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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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<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE:</b>	
Franklin		Brenda Wilson		850-653-8831 x 105	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
155 Ave E Apalachicola, FL 32320			NA		
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>					
<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, Nina M. Marks, 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	
<b>(7) District Parent Leadership Council Involvement</b>					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Diane McGrath					
Contact Information for District PLC Chairperson: Franklin County School Mailing address: 1250 Highway 98, Eastpoint, FL 32328					
E-mail Address: <a href="mailto:diane_mcg@yahoo.com">diane_mcg@yahoo.com</a> Phone Number: 850-670-2800					
Date final plan was discussed with PLC: Feb. 5, 2009					
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, Nina B. Marks, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

\_\_\_\_\_  
**Superintendent's Signature**

\_\_\_\_\_  
**Date Signed**

## **SECTION 1: IDENTIFICATION**

### **1) Enrollment Procedures**

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs.

Registration procedures are common to all students and are implemented at each school site. Guidance counselors are responsible for all student registration and principals are responsible for monitoring registration procedures. The HLS is included on the District Student Registration Form which is completed for all students enrolling in Franklin County Schools. The HLS is administered by the guidance counselor upon the initial enrollment of a student. The HLS consists of three questions: 1) Is a language other than English used in the home? 2) Does the student have a first language other than English? 3) Does the student frequently speak a language other than English?

### **2) Administration of the Home Language Survey**

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

The parent/guardian completes the school registration form which includes a response to the three questions on the HLS.

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

If the answer to any of the 3 questions is “yes”, the guidance counselor, Psychologist, or Reading Coach will assess the student’s listening/speaking proficiency (K-12) and reading/writing proficiency (3-12) using the Language Assessment Battery (LAB). If the student scores at or below the 32<sup>nd</sup> percentile on the listening/speaking assessment or the reading/writing assessment, he or she will be provided ELL services as determined by the Student ELL planning team.

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

Registrar  Guidance Counselor  Other (Specify) Reading Coach

### **3) Provision of Understandable Communication**

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

The parent/guardian and student will be provided assistance from a member of the staff or community who is proficient in the home language of the parent/guardian and student.

### **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 guidance counselor will ensure that correct student demographic data is entered on the registration form. The registration form will be entered on the student data base of the District Management Information System (MIS).

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

Registrar  Data Entry Clerk  Other (Specify) Guidance Counselor

## **SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)**

### **5) English Language Proficiency (ELP) Assessment**

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

Registrar  ESOL Coordinator/Administrator  Other (Specify) Guidance Counselor, Psychologist, or Reading Coach.

### **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 <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
Language Assessment Battery	K	23	NA	32
	1	26		
	2	27		
	3	LS 25 SP 23		
	4	LS 27 SP 24		
	5	LS 27 SP 24		
	6	LS 30 SP 24		
	7	LS 31 SP 24		
	8	LS 30 SP 24		
	9	LS 31 SP 17		
	10	LS 31 SP 24		
	11	LS 32 SP 25		
	12	LS 32 SP 25		

- (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 LAB is administered within 20 days from enrollment by the Guidance Counselor, School Psychologist, or Reading Coach to assess oral skills. The results are scored and recorded by the Guidance Counselor, psychologist, or Reading Coach. The student is placed in basic education classes if he or she scores above the 32<sup>nd</sup> percentile. Students who score at or below the 32<sup>nd</sup> percentile are referred to the ELL Committee for determination of services.

- Students that score below the first percentile are determined to be Non-English Speaking (NES) and are referred to the ELL Committee for an ELL Plan.
- Students who score at or below the 32<sup>nd</sup> percentile are determined to be Limited English Speaking (LES) students and are referred to the ELL Committee for an ELL Plan.
- Students who scores at or above the 33<sup>rd</sup> percentile are determined to be Full English Speaking (FES) students and are placed in the basic education program which is monitored by the guidance counselor, teachers, and parent/guardian for a two-year post reclassification period. If the student consistently demonstrates an academic deficiency (below average or failing grades), the student will be referred to the ELL Plan Committee to determine if services are needed.

**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?

Students are administered the HLS upon initial enrollment. If the student responds in the affirmative to any of the three questions on the HLS, the completed document is placed in the student cumulative record and the results are submitted by the guidance counselor through MIS to the Department of Education. The home language and national origin is also submitted in accordance with data collection procedures set forth by the Department of Education. The ELL Coordinator will monitor HLS results (ZSM115 Report #2) and administration of Listening and Speaking tests ZSM100 (Report #1) within two weeks of school registration and throughout the school year to ensure that target students are tested within 20 days of completing the HLS.

**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 guidance counselor submits the documented reason for the delay, evidence that the child is accorded the programming required for ELL students pending the delay, and a

specific timetable for completing the assessment. This documentation is mailed to the parent in their primary language no later than eight weeks after their initial enrollment, and a copy is retained in the student's file for a minimum of one year.

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

K-2 students who score FES on the LAB are placed in the regular educational program. He or she is monitored by teachers, the guidance counselor, and parent/guardian for a two-year post reclassification period. If a student consistently demonstrates an academic deficiency (below average or failing grades), he or she will be referred for child study team for ELL or other specialized services.

**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.

An ELL student who has scored below proficiency on the LAB Listening and Speaking assessment shall be classified as an English Language Learner and shall be provided appropriate services. He or she will be administered a nationally normed-referenced Reading and Writing assessment within one year of the student's enrollment.-

### **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 32<sup>nd</sup> percentile on the reading or writing portion of a norm-referenced test would qualify a student for entry into the ELL program.

<b>Name of Reading and Writing Instrument(s):</b>
Language Assessment Battery
Woodcock-Johnson III Tests of Achievement
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?

To ensure the guidance counselor, school psychologist, or reading coach has complied with requirements for administering reading/writing tests within one year of administering listening/speaking tests, the district contact will monitor the assessment screen of the automated Student Management Information System on the school and district level and reviewing initiation dates on the following documents: ZSM115 #2 HLS, ZSM105 #15 LEP, and ZSM100 #1 LEP Students.

**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.

IF the reading and writing assessments cannot be done within twenty days after the Listening/Speaking assessment is administered, the ELL Committee will meet to determine placement until he or she receives a reading and writing assessment.

**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.

Based on the results of the HLS, the guidance counselor sends a written letter of notification to the parent/guardian of assessments to be administered to the student and an invitation to participate in the assessment process. A second notice is sent to the parent inviting them to participate in the review of evaluation information and the development of the ELL plan as a member of the ELL Committee.

**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.

If the student is non-English proficient, the LAB is administered in his or her native language by a language proficient speaker within the school or the district. The district also partners with the Panhandle Area Educational Consortium Migrant Services Program and the FSU Multidisciplinary Evaluation and Consulting Center for assistance with students who speak a dialect or language that is not spoken by school personnel.

**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 ELL assessments. Include Web links (URLs) to procedural documents as appropriate.

The guidance counselor will seek to document prior age-appropriate schooling experience of ELLs by means of school records including grades, report cards, and performance on prior assessment tools in order to determine academic knowledge and abilities.

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

In addition to assessing the level of English proficiency, the guidance counselor, school psychologist, or teacher will administer the Woodcock Johnson Tests of Achievement III, the Wide Range Achievement Test, or content area tests to determine placement of the student at an age-appropriate grade level. Further evaluation of the student's academic level of functioning will be conducted in math and reading through parent/student interviews and diagnostic inventories such as the Brigance, Key Math, Florida Assessments for Instruction in Reading (FAIR) or other diagnostic assessment.

**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.

Parents and students will describe all courses or credits taken in previous years. Courses or credits may be validated through portfolio evaluation, written recommendation by a certified teacher, or demonstrated proficiencies on a standardized test. Students shall be placed at the appropriate sequential course level and in order to receive credit, a student should have a minimum grade point average of 2.0 at the end of the first grading period.

**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 guidance counselor will seek to determine age-appropriate grade level placement of ELLs by means of school records including grades, report cards, and performance on prior assessment tools in order to determine academic knowledge and abilities. Information provided by parents and students will be used to determine appropriate grade placement.

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9<sup>th</sup>-12<sup>th</sup> 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 guidance counselor will seek to determine age-appropriate grade level placement of ELLs by means of school records including grades, report cards, and performance on prior assessment tools in order to determine academic knowledge and abilities. Information provided by parents and students will be used to determine age-appropriate grade placement. If school records cannot be located, the student will be placed at the age-appropriate sequential course level. To receive credit, he or she should have a minimum GPA of 2.0 at the end of the first grading period. This information is included in the Student Progression Plan on Page 17, #4 "Uniform Transfer of High School Credits or Middle School

Courses". The Student Progression Plan may be found at <http://www.franklincountyschools.org/STUDENT%20PROGRESSION%20PLAN%20%200809.pdf>

Equal credit will be awarded for courses taken in another country or a language other than English. For foreign-born students, the same district adopted policies regarding age-appropriate placement shall be followed as are followed for students born in the United States. A placement test for determining age-appropriate grade or course placement may not be based in whole or in part on a student's English language proficiency. Students classified as ELLs shall be placed in the Language Arts through ESOL course and other core subjects based on their assigned grade level.

### **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.

After re-enrolling, a former ELL student may be referred to the ELL Committee by the parent, teacher, administrator or other school personnel for re-entry into the ELL program. For students transferring into the district, assessments completed within one year of the student's transfer may be used. For students who had not had assessments conducted within the prior year, the Listening/Speaking assessments shall be administered within 20 days and Reading/Math assessments within 20 days of Listening/Speaking evaluation. However, the student shall be eligible for ESOL services on an interim ELL plan from enrollment to eight weeks until initial assessment can be completed and the ELL team can review evaluation data to determine eligibility for services.

### **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 guidance counselor is responsible for developing the ELL Student Plan with the ELL Committee which is composed of the guidance counselor, evaluation specialist, basic teachers, parent, and other support staff who have knowledge and expertise regarding the student. The ELL Student Plan contains parent notification, student demographic information, and purpose of the meeting. Instructional goals and objectives are developed based on a review of evaluation information, previous school records and assessments, and support services needed to provide an appropriate instructional program for the ELL student. The ELL Plan lists required courses, present levels of performance, annual goals and objectives, amount of instructional time, and documentation of additional support services.

**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 guidance counselor is responsible for updating the current Student ELL Plan. The ELL Plan can be updated at any time at the request of a teacher, administrator, parent/guardian, or adult ELL student; however, the ELL Plan will be reviewed annually and updated at the

beginning of the school year or as often as needed. Goals and objectives, support services, and amount of instructional time will be monitored and revised based on the needs of the ELL student.

**13) Parent Notification**

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

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

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

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

**SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION**

**14) Instructional Models**

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

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

**14a)** Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school. Instruction in the basic subject areas of language arts, mathematics, science, social studies, as well as electives shall be

provided in an inclusion model in which ELL and non-ELL students are served. Course will be structured to meet the needs of students as outlined in the goals and objectives of the Student ELL Plan. ELL students in grades 9-12 will receive credit towards graduation in the successful completion of Basic ESOL through Language Arts.

**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. (Attached)

**14c)** Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

Students will receive instruction with non-ELL students in an inclusive classroom setting to the maximum extent possible. If a student requires more intensive instruction, the student will receive individualized instruction. ELL students will be taught the same subjects in individualized setting as non-ELL students in the classroom. ELL students will receive the same amount of instructional time as 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.

ELL strategies will be documented in the teacher's plan book, approved curriculum frameworks, instructional checklists, and other district level forms. The school's principal and guidance counselor will monitor appropriate course assignments, level of instruction, equal instructional time, and the assignment of trained personnel. Guidance counselors will conduct reviews during the school year to ensure the appropriateness of the program by reviewing course grades, monitoring the level of performance in course areas, and monitoring the student's performance on district and state assessments. The District Contact will assist schools in selecting and providing appropriate instructional and assessment materials and in providing staff development for teachers and administrators.

**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) \_\_\_\_\_

**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) FLORIDA ASSESSMENT FOR INSTRUCTION IN READING (FAIR),  
SUCCESSMAKER

### 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. P. 15 – LEP Students; P. 24 (a) Placement for Good Cause K-5; P. 25 (a) – Good Cause Exemptions for Grade 3 Mandatory Retention; P. 30 Placement for Good Cause 6-8.

**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.

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. However, any student who does not meet district criteria for promotion may be exempt from mandatory retention if they have had 2 year or less of instruction in an ELL program.

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

No ELL student may be retained without reconvening the ELL team and reviewing the Student ELL Plan to determine if the goal and objectives and support services were implemented. Member of the Committee will review promotion and retention criteria set forth in the Student Progression Plan to determine if the retention is in compliance with district policies. The ELL Committee will recommend whether the student shall be retained or promoted based on the outcome of the review.

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

The ELL Committee will send a written invitation to parents to participate in the retention meeting in the home language of the parent.

## 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 who are classified LY are included in state and district assessments except for the following exceptions:

1) ELL student who have been placed in an exceptional student education program who will be taking the State Alternate Assessment for Students with Disabilities based on the IEP will be exempt from taking the FCAT assessment.

2) The guidance counselor is responsible for ensuring that all ELL students participate in assessments and that they receive appropriate accommodations based on the ELL plan.

**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 guidance counselor is responsible for ensuring all eligible ELL students are provided with appropriate test accommodations based on their ELL plan. Accommodations are documented on the test document. The following accommodations may be provided:

1) **Flexible Timing** – ELL Students may be provided additional time; however, a session must be completed within one school day.

2) **Approved Dictionary** - Access to an English-to-Heritage Dictionary and/or a Heritage Language-to-English Dictionary.

3) **Flexible Setting** - Administration of the test individually or in a small group setting.

4) **Assistance in the Heritage Language** - Administration of the test by an English Speaker of Other Languages; the teacher may answer specific questions about a word or phrase that is confusing the student because of limited English proficiency, but is prohibited from giving assistance that will help the student answer or solve the test item; Instructions and test items may be read for all assessments except the test items for reading and the writing prompt.

5) **Flexible Scheduling** - Administration of the test can be conducted during several sessions; however, a session of the test must be completed within one day.

**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.

A student who has been identified as ELL may be assessed to determine English proficiency based on the request of a teacher, counselor, administrator, or parent. A student in grades K-12 may be able to exit the ELL program if he or she scores proficient on the LS/SP section of the LAB or the CELLA. A student in grades 3-12 must also score proficient on the reading and writing portion of the LAB, CELLA, Woodcock- Johnson III Tests of Achievement, or FCAT.

**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 <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
Language Assessment Battery	K	24	NA	
	1	27		
	2	29		
	3	LS 26 SP 24		
	4	LS 28 SP 25		
	5	LS 28 SP 25		
	6	LS 31 SP 25		
	7	LS 32 SP 25		
	8	LS 31 SP 25		
	9	LS 32 SP 18		
	10	LS 32 SP 24		
	11	LS 33 SP 26		
	12	LS 33 SP 26		
CELLA - Oral Skills (LS/SP)	K-2		673-755	
	3-5		720-805	
	6-8		733-830	

	9-12		739-835	
CELLA - Writing	K-2		690-775	
	3-5		727-825	
	6-8		746-845	
	9-12		746-850	
CELLA – Reading	K-2		690-800	
	3-5		734-810	
	6-8		759-815	
	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.

**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 33<sup>rd</sup> 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](http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf).

<b>Name of Reading and Writing Instrument(s):</b>
CELLA
FCAT
Woodcock-Johnson III Tests of Achievement

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

- Registrar  ESOL Teacher/Coordinator  Other (Specify) Guidance Counselor; School Psychologist; and Reading Coach

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

The ELL Committee may determine student eligibility for exit based on analyses of the student’s academic performance including language proficiency scores, review of grades, standardized test scores, and/or alternative assessments and may determine that students would be better served by another instructional program or combination of programs that address special needs of the learner. The assessment instruments used and ELL committee determinations will be documented on the ELL Committee Meeting Form.

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

& briefly describe process. The guidance counselor is responsible for updating exit data in the Student ELL Plan and will ensure that all appropriate documentation is included in the student's cum record and entered into the MIS program.

**17f)** Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. The standards for determining whether the ELL student has attained sufficient English proficiency to exit the ELL program shall be based on multiple measures. A student previously classified as ELL shall be determined English proficient based on at least 2 of the following standards: CELLA, Aural/Oral assessment. The ELL Committee shall be convened to determine if student should be exited from the ELL program. The Committee shall review assessment information including report card and classroom grades. The guidance counselor will ensure that the proper codes are changed in the MIS program. The ELL Committee will determine whether the student will continue in the ELL program until the end of the grading period of exit as soon as the student is eligible.

## **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. Guidance Counselor

**18a)** Explain how the ELLs' progress is documented in the Student ELL Plan. The student's level of performance in course areas and level of performance of district and state assessments shall be included in the Student ELL Plan.

**18b)** Indicate what documentation is used to monitor the student's progress.  
Check all that apply.

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify) \_\_\_\_\_

**19)** Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. Any consistent pattern of non-proficiency in course area or district and state assessments will result in the reconvening of the ELL Committee to assess the student's need for additional services.

**20)** When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes.

The ELL Committee is responsible for writing a new Student ELL Plan. The basis and nature of recommendations will be in writing and maintained in the student's file. The guidance counselor will input proper data codes into the MIS program and ensure the student is appropriately placed. A student who is reclassified may be reported in an ELL program for funding for an additional year, or extended annually for a period up to 6 years. Placement is based on annual evaluation of the student's needs.

**21)** Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. The ELL Committee shall determine the program delivery model and support services based on a review of evaluation information and previous school records and assessments.

## **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. Provisions are made to communicate with parents/guardians of ELL students through the use of trained volunteers, staff members, members of the Parent Leadership Council, and members of PAEC Migrant Services who is proficient are the home language of the student.

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

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

- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other \_\_\_\_\_

**23)** How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? The Code of Conduct is provided to every family at the time of enrollment and can be found on the District website.

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 guidance counselor will make provisions to communicate information through the use of trained school volunteers, school personnel, or a member of the Parent Advisory Committee.

**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. A district Parent Leadership Council representing parents, teachers, guidance counselors, and community members provides information and support to families of ELL students.

**25)** How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. Parents are notified by report cards, interim reports, and the annual report which includes AYP and school grades available in a language parents understand unless not feasible. Notice of translation will be available to all parents.

**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. This information is provided through the Student Progression Plan, Code of Conduct, and district policy manual available in a language parents understand unless not feasible. Notice of translation will be available to all parents.

**27)** How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? The Florida Educational Equity Act prohibits discrimination against students (F.S. 1000.05). No person shall, on the basis of race, religion, ethnicity, national origin, gender, disability, or marital status, be denied receipt of services, participation in school activities or access to programs if qualified to receive such services. Any student who believes he or she has been discriminated against may file a complaint with the District Equity Coordinator, Franklin County School District, 155 Ave. E, Apalachicola, FL, 32320, (850)653-8831. The Equity Coordinator's name, address and phone number are posted in full view of students and school staff at each school site along with a copy of Civil Rights Laws and Regulations in a language parents understand unless not feasible. Notice of translation will be available to all parents.

## **Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC**

**28)** Specify the personnel required for an ELL Committee in your district. Guidance Counselor, foreign language teacher, evaluation specialist, principal and other school staff who have special expertise regarding ELL students.

**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 32<sup>nd</sup> 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 32<sup>nd</sup> percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Other (Specify) \_\_\_\_\_

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

- School Level     District Level

Describe the functions and composition of PLCs in your district. The PLC assists in the development of the ELL Plan and with educational planning for ELL students throughout the school year.

**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. Thirty percent (30%) of the PLC is composed of parents of ELL students. A flyer providing information in the home language of the parent on the Parent Leadership Council will be send home with students to recruit additional members. One of the committee members provides a community ESOL program at the Catholic Church and will distribute flyers to families attending the ESOL program.

**31)** Indicate how your district involves the PLC in district/school committees. The members of the PLC are invited to participate in other school committee meetings such as the School Advisory Committee, PTA, and Seahawk Booster Club.

**32)** Indicate how your district PLC was involved in the development of the District ELL Plan. The District ELL Plan is reviewed and recommendations are made to be included in the ELL Plan. The final plan is approved by the District ELL Committee.

**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 District Staff Development Coordinator and ELL Coordinator are responsible for notifying teachers of required training and opportunities.

**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. Principals conduct a staff development plan based on needs assessment conducted at the beginning of the school year. Documentation of ELL inservice points is maintained by the Staff Development Coordinator. An ELL verification form is also completed to verify completion of inservice hours.

**35)** Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. ESOL training is provided through Florida Learns Academy at PAEC. The Electronic Professional Development Center (ePDC) track and record inservice hours for each employee.

**36)** Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. ESOL training is provided through Florida Learns Academy at PAEC. The Electronic Professional Development Center (ePDC) track and record inservice hours for each employee.

**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. NA

**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. NA

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

Training is offered through PAEC.

**40)** Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. Successful Completion of 18 hours of ESOL training through PAEC.

### **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. Franklin County School District ELL numbers are not sufficiently high to receive Title III; therefore, the district participates in a collaborative partnership with the Panhandle Area Educational Consortium-Migrant Education Program (PAEC-MEP) to increase English proficiency in small and rural districts. Franklin County migrant student performance is monitored three times per year by PAEC-MEP staff and a formal analysis of pertinent migrant student data is conducted twice a year. Analysis of the data identifies migrant student needs and enables the program to implement a Priority for Services Action Plan. Services may include FCAT tutorial, credit accrual, after-school or home tutorials to increase English proficiency; and referrals to SES providers for additional assistance. Achievement data at schools will be monitored to determine if ELL students are making Adequate Yearly Progress based on criteria established under NCLB.

**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. The collaborative partnership with PAEC-MEP will assist the district in reviewing goals and objectives and conducting an analysis of achievement data to determine if students are making academic achievement. Schools will be required to provide instructional program and intervention strategies to assist students in meeting Adequate Yearly Progress requirements set forth under NCLB as documented in the annual updated School Improvement Plan.

**44)** 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 collaborative partnership with PAEC-MEP will collaborate with the district in developing a continuous improvement plan which is designed to increase academic achievement for migrant students.