

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  
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**Florida Department of Education**

**DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)**

FDOE INTERNAL USE ONLY

<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE:</b>	
Madison County		Gwendolyn T. Hubbard Director of Federal Programs		(850) 973-5022, ext. 225	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
210 NE Duval Ave. Madison, FL 32340					
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>					
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, _____, 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	
<b>(7) District Parent Leadership Council Involvement</b>					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC):					
Contact Information for District PLC Chairperson: Joanna Kuhl Mailing address: 1456 NE Juniper Drive					
E-mail Address: JoKuhl@yahoo.com Phone Number: (850) 971-5073					
Date final plan was discussed with PLC: _____ 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, \_\_\_\_\_, 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. Each of the schools registers the ELL students and administers the Home Language Survey to them in the same way that non-ELLs are registered.

### 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. If the parent needs translation, each individual school provides translation as needed.

**2a)** Describe the procedures that are implemented for processing all affirmative responses to the HLS. If there is an affirmative response on the HLS the individual person responsible for registering students at the school site will send a copy of the HLS and the birth certificate to the Guidance office. Once the information is received in the Guidance office plans are made to test the student as soon as possible.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.  
X  Registrar X  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. If there isn't a translator at the school the registrar will usually call the Federal Programs Office and ask someone to come to the school or to offer translation over the telephone. Most of the time the parents will bring a translator with them.

### 4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc. The school registration form has all the information that the state of Florida requires and the data entry person enters the information into the AS 400 or TERMS. Demographic data is collected by the registrar at each school. The registrar then provides 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.

X  Registrar X  Data Entry Clerk  Other (Specify) \_\_\_\_\_ Guidance Counselor

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

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

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

Registrar  ESOL Coordinator/Administrator  Other (Specify) Guidance Counselor

**6) Listening and Speaking Proficiency Assessment**

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
Language Assessment Battery	K-12	33		

(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. When the registrar and guidance secretary receive the HLS, preparation is made to administer the Aural/Oral test. The Guidance Counselors administer and grade and then records the ELL data. All data is recorded in the district MIS data base.

**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 school registrar or guidance counselor should send a copy of the HLS to the ESOL program personnel within two days of student entry. If there is one yes response, the Guidance Counselor will test the student at the school site.

**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 or oversight arise such that the initial testing is not complete within 20 school days, parents/guardians will be notified via certified mail in their home language (unless clearly not feasible) about the delay and when to expect the completion of the testing. A copy of the notice will be maintained in the student's cumulative folder.

**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 Stanford Achievement Test is given to all K-2 students and accommodations are made for test administration as needed based upon the recommendations of the ELL Committees at each school site.

**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 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. A Student ELL Plan will be developed and placed in the student's cumulative folder. The FCAT is given to all 3-12 students and accommodations are made for test administration as needed based upon the recommendations of the ELL Committees at each school site.

**7) Reading and Writing**

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

<b>Name of Reading and Writing Instrument(s):</b>
Language Assessment Battery

**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? It is required that all students in grades 3-12 take the FCAT or a commensurate alternate assessment test, in the spring of each school year. This policy assures that reading/writing is assessed within one year of the Listening/Speaking test. Make-up sessions are held to insure that all students take the FCAT as required.

**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. (See 7a above) The required assessment is therefore always met either during regular FCAT administration period or through the make-up window.

**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 ELL Committee at each school site meets to review the progress of each ELL and/or to consider the placement of newly enrolled ELLs. 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 developed 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. There is an ELL Committee for every placement that includes the same school committee members for all placements plus the parents and teachers of that particular ELL student.

### **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 ELL, the ELL Committee at the school site is convened. All available academic information is reviewed and discussed. Available academic information may include standardized testing results, report cards, and/or copies of the student's cumulative folder if available. The committee then decides if the temporary placement of the student (LP) 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. Translation services are provided if needed and feasible.

**10a)** Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). \_\_\_\_\_ See 10 above. Prior school experience is included in this instance.

**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 MCSD that students, regardless of background, should receive comprehensible instructional delivery. As in 10) and 10a) above, the ELL Committee will carefully review the data that is available. The Guidance Office is responsible for requesting student records from former schools and always contacts former schools. If all attempts to locate complete records fail, the ELL 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 school determine initial placement. The ELL Committee at each school site is convened

within 20 days of the ELL's enrollment. The committee, which includes the assigned classroom teacher and the parents/guardians, determine placement based on age-appropriateness, documented prior educational services, diagnostic and placement assessment information, and interviews with the parents/guardians and the student as appropriate.

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9<sup>th</sup>-12<sup>th</sup> grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan. An ELL committee would convene and would include the parent and the student. One of the goals of this meeting would be to create documentation of prior courses the student had completed in his or her country. The student would be awarded credit for any language arts classes that they had completed in their home country. Also the student would be given credit for any foreign language class that they completed which might include English.

#### **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. When a student returns to the school district, if they have been given an ELP assessment in another Florida school district, the district will accept and use the results for placement. In most cases students who are returning from another state ESOL documentation will be re-evaluated. When a student withdraws and re-enrolls in the district after returning from another country, they will be re-assessed using the Aural/Oral and reading and writing test.

#### **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 ELL Committee, which is convened within 20 days of the beginning of each school year for ELLs already enrolled or within 20 days of the initial enrollment of an 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(s). The total plan includes demographic data, entry criteria information (scores & dates), recommended placement information, a section for reclassification, committee signatures and a section for student progress monitoring each semester. The 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. The ELL Plan is updated twice per year by

checking grades and test scores. The Guidance Office is responsible for ensuring student plans are updated as needed and/or requested/recommended.

### 13) Parent Notification

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

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

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

- English
- Spanish (when feasible)
- 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. \_\_\_\_\_ All schools in the district use the mainstream inclusion model in language arts and core basic subject areas model. Each ELL is scheduled/placed into an English/Language Arts classroom taught by an ELL

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 ELL strategies to deliver comprehensible instruction. 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 in regular English/language Arts

**14b)** As an attachment to this document, please list each school in your district and the instructional model(s) used in each. Please use Microsoft Word or Microsoft Excel to format the information. 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. Every student's schedule in the school district reflects the required time for each class, and the ELL student's schedule is the same as all other students.

**14d)** Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction. Monitoring is done district wide and students' individual schedules reflect the same number of minutes as other students in elementary school, and the same course requirements for student progression in the middle and high school.

**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)
- 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) \_\_\_\_\_
- X  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 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. \_\_\_\_\_ An ELL committee will be convened and the parent will be invited to participate. Since the student has been enrolled in an approved ESOL program 2 years or less, the ELL committee will recommend that the student be exempt from mandatory retention.

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

**15c)** Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. \_\_\_\_\_ After the ELL committee has convened and made a decision on the retention or promotion of an ELL, the parent, if not present will be sent notification regarding the decisions made by the ELL committee.

## **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 Federal Programs Director and the Assessment Coordinator work with each school's guidance counselors to ensure that all ELLs will be assessed.

**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 Federal Programs and Assessment Offices maintain the updated list of all LY students in the district. The Assessment Coordinator provides annual training to the Guidance Counselors each year to update them on the current ELL state requirements for FCAT administration and appropriate test accommodations. Guidance counselors then provide trainings to update teachers to ensure district-wide consistency of all ELL requirements.

**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   X  No

If yes, describe the process for alternatively assessing ELL students. \_\_\_\_\_ The Assessment Office provides training to all guidance counselors who will be responsible for administering any alternative assessments for 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. To be eligible, a student who was classified as as an ELL, based on the Aural/Oral Test, must score fully proficient on that test. (The cut-off score is 33). That student will then be assessed in reading and writing on a standardized test (Stanford). If the student scores fully English proficient on the Aural/Oral, but scores at/below the 32<sup>nd</sup> percentile in either reading or writing, he/she will not be eligible for exit. The student will continue in the program as an ELL in reading/writing. The student may also be referred to the ELL Committee for further review. An ELL so classified based on reading/writing scores will be eligible to exit the program if he/she scores above the 32<sup>nd</sup> percentile in reading/writing on CELLA and FCAT(Level 3). Upon exiting the program, that student may be referred back to the ELL Committee should the classroom teacher or parent/guardian request such.

### 17a) Listening and Speaking Proficiency Assessment

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

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

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

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

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

### 17b) Reading and Writing Proficiency Assessment

Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student's score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test

is used, a score at or above the 33<sup>rd</sup> percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link:  
[http://www.fldoe.org/eias/dataweb/database\\_0809/st105\\_1.pdf](http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf).

<b>Name of Reading and Writing Instrument(s):</b>
CELLA
FCAT

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

Registrar    ESOL Teacher/Coordinator    Other (Specify) Guidance Counselor

**17d)** Describe the process by which the ELL Committee makes exit decisions. In most cases if a child is fluent English speaking in K-2, the child will exit ESOL. If a teacher or parent is concerned about other areas of the student's ELP besides aural/oral proficiency then an ELL committee will be convened to discuss possible student exit. In grades 3-5 if the student tests fluent on the aural/oral assessment and tests proficient on the CELLA and 33% or above on the NRT then the student will exit. If the teacher, student, or parent is concerned then the ELL committee will convene.

**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 works with the MIS data entry person to ensure 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. CELLA and FCAT are administered to all students in the district in the spring of each year. Test results are not available until late spring or early summer (which is the end of the school year). Therefore, 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 Guidance Counselor is responsible for the required two year monitoring follow-up.

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

The district Assessment Coordinator provides a printout of all ELLs and their standardized test scores to each school's guidance counselor in the district. These students are coded in the student system and the school-based student system (DASHBOARD) as ELLs and as such are easily identified. The Guidance Counselor is responsible for the required two year monitoring follow-up.

**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

Other (Specify) \_\_\_\_\_

**19)** Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. \_\_\_\_\_ The guidance counselor 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 comprehensible instructional strategies to meet that particular ELL's academic needs and appropriate classroom placement will be made. Criteria for satisfactory academic performance include standardized test scores in reading and writing above the 32<sup>nd</sup> percentile 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. \_\_\_\_\_ See 19 above.

**21)** Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. \_\_\_\_\_ Additional intervention strategies could include after school tutoring and one on one parent volunteers, and remediation assistance through the Imagine It reading program and Read 180.

## **Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS**

**22)** Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language. \_\_\_\_\_ Provisions are always made to communicate in the home language with parents unless it is clearly not feasible.

**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

- X Program delivery model options
- X State and/or district testing
- X Accommodations for testing (flexible setting)
- X Annual testing for language development
- X Growth in language proficiency (Listening, Speaking, Reading, Writing)
- X Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- X Retention/Remediation
- X Transition to regular classes
- X Extension of ESOL instruction
- X Exit from ESOL program
- X Post-reclassification (LF) monitoring
- X 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
- X 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)
- Other School-based bilingual staff personally contacts the parents of ELLs and discusses with them all the areas marked above plus any other needed information. Since our district has so few ELLs, any parent or guardian of an ELL is encouraged to become actively involved as a member of the PLC.

**23)** How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? The migrant recruiter and school-based bilingual staff personally inform parents/guardians about the Student Code of Conduct and students' rights and responsibilities as needed for migratory and ELL students. Currently, our district has only a few active ELLs so personal contact is easily made and helps to keep the parents/guardians of our ELLs involved in their students' 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. T here are

three Spanish-speaking staff persons that we collaboratively utilize to assist with translation as needed.

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. We are establishing a PLC that will meet at minimum 2 times a year. An orientation video is being developed to be shown to parents that will include both school information and district information.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. AYP information is provided to all parents in the district in a language they can understand, when clearly feasible. School grades, SPAR report, etc., is posted on the district's website, in the local newspaper and television channels, 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 school site contain information on the monitoring of program compliance. Assistance in reviewing these handbooks is provided to parents/guardians of ELLs by the school-based bilingual staff 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.

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

28) Specify the personnel required for an ELL Committee in your district. The personnel required for an ELL committee are principal or designee, ESOL teacher or coordinator, guidance counselor, parent or guardian, translator, and student.

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

X  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

X  Reclassification of former ELLs

X  Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32<sup>nd</sup> percentile on reading and writing assessment

X  Review of instructional programs or progress (after one semester)

X  Parental concerns

X  Exempting students classified as ELL for one year or less from statewide assessment program

X  Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance

- X  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
- X  Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- X  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.

- X  School Level   X  District Level

Describe the functions and composition of PLCs in your district. \_\_\_\_\_ We have depended upon a district wide parent advisory council made up of mostly migrant parents. The district is in the process of organizing a PLC which will include parents and students throughout the school district.

**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. \_\_\_\_\_ See #30

**31)** Indicate how your district involves the PLC in district/school committees. \_\_\_\_\_ Once the PLC is formed it will be involved in student advisory council as well as parent committees, which meet on a regular basis throughout the district.

**32)** Indicate how your district PLC was involved in the development of the District ELL Plan. \_\_\_\_\_ The ELL plan was discussed with one of the new PLC members and after the discussion, the parent was able to ask questions and give input.

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

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

## **Section 10: PERSONNEL TRAINING**

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

**33)** Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented. \_\_\_\_\_ The “Timelines for Completion of the ESOL Training Requirements” document issues by DOE 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 who are required to obtain ELL training or certification are notified of training requirements and opportunities by the Director of Teaching and Learning and the Personnel Office through memos sent via district mail

and/or email. Copies of the memos are maintained on file by the secretary to the Director of Personnel and Administrative Services.

**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. The district uses the PAEC professional development data program. After a teacher registers for an ELL training course and completes the requirements, the Personnel Office verifies completion. 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 PAEC. Tracking will be through the electronic system as described above (ePDC).

**36)** Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. See 34 & 35 above.

**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. All instruction is provided in English throughout the district.

**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. At this time, we do not meet the minimum requirements to justify hiring a bilingual paraprofessional.

**39)** Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. Not applicable

**40)** Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. Not applicable

## **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 achievement does not meet grade level expectations receive remediation specific to their individual academic needs. If their academic achievement falls below acceptable performance, the ELL Committee will be reconvened to review their status and make recommendations. 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 Madison County School District does not qualify to receive Title 111 funding due to the low number of students to be classified as ELL.