

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

Date Received by FDOE

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
 Contact Person: Mark Drennan
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Florida Department of Education

FDOE INTERNAL USE ONLY

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

| | | | | | |
|--|--|--------------------------------|--|----------------------------------|--|
| (1) NAME OF THE DISTRICT: | | (2) CONTACT NAME/TITLE: | | (3) CONTACT PHONE: | |
| School Board of Levy County | | Ivonne Diaz, ESOL Coordinator | | 352 486-5231 ext. 266 | |
| (4) MAILING ADDRESS: | | | (5) PREPARED BY: (If different from contact person) | | |
| PO Drawer 129 - 480 Marshburn Drive Bronson, FL 32621 | | | N/A | | |
| (6) CERTIFICATION BY SCHOOL DISTRICT | | | | | |
| The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan. | | | | | |
| I, Robert Hastings , 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. | | | | | |
| <u>ORIGINAL SIGNATURE ON FILE</u> | | <u>12/ 16 /2008</u> | | <u>JANUARY 20, 2009</u> | |
| Signature of Superintendent or Authorized Agency Head | | Date Signed | | Date of Governing Board Approval | |
| (7) District Parent Leadership Council Involvement | | | | | |
| Name of Chairperson representing the District ELL Parent Leadership Council (PLC): | | | | | |
| Contact Information for District PLC Chairperson: Ivonne Diaz Mailing address: 480 Marshburn Drive Bronson, FL 32621 | | | | | |
| E-mail Address: diazi@levy.k12.fl.us Phone Number:352 486-5231 ext. 266 | | | | | |
| Date final plan was discussed with PLC: October 31, 2008 | | | PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved | | |
| <u>ORIGINAL SIGNATURE ON FILE</u> | | | <u>11/01/2008</u> | | |
| 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, Robert O. Hastings, 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.

ORIGINAL SIGNATURE ON FILE
Superintendent's Signature

02/17/2009
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. ___ Enrollment packets are available at every school in the district. Included in the enrollment packet is the Home Language Survey (HLS) which is printed in both English and in Spanish. [See page 28 of this plan, for a copy of the HLS] Potential students and their families are offered translation services if and when the office personnel or the applicant expresses a difficulty in communication. Translation services are available through the county office or at the school site. Translation services may be rendered by bi-lingual personnel on staff at the school or by the ESOL Coordinator at the district office. Applicants who indicate a positive response to any one of the three questions on the HLS are offered translation services immediately. Translation services include an explanation of requested documentation for such items as Immunization Records, Medical Physical Examination, previous school information, and Birth Certificates.

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 enrollment packet at every Levy County public school includes the Home Language Survey. Therefore every student who completes enrollment has completed the Home Language Survey at the time of enrollment

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

The individual, usually the Guidance Counselor or school site Administrator, facilitating the interview with the applicant(s) at the time of enrollment flags any HLS which have any affirmative responses. The applicant and/or parent/guardian are informed of the mandatory upcoming screening assessment to be administered to the student in order to determine eligibility for the English for Speakers of Other Languages (ESOL) program.

A copy of the HLS with affirmative response(s) is provided to the guidance counselor. The original HLS stays with the enrollment packet to be processed with the rest of the documents. Within the first four weeks that the student attends school the guidance counselor will administer the IPT Oral/Aural. When the student's score is within the publisher's scores designating the student to be below the Proficient or Fluent Level in the English Language, the student is designated as an LY status student in the ESOL program and will receive ESOL program services appropriate for his or her level of English Language proficiency. If student is ineligible according to his or her IPT Oral/Aural Score and is age appropriate for grade three or higher, then the IPT Reading and IPT Writing Assessments will be administered to the student to determine eligibility for the ESOL Program. School Board of Levy County schools will implement the use of the Comprehensive English Language Learner Assessment, CELLA, for entry/eligibility purposes as it becomes available to the Florida districts via Florida Department of Education approval. As of February, 2009 the estimated implementation date for CELLA as a tool for entry/eligibility purposes is the Fall of 2010.

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

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. _____ Each school has identified at least one individual on campus or that can be reached by phone readily at times when immediate translation services are required. Standard forms and annual district brochures and pamphlets are available in English and in Spanish. [See page 29- Student Contact Information, page 30-Enrollment Form, page 31-Student-Teacher-Parent Compac , as examples of translated forms used at the time of enrollment or soon after enrollment].

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.

Demographic data for students is collected in the Enrollment Form and on the HLS form. Data pertaining to Country of Birth, Native Language and Ethnicity are transferred from the forms in the enrollment packet to the TERMS system by the school’s Data Entry Clerk. TERMS data is shipped to Florida Department of Education (DOE) as specified by Florida DOE timetable.

Personnel responsible for collecting and reporting student demographic data are the Guidance Counselors as they review and approve the enrollment forms. Data Entry Clerks enter the data into the electronic data system, but it is the responsibility of the guidance counselor to be sure the data is accurate.

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

Registrar Data Entry Clerk Other (Specify) Guidance Counselors

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) The Guidance Counselor at each school

6) Listening and Speaking Proficiency Assessment

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

| Name of Listening and Speaking Instrument(s): | INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE | | | |
|---|--|--------------------------|----------------------------|------------------------------------|
| | Grade Level | Raw Score ⁽¹⁾ | Scale Score ⁽²⁾ | National Percentile ⁽³⁾ |
| IDEA Language Proficiency Tests- | | 38 | 38 | |

| | | | | |
|---------------------------|-------------------------------------|--|--|--|
| (IPT)- Oral/Aural English | Kindergarten through Twelfth Grades | | | |
| | | | | |
| | | | | |
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| | | | | |

- (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. _____ Guidance Counselor at each school has access to an IDEA Language Proficiency Test (IPT) Oral/Aural English Test Kit that corresponds to the grades taught at his or her school. The Guidance Counselor will test the student(s) during the regular school day within the first 20 days that the potential ELL student is in attendance at the school. He or she then scores the test and either develops an English Language Educational Plan for the students who are eligible for ESOL Program services or records the scores and indicates non-eligibility on the score sheet and the test booklet and score sheet are filed in the student’s Cumulative School Records Folder. If the student is eligible for the ESOL program, the guidance counselor reviews the student records and other enrollment information to determine placement into the school’s programs. All of the new ELL student’s teachers are notified of the student’s level of English Proficiency in order for the appropriate ESOL Teaching Strategies[See page 32 of this plan for a copy of the ESOL Teaching Strategies for SBLC] to be implemented.

6b) What procedures and safeguards have been implemented to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses? The procedures and safeguards implemented to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses are: ESOL District Coordinator will facilitate a professional development session between the pre-planning days at the beginning of the school year and the second week of school where notice of the date when the 20 school day deadline to complete Listening and Speaking test for potential ELL students. Notice is also given as to the 20 day window in which to be in compliance with testing any new students who enroll at their school during the school year. ESOL District Coordinator will conduct a random review of at least 15% of the ESOL Program student files at each of the schools during the first semester and again during the second semester of the school year.

6c) Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses. When guidance counselors have not administered the Listening and Speaking test within 20 school days of the completion of the HLS with affirmative responses a letter notifying the parents of the missed deadline is sent [See page33 of this plan for copy of the letter]. The letter will include the date when the test will be administered to the student. Letter will also include the reason why the deadline was not met. If the deadline was not met due to foreseeable circumstances an action plan and procedures will be established at the school in order to avoid missing the testing dates.

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. For students who score as fluent English-speakers on the IPT Listening and Speaking test will either a. not have any more English acquisition assessments completed or b. the IRW Reading and Writing Tests for Kindergarten, First Grade or Second Grade may be administered. The administration of the reading and writing assessments is a professional determination made by the Instructional Team at each of the schools.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher’s cut scores) on the Listening and Speaking test. When a student has scores in the limited English proficient range according to the publisher’s cut score for the Listening and Speaking test, the student will be placed in ESOL program. Then take the Comprehensive English Language Learners Assessment (CELLA) during the testing window toward the end of the school year. The student would have also been engaged in the Rosetta Stone English Language Acquisition supplemental instruction method where more detail on language skills needed and acquired are monitored by the Language Arts teachers. Accommodations for testing in content area subject is modified to be aligned with the comprehensible input provided during instruction and aligned with the English Language Proficiency levels associated and described for each of the Language Arts Sunshine State Standards.

7) Reading and Writing

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

| Name of Reading and Writing Instrument(s): | INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE | | | |
|---|--|--------------------------|-------------------------------|------------------------------------|
| | Grade Level | Raw Score ⁽¹⁾ | Scale Score ⁽²⁾ | National Percentile ⁽³⁾ |
| IDEA Language Proficiency Tests- (IRW)- Reading and Writing | Third through Twelfth Grades | 38 | 38 | |
| CELLA Form 3 [SY 2009-10; SY 2010-11 | Kg - 12th Grade | TBD By Publisher | To Be Determined by Publisher | |

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? When a student has scores in the limited English proficient range according to the publisher’s cut scores for the Listening and Speaking test, the student will then take the Comprehensive English Language Learners Assessment (CELLA) during the testing window toward the end of the school year. If the student is not eligible to take the CELLA, or the CELLA was taken less than six months after entering the ESOL program , then the IRW will be administered by the Guidance Counselor during the student's last 9 weeks before completing 365 days after entering the ESOL program.

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. When LEA has not administered the Reading/Writing test within the required timeline, or within one year from the time of entry into ESOL program by having administered the CELLA and the FCAT, then the guidance counselor in the student's school will administer the IRW. The ELLs parent will be notified by letter as to reason the test for Reading and Writing assessment was not administered and the dates and names of test which are scheduled for administration to collect the student's level of proficiency in Reading and Writing the English language will be included in the letter.

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. Procedures by which the ELL Committee makes entry (placement) decisions are as follows:

-Students' whose eligibility into the ESOL program is solely based on one test score may be referred to the ELL Committee for further review.

-Students' whose parents or teachers request a review of eligibility for the ESOL program may be referred to the ELL Committee for further review.

-ELL Committee will consider all English Language Acquisition test scores available, including scores based on national criterion-referenced standards.

-Additionally, ELL Committee will consider the following: A. prior educational or academic experiences, social experiences and student interview. B. written recommendations and observations by current and previous teachers and supportive educational staff C. Grades from current or previous school year

-ELL Committee Determination shall set forth a plan to implement interventions to address the student's English language learning needs.

-ELL Committee can not override the Aural Oral test scores indicating a proficiency level less than fluent.

-ELL Committee nor parent may waive the student's right to ESOL program services when student has been made eligible through IPT scores. This is true also when CELLA scores are made available for entry/eligibility into ESOL programs.

-ELL Committee will make decisions based on a majority vote.

-ELL Committee may conclude student to be eligible for ESOL program services in spite of student's Fluent/Proficient level scores on IPT or CELLA or FCAT scores as interpreted in [6A-6.0903 Requirement for Classification, Reclassification, and Post Reclassification of English Language Learners](#) and [6A-6.0902 Requirements for Identification, Eligibility Programmatic and Annual Assessments of English Language Learners](#).

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. ___ Yes, procedures have been implemented to assess the ELLs in their native language of Spanish. No procedures or tools are currently implemented to assess ELLs whose native language is not Spanish. The tool currently being used is APRENDA.

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SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate. ___ Students and their parents are interviewed by guidance counselors as the first step in obtaining information about the students' academic knowledge and abilities and prior academic experiences. Subsequently, school transcripts, and other school records such as Individual Educational Plans are analyzed by guidance counselors and translated when necessary to discern the new ELLs total academic experience and knowledge base.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). ___ ELLs who have no or limited prior educational experiences are placed in remedial academic classes if they are age appropriate for the middle or high school setting. Elementary school students are placed in the appropriate age level grade and instruction is based on student's academic functioning.

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. ___ Students are given assessments in their heritage language to assess their current academic functioning. Students are placed in programs appropriate for their age and academic functioning. Methods used in attempts to acquire school records include but are not limited to telephone calls and letters to the previous school. Personal contacts by student's family in the country of origin have been most successful in acquiring school records from countries such as Cuba and rural areas in Mexico.

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. _ Available transcripts are reviewed when available to make determination as to appropriate course selection for students in grades 9th through 12th.

However, in cases when transcripts are not available a thorough interview of the student and his or her family is used to build a starting point for further analyses to determine placement. Academic skills tests are administered in the student's heritage language. Student is placed in a graduation plan equivalent to the one in his or her country of origin so that high school graduation is not postponed from the original date set in the student's country of origin. Nevertheless FCAT graduation criteria must be met by the student. High school credits are awarded for every high school class that the student completed in the country of origin. If the student completed English as a Foreign Language in the previous school such a class would equate to a Foreign Language Credit for the student now in the Levy County School System.

Students who have taken Language Arts courses in their country of origin would be given high school credits in Language Arts while attending Levy County Public Schools.

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

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

ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan. _ Available transcripts are reviewed when available to make determination as to appropriate course selection for students in grades 9th through 12th. However, in cases when transcripts are not available a thorough interview of the student and his or her family is used to build a starting point for further analyses to determine placement. Review of the general graduation guidelines in the country of origin are obtained through professional research. Academic skills tests are administered in the student's heritage language. Student is placed in a graduation plan equivalent to the one in his or her country of origin so that high school graduation is not postponed from the original date set in the student's country of origin. Nevertheless FCAT graduation criteria must be met by the student. High school credits are awarded for every high school class that the student completed in the country of origin. If the student completed English as a Foreign Language in the previous school such a class would equate to a Foreign Language Credit for the student now in the Levy County School System.

Students who have taken Language Arts courses in their country of origin would be given high school credits in Language Arts while attending Levy County Public Schools.

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. __ ELL who leave the School Board of Levy County (SBLC) district and continue

their education in another ESOL program in the state of Florida then return to SBLC are re-entered into the ESOL program making sure that SBLC has obtained and reviewed the most current CELLA scores and any other language acquisition test scores.

- ELL who leave the SBLC district and continue their education in a U.S.

State, outside of Florida, or in a foreign country for the equivalent of one semester of a school year or longer are re-evaluated for ESOL program eligibility and services in order to obtain up to date English language proficiency levels in the four domains of language acquisition.

- ELL who leave the SBLC district for less than the equivalent to one semester out of a school year and continue their education in either another U.S. State, another Florida District or a foreign county are re-entered into the ESOL program immediately and continue in the LY or LF status which ever was their designation at the time that they left SBLC.

- If the student missed the CELLA annual testing window during their absence from the Florida schools, the LEA will administer the IPT and IRW test to obtain current language acquisition scores for the annual review of progress in the ESOL program.

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 to initiating and updating the Student ELL Plan. Pages 34 - 38 of this plan

is a copy of a blank Student ELL Plan form. The plan is initiated, developed and implemented at the time the ELL has been determined to be eligible for services in the ESOL program. The plan is then updated at least annually while the student is in the LY phase of the program. If an ELL Committee meeting is held the plan will also be updated at that meeting. During the LF phase of the program the plan is updated four times during the first year and twice during the second year of LF status. The reviews and updates during the LF phase of the programs are aligned with the grading periods during the first year and after the end of each semester during the second year.

The student's ELL Plan is also updated every time the student course schedule is changed

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 district ESOL Coordinator reviews the ELLs standardized FCAT scores and the CELLA scores annually and follows- up with the schools as to appropriate review and actions to be taken according to the test scores. The guidance counselor at the schools is responsible for the annual review of the Students' ELL Plans. Guidance Counselors, District ESOL Coordinator and ELL Committee adhere to all of the rules detailed in Florida Department of Education, [6A-6.0903 Requirement for Classification, Reclassification, and Post Reclassification of English Language Learners](#) and in [6A-6.0902 Requirements for Identification, Eligibility Programmatic and Annual Assessments of English Language Learners](#).

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 [See sample letter on pages 39 and 40 of this plan].
- 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. Instructional models are implemented with fidelity. Quarterly each school must report to the superintendent the results of progress monitoring. During those reports the district instructional team assists the school with suggestions on needed professional development. Each principal and reading coach is required to conduct ESOL Classroom Walk Through, CWT. In addition the district instructional staff conducts CWT's and provides feedback to the principal. Teachers for all Language Arts, Science, Mathematics, Social Studies and Computer Literacy classes are required to obtain ESOL program credentials on an annual basis by district staff during pre-planning days and by school administrators at the school's faculty meetings during the school year. SBLC provides online professional development through NEFEC and/or on the schools' campuses through out the school year and summer months. District staff and School Administrators conduct unannounced Class Room Walk Thru monitoring sessions numerous times every grading period. School administrators encourage faculty to consider updating their knowledge or completing their ESOL credentials by establishing ESOL Program related goals in their Professional Development Plans for each school year. District ESOL Coordinator conducts two mini-audits each school year. The mini-audits include classroom observations where ELLs are enrolled. District ESOL Coordinator reviews school's list of Out of Field in ESOL list of teachers which go before the school board for approval. District ESOL Coordinator ensure that Out of Field in ESOL faculty comply with the required ESOL professional development.

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.

| School Name | Instructional Model/Approach | Model | Academic Content Taught in English | Student Composition |
|--------------------------|---|-------|---|------------------------|
| Cedar Key School | Mainstream / Inclusion English | I | Language Arts: Listening, Speaking, Reading, Writing – Levels: Advanced, General Ed., Exceptional Student Education, Remedial and Intensive | Both ELLs and Non-ELLs |
| Joyce Bullock Elementary | | | | |
| Williston Elementary | | | | |
| Williston Middle School | | | | |
| Williston High School | | | | |
| Bronson Middle High | Mainstream / Inclusion Science, Social Studies, Math, Computer Literacy | C | Mathematics, Sciences, Social Studies and Computer Literacy | Both ELLs and Non-ELLs |
| Bronson Elementary | | | | |
| Chiefland Elementary | | | | |
| Chiefland Middle School | | | | |
| Chiefland High School | | | | |

| | | | | |
|----------------------------|--|--|--|--|
| Summit Academy | | | | |
| Hilltop Alternative School | | | | |
| Yankeetown School | | | | |

The School Board of Levy County is comprised of the following schools, in which the ESOL Program is implemented using the Inclusion Model.

Bronson Elementary School, Bronson Middle High School, Hilltop Alternative School, Summit Academy, Cedar Key School, Chiefland Elementary School, Chiefland Middle School, Chiefland High School, Joyce Bullock Elementary School, Williston Elementary School, Williston Middle School, Williston High School, and Yankeetown School

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. _ Quarterly each school must report to the superintendent the results of progress monitoring. During those reports the district instructional team assist the school with suggestions on needed professional development. Each principal and reading coach is required to conduct ESOL CWT's. In addition the district instructional staff conducts CWT's and provides feedback to the principal.

The process that is 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 follows:

Enrollment of potential ELLs are included in the course selection process in the middle and high schools.

Current ELLs at both elementary and secondary school levels are notified of all programs available in the school. Documents are translated when feasible.

District ESOL Coordinators analyzes the distribution of ELLs amongst all school academic programs.

ELL academic progress monitoring is conducted through Think Link System which also disaggregated student data according to demographics and special programs including the ESOL program. Such date is also analyzed according to the students' level of language proficiency.

School principals are provided with FCAT Achievement data as it is related to FCAT scores in the ELL District Subgroup.

The ESOL Parent Council meets at least four times per school year at each of the county's communities to disseminate information and provide input from parents and students about programming and academic achievement at each of their schools.

District's Instructional Team, which includes the ESOL Coordinator, conduct classroom walk-throughs.

District's Instructional Team convenes to determine focus points to address during the monthly CWTs.

All SBLC Instructional Team is trained on CWT including noting observation in predetermined items in which to focus.

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. _ ESOL Instructional Strategies form [See page 32 of this plan] is made available to all of the School ESOL Coordinators/Guidance Counselors during pre-planning at the beginning of each school year and upon request from the district

ESOL office. All teachers who are responsible for the education of any of the ELLs in the school keep the strategies list attached to their Plan Books and refer to the strategy codes in their individual lesson plans. District and School Administrators conduct classroom observations using Florida Department of Education Bureau of Student Assistance Office of Multicultural Student Language Education TEACHER OBSERVATION TOOL <http://www.fldoe.org/aala/pdf/tot2.pdf> and <http://www.fldoe.org/aala/pdf/tot.pdf>. District administrator meets with school principal or assistant principal for a debriefing of the observations. School principal debriefs directly with the instructor.

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) _____

15) Student Progression

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

- Yes No

If yes, indicate where in the Student Progression Plan these are described. _ Yes the LEA's standards and procedures for promotion, placement, and retention of ELLs have been incorporated into the SBLC Student Progression Plan, which may be accessed at <http://www.levy.k12.fl.us/documents/Student%20Progression/studentprogression.pdf> . Below is a copy of page 64 of the Pupil Progression Plan for SBLC

L. English for Speakers of Other Languages (ESOL)

1. English for Speakers of Other Languages (ESOL) are programs designed to meet the educational needs of students who are learning the English Language. Students in the ESOL program are known as English Language Learners (ELLs). ELLs are to have access to any educational programs deemed appropriate for their educational needs. Eligibility criterion for such programs will be determined using measures which do not deny eligibility due to the ELLs English Language Proficiency (ELP) level.

2. ELLs are to be assessed using the Language Arts Sunshine State Standards (SSS) with the English Language Proficiency (ELP) levels and the general SSS for all other content area skills. ELLs in an ESE program whose ESE eligibility is based on a disability which impacts the students' English language acquisition abilities are to be considered for an exception to this method of assessment.

3. ESOL student education programs will implement the Florida Consent Decree, agreed upon in LULAC v. Florida Department of Education, 1990, with the modification added in 2003.

a. ESOL programs will adhere to Rule 6A-6.0902 requirements for Identification,

Eligibility, Programmatic, and Annual assessments of ELLs.

b. ESOL programs will adhere to Rule 6A-6.0903 requirements for Classification,

Reclassification, and Post Reclassification of ELLs.

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. The "Good Cause" request signature sheet is completed. The School principal reviews and approves it. Then it is sent to the Superintendent for review and approval or denial.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. The ELL Committee may be considered by the principal in making a determination to recommend an ELL student to the superintendent for good cause promotion. The responsibility for the final decision lies with the principal and the superintendent. The ELL committee convenes to discuss issues such as the impact of language acquisition on the student's progress, then reports its recommendations/opinion to the principal.

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

SBLC schools mail out Risk of Retention letters at the beginning of the second semester to all parents whose children are at risk of being retained. Letters are translated into Spanish for those parents who prefer to read in Spanish. This first letter invites parents to participate in a teacher parent conference to discuss options available to improve the ELLs academic performance. Parents are asked to attend an ELL Committee meeting at the end of the third grading period if the ELL student is still at risk of being retained. At the ELL Committee meeting options such as Third Grade Reading Camp during the summer and/or before and after school tutoring is discussed. If the ELL is eligible for Good Cause consideration it is also discussed and determined at this ELL Committee meeting. The last report cards for the year in grades kindergarten through eighth grade include a letter notifying parents that their child has been retained to repeat the current grade during the next school year. If the student is being promoted to the next grade, the report card is marked to indicate Promoted.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed. _ The Testing Coordinator for the School board of Levy County is responsible for FCAT testing in Levy County. Coordinator trains the testing coordinators from each school and insures that all policies and procedures required by the state of Florida are followed. Each year he requires all testing administrators to attend an extensive district based training. He works extensively with them to insure that all teachers completely understand and follow requirements. Test Accommodations in the FCAT Administration Manual, During administration of the reading test, the ESOL aide may answer student questions about the general test directions in a way that the student would not be led to infer the correct answer to any of he items. ESOL aides may answer student questions about the general test directions in their heritage language. ELL students will have a heritage dictionary, extended time, small group administration.

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. _ All statewide assessments are coordinator by District Testing Coordinator. Each school principal designates one individual to be the Testing Coordinator for his or her school. The schools' testing coordinators receive professional development training session before any statewide assessment tools arrive at the district. Facilitators at the pre-testing training sessions are the District Testing Coordinator, the District ESOL Coordinator, and the District Exceptional Student Education Testing Coordinator. SBLC administers all statewide assessment tools to all students except to those who are part of the Functional Exceptional Student Education Program. Those students participate in Alternative Testing approved by the Florida Department of Education, Exceptional Student Education. If an ELL is a participant in the Functional Exceptional Student Education Program an interpreter is provided when it is feasible. All other ELLs are administered the statewide assessments of FCAT. FCAT Administration and Accommodations for ELLs-

When an ELLs has an active Individual Education Plan (IEP) which states Accommodation for FCAT testing, such accommodations will be implemented.

ELLs parents are notified in writing in both English and Spanish of the upcoming FCAT statewide assessments.

Letters are sent home to parents informing them of the option of having students take the test in a room away from the general education peers. Parents are asked to express their preference in reference to this accommodation.

All ELLs will have access to a word-to-word heritage language to English and English to heritage language dictionary during all sections of FCAT.

In the separate room option other ELLs will also be testing and the test administrator will general directions for every section of the FCAT.

In the Mathematics portions of the FCAT test accommodations may include word to word translation when students need such assistance from the interpreter present.

Interpreters and other test administrators follow any prohibited translation as described in the FCAT Administration manual.

Testing administrators will log the details of the test administration including but not exclusively the following: student name, time of test, section administered, location where test was administered, inventory of heritage language dictionaries available.

CELLA Administration and Accommodations for ELLs-

Students are given the CELLA test in a classroom environment.

Translation may be provided for the general test instructions when needed and feasible.

No dictionaries or translations are provided for the students as it relates to any of the questions or choices on the answers on any of the test sections.

CELLA Training Materials are received and reviewed by the District ESOL Coordinator.

District ESOL Coordinator facilitates a one day professional development session for test administrators and School Site Test Coordinators. The School Site Test Coordinator is usually one of the school's guidance counselors, designated by the principal. Other test administrators are elementary school teachers from each grade level at each school and the designated Language Arts teachers from the middle and high school levels. The roster of students who should be tested is reviewed during this session.

CELLA testing materials are inventoried and the testing coordinator at each school signs for the materials received.

School Testing Coordinators draws up a master testing schedule for the school. Master testing schedule includes all of the ELLs and former ELLs who are to be tested, where the testing will take place, who will administer the test and the dates and times for each of the test sections.

Additionally, make up sessions will be included in the master schedule.

School administrators will instruct faculty not to penalize students who miss class time due to CELLA testing.

School testing administrators will pickup test materials including rosters of students who need to be tested and schedule of testing. School testing administrators will sign for all materials received.

Testing administrators will log the details of the test administration including but not exclusively the following: student name, time of test, section administered, location where test was administered.

Test administrator completes the administration of all test sections assigned, inventories materials and returns all materials to the School Testing Coordinator.

School Testing Coordinator reviews all materials to determine if any make-up sessions will take place as planned in the master schedule.

School Testing Coordinator will contact District ESOL Coordinator to pick up materials after testing has been completed.

District ESOL Coordinator inventories all materials, signs for them and keeps them in a secure location until all CELLA materials have been picked up from all schools.

Department Of Education contract carrier picks up CELLA materials for scoring.

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. [6A-6.0903](#) Requirement for Classification, Reclassification, and Post Reclassification of English Language Learners. (1) Classification and reclassification for English Language Learners (ELLs). Each student identified as an ELL shall continue to receive appropriate instruction and be reported for state funding until such time as the student is reclassified as English proficient. English proficiency shall be determined by reassessing the student utilizing the same or comparable assessment instruments, procedures and standards, adjusted for age and grade level, used to determine the student's eligibility assessment. The standards for determining whether the ELLs have attained sufficient English proficiency to exit the English for Speakers of Other Languages (ESOL) program shall be based on multiple measures.

(2) Standards for Student Exit from the ESOL Program.

(a) A student previously classified as an ELL shall be determined English proficient based on at least two (2) of the following standards:

1. The Comprehensive English Language Learning Assessment (CELLA) may be used as one (1) of the measures for determining exit. Oral skills, reading, and writing scale scores for each grade cluster shall be added to determine the composite score at grade level. Scores equal to and greater than the CELLA composite scores in the following table shall be used to determine the level of English proficiency for students tested in listening, speaking, reading and writing on grade level:

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

If the CELLA is selected as one (1) of the exit measures, a minimum CELLA composite score for students tested on grade level and a score at the proficient level on CELLA Reading tested on grade level shall be used to determine the level of English proficiency.

2. A score at or above the proficient level on a Department approved listening and speaking assessment or above the publisher's cut score on an aural and oral assessment. If this measure is used for students in grades 3 through 12, the second measure shall be an assessment in reading and writing.

3. A score at or above the 33rd national percentile on the reading comprehension and writing or language usage subtests on a nationally norm referenced test. The second measure shall be a listening and speaking or aural and oral assessment.

4. A Florida Comprehensive Assessment Test (FCAT) achievement level of three (3) or greater or equivalent developmental scale score on the Reading test of the Sunshine State Standards pursuant to Rule 6A-1.09422, F.A.C. The second measure shall be an assessment in listening and speaking or aural and oral, and writing.

5. A Florida Comprehensive Assessment Test (FCAT) achievement level of three (3) or greater on the Writing + of the Sunshine State Standards pursuant to Rule 6A-1.09422, F.A.C. The second measure shall be an assessment in listening and speaking or aural and oral, and reading.

(b) School districts shall adopt the exit standards described in paragraph (2)(a) of this rule. In lieu of the standards described in subparagraphs (2)(a)1. – 5. of this rule, a district may propose an alternative exit standard for use during the first full academic year after this rule is adopted. The district shall submit its proposed alternative exit standards as an amendment to the District's ELL Plan. The proposed alternative exit standards shall be approved by the Department of

Education prior to implementation. Alternative exit standards may not be used if their use will result in standards for students classified as ELL that are higher than those required of all other students in the school for determining grade promotion, minimum grade level achievement level, or graduation.

(c) Notwithstanding the exit standards described in paragraph (2)(a) of this rule, upon the request of a student's teacher, counselor, administrator, or parent a student who has been classified as an ELL and enrolled in an English for Speakers of Other Languages (ESOL) program may be reassessed. The ELL Committee shall consider the student's assessment results based on paragraph (2)(a) of this rule and may use criteria established in subparagraph 6A-6.0902(2)(a)4., F.A.C., to determine that the student should be exited from the ESOL program if the committee determines that another instructional program or combination of instructional programs better meets the needs of the student. The documentation of the assessment instruments used and the justification for such action shall be retained in the student's records. The ELL Committee shall be convened to review the assessment information and make further determinations for placement and additional services for any student in grades K-12 with inconsistent assessment information or discrepancies between scores for each language domain of listening, speaking, reading, and writing.

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.

| <i>Name of Listening and Speaking Instruments</i> | <i>Grade Level</i> | <i>Raw Score needed for Fluency Level</i> | <i>Scale Score needed for Proficiency</i> |
|---|--|--|---|
| IDEA Language Proficiency Tests (IPT)- Oral/Aural English | Kg to 12 th Grade | Designation of Fluent-English Speaker (FES) is determined according to the Level the publisher has set as the cut score. | |
| Comprehensive English Language Learning Assessment (CELLA) Speaking and Listening | Kg to 2 nd Grades | | 673-755 |
| | 3 rd to 5 th Grades | | 720-805 |
| | 6 th to 8 th Grades | | 733-830 |
| | 9 th to 12 th Grades | | 739-835 |

(1) A raw score represents the number of points a student received for correctly answering questions on a test.

(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

17b) Reading and Writing Proficiency Assessment

Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student's score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link:

http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

| <i>Name of Reading and Writing Instruments</i> | <i>Grade Level</i> | <i>Raw Score needed for Fluency Level</i> | <i>Scale Score needed for Proficiency</i> |
|--|------------------------------|--|---|
| IDEA Language Proficiency Tests (IRW)- | Kg to 12 th Grade | Designation of Fluent-English Speaker (FES) is | |

| | | | |
|---|--|---|---------|
| Reading and Writing | | determined according to the Level the publisher has set as the cut score. | |
| Comprehensive English Language Learning Assessment (CELLA) <u>Reading</u> | Kg to 2 nd Grades | | 690-800 |
| | 3 rd to 5 th Grades | | 734-810 |
| | 6 th to 8 th Grades | | 759-815 |
| | 9 th to 12 th Grades | | 778-820 |
| Comprehensive English Language Learning Assessment (CELLA) <u>Writing</u> | Kg to 2 nd Grades | | 690-845 |
| | 3 rd to 5 th Grades | | 727-825 |
| | 6 th to 8 th Grades | | 746-845 |
| | 9 th to 12 th Grades | | 746-850 |

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

Registrar ESOL Teacher/Coordinator Other (Specify) _____

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

- ELLs parents are invited to participate in the ELL Committee meeting.
- ELL Committee must adhere to the review of multiple measures as stipulated in DOE Rule 6A-6.0903, Paragraph 2.
- ELL Committee may also review written recommendations from teachers of ELL.
- ELL Committee may also review student academic achievement compares to grade level peers.
- ELL Committee may extend ESOL Program services.
- ELL shall refer students as necessary, for appropriate remedial, compensatory, special and supportive services evaluations and programs.
- ELL Committee must use at least two of the 5 criteria, in addition to test results.

17e) Identify who is responsible for updating ELLs’ exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process. ____ The school guidance counselor/school ESOL Coordinator is responsible for updating the student’s data in the Individual’s ELL Plan, the electronic district data system, the notification of student’s teachers and notification to parents.

- I. Guidance Counselor reviews and includes the latest language acquisition measures into the student’s Individual ELL Plan, whether done in an ELL Committee meeting setting or independently.
- II. Guidance Counselor or ELL Committee makes determination on whether or not the student will Exit the program from LY to LF or from LF to LZ.
- III. Guidance Counselor fills out the data entry form so that Data Entry Clerk will input the updated information.
- IV. District ESOL coordinator reviews plan dates to ensure they have been updated at least once in a 365 day span.

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17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. ___ would be the same as section 17e above since our entire county is an ESOL Inclusion program and so no student schedule changes would be required. The assessments used for mid-year exits are the IPT, and IRW.

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program. ___ The School ESOL Coordinator/Guidance Counselor is responsible for conducting the required two-year monitoring follow-up while former ELLs are in the LF phase of the program. ___

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. ___ – Individual ELL Plan page 2 and 3 are designed to document the ELLs progress while in the ESOL program. Page 2 documents that the student is enrolled in core academic courses where instruction in grade level content is conducted. Page 3 documents the student's scores in the various English language assessments tools each year. Page 3 provides a chronological listing of the language acquisition scores over the student's years in the ESOL program. Page 3 may also be used to document student's grades. Page 3 also documents if after the progress monitoring review conducted by the Guidance Counselor the student's current status is being referred to the ELL Committee. Page 4 of the ELL Plan documents the ELL Committee Meetings.

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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. ___ Procedures when academic performance for LF students is not on grade level On page 4 of the Individual ELL Plan the guidance counselor reviews the student grades and makes a referral to the ELL Committee for further considerations. ELL Committee will meet to discuss the student's academic performance being under grade level. A determination is made on whether or not the reflected grades and scores are due to the student's language proficiency or other factors. Committee will make appropriate recommendations and develop actions plans according to the findings of the committee.

—

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. ___ Guidance Counselors / School ESOL Coordinators are responsible for initiating a new Student ELL Plan,

updating student data and ensuring the appropriate placement of former ELLs who are reclassified as ELL and re-enter the ESOL program. _____

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. ___ The delivery model would be the Inclusion Model. Interventions would be dependent on programs available in the school. Examples of such intervention programs are as follows:

- a. Afterschool Tutoring, b. Supplementary Educational Services, c. Teacher Mentoring Program, d. Compass Lab Courses, e. Scheduled Periodic Communication between teachers and parents, f. Peer Tutoring, g. Intensive Instruction in Reading and / or Math, g. Family Literacy English Classes and Tutoring.

Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

22) Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language. _ Each school has identified at least one individual on campus or that can be reached by phone readily at times when immediate translation services are required. Standard forms and annual district brochures and pamphlets are available in English and in Spanish.

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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 Family Literacy English Classes and Other Academic Tutoring

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? _ The ESOL Parent Council's first community meetings each year focus on the school's policies, procedures and mandates. Student Code of Conduct is one of the topics discussed. The Code of Conduct and other brochures on Attendance and Discipline are available in Spanish

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

Yes No

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

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain. _ ESOL Parent Council meets regularly. Parents are invited to all PTO and School Advisory Council Meetings during the ESOL Parent Council Meetings. Parents are informed that translation services are available. ESOL Parent Council puts on a holiday program and an end of the year program. The ELLs provide the entertainment by performing skits, dances, songs and pantomimes. Family attendance at these events is usually representative of 80 to 90 percent of the ELL population at the schools.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. _ District published a newspaper insert, *Check It Out!* Is available before school starts at all public libraries an at selected retailers counters. When school starts all students are given a copy to take home. The paper includes all of the school grades, the Annual Yearly Progress report for each school and for the district. It includes invitations to the various parent organizations. It includes summaries of various programs such as the ESOL Program, The Agricultural Science Program and others. The SBLC also provides an Assessment Scores Interpretation Guide of Assessment Results for parents, which is send to them with the results of all standardized tests through out the school year. Both the Check It Out and the Assessment Scores Interpretation Guide are available and provided in Spanish.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain. _ The district administrators take on the responsibilities of the Civil Rights Officer of our district. All district administrators contact information is made available in multiple publications, including the student handbook, and the code of conduct. These and other publications are given to every student who is enrolled in our schools. Publications and personal interview with ELL students provide information in Spanish for most publications and how to contact the school to make arrangements for communication in a language that the parents understand.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? _ to determine the best program fit for the student regardless of student's language proficiency. District ESOL Coordinator analyzes the disaggregate data to determine if ELLs are under or over represented in certain educational programs. Investigations as to the actual placements are conducted if disproportional enrollments are detected in any educational program.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. ___ School Administrator or designated representative, ESOL Teacher, Student's Teacher, Parent(s), a representative from any special program from which student receives services.

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

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Other (Specify) _____

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

School Level District Level

Describe the functions and composition of PLCs in your district. ___ There are three ESOL Parent Councils in the district

ESOL Parent Council for the Chiefland Community and the Vicinity

ESOL Parent Council for the Williston Community and the Vicinity

ESOL Parent Council for the Bronson Community and the Vicinity

—

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. Sign-In Sheets at PLC meetings include information as to status of members. The majority of the PLC members are parents of students in the ESOL program

31) Indicate how your district involves the PLC in district/school committees. ___ Title I District Advisory Council sends invitation to their meetings to members who attend the ESOL Parent Council meetings. School principals, assistant principals, teachers and guidance counselors attend the ESOL Parent Council meetings and make public and individual invitations to the ESOL Parent Council to participate in other school functions and organizations.

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32) Indicate how your district PLC was involved in the development of the District ELL Plan. ___ At the ESOL Parent Council Meetings during the months of May 2008 and August 2008, discussions and input was gathered as to parent concerns and wishes for the direction they want the ESOL Program to go. Drafts of the ELL Three Year Plan were developed and approved at these meetings.

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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>

I.

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. ___ Each school principal is responsible for maintaining an up to date list of the school’s faculty, each faculty member’s credentials completed, credentials needed and timelines associated with any credentials that need to be acquired. Principals are required to have teachers sign an agreement of understanding specifying the credentials that must be acquired and the timelines in which to complete such credentials.

- II. District ESOL Coordinator provides support for the principals in research and identification of teachers who are in need of ESOL Professional Development Training.
- III. District ESOL Coordinator maintains a list of teachers who are Out of Field in ESOL during the current school year and a list of teachers who must complete a specified number of ESOL Professional Development hours before September 15 of the next school year. Lists are provided to each of the corresponding principals by the District ESOL Coordinator.
- IV. All ESOL Out of Field Teachers names are presented to the School Board of Levy County for approval of continuation of teaching services in the Out of Field Status.
- V. All parents in the classroom where the teacher is providing instruction in an Out of Field status are provide of a letter of notification.

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. District ESOL Coordinator maintains a file on all teachers who are in the process of completing their ESOL Professional Development requirements. The file is updated annually or/and as the teacher provides documentation to verify the completion of any ESOL Professional Development 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. NEFEC provides the 60 hour training for Administrators and Guidance Counselors as an online course twice per school year. Tracking of the completion of the required training for administrators and guidance counselors is kept by the District ESOL Coordinator. An annual report is provided to the Director of Literacy and the Superintendent.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. NEFEC provides the 60 hour training for Administrators and Guidance Counselors as an online course twice per school year. Tracking of the completion of the required training for administrators and guidance counselors is kept by the District ESOL Coordinator. An annual report is provided to the Director of Literacy and the Superintendent.

37) If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English. Instruction is always provided in the English Language. Supplemental vocabulary in Spanish may be used to build rapport with the student. Student products may include heritage language pieces dependent on the student's English language proficiency and the feasibility of translation services available to the teacher..

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.

Successful candidates for The School Board of Levy County Job of Bi-Lingual Teacher Aide has the following qualifications, knowledge, skills and abilities.

QUALIFICATIONS:

- (1) High School Diploma or Equivalent;
- (2) Attain a passing score on the Teacher Aide Test (Para-Professional Test).

OR

- (3) Associate of Arts or Associate of Science Degree from an accredited college
- OR Completed at least two years of study at an institution of higher education.

KNOWLEDGE, SKILLS AND ABILITIES:

Good interpersonal skills and the ability to relate to and work with students, parents, teachers and other adults in a positive manner. Demonstrate effective oral and written communication skills. Has the ability to interpret and translate a variety of documents when working with non-English speaking individuals. Possess basic English and mathematics skills. Ability to follow written and verbal instructions. Basic knowledge of technology and the ability to apply knowledge to assigned area of responsibilities. Ability to perform clerical tasks. Planning and organizational skills. Willing to attend training and in-service relevant to responsibilities of assigned area. All successful candidates are non-instructional language acquisition support staff, who earn at least 18 hours of professional development in ESOL program support services.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. ___ Teachers who work with the ESOL Bi-Lingual aide in their classrooms demonstrate and train the bilingual teachers aide in the ESOL strategies to be implemented when working with the students. Teachers keep a record of the ESOL strategies being implemented during each lesson in their plan books. ESOL Bi-Lingual aides participate in the ESOL Professional Development provided at the school and the district level to update educators on program rules, Florida Sunshine State Standard modified for ELLs, CELLA - purpose, interpretation, and administration, supplemental ESOL program strategies, such as Rosetta Stone.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. ___ As part of the interview and screening process applicants are required to translate several documents from English to Spanish and others from Spanish to English. Proficiency is determined by an evaluation of the work conducted by the District ESOL Coordinator and a designee proficient in both languages.

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. ___ School Principals are required to report to the district office in writing and in person on student achievement in each of the districts and school's subgroups. ELLs progress in increasing English proficiency will be reported using skills data compiled from CELLA scores and Rosetta Stone reports. Superintendent and appointed district team will include ELL progress data in the quarterly evaluation for each school.

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. ___ School Principals are required to report to the district office in writing and in person on student achievement using disaggregated data by subgroups, ELL in LF status and cluster skills on a quarterly basis. Schools are to use data collected from county wide assessment tools such as Think Link, DIBELS, and MAZE.

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. ___ Parents of ELL are notified in writing via letter informing parents of the three objectives. The objectives met and one that was not reached. Improvement Plan: District ESOL Coordinator meets with each principal to analyze ELL achievement data as demonstrated by Think Link, FCAT, CELLA and Rosetta Stone. Students are identified for intervention programs available, including after school tutoring through various sources, intensifying supplemental instruction in English Language acquisition, closer monitoring and review of student products by grade level teams. Interpretation charts of CELLA scores and benchmarks for each of the AMAO's are made readily available to all teachers, reading coaches and school administrators. Additional supplemental intervention materials are currently being reviewed for possible implementation in school year 2009-10. School wide campaigns to motivate teachers to complete all of their corresponding ESOL professional development prior to mandatory deadlines are initiated by school administrators. LEA implements monetary supplemental pay for educators who add ESOL Endorsement or ESOL Certification to their Teaching Certificate. System Improvement Plan, SIP was provided to Florida Department of Education on June 11, 2009.

**Robert O. Hastings
Superintendent**



Phone (352) 486-5231
Fax (352) 486-5237

Home Language and (y) National Origin Survey
(Encuesta del idioma hablado en la casa) (El pais de origen del estudiante)

The State of Florida requires identification of language minority students by dominant language group. All students and/or parents/guardians must complete this survey.

El estado de la Florida requiere la identificación de estudiantes de minoría de acuerdo al idioma que el estudiante utilice la mayor parte del tiempo. Todos los estudiantes y/o padres/guardianes legales deben completar esta encuesta.

| | | | | | |
|---|-------------------------------|---|--|-------------------|------------------|
| Student's Name: _____ | | | Today's Date: ____/____/____ | | |
| <i>Nombre del Estudiante</i> | | | <i>Fecha de hoy</i> | | |
| Last <i>Apellido</i> | First <i>Primer Nombre</i> | Middle <i>Segundo Nombre</i> | Mo <i>Mes</i> | Day <i>Día</i> | Yr <i>Año</i> |
| Student's Birth Place: _____ | | | Birth Date: ____/____/____ | | |
| <i>Lugar de nacimiento</i> | | | <i>Fecha de nacimiento</i> | | |
| City <i>Ciudad</i> | State <i>Estado</i> | Country <i>País</i> | Mo <i>Mes</i> | Day <i>Día</i> | Yr <i>Año</i> |
| If Birth Place is not U.S. or U.S. Territory, then when did student enter the U.S.?(Please estimate if exact date is not available) ____/____/____ | | | | | |
| <i>¿Si el lugar de nacimiento no es los Estados Unidos o territorio de los Estados Unidos, entonces cuando el estudiante entró a los Estados Unidos? (Por favor coloque una fecha aproximada si la fecha exacta no es disponible)</i> | | | | | |
| Student's Social Security Number: _____ | | | Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female | | |
| <i>Número del Seguro Social del Estudiante: Requested, but not required for enrollment</i> | | | <i>Sexo: Masculino Femenino</i> | | |
| | | | <i>Este número no es requisito para ser matriculado</i> | | |
| School: _____ | | | School Year: _____ | | |
| <i>Escuela</i> | | | <i>Año Escolar</i> | | |
| Yes | No | 1. Is a language other than English used in the home? | | | |
| <i>Si</i> | <i>No</i> | 1. <i>¿Se usa en la casa un idioma distinto del ingles?</i> | | | |
| If yes, what language? (<i>¿Si?, ¿cual?</i>) _____ | | | | | |
| Yes | No | 2. Did the student have a first language other than English? | | | |
| <i>Si</i> | <i>No</i> | 2. <i>¿Tuvo el estudiante un primer idioma distinto del ingles?</i> | | | |
| If yes, what language? (<i>¿Si, ¿cual?</i>) _____ | | | | | |
| Yes | No | 3. Does the student most frequently speak a language other than English? | | | |
| <i>Si</i> | <i>No</i> | 3. <i>¿ Habla el estudiante con mayor frecuencia un idioma distinto del ingles?</i> | | | |
| If yes, what language? (<i>¿Si, cual?</i>) _____ | | | | | |

*All grade placements are made by the school principal or designee of the school where the student will be in attendance.

OFFICE USE ONLY (USO OFICIAL SOLAMENTE)
For all students with a "yes" response, complete the testing information:
Date Tested: _____ Tested by: _____ Title: _____
Test Name: _____ Date: _____
_____ Eligible for ESOL _____ Not Eligible for ESOL _____ ELL Committee Referral
Has the student been in the U.S. less than 3 years? _____
Yes No
FORMS/ Home Language Survey Spanish & English Feb2009



INFORMACION DEL ESTUDIANTE

2009 – 2010

Fecha: _____

APELLIDO _____ **PRIMER NOMBRE** _____ **SEGUNDO NOMBRE** _____

DIRECCION FISICA: (911, Dirección del lugar donde reside) _____

_____ **CIUDAD** _____ **CODIGO POSTAL** _____

DIRECCION DE CORREO: (Dirección donde recibe su correo, P.O.Box, etc.) _____

_____ **CIUDAD** _____ **CODIGO POSTAL** _____

DIRECCIONES DE COMO LLEGAR A SU CASA: _____

SEXO: _____ **RAZA:** _____ (W)BLANCO (B)NEGRO (H)HISPANO () ASIATICO/ISLAS DEL PACIFICO

() INDIIO AMERICANO () NATIVO DE ALASKA () OTRO

FECHA DE NACIMIENTO _____ **GRADO** _____ **MAESTRA** _____ **AUTOBUS #** _____

NOMBRE(S) DE HERMANO(S) O HERMANA(S) DEL ESTUDIANTE EN LA ESCUELA:

_____ **Grado/Escuela:** _____ **Grado/Escuela:** _____

_____ **Grado/Escuela:** _____ **Grado/Escuela:** _____

_____ **Grado/Escuela:** _____ **Grado/Escuela:** _____

PADRES O GUARDIAN / CONTACTOS DE EMERGENCIA

RELACION

NUMEROS DE TELEFONO

NOMBRE DE LA MADRE: _____

CASA: _____

EMPLEADOR: _____

TRABAJO: _____

NOMBRE DEL PADRE: _____

CASA: _____

EMPLEADOR: _____

TRABAJO: _____

EN UNA EMERGENCIA MEDICA UNICAMENTE LAS SIGUIENTES PERSONAS ESTAN AUTORIZADAS PARA RECOGER

A SU HIJO(A) SIN TENER UNA NOTA FIRMADA POR LOS PADRES O EL CUSTODIO LEGAL

NOMBRE _____ **RELACION** _____ **TEFEFONO DE LA CASA** _____ **TEFEFONO DEL TRABAJO** _____

ANOTE CUALQUIER TIPO DE POBLEMAS DE CUSTODIA Y/O PERSONAS NO PERMITIDAS A RECOGER A SU HIJO(A).

/ INDIQUE LA RELACION CON SU HIJO(A).

Contrato entre Los Padres/El Estudiante/Y El Director de _____

Nombre del Estudiante: _____ Grado: _____

Compromiso Del Padre

Yo quiero que mi niño tengo éxitos, por lo tanto, le ayudare a que haga lo siguiente:

1. que sea puntual a la escuela y que valla bien preparado todos los días.
2. que cumpla con los regimientos de la escuela que están designados para obtener buena conducta de todos.
3. que haga sus tareas diariamente y tenga su sitio en donde estudiar y guardar sus libros en nuestro hogar.
4. que se sienta a estudiar sin interrupciones ni ruido en el cuarto.
5. que comparta sus nuevos conocimientos conmigo, diariamente.
6. que lea frecuentemente. Por su puesto voy a estar pendiente que el/ella me vea a mi leyendo también.
7. que se valla a la cama con amplio tiempo para descansar todas las noches cuando tiene que asistir a la escuela el próximo día.
8. que valla a las reuniones y eventos de la escuela. Por su puesto, yo también voy a hacer el esfuerzo de asistir las funciones de la escuela.

Firma: _____ Fecha: _____

Compromiso Del Estudiante

Entiendo que es muy importante que yo use todas mis habilidades, por lo tanto voy a esfuérmame por cumplir con lo siguiente:

1. ser puntual y asistir todos los días.
2. traer todas mis cosas que son indispensables para poder aprender y hacer mi trabajo en la escuela. Me voy a recordar de traer estilógrafos, lápices, papel, y cual quiera otra cosa necesaria.
3. completar y entregar todas mis tareas en el salón con lo tanto mis tareas que termino en mi casa.
4. estudiar regularmente todos los días en mi casa.
5. respetar y cumplir con todos los reglamentos escolares sobre la disciplina.
6. leer todos los días, sin excepción, y platicar con mis padres sobre lo que he leído.

Firma: _____ Fecha: _____

Compromiso Del(a) Maestro(a)

Entiendo que es muy importante que los estudiantes se esfuercen y usen todas sus habilidades, por lo tanto voy a implementar lo siguiente:

1. Dar tarea cuando los estudiantes necesitan reesforzar sus nuevas habilidades.
2. asistir a los padres para que ellos puedan ayudar a sus hijos con las actividades y tareas.
3. animare a los estudiantes y los padres con infamación al día sobre el progreso del estudiante.
4. hacer las cosas y los discursos en la clase en manera lo mas interesante posible para que todos podamos disfrutar de nuestra clase.

Firma: _____ Fecha: _____

Compromiso Del(a) Director(a)

Y estoy de acuerdo con este contrato y apoyo todos los padres que se preocupan por nuestros estudiantes, entonces voy a esfuérmame en hacer lo siguiente:

1. Establecer una escuela que apoya y ayuda con la buena comunicación entre las/los maestras(os), los padres y los estudiantes.
2. Apoyar a las/los maestras(os) en conducir actividades en cada clase para enriquecer las experiencias de todos los estudiantes y maestras(os).
3. Establecer una escuela donde todos nos sentimos que podemos andar, aprender, estudiar, enseñar, y trabajar por aquí sin peligro.

Firma: _____ Fecha: _____

DOCUMENTED USE OF ESOL STRATEGIES IN THE CLASSROOM

Directions: Teachers must code their lesson plans to demonstrate they plan to use ESOL strategies. Audits will review a random sample of lesson plans for at least one week span. Write the strategy code that applies, from the list below, in your DAILY lesson plans.

| | |
|------|---|
| E-1 | Making use of contextual clues – gestures, expressions, body language, pictures |
| E-2 | Use multiple media e.g. audio tapes, internet for quick dictionary translations- www.wordchamp.com <u>Do Not use automated literal-translation programs such as abablefish.com to translate entire documents.</u> |
| E-3 | Using linguistic modifications: repetition, slow speech, restating, controlled vocabulary, controlled sentence length. e.g. Use exactly the same sentence structure when giving instructions such as "Math page ##, please": or "Write answers to these questions"; or "Read pages ## to ##." |
| E-4 | Individualize Instruction and assistance – e.g. Provide vocabulary words a day or two prior to introducing the lesson to the class. Accept various products in addition or instead of written summaries. Find baseline for student comprehension and set progress standard specific to student growth. The daily use of Heritage Language Dictionaries. |
| E-5 | Peer tutoring – <u>Have ELL student become the tutor</u> or the non-ELL be the tutor. This strategy works in both directions. Be sure that both students are learning when using this strategy. |
| E-6 | Using written and pictorial forms to teach: maps, graphs, charts, pictures, Audio-visual aids, lists, semantics maps and webs, flow charts, outline. These should be introduced gradually and consistently to gain the most benefit. Have students memorize the diagram so that they can produce the diagram and fill it in while taking tests, especially in preparation for all standardized tests. |
| E-7 | Adjusting and/or shortening and/or extending assignments. Here be sure not to delete any of the essential content. <u>ADD or/and Substitute vocabulary words, to build fundamental English Language vocabulary.</u> |
| E-8 | Hands on Experience. e.g. Math manipulative items, Science conduct experiments or have samples for demonstration, Reading practice, assignment with specific purpose such as to build vocabulary or to identify character or to describe/draw one scene only, or describe only the beginning or the ending of the reading selection, Reading – record the selection and provide student with opportunities to listen while reading along with recording, Reading – provide reading selection using the ESOL material available through the publisher/vendor, Reading – provide reading selection in a version that has a more controlled vocabulary and/or illustrations, etc |
| E-9 | Cooperative learning groups e.g. Rubrics in assessing the progress and mastery levels should be clear in identifying the ELL student's participation/contributions as well as communicating required outcomes based on the ELL student's baseline performance. <u>ASSIGN: Small Group Interactive work</u> |
| E-10 | Small group instruction. |
| E-11 | Defining content area language or terms for students in written and verbal forms. Plan for student to receive terms with ample time and opportunity to look up definitions and explanations of the terms using their Heritage Language dictionaries. <u>Explain key terms, have student retell explanation.</u> |
| E-12 | Use alternative assessments: interviews, content retell, cloze procedures, student self-rating, checklists, content dictation, anecdotal/observation, demonstration, product evaluation, <u>portfolio</u> assessments. Many times the assessments are actually in conjunction with standard classroom assessments. Either method should always <u>have an individual's baseline scores recorded in order to determine benchmarks for student grades to be earned.</u> Provide extended time for testing and other work to be completed. Extended Time is implemented for completion of assignments and/or assessments. |
| E-13 | Reducing oral and written directions and information to easier-to-understand steps. Label items in the classroom, use diagrams in the instructions, Use the Total Physical Respond (TPR) method, etc. |
| E-14 | Using role-play- For recall assessment: student repeats or summarizes the knowledge gained. For critical thinking student creates new ending/beginning to the experiment or the story, etc. Have props readily available to facilitate the role-play activity. |
| E-15 | Adapting written text and materials to facilitate comprehension. E.g. add illustrations, add diagrams or graphic organizers, outlines, etc. Have students memorize the graphic organizer. Require student to create their own graphic organizer and complete it during independent work and testing, since extended time should be used in a productive manner. |
| E-16 | Have students underline key words or important facts in written assignments. E.g. one color for new words I learned this week and a second color for words I learned before (last year or last week). |
| E-17 | Multicultural Resources – guest speaker, teach a skill or concept from the perspective of a different culture (e.g. long division as it is done in some Latin American countries, or The scientific method in countries where human subjects are used for "hazardous" research, community resource, cultural sharing, varied holiday activities |



Robert O. Hastings
Superintendent

480 Marshburn Drive
P.O. Drawer 129
Bronson, FL 32621-0129

Phone (352) 486-5231
Fax (352) 486-5237

Date: _____

Dear Parent/Guardian: _____

- This letter is to inform you that due to
- Testing Materials Not Available,
 - Absence of Examiner,
 - Missing Transcripts,
 - Other: _____,

Your student, _____, was not tested in English Language Proficiency before the 20 days after enrollment as stipulated by the Consent Decree, 1990.

However, your student is schedule to be tested to determine his/her level of English Language Proficiency on _____ . If for some reason the scheduled date has to be changed, the testing will be completed before the 8 weeks after enrollement, which would be on _____ .

Fecha: _____

Estimados Padres: _____

Les estoy escribiendo hoy para informarlos que su niño(a) no a recibido una prueba para poder determinar su nivel de entendimiento e uso del idioma, ingles. No cumplimos con la ley por esta(s) razón

- Falta de Materiales,
- El/La Consejero(a) no estaba en la escuela
- La falta de documentos de la escuela anterior,
- Otra: _____

Por lo tanto no hemos cumplido con los requisitos de la ley Consent Decree, 1990.

De todas maneras ya estamos planeado que su niño(a) será evaluado para determinar su nivel de entendimiento e uso del idioma, ingles, en esta fecha: _____. Si no logramos cumplir con esta cita, vamos a planear de cumplir con los requisitos de la ley que dicen que debemos completar todas las pruebas antes de 8 semanas después que el alumno ha entrado a nuestra escuela. Entonces planeamos haber terminado todos con estas demandas antes de _____ .

Sinceramente,

Signatura del la persona quien comunicarse sobre el programa, ESOL

School Phone Number: _____



SCHOOL BOARD OF LEVY COUNTY
INDIVIDUAL ELL STUDENT EDUCATIONAL PLAN

| Additional Student Information | School | Grade | Year |
|--|--------|-------|------|
| Date of Birth | | | |
| Place of Birth (City & Country) | | | |
| Student Language | | | |
| Parent/Guardian Language | | | |
| Entry Date into ESOL | | | |
| Date of Lang Survey at time of Entry (Optional) | | | |

Initial Assessment/Placement in ESOL Information

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s):

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s):

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s):

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s):

Information when ESOL Program EXIT in to the Two Year Follow-Up

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s):

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s):

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s):

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s):

Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

ESOL Program Participation – Print and attach student schedule with this ELL plan annually as soon as the schedule is available. ALSO ATTACH DOCUMENT USED TO RECORD THE REVIEW PROCESSED USED TO DETERMINE PROGRAM PLACEMENT

| Course | Year? _____ | Year? _____ | Year? _____ | Year? _____ | Year? _____ | Year? _____ | Year? _____ | Year? _____ |
|-------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Science | | | | | | | | |
| Social Science | | | | | | | | |
| Mathematics | | | | | | | | |
| Computer Literacy | | | | | | | | |
| English | | | | | | | | |
| Reading | | | | | | | | |
| Other | | | | | | | | |

Write either a **C** or an **I** in cell that corresponds with the year and course enrollment.
C for Core Classes and Computer Literacy courses except any Language Arts courses.
I for all Language Arts courses except foreign languages.

ESOL Strategies and Accommodations

(PARENT/GUARDIAN MUST SIGN NOTICE OF ACCOMODATIONS)

| SAMPLE of POSSIBLE ESOL STRATEGIES AND/OR RECOMMENDATIONS – <u>ACTUAL ESOL Strategies used with the student are documented in the EACH OF THE STUDENT’S Teachers’ Lesson Plan Books</u> | ESOL ACCOMODATIONS |
|---|---|
| ▶ Controlled Language | ● Word to Word Heritage Language Dictionary |
| ▶ Alternative Assessments e.g. Portfolios, Open Book, Provide graphic organizer for essays, Semantic Mapping v. Reading Comprehension assessment in content areas | ● Flexible Testing Schedule |
| ▶ Content includes heritage culture components e.g. Math – demonstrate style/design of written calculations | ● Flexible Settings |
| ▶ Provide supplemental materials e.g. study guides, text in student’s heritage language, class notes | ● Translations when feasible and academically necessary |
| ▶ Set grading benchmarks in accordance to students current level of functioning due to Language Acquisition process. | ● Extended Time Allotments |
| ▶ Model class routines e.g. role play your expectations before asking students to comply | ● Other Specify _____ |
| ▶ Model appropriate use of technology | |

ESOL LANGUAGE ACQUISITION PROGRESS MONITORING UPDATES while student is in LY or LP status

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

of Years in ESOL: _____ Circle Classification Code (after completing review): LY LF LZ
Refer to ELL Committee? YES or NO

Comments: _____

Reviewer's Signature: _____ Date Completed: _____ School: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

Instrument(s) Used to Assess and Determine English Language Proficiency Level(s): _____
Assessment Date (MM/DD/YY): _____ Domain: _____ Type of Score: _____ Score: _____ Level: _____

of Years in ESOL: _____ Circle Classification Code (after completing review): LY LF LZ
Refer to ELL Committee? YES or NO

Comments: _____

Reviewer's Signature: _____ Date Completed: _____ School: _____

ESOL ACADEMIC PROGRESS MONITORING UPDATES while student is in LF status

| | | | |
|---|---|--|--|
| <p>End of First Grading Period after entering LF status</p> <p>Grade: _____</p> | <p><input type="checkbox"/> Making appropriate Progress. continue in General Education Programs</p> <p>GPA: _____</p> | <p><input type="checkbox"/> Refer to ELL Committee</p> | <p><input type="checkbox"/> Other (Specify Below)</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Signature: _____ Date: _____</p> | | | |
| <p>End of First Semester after Entering LF Status</p> <p>Grade: _____</p> | <p><input type="checkbox"/> Making appropriate Progress. continue in General Education Programs</p> <p>GPA: _____</p> | <p><input type="checkbox"/> Refer to ELL Committee</p> | <p><input type="checkbox"/> Other (Specify Below)</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Signature: _____ Date: _____</p> | | | |
| <p>End of First Year after Entering LF Status</p> <p>Grade: _____</p> | <p><input type="checkbox"/> Making appropriate Progress. continue in General Education Programs</p> <p>GPA: _____</p> | <p><input type="checkbox"/> Refer to ELL Committee</p> | <p><input type="checkbox"/> Other (Specify Below)</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Signature: _____ Date: _____</p> | | | |
| <p>End of 1st Semester of Second year After LF Status</p> <p>Grade: _____</p> | <p><input type="checkbox"/> Making appropriate Progress. continue in General Education Programs</p> <p>GPA: _____</p> | <p><input type="checkbox"/> Refer to ELL Committee</p> | <p><input type="checkbox"/> Other (Specify Below)</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Signature: _____ Date: _____</p> | | | |
| <p>End of Second Year after Entering the LF status</p> <p>Grade: _____</p> | <p><input type="checkbox"/> Making appropriate Progress. continue in General Education Programs</p> <p>GPA: _____</p> | <p><input type="checkbox"/> Refer to ELL Committee</p> | <p><input type="checkbox"/> Other (Specify Below)</p> <p>_____</p> <p>_____</p> <p>_____</p> |
| <p>Signature: _____ Date: _____</p> | | | |

ELL COMMITTEE MEETINGS

Complete information below to support committee's decision:

Purpose of Meeting:

Records Reviewed: _____

Rationale for Recommendations (Specify at least 2 items to justify the recommendations. If the committee's recommendation is for student to continue in the LY status even though the Language Proficiency Level scores indicates exit is warranted, then the 2 items of justification **MUST** be associated directly with the students Language Acquisition needs.)

Actions:

- Retain in Grade _____
- Promote with "Good Cause" Explain: _____
- Refer to Child Study Team: _____
- Refer to Gifted Program for Screening: _____
- Refer for tutoring details: _____
- Change Course(s): _____
- No Change in Program
- Refer to _____
- Change ESOL status to (circle one) LY LF LZ
- Other _____

Date: _____ Grade: _____

Names and Signatures of Members:

Administrator: _____

ESOL Teacher: _____

2nd Teacher: _____

Counselor: _____

Parent: _____

Parent: _____

Student: _____

Other: _____

Other: _____

Other: _____

Other: _____

Other: _____

Parent Notification of Eligibility for Placement in a Program for English Speakers of Other Languages (ESOL)

To the parent(s) of: _____

School: _____ Date: _____

Your child has been assessed for English language proficiency as required by State Law. The assessment results indicate that he/she is eligible to participate in our Basic Program. He/she will receive instruction by appropriately trained teachers, using ESOL strategies. As required by Title III, No Child Left Behind Act, placement decisions shall occur within 30 days from enrollment to school.

In accordance with Florida Law, students in the process of acquiring the English language in school have the right to instruction that is understandable in order to achieve academically. Parents cannot waive this right. Your child is guaranteed equal access to all student services and programs. You have the right to request an evaluation of your child at any time.

A student plan known as the ELL(English Language Learner) Educational Plan has been developed for your child. This educational plan addresses the linguistic and academic services your child will receive to ensure he/she understands classroom instruction that promotes grade level performance. Students with disabilities have an Individual Educational Plan (IEP) as well. You will be an integral member of the school's ELL Committee meetings to discuss your child's linguistic and academic progress. Their linguistic and academic needs are also protected under the League of United Latin American Citizens et al. v. State Board of Education, et. al. Florida Consent Decree approved in Federal district court in August 14, 1990.

Students will exit the program when they meet the established State exit criteria in English to determine proficiency in listening, speaking, reading, and writing. Students are assessed annually.

The schools in Levy County invite you to participate as a ESOL Parent Council. The Council has been organized to inform parents and provide an opportunity to make suggestions and recommendations to improve program services. If you want to participate, please contact Ivonne Diaz at 352-486-5231, ext. 266 or by email at diazi@levy.k12.fl.us.

If you have any questions about your child's placement in the ESOL program or you would like further information about the ELL Educational Plan for your child, please contact _____ at the school, at this number _____.

Aviso a los padres de familia acerca del programa para estudiantes aprendiendo inglés como segundo idioma (ESOL)

Fecha: _____

Escuela: _____

Estimados padres de: _____

Su hijo ha recibido un examen de capacidad en inglés, tal como lo dicta la ley estatal. Los resultados del examen indican que su hijo o hija está elegible de participar en nuestro programa ESOL. Recibirá instrucción de maestros calificados empleando estrategias especiales para estudiantes de inglés como segundo idioma (ESOL). Según el requisito de la ley No Child Left Behind, Título III, estas decisiones de programa se llevarán a cabo dentro de 30 días de la fecha de matriculación.

De acuerdo con las leyes de la Florida, los estudiantes en el proceso de aprender el idioma inglés en la escuela tienen el derecho de recibir lecciones comprensibles, con el fin de avanzar académicamente. Los padres de familia no pueden ceder este derecho. A su hijo se le garantiza acceso igual a todos los servicios y programas disponibles a todos los estudiantes. Usted tiene el derecho de pedir una evaluación de su hijo en cualquier momento.

Un plan educativo conocido como el English Language Learner (ELL) Educational Plan ha sido desarrollado para su hijo. Este plan establece los servicios lingüísticos y académicos que serán recibidos por su hijo, para así asegurar que el/ella entienda las lecciones y que tenga oportunidades de mejorar su nivel escolar. Estudiantes con necesidades especiales tendrán además un Individual Educational Plan (IEP) ó plan de educación individual. Usted será un miembro importante de las reuniones del comité ELL que evaluará el progreso académico y lingüístico de su hijo. Sus necesidades lingüísticas y académicas también son protegidas por los casos legales conocidos como League of United Latin American Citizens et al. v. State Board of Education, et. al. Consent Decree, la cual fue aprobada en la corte federal el 14 de agosto, 1990.

Estudiantes saldrán del programa cuando cumplen las normas en materia de inglés establecidas por el estado para determinar su capacidad con el lenguaje escuchado, hablado, escrito y leído. Los estudiantes serán examinados cada año para medir su progreso y para determinar si deben salir del programa.

Usted está invitado a participar con La Junta de Levy para Los Padres de ESOL. La junta ha sido organizada con el fin de informar a los padres de los estudiantes ESOL, y para dar oportunidad de escuchar sus sugerencias y recomendaciones para mejorar los servicios del programa. Si usted está interesado desea representar otros padres de familia y estudiantes de su escuela, favor de contactar a Ivonne Diaz al 352-486-5231 extensión 266, o por correo electrónico diazi@levy.k12.fl.us.

Si tiene preguntas acerca de la participación de su hijo en el programa ESOL, o si desea más información acerca del plan educativo LEP para su hijo, por favor llame a _____ al teléfono _____ para obtener más detalles.