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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>	
School District of Lee County		Dr. Sheryl Clarke/Director		239-337-8113	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
2855 Colonial Blvd., Ft. Myers, Florida 33966			ESOL Department		
<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, James W. Browder, Ed. D. , 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): Helen Mejia					
Contact Information for District PLC Chairperson: Mailing address: 10005 Connecticut Street, Bonita Springs, FL 34135					
E-mail Address:                      Phone Number:239-498-9198					
Date final plan was discussed with PLC: August 22, 2008                      PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved					
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

By signature below, I, \_\_\_\_\_, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

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

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

## SECTION 1: IDENTIFICATION

### 1) Enrollment Procedures

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

Response: All parents of students new to the School District of Lee County must register at one of the District's three Student Assignment Offices (SAO). Languages spoken by employees at the SAO sites include English, Spanish, Haitian Creole, French, Portuguese and Arabic. Website information is available in English, Spanish, and Haitian Creole.

<http://www.leeschools.net/dept/plan/choice/Welcome.htm> \_\_\_\_\_

### 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.

Response: The HLS questions are integrated in the student registration form and are completed by the parent/guardian during the registration process which takes place at the Student Assignment Office.

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

Response: SAO employees enter the responses during registration. If the parent/guardian answers Yes to the question "Is a language other than English spoken in the home?" then the language given is entered on the District's mainframe database under "Language Spoken Home." If there is a Yes to the other two questions: "Did the student have a first language other than English?" or "Does the student most frequently speak a language other than English?" then the language given is entered on the District's mainframe database under "Native Language."

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

Registrar  Guidance Counselor  Other (Specify) Student Assignment Specialists

### 3) Provision of Understandable Communication

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

Response: Parents and students at the SAO Sites are assisted by Student Assignment Specialists who speak the following languages: English, Spanish, Haitian Creole, French, Portuguese and Arabic. Website information is available in English, Spanish, and Haitian Creole.

### 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.

Response: SAO employees enter demographic data on the District's mainframe database during registration. Reporting takes place when required by the Department of Education and this is done via the District's Department of Information Systems.

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

Registrar  Data Entry Clerk  Other (Specify) District Information Specialists

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

### **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 (LAB)	K-2	15-26		32%
LAB	3-5	22-26		32%
LAB	6-8	21-30		32%
LAB	9-12	22-32		32%

(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.

Response: All newly enrolled students to the District who have at least one YES response on the HLS are tested with the LAB (Language Assessment Battery) within 20 days of the first day of attendance. The LAB K-2 is a short version and is Aural/Oral

(Listening/Speaking). The full version of the LAB which includes listening, speaking, reading and writing is administered to students in grades 3-12. If the score in any sub-test is 32nd percentile or below, the student is eligible for ESOL services. Parents are notified of eligibility via a notice available in 4 languages, and students are placed in appropriate classes/services according to the results of the subsequent ESOL programmatic assessment.

**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? \_\_\_\_\_

Response: During enrollment at the School Assignment Office, any new student with a YES on the HLS is flagged as "LY" on the mainframe computer. Upon arrival to the assigned school, the Information Specialist provides the school's ESOL Contact or designee with all new LY students` data. The ESOL Contact or designee begins the LAB testing procedures. As a back up, the ESOL Contact periodically orders LY student reports (#IL087) and reviews the report to ensure all students are tested and coded properly. As further assurance that no child be overlooked, district level ESOL Specialists monitor reports of new LY students with no basis of entry or basis of entry I on a regular basis.

**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. \_\_\_\_\_

Response: Should a test delay occur, a Test Delay letter is sent to the parent and testing is completed immediately. ESOL personnel at all levels understand that test delays are unacceptable. Test delays are rare, but might occur in cases of student or staff non-attendance or other natural emergency situations.

**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.

Response: K-2 Students who score 33rd percentile or above are ineligible for ESOL services and are coded ZZ. Eligibility of ZZ students may be revisited at any time through ELL Committee meetings and entered into ESOL via ELL Committee decision if evidence of a language barrier is presented. ELL Committee minutes with this evidence are placed on file in the ESOL Blue Insert in the cumulative record.

**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. \_\_\_\_\_

Response: All newly enrolled students to the District that have at least one YES response on the HLS are tested with the LAB (Language Assessment Battery) within 20 days of the first day of attendance. Students in grades 3-12 take the LAB full version of the listening, speaking, reading and writing subtests. If any subtest score is 32nd percentile or below, the student is eligible for ESOL services. Parents are notified of eligibility via a notice in 4 languages, and students are placed in appropriate classes/services according to the results of the subsequent ESOL programmatic assessment.

## 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-reference test would qualify a student for entry into the ESOL program.

<b>Name of Reading and Writing Instrument(s):</b>
LAB (Language Assessment Battery)
Level II - Grades 3-5
Level III - Grades 6-8
Level IV - Grades 9-12

**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? \_\_\_\_\_

Response: The LAB includes all four components (reading, writing, listening and speaking). The entire assessment battery is administered within 20 days of the student's entry into an assigned school.

**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.

Response: Should a test delay occur, a Test Delay letter is sent to the parent and testing is completed immediately. ESOL personnel at all levels understand that test delays are unacceptable. Test delays are rare, but might occur in cases of student or staff non-attendance.

## 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://learn/dept/esol/Document%20Bank/document\\_bank.htm#E](http://learn/dept/esol/Document%20Bank/document_bank.htm#E)

Response: Typical entry to the ESOL program is via the LAB test results, but if a student passed the LAB and is struggling due to what appears to be a language barrier, any staff member or the parent may call an ELL Committee meeting. If evidence of a language barrier exists, the student may be entered into the ESOL program via ELL Committee decision. Such entries are also known as "Basis L" students.

## 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.

Response: As much information as possible is gathered through prior records and/or interviews with parents and/or assessments in the native language. The Kindergarten Initial Assessment is given in English and Spanish for LY Kindergarten students. The Aprenda is given in Spanish in the areas of Reading and Math for grades 1-12 to Spanish-speaking students. The "Review of ELL Educational Background" is given to all non-Spanish speaking parents of ELL students in grades K-12. All three instruments serve the same purpose: to determine the student's academic performance levels in the native language, thus providing valuable information to be used for appropriate placement in grade level, course level, programs, and services.

### **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. \_\_\_\_\_

For a copy of the "Review of LEP Educational Background": Form see [http://learn/dept/esol/Document%20Bank/document\\_bank.htm#E](http://learn/dept/esol/Document%20Bank/document_bank.htm#E)

Response: As much information as possible is gathered through prior records and/or interviews with parents and/or assessments in the native language. The Kindergarten Initial Assessment is given in English and Spanish for LY Kindergarten students. The Aprenda is given in Spanish in the areas of Reading and Math for grades 1-12 to Spanish-speaking students. The "Review of ELL Educational Background" is given to all non-Spanish speaking parents of ELL students in grades K-12. All three instruments serve the same purpose: to determine the student's academic performance levels in the native language, thus providing valuable information to be used for appropriate placement in grade level, course level, programs, and services.

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

Response: As much information as possible is gathered through prior records and/or interviews with parents and/or assessments in the native language. In the absence of any academic records, the student is placed in the age-appropriate grade level. The Aprenda is given in Spanish in the areas of Reading and Math for grades 1-12 to Spanish-speaking students. The "Review of ELL Educational Background" is given to all non-Spanish speaking parents of ELL students in grades K-12. All three instruments serve the same purpose: to determine the student's academic performance levels in the native language, thus providing valuable information to be used for appropriate placement in grade level, course level, programs, and services. Whenever necessary, an ELL Committee meeting is held to best determine appropriate placement for students with limited or no prior school experience.

**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. \_\_\_\_\_

Response: As much information as possible is gathered through prior records and/or interviews with parents and/or assessments in the native language. In the absence of any academic records, the student is placed in the age-appropriate grade level. The Aprenda is given in Spanish in the areas of Reading and Math for grades 1-12 to Spanish-speaking students. The "Review of ELL Educational Background" is given to all non-Spanish speaking parents of ELL students in grades K-12. All three instruments serve the same purpose: to determine the student's academic performance levels in the native language, thus providing valuable information to be used for appropriate placement in grade level, course level, programs, and services. Whenever necessary, an ELL Committee meeting is held to best determine appropriate placement for students with limited or no prior school experience. In addition to parent interviews, schools will make at least three attempts to contact the student's prior school to obtain records.

**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.

Response: As much information as possible is gathered through prior records and/or interviews with parents and/or assessments in the native language. In the absence of any academic records, the student is placed in the age-appropriate grade level. The Kindergarten Initial Assessment is given in English and Spanish for to Spanish-speaking students ELL Kindergarten students. The Aprenda is given in Spanish in the areas of Reading and Math for grades 1-8 The "Review of ELL Educational Background" is given to all non-Spanish speaking parents of students in grades K-8. All three instruments serve the same purpose: to determine the student's academic performance levels in the native language, thus providing valuable information to be used for appropriate placement in grade level, course level, programs, and services. Whenever necessary, an ELL Committee meeting is held to best determine appropriate placement for students with limited or no prior school experience. In addition to parent interviews, schools will make at least three attempts to contact the student's prior school to obtain records. For grades 6-8 the District follows the State guidelines for credit retrieval.

**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.

Response: As much information as possible is gathered through interviews with students and parents and/or assessments in the native language. The District has published guidelines to aide schools in consistent placement of 10th through 12th graders who have completed

credits in other countries (see link for Student Progression Plan). The Aprenda is given in Spanish in the areas of Reading and Math for grades 9-12 to Spanish-speaking students. The "Review of ELL Educational Background" is given to all non-Spanish speaking parents of ELL students in grades 9-12. Both instruments serve the same purpose: to determine the student's academic performance levels in the native language, thus providing valuable information to be used for appropriate placement in grade level, course level, programs, and services. Credits are awarded 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 following the guidelines outlined in the Student Progression Plan approved by the School Board.

<http://academic.leeschools.net/Forms/Lee%20County%20Student%20Progression%20Plan%202008.pdf>, pages 45-46

### **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.

Response: If an ELL student withdraws and returns from another state or country within an academic year, the District will re-assess the student's English proficiency to determine program eligibility and if ESOL services are needed due to an interruption of services. All prior documentation shall be maintained in the ELL plan with an explanation of new data and services. If a student has been withdrawn but attended another Florida school district, no interruption of ESOL services should occur and the student does not have to be re-evaluated.

### **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.

Response: The ESOL Contact or designee collects ESOL entry and testing data, submits them to the Information Specialist, and then orders the ELL Student Plan, known locally as "the profile." The schedule is reviewed, signed, and minutes per week are added. The profile is filed in the ESOL Blue Insert in the cumulative record. At a minimum, all ELL plans are updated annually at the beginning of the school year to reflect current 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.

Profile form link [http://learn/dept/esol/Document%20Bank/document\\_bank.htm#E](http://learn/dept/esol/Document%20Bank/document_bank.htm#E)

Response: The ESOL Contact or designee updates the ELL Plan anytime new information becomes available, such as that resulting from Aprenda or Crane Oral Dominance testing, ELL Committee meetings, LAB test re-evaluations, and/or exit data. Whenever a change(s) occurs on the student's ELL Plan, a new profile is printed to reflect the change(s), signed and filed in the ESOL Blue Insert in the cumulative record.

### 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.

Response: The district empowers each school administrator to choose and implement instructional models and approaches based on their particular student population, its needs.

available resources, scientific research, and staff and parent input. Description of selected instructional approaches implemented in the District are as follows:

Mainstream Inclusion Core/Basic Subject Areas - instruction delivered using ESOL strategies: implemented directly by the certified teacher, or in a team approach where the certified teacher and the bilingual Educational Paraprofessional work together within the classroom to provide comprehensible instruction. (Pull-out is prohibited)

Sheltered English (Self-Contained) - implemented typically in middle and high schools. Curriculum and time are equal to the curriculum and time for courses comprised of Non-ELL students. ELL students are in a pure ELL cluster and receive instruction in Language Arts through ESOL from a certified teacher. In schools where English classes are offered only during one semester (as might occur in block scheduled schools), an ESOL elective is offered during the other semester so that ELL students may receive language support during the entire school year. If the teacher is not bilingual, then a bilingual Educational Paraprofessional may assist within the classroom.

The Sheltered Core Basic Subject Area model is implemented at the District's International Center sites by the certified teacher, or in a team approach where the certified teacher and the bilingual Educational Paraprofessional work together within the classroom to provide comprehensible instruction. (Pull-out is prohibited)

**14b)** As an attachment to this document, please list each school in your district and the instructional model(s) used in each. Please use Microsoft Word or Microsoft Excel to format the information.

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

Response: All courses that are offered to Non-ELL students are also available to ELL students. Instruction is provided by certified/endorsed teachers who use and document ESOL strategies. The Language Arts through ESOL sheltered courses contain the same Sunshine State Standards --though complexity of the English language may be simplified-- as the regular Language Arts courses offered to all students. Also, Developmental Language Arts through ESOL may be offered as an ESOL Elective for further language development support. The elective is in addition to the Language Arts class, and does not replace it.

**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. \_\_\_\_\_

Response: All instructional personnel must document use of ESOL strategies. However, the particular method is determined by each school's administration. The most commonly chosen format is a Lesson Plan supplement page which contains the ELL students' names and the ESOL strategies which are used on a weekly basis. Other formats include computerized checklists of strategies incorporated in the computerized lesson plan template, highlighting of the strategies in the handwritten lesson plan book, or any type of documentation showing the ELL students' names and the strategies used during any given lesson. Lesson plan monitoring is the responsibility of the school Principal or designee.

**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) Aprenda
- FCAT
- Other (Specify) CELLA

**15) Student Progression**

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

- Yes    No

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

[http://www.google.com/search?q=Lee+County+Student+Progression+Plan&rls=com.microsoft:en-us:IE-Address&ie=UTF-8&oe=UTF-8&sourceid=ie7&rlz=117SUNA&safe=active\(pp.13&41\)](http://www.google.com/search?q=Lee+County+Student+Progression+Plan&rls=com.microsoft:en-us:IE-Address&ie=UTF-8&oe=UTF-8&sourceid=ie7&rlz=117SUNA&safe=active(pp.13&41))

Also, Standards and procedures are the same as for non-ELL students, with the exception that for the first 2 years of enrollment, native language academic performance is taken into account.

**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.

Response: For ELL students who are LY two years or less, exemption from mandatory retention in the third grade occurs when the student has demonstrated grade level performance in the native language. The Aprenda test is used for Spanish speaking students. The Review of ELL Academic Background form is used for non-Spanish students. All ELL student retention issues require an ELL Committee meeting with a District ESOL Specialist present to determine if the good cause policy should be implemented.

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

Response: A site-based ELL Committee meets for all proposed ELL retentions for grades K-5. The criteria for retention are reviewed and recommendations are noted on the ELL Committee minutes form. In Grades 6-8, the District follows state law guidelines for credit retrieval.

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

Parents are invited to attend all ELL Committee meetings pertaining to retention or promotions and are encouraged to be involved in the decision-making process. A copy of the minutes are given or sent to the parents. Additionally, the school sends an official retention letter to the parents in a language that parents can understand, unless clearly not feasible..

## **SECTION 5: STATEWIDE ASSESSMENT**

### **16) Statewide Assessment**

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

Response: Each school has a Test Coordinator responsible for ensuring that all ELL students are included in statewide assessments. The only LY students exempted are those whose Exceptional Student Education Individual Education Plan recommends exemption from statewide assessments.

**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.

Response: The Test Coordinator and the ESOL Contact or designee work as a team to ensure that LY students taking Statewide Assessments are offered and receive the following accommodations:

-Additional time

-Flexible setting when desired

-Access to Home Language Speaker where desired & available

-Use of a bilingual dictionary

The school Test Coordinator maintains on file documentation of special arrangements for no less than one year after testing occurs.

Parents are notified of these test accommodations via letter in a language that parents can understand, unless clearly not feasible..

**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: Not applicable

Math: Not applicable

Writing: Not applicable

Science: Not applicable

All LY students participate in all District assessments except those whose I.E.P. recommends they not participate. In such cases the I.E.P. provides alternative assessment details.

## **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 District uses two measures to determine exit for ELL students, the CELLA and the FCAT: 1. CELLA oral skills, reading and writing scale scores for each grade cluster shall be added together to determine the composite score at grade level. Scores equal to or greater than the CELLA composite scores shall be used to determine the level of English proficiency for ELL students tested in listening, speaking, reading and writing on grade level (see table below).

<u>Grade Cluster</u>	<u>CELLA English Proficient Composite Scores</u>
<u>K-2</u>	<u>2050 and greater</u>
<u>3-5</u>	<u>2150 and greater</u>
<u>6-8</u>	<u>2200 and greater</u>
<u>9-12</u>	<u>2250 and greater</u>

2. FCAT Level 3 or greater or the equivalent developmental scale score on the Reading test of the Sunshine State Standards.

In circumstances where the student shows proficiency as measured by CELLA and scores a high Developmental Scale Score in Level 2 in FCAT Reading, an ELL Committee convenes

to and may recommend that the student be exited from the program. The District ESOL Specialist must attend this meeting.

Exceptional Student Education students may exit via ELL Committee decision if the area of handicap matches the portion(s) of the LAB that are below 33rd percentile. Students whose basis of entry is L (ELL Committee decision) may exit via ELL Committee decision. Such students include those who initially passed the LAB but were entered in the ESOL program because they were found to be having difficulties due to a possible language barrier, and re-classified former ELL students, who no longer show evidence of a language barrier.

**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>
CELLA	K-2		2050 +	
CELLA	3-5		2150 +	
CELLA	6-8		2200 +	
CELLA	9-12		2250 +	
FCAT	3-12		Level 3	

(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).

Name of Reading and Writing Instrument(s):
CELLA
FCAT

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

Registrar  ESOL Teacher/Coordinator  Other (Specify) ESOL Contact

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

The District uses two measures to determine exit for ELL students, the CELLA and the FCAT:

1. CELLA oral skills, reading and writing scale scores for each grade cluster shall be added together to determine the composite score at grade level. Scores equal to or greater than the CELLA composite scores shall be used to determine the level of English proficiency for ELL students tested in listening, speaking, reading and writing on grade level (see table below).

<u>Grade Cluster</u>	<u>CELLA English Proficient Composite Scores</u>
<u>K-2</u>	<u>2050 and greater</u>
<u>3-5</u>	<u>2150 and greater</u>
<u>6-8</u>	<u>2200 and greater</u>
<u>9-12</u>	<u>2250 and greater</u>

2. FCAT Level 3 or greater or the equivalent developmental scale score on the Reading test of the Sunshine State Standards.

Exceptional Student Education students may exit via ELL Committee decision if the area of handicap matches the portion(s) of the LAB that are below 33rd percentile. Students whose basis of entry is L (ELL Committee decision) may exit via ELL Committee decision. Such students include those who initially passed the LAB but were entered in the ESOL program because they were found to be having difficulties due to a possible language barrier, and re-classified former ELL students, who no longer show evidence of a language barrier.

**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 Contact or designee (typically a bilingual Education Paraprofessional) is responsible for updating the exit data and sending the Parent Notification of Exit. The school's Information Specialist must enter the data on the mainframe district computer system, and the ESOL Contact or designee verifies the data entry by ordering a new ELL Student Plan (Profile).

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

Response: ELL students in the District do not qualify for exit in the middle of a student grading period because the CELLA and FCAT scores are not received until the end of the school year. If a student qualifies for exit through ELL Committee meeting, the student will be exited and monitored accordingly, as outlined in META.

## **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.

Response: ESOL Contact or designee

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

Response: The monitored report cards are placed behind the ELL Student Plan (profile). The report cards are dated with the appropriate end of quarter dates and initialed. The school's Information Specialist enters the dates on the district's mainframe computer.

**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.

Response: Report cards are reviewed, initialed, and placed behind the LF ELL Student Plan (profile). If the report card shows a grade of D, F, N, or U in any academic subject, a mandatory ELL Committee meeting is held once per school year at the first sign of unsatisfactory performance. Parents are invited. If evidence of a language barrier is discovered, the student may be re-classified as an LY (ELL) student and re-enters the ESOL program, as documented in the ELL Committee minutes. A new Parent Notification of Entry and the ELL Committee minutes should be sent home. If no evidence of a language barrier is discovered, the student may remain in the mainstream, with recommendations for success documented on the ELL Committee minutes. All ELL Committee minutes and copies of parent invitations to ELL Committee meetings are kept on file in the Blue Insert in the cumulative record. Monitoring dates are written on the profile and entered into the mainframe. The Profile is filed in the ESOL Blue Insert in the cumulative record. Report cards are reviewed, initialed, and placed behind the LF ELL Student Plan (profile). Monitoring dates are written on the profile and entered into the mainframe. The profile is filed in the ESOL Blue Insert in the cumulative record. Those who remain in the mainstream will have their ELL code changed from LF (Former ELL) to LZ (fully exited).

**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.

Response: The ESOL Contact or designee is responsible for the new ELL Plan (profile) and updating data. The Information Specialist is responsible for entering the data on the mainframe. The ESOL Contact works in a team with Guidance Staff and the teacher(s) to ensure appropriate placement.

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

Response: Re-entered students may be served in classrooms with inclusion delivery model. The amount of additional ESOL intervention may range from the certified teacher providing ESOL strategies to additional help one-on-one or in small group from the bilingual paraprofessional, depending on the language proficiency needs of the student.

## **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.

Response: Schools provide assistance to parents/guardians of ELL students in their heritage language, unless not feasible.

-The School Assignment Office, where registration occurs, has employees who speak English, Spanish, Haitian Creole, Portuguese, French, and Arabic.

-Spanish or Haitian Creole speaking district ESOL Specialists attend some ELL Committee meetings.

-Spanish, Haitian Creole personnel attend school level ELL Committee meetings. Any other language is provided if feasible.

-Teachers and parents can request the assistance of Spanish and Haitian Creole. Any other language may be provided if feasible.

-ESOL Specialist Translators provide translated District-level communications and District-generated documents in Spanish and Haitian Creole. Whenever feasible, these translators also provide translation and interpretation services to the schools.

**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 Medical forms, Code of Conduct, Pupil Progression Plan, Program of Studies (elementary and high school)

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

The Code of Student Conduct and students' rights & responsibilities are translated into Spanish and Haitian Creole and are made available to parents/guardians of ELL students.

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

Yes  No

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

**24)** What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain.

Response: The ESOL Parent Notification of Entry form has a page attached that explains parent involvement opportunities and encourages parents to participate in their child's education in various ways. Parents who attend PLC meetings are further trained and informed during PLC meetings.

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

Response: The District releases AYP information to the media usually in a press conference accompanied by a written press release immediately after results are announced by the Florida Department of Education.

In addition, each school informs parents (through a newsletter or other means) that the Adequate Yearly Progress Report is available at the school for parents to read and obtain a copy.

For Title 1 school choice issues, communications are as follows:

- Individual Letters to appropriate Title 1 families with preference forms in multiple languages
- Press Release Events

- Public School Board Meetings
- Media Releases to Newspaper, T.V., and Radio
- Principal/Parent conferences

**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.

Response: Through the Code of Conduct, which is available in English, Spanish and Haitian Creole. <http://studentservices.leeschools.net/Code%20of%20Conduct.htm>

Response for #27: The same procedures pertaining to programs and facilities in place for non-ELL's are followed for ELL's. Each school site is assigned an ESOL Administrator and ESOL Contact who work collaboratively with ESOL teachers and the District ESOL Specialists to ensure that all ELL's are provided with equal access to all programs and facilities. The ESOL Administrator oversees and monitors guidance procedures to assure compliance with the META Consent Decree.

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

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

**28)** Specify the personnel required for an ELL Committee in your district. \_\_\_\_\_

Response: Each school in the District has an ELL committee. Its composition varies according to the individual student issue being considered. The core members are: parent or guardian, teacher(s), administrator, guidance counselor, and ESOL Educator. Additional members may be invited as needed: social worker, school psychologist, nurse, district ESOL Specialist, and other educators, as appropriate.

**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 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.

Response: The PLC is composed in the majority of parents of ELL students, school staff, District ESOL Specialists and any guest community members and business partners that may be present. The PLC meets a minimum of twice a year, though often more frequently. Meetings are held throughout the school year and at various sites around the district. The PLC reviews the ELL program at each meeting, identifies and addresses concerns and makes suggestions for changes or improvements in the ELL program. Information to help orient parents to district procedures and student performance is covered, especially on the topics of: student assessment, scholarships, the FCAT, mandatory third grade retention, and parent/student rights under the META Consent Decree.

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

**31)** Indicate how your district involves the PLC in district/school committees. An important component of PLC meetings is to advise parents on the various ways in which they can become involved in the education of their children. At PLC meetings parents are informed as to the various committees and organizations at both school and district levels and are encouraged to participate. They are also given information on how to become a part of these committees and organizations. Additionally, when the District ESOL Office conducts informational meetings, PLC parents are invited to attend.

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

Parents of ELL students are involved in the development of the District ELL Plan through interaction with the ESOL District Specialists at PLC meetings. Feedback questionnaires and parent requests and suggestions are collected to assist in the development of the plan. Additionally, the PLC reviews, suggests changes as necessary and ultimately approves the Plan.

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

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

## **Section 10: PERSONNEL TRAINING**

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

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

Response: The school prepares the ESOL Training Agreement, and an Out-of-Field PAF (Personnel Action Form). This is initiated upon the assignment of a LY student to the teacher. Personnel processes the PAF and Training Agreement and puts the teacher before the Board for approval in an out-of-field assignment (only for 300 hours).

**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.

Response: Personnel Services maintains an ESOL tracking database that tracks all ESOL in-service/coursework as well as an individual's timeline for completion of ESOL requirements. The database tracks all persons who need 18, 60 or 300 in-service points. If a person who needs 300 points completes that requirement, then the system sets a flag and a notification is sent to the individual informing them of their completion and instructing them how to add the ESOL endorsement to their Florida certificate.

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

Response: The District offers on-line and live courses to new school-based administrators and guidance counselors that have no evidence of 60 hours of prior ESOL training. The course includes the following:

-Introduction to ESOL Education for Administrators

-Applied Linguistics

-ESOL Methodology

-Materials and Curriculum Development

-Testing and Evaluation Of ESOL Students

New school-based administrators that do have evidence of 60 hours prior ESOL training will complete an 8-hour "ESOL for Administrators component" within the Preparing New Principals program. The tracking system is on the mainframe. There is a combined effort between Staff Development and Personnel Department to track completion of ESOL course requirements for District Staff.

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

Response: As part of the Instructional Report, the administrator and guidance component of the ESOL training requirement have been recently added. The tracking system is on the mainframe. There is a combined effort between Staff Development and Personnel Department to track completion of ESOL course requirements for District Staff.

**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.

Response: 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. \_\_\_  
\_\_\_

Response: When a school has fifteen or more LY students that speak the same home language, a bilingual paraprofessional who speaks that language is hired to assist the ESOL trained or endorsed content area teachers with the delivery of comprehensible instruction. Teachers and paraprofessionals work together to develop a "class within" that ensures delivery of comprehensible instruction to ELL students that is equal in amount, scope, and sequence to the instruction of the full class. Pull-out for instruction is prohibited. The primary assignment is to work with ELL students to provide comprehensible instruction. Other duties may include ESOL program testing, assistance with statewide assessments, translation, ELL record-keeping, and encouraging ELL parent involvement.

<http://personnel.leeschools.net/pdf/jobdesc/non-is/A-1102.pdf>

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

Response: All Educational Paraprofessionals designated as the "ESOL Paraprofessional" must complete an 18 hour training course. The course is offered each fall and spring. All new "ESOL Paraprofessionals" are expected to take the available course after hire. For those hired after the fall session, District ESOL Specialists make individual school visits to assist them in learning what they need to know to carry out their duties effectively. Additionally, bilingual paraprofessionals at Title I schools are required to pass the Para-Pro test and complete courses.

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

Response: Each school determines the proficiency of the bilingual paraprofessional during the interview process by giving them a paragraph to read and translating a passage in the target language.

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

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

Response: A per-student allocation of funds is determined according to how much money is allotted by the State. Schools are notified of their allotted amount and are requested to complete a Title III proposal application. In the application, schools must specify the programs/activities to be implemented, proposed length of time, materials and personnel needed, and amount of funds necessary. Schools are also requested to state the school improvement goals that are connected to the programs/activities to be implemented, as well as how parental involvement will be promoted for ELL/immigrant students. The District monitors the implementation of the proposed programs/activities throughout the school year by tracking purchase orders and supplemental contracts. It also determines their effectiveness by looking at ELL students' FCAT scores and percentages of ELL students achieving proficiency after the implementation of the programs and/or activities.

**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.

Reponse: The District will conduct a comparison analysis of school goals versus actual student achievement to determine if the goals were met. If the goals were not met, schools will be encouraged to redesign their programs and resources acquired with Title III funds to better meet the needs of their ELL students.

**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.

Reponse: The District offers training for School Improvement teams, SACs and SAC chairman outlining their roles and responsibilities including development of the school improvement plan, goal setting, and analysis of school data. The office of Accountability, Research & Continuous Improvement is available to help schools analyze data, create data reports and write school goals. The Director of Accountability, Research & Continuous Improvement and the Coordinator for Continuous Improvement are both available to all schools for site visits to help teams analyze data, set goals, and to structure their organization to achieve their goals. Relevant student data are compiled on the district web site for school use. Technical assistance sessions are scheduled throughout the school improvement process to assist schools and advisory councils with the completion of the school improvement process. A system improvement plan will be submitted to DOE by 2009.