

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.

As part of the initial registration process, all new students to the Escambia County School District are screened at their home school by appropriate school staff. The screening process involves administration of the Home Language Survey Form (9300-LAE 007) (Appendix A) as an attachment to the registration forms of each school. The Home Language Survey asks the following questions:

Is a language other than English used in the home?

Did the student have a first language other than English?

Does the student most frequently speak a language other than English?

Also, Home Language Surveys are provided in the native language whenever possible. Bilingual staff will be available to assist parents unless clearly not feasible. The answers to the questions on the survey assist in determining whether a student should be administered an aural/oral assessment. Once completed, the Home Language Survey is placed in the cumulative record folder of every new student. The principal of each school designates the person in charge of registering new students. The principal also selects the person who is to place the completed Home Language Survey in the cumulative records folder. School personnel responsible for registering students receive training and materials regarding appropriate enrollment procedures in order to guide students and families through the registration process.

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 initial entry into a public school in the School District of Escambia County, the Home Language Survey must be completed for all students by the parent/guardian registering the student.

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

Kindergarten through grade twelve students who answer “yes” to any of the first three questions on the Home Language Survey are referred by the registration personnel to the ESOL test administrator for further English language proficiency assessment. The ESOL teachers at the ESOL centers will administer the English language proficiency assessments at the ESOL centers. The itinerant ESOL teachers will administer the appropriate

assessments at the non-ESOL center schools. Once students are screen, the data clerk at the school will enter the appropriate code on the A03 panel.

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

Registrar Guidance Counselor Other (Specify) ESOL Teacher

3) Provision of Understandable Communication

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

Parents/guardians are given a complete registration packet. Some of the registration forms are in other languages. Where available, bilingual school personnel or a community language facilitator assists with translating or interpreting documents related to transportation and other pertinent school information.

4) Student Data Collection

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

The data entry clerk collects demographic data gathered from the registration forms. Schools are strictly prohibited from requesting or requiring documentation of the student’s immigration status or from inquiring about the immigration status of the student. They are also prohibited from requiring the social security numbers of students and family members.

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

Registrar Data Entry Clerk Other (Specify)

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

Registrar ESOL Coordinator/Administrator Other (Specify) Director of Comprehensive Planning

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.

Students must take all CELLA subtests on grade level to meet exit criteria.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Idea Oral Language Proficiency Test, IPT	K-2		673-755	
	3-5		720-805	

	6-8		733-830	
	9-12		778-820	

(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 ESOL teachers, itinerant ESOL teachers and/or ESOL teachers on special assignment administer the IPT IDEA Oral/Aural Test (Ballard & Tighe) to all students who answer yes to any of the three questions on the Home Language Survey. The teachers grade the tests and give the appropriate information to the data clerks. The tests are filed in the students' cumulative folders or ESOL folders, and the parent is contacted via letter, phone call, or home visit.

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 data clerks at the ESOL centers notify the ESOL teachers at the school or the district ESOL teachers when a student registers and marks "yes" on the any of the first three questions of the HLS. At non-ESOL center schools, the data clerks contact the itinerant ESOL teachers via e-mail. If assistance is needed, one of the teachers goes to the school to give the test. The process continues if the student is referred to the LEP committee for placement determination.

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.

The data clerks at the ESOL centers notify the ESOL teachers at the school or the district ESOL teachers when a student registers and marks "yes" on the any of the first three questions of the HLS. At non-ESOL center schools, the data clerks contact the itinerant ESOL teachers via e-mail. If assistance is needed, one of the teachers goes to the school to give the test. The process continues if the student is referred to the LEP committee for placement determination. If this test cannot be given within 20 days, then the students will be referred to the LEP committee for placement determination and the parents of the students will be notified in the native language unless clearly not feasible.

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

If a student is classified as fluent English speaker (FES), he remains in the regular education program and documentation of testing is placed in the student's cumulative folder by the ESOL teacher.

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.

The Grades 3-12 ELLs who have scored limited English proficient on the Listening and Speaking test are referred to the ELL Committee for student placement and will be tested and administered the CELLA during its testing window for the year. The ELL committee is comprised of the school and the parents.

7) Reading and Writing

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

Name of Reading and Writing Instrument(s):
Idea IPT 2 Reading and Writing
Idea IPT 3 Reading and Writing
Escambia Writes!
CELLA

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

The ESOL teachers work with the guidance counselor and/or test administrators at the schools to ensure that the tests are administered to all appropriate students. Students are identified in TERMS and the lists are checked before the testing window.

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

The regular Reading/Writing test would not be administered if the LEP committee makes the decision to exempt a student from regular testing due to the student having been in the ESOL program for less than one calendar year. If the student is exempted, he will take CELLA. The writing test is Escambia Writes!

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.

http://old.escambia.k12.fl.us/instres/langarts/documents/esol/teacher/ell_comm_meet_form_b_lank.pdf

Students who are referred to the ELL Committee may be placed in the ESOL program based on: (1) written recommendation and observation by current and/or previous instructional and support services staff; (2) grades or test results from current or previous years, (3) extent and nature of prior educational and social experiences and student interview; (4) parental recommendations, (5) IPT test results.

9) Native Language Assessment

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

Yes No

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

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate.

Students who enter the district with records are placed according to their last school grade. Records that are in other languages are translated by district employees who speak/write in that language. If no records are available, the district uses every effort to locate information about the prior academic experience of the students.

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

The ELL Committee, of the school where the student is placed, meets and develops a plan that is best suited for the student's academic needs according to programmatic assessment, using screening tests and/or district checklists. An appropriate ELL plan is developed by the ESOL teacher to account for the student's individual needs.

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.

All effort is made to obtain the schooling records for new students. We use the fax, phone, and written requests. When it is not possible to locate records, the school will do an in-depth assessment to find the student's level of instruction, using district checklists or screening tests, teacher observation, and/or parent input.

10c) Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement.

The previous school's recommendation is honored by our district. If no records can be found, the school assesses the student's level of achievement and makes a grade recommendation to the ELL Committee.

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 procedures for high school are clearly written in the Student Progression Plan. This is located at www.escambia.k12.fl.us pages 20-21.

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.

Students reentering the district after having withdrawn from same for three months, or longer, are tested with the IPT.

12) ELL Student Plan Development

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

The ESOL teacher at each ESOL center is responsible for developing the ELL Student Plan. The itinerant teachers are responsible for developing the ELL Student Plan for the ELL students at non ESOL center schools. The plan is developed on a district approved form according to the Sunshine State Standards and individual student needs.

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 ESOL teacher at each ESOL center and the itinerant teachers are responsible for updating the ELL Student plans each year. During the first ESOL meeting in August the ESOL teachers are reminded that each student plan must be updated each year. Folders are reviewed during the year by the district staff members.

13) Parent Notification

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

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

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

- English
- Spanish
- French
- Haitian Creole
- Portuguese
- Vietnamese
- Other (Specify)

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach(es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, <http://www.fl DOE.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.

Students receive Basic ESOL or language arts instruction as part of the ESOL program. At the elementary ESOL centers, the students receive small group instruction from ESOL endorsed teachers. Strategies are also provided to the regular classroom teacher to assure the most effective instruction is offered. Strategies that will continue to be implemented are:

differentiated instruction, use of visual, retelling a story, cooperative learning etc. Suggested approaches include: Natural approach, Language Learning Experience, and the Total Physical Response. Even though the students work in this type of program, the amount of academic instruction is not to be less than the amount of instruction received by a monolingual English speaking student. Every effort is made by the teachers to assure that there is no loss of instructional time as a result of the students attending the ESOL program. This situation was chosen and developed by the ESOL staff to reduce the teacher-pupil ratio for the ELL students and to provide a “safe haven” for students who are learning the English language. Reducing the pupil-teacher ratio is a proven strategy to improve student education.

ELL middle and high school students attending ESOL centers are enrolled in ESOL classes and any other classes that regular education students attend. ELL students are guaranteed the same classes and access to the same teachers as regular education students. In regular education classes, ELL students receive instruction from ESOL trained subject area teachers. Comprehension instruction is delivered to ELL students in a manner that is comparable to that of regular education students. ELL students enrolled in the ESOL program receive basic ESOL instruction based on individual needs. In some cases, Non-English speaking middle school students are enrolled in sheltered core/basic subject areas program.

ELL elementary and secondary students attending non-ESOL centers are mainstreamed for all classes and programs. However, the itinerant teachers provide support, materials, and intervention for ELL students and teachers on a scheduled basis to maximize impact.

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.

**ESOL
Instructional
Models**

	E	S	I	C
Elementary Schools				
Jim Allen			y	
Bellview Elem			y	
Beulah			y	
Bibbs			y	
Blue Angels			y	
Bratt			y	
Brentwood Elem			y	
Hellen Caro			y	
Carver/Century K-8			y	
Cook			y	
Cordova Park			y	
Edgewater			y	
Ensley			y	
Ferry Pass Elem			y	

Hallmark			y	
Holm			y	
Lincoln Park			y	
Lipscomb	y			
Longleaf			y	
McArthur			y	
Molino Park			y	
Montclair			y	
Myrtle Grove			y	
Navy Point	y			
Oakcrest	y			
Pine Meadow			y	
Pleasant Grove			y	
Scenic Heights	y			
Semmes			y	
Sherwood			y	
Suter			y	
Warrington Elem	y			
Weis			y	
West Pensacola				
Yniestra	y			
PreK Centers				
McMillan Center				
Sid Nelson*			y	
*educ. svcs. for pregnant teens				

ESOL
Instructional
Models

	E	S	I	C
Middle Schools				
Bailey			y	
Bellview Mdl			y	
Brown-Barge			y	
Ferry Pass Mdl			y	
Ernest Ward			y	
O.A.S.I.S.			y	
Ransom			y	
Warrington	y			
Woodham Middle			y	
Workman		y		

High Schools		
Escambia		y
Northview		y
Pensacola	y	
Pine Forest		y
Tate		y
Washington		y
West Florida		y
Special Centers		
Esc Westgate		
ESEAL		
PATS		
George Stone		
Charter Schools		
Beulah Academy		
Byrneville Charter		
Capstone Academy		
Escambia Charter		
Ruby J. Gainer School		
Jacqueline Harris School		
Life Skills		
Pensacola Beach Charter		
Alternative Schools		
Boys Base		y
Clubbs Middle		
CYESIS Program		
D.A.A.R.T. Lakeview		
Esc. Bay Marine Institute		
Esc. River Outward Bnd		
Juvenile Justice		
Pace Center for Girls		
DJJ Program		

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 ELL students attend core classes. Students receive help or tutoring in the subjects in which they have difficulty. Teachers meet to plan and discuss curriculum to ensure that the amount, sequence, and scope is the same that is provided to non-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.

The method of program delivery is based on an ESOL approach in an effort to help students overcome the language and cultural barrier. The district uses a highly individualized approach which places a student at his actual level of English language proficiency and skills development, thus allowing him to proceed at his own learning pace. The following are some of the ESOL strategies used:

ESOL techniques are used to introduce all subject matter in English in a manner understood by the ELL students.

Teachers and teacher assistants actively interact with students.

Both use materials and methods of instruction which reflect second language acquisition strategies that are scientifically based.

The educational need of each LEP student may include highly diverse backgrounds, psychological problems, cultural differences, and the characteristics inherent in linguistic education. A special learning route that ensures access to all programs based on need must be developed for each student in order to provide free, equal and unhindered access to appropriate schooling in order to assure that the ESOL program and services will help ELL students reach the criteria outlined in the Sunshine State Standards. The ESOL staff possesses a multiplicity of linguistic and instructional skills. The effectiveness of the staff is enhanced by cross-cultural understanding and a student/teacher ratio lower than that of a mainstream class, and records are kept in a yellow ESOL folder in the cumulative folder.

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

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify) Director of Comprehensive Planning

The District ESOL Director meets periodically and works with the ESOL teachers at each school to insure that all ELL students are provided with comprehensible instruction. ELL student records are also checked. The School-level Administrator annually evaluates the ESOL teacher's classroom performance. The ESOL teachers make lesson plans and deliver instruction. All that are involved in the educational process collaborate to meet the education needs of ELL students in their care.

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

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify)

Native Language Assessment (Specify)

FCAT

Other (Specify)

15) Student Progression

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

Yes No

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

ESOL Education is incorporated on pages 7 and 21 of the Student Progression Plan.

http://www.escambia.k12.fl.us/PDF/SPP_2008_07_08.pdf page 4-7

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

ELL students who have had less than two years of instruction in an ESOL program:

An ELL Committee is to be convened to review a student's progress in overcoming persistent deficiencies in performance and, therefore, should be involved in planning appropriate remediation for ELL students.

ELL students who have had more than two years of instruction in an ESOL program:

An ELL Committee will also facilitate the use of appropriate good cause exemptions for third grade, which include the alternative assessment and the use of a student portfolio. However, the decision to retain an ELL student who has a substantial reading deficiency must be made consistent with the requirements of F.S.1008.25(6).

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

If there is a possibility that the ELL student should be retained, the ELL Committee is convened and the members make the decision as to whether the student will be retained or not. Parents are notified by letter or phone call, and are encouraged to attend. The retention meeting is documented on the ELL Committee Meeting Form.

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

Retention letters are sent home to parents in English and, when possible, in their native languages. Parents are requested to sign a form documenting that they have been notified of possible retention. Parent conferences are conducted in many cases to inform parents of student progress. If a parent cannot attend, the visiting teacher or an ESOL teacher may make a home visit.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed.

The ESOL Director in the district works with the Director of Evaluation Services, the principals, and all ESOL teachers to ensure that all ELL students participate in the Statewide Assessment program. We meet, plan together, and then implement the plan. Each school has a testing coordinator who is trained by the Director of Evaluation Services each year.

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 ESOL teacher assures that the modifications for state-wide assessment include flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, English-to-Heritage language dictionaries or no accommodations. Additionally, these accommodations are used within the ESOL classroom and are used with regular classroom assessment. Parents are allowed to choose which accommodations will be used for their children. The parents are notified in a letter sent by the ESOL teachers. The school testing coordinator verifies the accommodations are provided, and the documentation is kept in the yellow folder in the cumulative folder.

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

Yes No

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

The NRT portion of FCAT, the Stanford Achievement Test 9, was administered to ELL students until March, 2008. At this time, it has been discontinued based on FL DOE’s determination not to administer FCAT-NRT any longer.

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: CELLA

Math:

Writing: FCAT Writing, Escambia Writes!

Science: Stanford 9

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

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

The ELL Committee convenes and determines exit eligibility based on IPT and CELLA test results, FCAT test results, and performance in the general program classroom.

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⁾
Idea Oral Language Proficiency Test, IPT				
CELLA Listening/Speaking	K-2		673-755	
CELLA Listening/Speaking	3-5		720-805	
CELLA Listening/Speaking	6-8		733-830	
CELLA Listening/Speaking	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.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):	CELLA Reading	CELLA Writing
K-2	690-800	690-775
3-5	734-810	727-825
6-8	759-815	746-845
9-12	778-820	746-850

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

Registrar ESOL Teacher/Coordinator Other (Specify) _____

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

The ELL Committee convenes and determines exit eligibility based on IPT and CELLA test results, FCAT test results, and performance in the general program classroom.

The ELL Committee reviews tests scores and report card grades. The regular education teacher reports on classroom performance. All of these items are considered when deciding if the student should exit the ESOL program.

17e) Identify who is responsible for updating ELLs' exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process.

The ESOL teacher provides the data clerk with the exit data and then the data clerk enters the information in the computer. The ESOL teacher enters the data in the individual student's ESOL folder.

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

Students do not exit the program in the middle of a grading period or in the middle of the school year.

Section 7: MONITORING PROCEDURES

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

At each ESOL center, the ESOL teacher is responsible for the monitoring process. At non ESOL centers, the itinerant ESOL teachers are responsible for reviewing the academic progress of former ELL students.

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

The progress of Ells' is documented on the Update Forms located in the ESOL folders. After information is entered on the Update Forms, data entry personnel update the ELL status of the student in the database.

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

Check all that apply.

Report Cards

Test Scores

Classroom Performance

Other (Specify)

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

The ELL committee is convened when an LF student is not making adequate academic progress. Before considering reclassification, the committee must determine that the student's academic deficiencies are due to limited English proficiency and premature exit. If not, other alternative programs need to be considered. The committee reviews the student's classroom performance, norm-referenced test scores, and English language proficiency to determine if reclassification into the ESOL program is necessary.

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 ESOL teacher ensures that all appropriate reclassification data is on the student's ELL folder and the appropriate entry is made into the data management system. The written justification for reclassification is documented on the signed and dated ELL Committee Meeting form and placed inside the student's ELL folder.

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

ELL students have equal access to all remediation strategies offered by the School District of Escambia County using a sheltered program model.

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.

As required by No Child Left Behind legislation Section 3302, the results of the language assessment are explained to the student and parents in their native language unless clearly not feasible in a conference, phone call, or home visit. This information is given to parents on the ESOL forms that are filled out for each student by the ESOL teachers. Parents will be notified of placement of the student at the beginning of the school year within thirty days, and placement notification during the school year will be made within twenty days. Translators of different languages are provided at parent conferences, advisory meetings, and/or parent workshops.

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

- Temporary placement
- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model options
- State and/or district testing

- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification (LF) monitoring
- Reclassification of former ELL student
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other

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

The Rights and Responsibility handbook is explained at the Parent Advisory Meeting and in parent conferences.

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

Yes No

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

The Rights and Responsibility handbook is explained at the Parent Advisory Meeting and in parent conferences using translators or another person who speaks the parent's native language.

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.

From the time of registration, every effort is made to inform and orient parents to The School District of Escambia County, Florida, system through the use of materials translated into their native language unless clearly not feasible. Because Spanish is the primary language of the majority of the ELL students in the district, most interpretive communication is provided in Spanish.

Parent workshops are offered through the Parent Resource Center at the Title I office, the Early Start bi-lingual aides, and the Parent Resource Center which has just been opened at Workman Middle School. Parent participation is encouraged in the Parent Leadership Council as well.

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

Written notice of the school's progress is sent to parents annually in a written report through the School Report Card. From the time of registration, every effort is made to inform and orient parents to The School District of Escambia County, Florida, system through the use of materials translated into their native language unless clearly not feasible. Because Spanish is the primary language of the majority of the ELL students in the district, most interpretive communication is provided in Spanish.

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

The ESOL Director for the district is responsible for monitoring program compliance which may include, but is not limited to, the following responsibilities:

Working with internal auditors for the district to ensure compliance with state directives;

Planning and making site visits to schools to ensure program compliance;

Meeting with ESOL teachers and principals to plan implementation of the ESOL program;

Providing school administrators and instructional staff with information via presentations at principals' meetings, meetings with other school staff, letters and memoranda;

Conducting workshops on an as-needed basis for school registrars and data clerks;

Meeting with the members of the Escambia ELL Parent Council to ensure the process of complaint and appeal;

The following link is provided to individuals wishing to access the Declaration of Rights documents, plus a video presentation:

www.ed.gov/rights (English) www.ed.gov/derechos (Espanol)

Steps of the complaint and appeal process for parents, students, or others are to bring suggestions, concerns and complaints to the following:

ELL Committee

School principals

Escambia ELL Parent Council

ESOL Department

Civil Rights Officer: and,

ESOL teachers.

The suggestions, concerns, or complaints are reviewed and appropriate action is taken.

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

The Escambia County School District provides ELL students equal access to all programs, services, and courses based on need and eligibility exclusive of language proficiency and national origin.

ELL students are scheduled into ESOL sheltered courses/classes or support courses/classes based on individual needs.

ELL students are required to meet the same state/district course curriculum objectives, standards and pupil progression requirements as English proficient students.

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 can consist of, but may not be limited to the following: the ESOL teacher, the principal or designee, the school guidance counselor, the social worker for the school, other educator as deemed appropriate, and the ESOL parent.

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

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)

- Parental concerns
- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Other (Specify)

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

- School Level District Level

Describe the functions and composition of PLCs in your district.

Our PLC has been formed. We have a group of parents who are engaged with the education of their children. At the Open House night which was held by each school, parents were recruited for the Council. The first meeting was held on November 20th and 18 members attended. ESOL parents also have representation on the School Advisory Councils of each school, and are invited to attend the Superintendent’s Advisory Council meetings which are held three times a year. The first of that series-October 23rd and will continue in February and April.

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.

We will comply.

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

Parents are invited to participate in all district/school committees. An attempt is made to communicate to the parent in the home language by written note or Connect Ed call.

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

The District ELL Plan was presented to the PLC at the first meeting on Thursday, November 20, 2008.

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

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

Section 10: PERSONNEL TRAINING

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.fldoe.org/aala/timeline.asp>

33) Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented.

The school principal or the ESOL Teacher on Special Assignment for training and certification notifies teachers who are required to obtain ESOL training or certification of training requirements and opportunities. The ESOL office maintains hard copies of these letters, flyers, and notifications as part of the documentation process. Detailed response may be found in question 34.

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

The ESOL Teacher on Special Assignment (TSA) for training and certification is responsible for the duties and responsibilities listed below;

1. Sends an annual letter to the ESOL Center principals to request a list of teachers who have ESOL students in their classes at the beginning of the school year with the following information:

the primary language arts teachers, other teachers, administrators, and guidance counselors who come in contact with the ESOL students. The ESOL Office maintains copies of these letters on file.

2. Requests print out of teacher certification from the Teacher Certification Office including the certification of the teachers who have ESOL students from the ESOL Center.

3. Compares the list of teachers from the school to the certification office printout to determine proper certification. In addition, the TSA compares the list of potential trainees with the list of teachers who already have taken training for the 300, 60, and 18-hour requirements. The ESOL Office maintains a file of records of teachers who have completed ESOL training.

4. Identifies potential trainees, sends a list of the teachers who need training to meet state and federal requirements, and a list of training requirements to the ESOL principal. The TSA advises the principal to inform teachers of the training requirements and share a list of the training requirement.

5. Sends documentation of completion of training to the ESOL Center principal and other site-based principals once the teacher has met the requirements. At the end of the school year, the ESOL TSA for training and certification sends an update to the original trainees to the principal of each school.

The TSA for certification and training will use the staff development screens within the TERMS HR/PR Software system and the Electronic Registrar System (ERO) to track trained teachers, guidance counselors, and administrators. Likewise, the ESOL Office maintains a copy of the list of teachers and their completed ESOL Training.

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 District provides the 60-hour training requirement for school-based administrators through the office of Staff Development, the ESOL office, and the PAEC on line courses. The tracking system is explained in #34.

Not applicable

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

Training will be provided through Staff Development office and the ESOL office. The tracking system is detailed in #34.

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.

Not applicable

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.

ESOL bilingual and/or instructional aides are required to take 18 hours of training. The District plans to have all aides meet the training requirements as outlined in the No Child Left Behind Act of 2001 to be classified as "Highly Qualified."

When a vacancy occurs in the bilingual paraprofessional/instructional aide category, the Human Resources Office advertises the opening internally. If no qualified applicants apply, the position is advertised through the Escarosa Career Center. As part of the application process, the applicant is required to take a language test. The job description is listed on the Educational Support Professional page of the Escambia County School District website as Teacher Assistant - Bilingual. The ESOL aides' primary duties are primarily academics.

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

.The ESOL teacher at the ESOL Center is responsible for providing training for bilingual aides and /or instructional aides. The ESOL office conducts additional ESOL training and home language strategies on an on-going basis during its regular monthly meetings. The ESOL Office maintains documentation for ESOL paraprofessional training sessions.

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

As part of the application process for Teacher Assistant-Bilingual positions, the applicant is required to take a language test. The administrator who is conducting the interview is responsible for the scoring of the test.

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.

Each school carefully monitors the achievement of the students who are enrolled as ELL students and their proficiency in the use of English. As the data is analyzed for the school, attention is given to the strategies and materials used to meet the needs of the children. Within the School Improvement Plan, goals are set and strategies identified to increase the English proficiency of current ELL students.

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

Each school carefully monitors the achievement of the students who are enrolled as ELL students. As the data is analyzed for the school, attention is given to the strategies and materials used to meet the needs of the children. Within the School Improvement Plan, goals are set and strategies identified to reach the proficiency levels required by NCLB/AYP.

43) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years.

The system improvement plan includes an increase in teaching support and materials to meet the student needs. Students at Title I schools which do not may the AYP proficiency goals are offered SES services or transfers to other schools, depending the on the year. The District Assistance and Intervention Plan outline the strategies that should be implemented to increase achievement. Schools in Restructuring are also involved with an outside consultant who is training the schools to use Marzano's High Yield Strategies.