 (measures the extent to which ELL students served by Title III are making Adequate Yearly Progress (AYP) in reading, language arts, and mathematics) as defined by section 111(b) (2) (B) in Title I of the ESEA as measured by the Florida Comprehensive Assessment Test (FCAT) results. The target is level 3 or above on FCAT.

Goal #5: The district elementary and secondary schools designated personnel will notify parents of ELL students participating in language education instruction programs funded under Title III, if the individual student DOES NOT meet one or more of three of the AMAO targets based on CELLA scores as evidenced by copies of letters in the students' blue folder .

Goal #6: At the end of two consecutive years of failing to meet the state AMAO targets, the school administrator and district will submit an improvement plan to the state by state established timeline. (The state is required to provide technical assistance in the development of the plan.) These will be evidenced by the actual copy of the improvement plan and the minutes of meetings on state technical assistance.

Goal #7: At the end of four consecutive years failing to meet the state's AMAO targets, the school administrator and district will undertake corrective action as indicated by the corrective action plan submitted to the state.

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. Elementary and secondary schools will be accountable for meeting the goals for increasing the academic achievement of all current ELLs and Former ELLs as measured by FCAT. The target is level 3 and above on FCAT in reading, math and science.

School administrators will include the following goals for ELL students in their school improvement plan and their growth plan. These goals will be aligned with the student progression plan; direct progress monitoring through periodic visits, and reviews from the Chief Instructional Officer, Executive Directors of Elementary and Secondary programs, and the Director of ELL program. Additionally, progress monitoring will be constantly evaluated through a gap analysis by utilizing the district Data Warehouse assessment information. The progress of the ongoing assessment will be part of the schools administrators' yearly evaluation process.

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. Improvement Plan for Not Meeting AMAOs

In the case that Collier County does not make accurate annual measurable achievement objective (AMAO) determinations for two consecutive school years OR four consecutive school years, as required under section 3122(a) and (b), the District School Board of Collier County will:

- (a) notify local educational agencies (LEAs) if they did not meet Title III AMAOs, as required in section 3122(b);
- (b) require Title III subgrantees that did not meet AMAOs to provide parents with the notification required in section 3302(b); or
- (c) require Title III subgrantees found not to have met AMAOs for two or four consecutive years to comply with the applicable accountability requirements set out in section 3122(b).
- (d) notify local educational agencies (LEAs) if they did not meet Title III AMAOs, as required in section 3122(b);
- (e) require Title III subgrantees that did not meet AMAOs to provide parents with the notification required in section 3302(b); or
- (f) require Title III subgrantees found not to have met AMAOs for two or four consecutive years to comply with the applicable accountability requirements set out in section 3122(b).

In order to respond to Title III findings, the District School Board of Collier County must submit to the Florida Department of Education by the state established date of the year in question which includes the following:

- (a) a corrective action plan describing the actions Collier will take to resolve the compliance issues identified in the state Attachment T Conditions document, including the specific steps that will be taken to implement the plan and a detailed timeline that sets out when each critical element of the plan will be completed; and
- (b) the name of a district contact who will be responsible for ensuring that the corrective action plan is implemented and that any reports or evidence submitted to the Department to document Collier's progress in meeting the timelines are accurate and complete.