

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

Date Received by FDOE

Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

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(1) NAME OF THE DISTRICT: Liberty		(2) CONTACT NAME/TITLE: Sue Summers, Director of Instruction		(3) CONTACT PHONE: 850-643-2275	
(4) MAILING ADDRESS: 12926 NW CR 12 PO Box 429 Bristol, Florida 32321			(5) PREPARED BY: (If different from contact person)		
(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, David H. Summers , 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. _____ 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): Seth Geiger, P.O. Box 429, Bristol ,FI 32321 E-mail Address: Seth.Geiger@lcsbonline.org Phone Number :850-643-2249 x 351 Date final plan was discussed with PLC: 9/18/08 PLC <input type="checkbox"/> approved <input type="checkbox"/> not approved _____ Signature of the Chairperson of the District PLC Date Signed by PLC Chairperson					



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

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

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

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

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

Superintendent's Signature

Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

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

The adult (parent/guardian) who is registering the student completes the Home Language Survey at the time of registration as part of the registration process at each school site. The Home Language Survey is part of the registration form that is required of all students enrolling in the district.

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.

See description above.

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

Registration personnel give a copy of the Home Language Survey with a “yes” response to the school guidance counselor for the Woodcock Munoz Language Survey session to be scheduled. The trained test administrator gives the assessment and identifies the student as NES, LES or FES.

Students identified as FES in grades 3 -12 on the Initial Placement Test are then scheduled for a reading test if no current standardized reading test scores are available. This district administers the WRAT 4 for both reading and writing. If the student scores at or below the 32nd percentile in reading or writing, the student is then identified as an ELL.

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

We are a very small school district and if registration assistance is required, we have trained staff readily available to provide language assistance as needed.

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 is collected by personnel at each school site. Staff then provide that information to the appropriate school and district level personnel including MIS as required. .

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

Registrar Data Entry Clerk Other (Specify) _____

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

Registrar ESOL Coordinator/Administrator Other (Specify) – **Speech Language Pathologist administers the Woodcock Munoz.**

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⁾
Woodcock Munoz Assessment	K-12	5		

(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.

Any Home Language Survey with a “yes” response is reported to the school guidance counselor who contacts the SLP trained to administer the Munoz. The student is tested within 20 days of entering school for identification as NES, LES, or FES. This information and data is housed at the appropriate school sites and shared with

appropriate school level staff so that appropriate placement is made for any student identified as an ELL. ELL data is shared with the appropriate data entry employee at each site for recording into the student system.

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 Liberty County School District is a small rural district. Last year we served less than five LEP students. This year we have two student identified as LY. The employee responsible for testing has easy and quick access to the schools and can ensure that testing takes place immediately.

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.

Should an emergency arise such that the initial testing is not completed within twenty school days, parents/guardians will be notified in their home language about the delay and when to expect the completion of the testing.

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

K-2 students who score FES are placed in a regular classroom environment with the stipulation that should the student struggle because of the home language, then the teacher will convene the ELL committee and appropriate placement and instructional strategies will be implemented and a Student ELL Plan developed and placed in the student's cumulative folder. The DIBELS is given to all K-2 students and is used to help determine if FES students placed in a regular classroom are appropriately placed.

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.

Students in grades 3-12 who have scored limited English proficient on the L/S assessment are placed in the ESOL program and coded "LY". Students who score proficient on the L/S are given a reading and writing assessment to determine eligibility for ESOL services. The reading and writing assessments are given immediately after the listening and speaking test. The Liberty County School District is a small rural district. Last year we served less than five LEP students. This year we have two students identified as LY. The employee responsible for testing has easy and quick access to the schools and can ensure that Reading and Writing testing takes place immediately.

7) Reading and Writing

Indicate the Reading and Writing assessment(s) used in your school district to identify a student as an English language learner. A norm-referenced test may report a student's score

as a percentile. A score at or below the 32nd percentile on the reading or writing portion of a norm-reference test would qualify a student for entry into the ESOL program.

Name of Reading and Writing Instrument(s):
WRAT4

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

The reading and writing assessments are given immediately after the listening and speaking test. The Liberty County School District is a small rural district. Last year we served less than five LEP students. This year we have two students identified as LY. The employee responsible for testing has easy and quick access to the schools and can ensure that R/W testing takes place immediately.

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.

Should an emergency arise such that the Reading/Writing testing is not completed within twenty school days, parents/guardians will be notified in their home language about the delay and when to expect the completion of the testing.

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.

Within the first 20 days of the beginning of each school year, the Child Study Team (CST)/LEP Committee at each school site meets to review the progress of each ELL and/or to consider the placement of newly enrolled ELLs. The ELL committee can also make placement decisions on ESOL eligibility if there are concerns on student English proficiency assessment scores based on prior educational experiences and stakeholder input. Placement, instructional strategies and necessary accommodations are discussed and decisions made as to how to best meet the individual needs of the student to promote learning and achievement. Parents are invited to the meetings and can, at any time, request a meeting of the ELL Committee. A Student ELL Plan is completed to document the meeting and to provide the structure for the delivery of instructional services. The Plan is placed in the student’s cumulative folder. (forms attached)

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 X No

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

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

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

As soon as a student is identified as an English language learner through the ELP assessments, the CST/ELL committee at the school site is convened. All available academic information is reviewed and discussed. Students are placed age appropriately and not placed on English language proficiency level. Parents/students will be interviewed and placement tests may be given to help support academic background. The committee then decides if the temporary placement of the student (placement before the ELP assessments) is appropriate or if another placement is in the best interest of the student. Parents/guardians of the ELL are always invited to the committee meetings and are involved in the decision-making.

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

As soon as a student is identified as an English language learner through the ELP assessments, the CST/ELL committee at the school site is convened. All available academic information is reviewed and discussed. When an ELL with limited or no prior school experience enrolls, they are placed in an age appropriate grade level and not placed on English language proficiency level. Parents/students will be interviewed and placement tests may be given to help support academic background. The committee then decides if the temporary placement of the student (placement before the ELP assessments) is appropriate or if another placement is in the best interest of the student. Parents/guardians of the ELL are always invited to the committee meetings and are involved in the decision making process.

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.

It is the policy of the Liberty County School District that all students, regardless of background, should receive comprehensible instructional delivery. When prior school experience information is not available, students are placed age appropriately and not

placed on English language proficiency level. Parents/students will be interviewed and placement tests may be given to help support academic background. As in 10) and 10a) above, the CST/ELL committee will carefully review the data that is available. The chairperson of the CST/ELL committee at each school site works with the individual at each school site responsible for requesting student records from former schools. Previous schools attended by the ELL are always contacted. If all attempts to locate complete records fail, the CST/LEP committee will conscientiously review the available records and work closely with the parents/guardians to insure comprehensible instruction with appropriate placement.

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.

Student services personnel at each elementary and middle school determine initial placement. The CST/ELL Committee at each school site is convened within 20 days of the ELLs' enrollment. The committee, which includes the assigned classroom teacher and the parent/guardian(s), determine placement based on age appropriateness, documented prior educational services, diagnostic and placement assessment information and interviews with the parent/guardian(s) and the student.

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan.

The procedure is the same for Grades 9-12 as described above for K-8. Our district has only one high school. The guidance counselor assigned for student placement carefully reviews completed credits, inclusive of credits awarded for countries outside the United States and for language arts classes taken in the student's native language and for foreign languages the student may have taken. Once the decision has been made by the guidance counselor and approved by the principal that the student has successfully completed the credits in question, then credit is awarded.

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.

ELLs that re-enroll within the same school year/term after having been either in another district, state or out of the country are temporarily placed in the same classes/classrooms they were previously enrolled in our district. The CST/ELL

Committee is convened within 20 days of the re-enrollment of the ELL to determine if that placement is still the most appropriate placement. A new English language proficiency assessment is administered if the student has been attending school in another state or country beyond the school year. No reassessment is necessary if the ELL has been attending another school in Florida unless the CST/ELL Committee determines that a new assessment should be administered.

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 Student ELL Plan is developed by the CST/ELL Committee. The committee is convened by the guidance counselor within 20 days of the beginning of each school year for ELLs already enrolled or within 20 days of the initial enrollment of a new ELL. The plan is updated at the beginning of each new school year or as needed or requested by the parent/guardian or by the teacher. The total plan includes demographic data, entry criteria information (scores and dates), recommended placement information, achievement test data, student schedule by nine weeks, promotion information, a section for reclassification, committee signatures and a section for student progress monitoring by nine weeks. The school guidance counselor is responsible for making certain the plan is written and placed in the student's cumulative folder.

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate.

As stated previously, Student ELL Plans are updated at the beginning of each year and anytime the student's schedule changes to reflect current services. The school guidance counselor convenes the CST/ELL Committee at the beginning of each school to review the plans and update them as needed to meet the needs of the ELL. (form attached and is on district website for employees)

13) Parent Notification

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

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

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

English

XSpanish

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

x Mainstream-Inclusion English Language Arts

x 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.

Even though Liberty District Schools have an exemption (see attached) from delivery of Language Arts through English for Speakers of Other Languages using an ESOL certified teacher, each ELL is scheduled/placed into an English/Language Arts classroom taught by an ESOL endorsed teacher (or a teacher in the process of becoming endorsed) and to basic subject area and other subject area classes taught by teachers who use ESOL strategies to deliver comprehensible instruction. ESOL trained teachers are employed and available in each school. A bilingual tutor/employee is available as needed to assist in the delivery of comprehensible instruction. Basic subject area teachers and tutors work together to develop appropriate tutorial opportunities based on the needs of the ELL. ELLs receive instruction for a period of time that equals or exceeds the amount of time that non-ELLs receive instruction in regular English/Language Arts. The Director of Instruction serves as the ESOL coordinator for the district and directs implementation at each site through the guidance counselors and the CST/LEP Committee at that site.

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.

All schools use the mainstream-inclusion model.

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.

ELLs will receive instruction for a period of time that equals the amount of time that non-ELLs receive instruction. Instruction is delivered using appropriate ESOL strategies. The same Sunshine State Standards are taught to both ELLs and non-ELLs. Lesson plans and grade books will document equal instructional delivery. We currently have only two LY in our district. Therefore, our district operates under an exemption. However, the district ESOL coordinator communicates regularly with the each school's guidance counselor to insure that instruction is equal in amount, sequence, quality and scope. Documentation of the communication is on file in the district's ESOL coordinator's office.

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.

Instructional strategies for ELLs are documented in the teachers' planning and grade books. Each teacher monitors the performance of each ELL in his/her classroom. The teacher communicates with guidance/student services to review the placement of any student whose performance indicates a need for review. Should the CST/ELL committee be convened, documentation will be kept on the Student ELL Plan/Referral Form. School guidance counselors contact the district coordinator as needed. Additionally, within the first 20 days of each new school year, the CST/ELL committee meets to review the progress of each ELL enrolled at that particular school site. Each ELL's grades are reviewed by the school guidance counselor at the end of each nine weeks. That review is documented and recorded in the student's cumulative folder.

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

Region Administrator(s)

X District Administrator(s)

X School Level Administrator(s)

X Other (Specify) - School Site Guidance Counselors

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) _____

X FCAT

X Other (Specify) ThinkLink computer based assessment –continuous monitoring

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 X No

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

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.

ELLs may be exempt from mandatory retentions. In each case, the CST/ELL committee will convene. Should good cause exist to exempt the ELL from retention, then those reasons will be documented on the Student ELL Plan/Referral Form. The recommendation will then be made to the school principal should an exemption from mandatory retention be in the best interest of the ELL. .

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

ELLs may be exempt from mandatory retentions based on good cause provisions. In each case, the CST/ELL committee will convene. Decisions regarding ELL promotions and retentions will be made an ELL committee individually based on stakeholder input and academic information. Should good cause exist to exempt the ELL from retention, then those reasons will be documented on the Student ELL Plan/Referral Form. The recommendation will then be made to the school principal should an exemption from mandatory retention be in the best interest of the ELL.

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

Procedures for notification are the same as for non-ELLs. Academic alerts are sent home to all students in January. These alerts are based on the performance of the student during first semester. Final notification to all students is made after FCAT testing results are received in late summer/early spring. Additionally, the parent/guardian(s) of ELLs are noticed each nine weeks of the progress of their student. The bilingual employee retained by the district notices parents with language barriers.

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 at each school site is responsible for ensuring that all ELLs participate in Statewide Assessment. All testing coordinators at each site have been instructed by the district's ESOL coordinator that all ELLs are to participate in statewide assessment and necessary accommodations (as indicated in the FCAT administration manual) are to be made for each ELL according to his/her required accommodations. To insure the consistency of administration and given our small numbers, one district guidance counselor has been trained to administer the CELLA to all ELLs as required.

16a) Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations.

The testing coordinator at each site is responsible for providing the necessary accommodations that are provided to ELLs according to the FCAT Administration Manual. A description of the accommodations provided is kept in each individual student's Student ELL Plan and placed in that student's cumulative folder.

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

Yes **No**

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

Indicate alternative assessments for each core subject area that apply. *NOTE: If you would like to list multiple assessment instruments for a subject, separate each name with a comma. For each core subject area either indicate alternative assessment, or list "N/A."*

Reading: Not applicable

Math: Not applicable

Writing: Not applicable

Science: Not applicable

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.

An ELL will be eligible for exit only when he/she is determined to be fully English proficient in listening, speaking, reading and writing. To be eligible for exit, an ELL must score proficient on CELLA reading on grade level and the CELLA composite score, as well as a level 3 or above on FCAT reading.

7a) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment instrument used in your district for determining whether or not a student is English proficient and ready for exit. Also, indicate the publisher's cut-score by score type that determines that the student is ready for exit.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
CELLA	K-2		673-755	
CELLA	3-5		720-805	
CELLA	6-8		733-830	
CELLA	9-12		739-835	

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

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

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

17b) Reading and Writing Proficiency Assessment

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

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

Name of Reading and Writing Instrument(s):
CELLA (Reading)
CELLA (Writing)
FCAT (Reading: Level 3 or higher)
FCAT (Writing: Level 3 or higher)

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

Registrar ESOL Teacher/Coordinator **X Other (Specify)**

The testing coordinator ensures that CELLA and FCAT assessments are administered. Bilingual employees retained by the district and guidance/student services, at each school site and the school’s guidance counselor/student services coordinator at each site ensures that the ELLs exit data is recorded in the Student ELL Plan and are completed/updated and filed in the student’s cumulative folder.

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

ELLs must be determined proficient on all four language domains to be exited from the ESOL program. For example, if the student scores fully English proficient on the listening and speaking assessment only, the student will continue in the program as an ELL. However, the student may also be referred to the CST/ELL committee for further review. Stakeholder input and evaluation of the student’s classroom assessments, assignments and portfolios, etc. will be reviewed to determine if continuation of ESOL services is in the best

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’s guidance counselor/student services coordinator at each site ensures that the ELL’s exit data is recorded in the Student ELL Plan and is completed/updated and filed in the student’s cumulative folder.

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

Since CELLA and FCAT data determines exit criteria, an ELL cannot meet exit criteria until the end of a school term and, therefore, cannot exit until school begins the following year.

Section 7: MONITORING PROCEDURES

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

The school's guidance counselor/student services coordinator at each site ensures that the ELL's monitoring data is recorded in the Student ELL Plan and is completed/updated and filed in the student's cumulative folder.

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

The district MIS system provides each school site's guidance counselor with a printout of all ELLs and their standardized test scores. These students are coded in the student system as ELLs and as such are easily identified. These students' grades are pulled each nine weeks and documented in the Student ELL Plan.

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

Check all that apply.

X Report Cards

X Test Scores

X Classroom Performance

X Other (Specify) ThinkLink continuous monitoring – computer based

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

The school site CST/ELL Committee facilitator convenes the committee at the beginning of each school year, and as needed, to review grades and standardized test scores. Former ELLs whose performance is not on grade level will be reclassified, a new Student ELL Plan will be written that includes development of comprehensible instructional strategies to meet that particular ELL's academic needs and appropriate classroom placement will be made. Criteria for satisfactory academic performance include proficient test scores in reading and writing and passing grades in core academic subjects.

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

The CST/ELL committee is responsible for initiating a new student ELL plan and appropriate placement. The school's guidance counselor/student services coordinator at each site is responsible for ensuring that the ELL's monitoring data is recorded in the Student ELL Plan and is completed/updated and filed in the student's cumulative folder.

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

Liberty District Schools operate under an exemption. However, it is our goal to provide comprehensible instruction to all students. ELLs re-entering the program will be placed into an English/Language Arts classroom taught by an ESOL endorsed teacher (or a teacher in the process of becoming endorsed) and into basic subject area classrooms taught by ESOL trained teachers. Each school in our small rural district

has more ESOL endorsed teachers at each site than ELLs enrolled in any particular school. The school's CST/ELL Committee will convene and a new Student ELL Plan will be written for the ELL re-entering the program. The program design will be inclusion with ESOL strategies. Parental/guardian involvement is important and will be a key to assisting the ELL in reading and writing on grade level. I

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.

The district has employees at each school to provide assistance to parents in their home language. The employees are available as needed to provide assistance.

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

X Results of language proficiency assessment

X Program placement

Program delivery model options

X State and/or district testing

Accommodations for testing (flexible setting) parents will be advised

Annual testing for language development utilizing CELLA

XGrowth in language proficiency (Listening, Speaking, Reading, Writing) as evidenced by CELLA

Exemptions from statewide assessment for students classified as ELL for one year or less by date of test

X Retention/Remediation

Transition to regular classes

Extension of ESOL instruction

X Exit from ESOL program

Post-reclassification (LF) monitoring

Reclassification of former ELL student

X Invitation to participate in an ELL Committee Meeting

X 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

X Free/reduced price lunch

X Parental choice options, school improvement status, and teacher out-of-field notices

X Registration forms and requirements

- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- X Information about statewide assessments
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)

X Other *The bi-lingual employees personally contact the parents of all our ELLs and discusses with the parents/guardians all the areas marked above plus any other needed information. Since our district has so few ELLs, any parent or guardian of an ELL can be a member of the DAC/PLC.*

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

The bilingual employees personally inform parents/guardians about the Code of Student Conduct and students' rights and responsibilities as needed. Currently our district only has two active ELL so this personal contact is readily made and helps to keep the parents/guardians of our ELLs involved in their student's progress.

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

Yes **X 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.

See 23) above

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.

Our bilingual employees are very active in our community. They contact and meet with the parents/guardians of our ELLs regularly and reports to them about activities and programs that will help them meet the specific academic needs of their ELL.

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

AYP information, etc., is provided for all parents in the district via information posted on our district website, in the local newspaper, in the SPAR report and in correspondence sent home with the student. Language assistance is provided as needed and requested by parents/guardians of our ELLs.

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.

Student/parent handbooks at each site contain information on the monitoring of program compliance. Assistance in reviewing these handbooks is provided to parents/guardians of ELLs as needed and requested.

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

Our district has an equal access policy to all programs and facilities. ELLs have the same access as non-ELLs. This is standard practice throughout the district. Principals ensure the ELLs are provided instruction comparable to non ELLs in scope and sequence through classroom walk-through observations. Furthermore, our bilingual employees are very active in our community. They contact and meet with the parents/guardians of our ELLs regularly and reports to them about activities and programs that will help them meet the specific academic needs of their ELL.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

There is an CST/ELL Committee at each school site. The committee consists of an administrator from each site, the employee at each site responsible for student placement, guidance counselor, and the regular classroom teacher of the ELL. The parents/guardians of the ELL become a part of the committee when the committee is convened to discuss issues concerning their child. The Leadership Council chairperson is a standing member of all the site ELL Committees.

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.

The district DAC/PLC is composed of the district ESOL coordinator, school level employees, parents, community members and the parents/guardians of our ELLs. We currently have only two students who are receiving services as an active ELL and this varies only slightly from year to year. The council meets quarterly and serves in an advisory role. The main goal of the council is to keep the parents informed and involved.

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.. _____

The district uses the District Advisory Council (DAC) to serve as the advisory council for all federal, state and local programs. The district is so small and to ask business person and community members to meet continuously to cover the requirements of the programs would not be meaningful, therefore the district utilizes one council and ensures that members from the various groups served by the federal, state, and local programs are include in the membership..

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

The DAC has invited ELL parents to become members of the DAC and the school site use the Child Study Team procedure to review important data and make educational decisions on the best placement and service for the ELL, as well as, encourage parental involvement in all school and district family involvement activities. Parents are always invited to the ELL/CST committee meetings.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. *The Council Chairperson is involved in helping to develop/clarify procedures and forms in the ELL Plan.*

The DAC serves as the PLC and approves the ELL Plan along with several other plans including the SIP, IDEA, Title I Part A and D, etc. This District Advisory Council serves many functions in the district.

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. *The Council chairperson approves the plan based on the needs shared with her by the parents/guardians of our ELLs.*

Section 10: PERSONNEL TRAINING

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

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

The ESOL coordinator for the Liberty County School District works with the Professional Development Director. The “Timelines for Completion of the ESOL Training Requirements” document issued by the Department of Education on April 2004 has been shared with each site administrator who then shares with instructional staff. We channel all our training opportunities through the Panhandle Area Educational Consortium professional development system, the ePDC. Teachers/staff are notified via district wide email of training/professional development opportunities and by communication sent through the site administrator from the district office. ESOL training information is disseminated at the beginning of each school year. Documents on file in the district ESOL coordinator’s office will substantiate this.

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.

Tracking of completed ESOL training is documented just as all other professional development activity is documented. Our school district is a member of the Panhandle Educational Consortium and, as such, tracking of all inservice activity is maintained through the electronic Professional Development Center (ePDC).

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

The inservice for school-based administrators has been and will be provided through the Panhandle Educational Consortium. Tracking will be through the electronic Professional Development Center (ePDC). Staff is notified via district wide email of training/professional development opportunities and by communication sent through the site administrator from the district office. ESOL training information is disseminated at the beginning of each school year. Documents on file in the district ESOL coordinator’s office will substantiate this.

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

Staff is notified via district wide email of training/professional development opportunities and by communication sent through the site administrator from the district office. ESOL training information is disseminated at the beginning of each school year. Documents on file in the district ESOL coordinator’s office will substantiate this. Tracking of completed ESOL training is documented just as all other professional development activity is documented. Our school district is a member of

the Panhandle Educational Consortium and, as such, tracking of all inservice activity is maintained through the electronic Professional Development Center (ePDC).

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.

At this time, instruction is not provided in a language other than English.

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.

Our district has an exemption. We currently have two students who are enrolled as an LY.

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

Our district has an exemption but the bilingual employees who assists both students and parents have over ten years' experience.

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

Our district has an exemption but the bilingual employees who assists both students and parents has over ten years' experience serving in this capacity.

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.

It is the goal of our school district that every student in our system attains grade level performance in reading, writing and math. We have the same expectation for current and former ELLs. Therefore, each current ELL has a Student ELL plan on file in his/her cumulative folder. The plan is written to assist the student in increasing English proficiency such that language is not a barrier to academic success.

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.

Former ELLs whose academic achieve does not match grade level expectations receive remediation specific to their individual academic needs. Current ELLs receive services as prescribed in their Student ELL plan.

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

The Liberty School District only has two ELL currently classified as an LY. Therefore, we do not have a sufficient number of students to be classified as an AMAO #1 or AMAO #2.