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Original signature of the superintendent and plan narrative to:

Date Received by FDOE

Florida Department of Education

Bureau of Academic Achievement through Language Acquisition
Florida Department of Education
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**DISTRICT PLAN FOR SERVICES TO ENGLISH
LANGUAGE LEARNERS (ELLs)**

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Monroe		Sergio Sanchez ESOL Program Specialist		305.293.1400 x53389	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
Monroe County School District 241 Trumbo Rd Key West, FI 33040					
(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, Sergio Sanchez, 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): Marlenis Galiano					
Contact Information for District PLC Chairperson: Mailing address: 19 Astor Terrace, Key West, FI 33040					
E-mail Address: dolceluna@bellsouth.net Phone Number: 305.296.3440					
Date final plan was discussed with PLC: September 29, 2008			PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved		
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

By signature below, I, Randy Acevedo, 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 HLS is administered at the school of enrollment to **all new students being registered.** It is an integral part of the student registration process.

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.

Parents complete the HLS as part of the registration packet. When necessary, bilingual personnel assist parents with the registration process.

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

Office Personnel who receive the completed registration packet review the HLS and give any HLS with a “Yes” response to the ESOL Contact Person. The ESOL Contact Person then schedules the Oral Language Evaluation (OLE)-the Aural/Oral test- within 20 days of the HLS.

Pending test results, students with “Yes” response only to other language in the home (Q#2) will be temporarily placed in the regular program; students with “Yes” response to first language and most frequent language will be temporarily placed in the ESOL Program. Final placement will be upon completion of the identification process.

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

3) Provision of Understandable Communication

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

Bilingual personnel assist parents who do not speak English.

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.

Parents provide the demographic data when they complete the registration packet. The Registrar provides the ESOL Contact Person with the demographic data for review and necessary follow-up, including the Oral Language Evaluation (OLE). The ESOL Contact Person then gives the information to the school’s Data Entry Person (DEP). The DEP then

inputs pertinent information in the student data base (TERMS) and panels required for ELL students for reporting to FL DOE.

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

Registrar Data Entry Clerk **Other** (Specify) ESOL Contact Person

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 Contact Person Other (Specify) _____

6) Listening and Speaking Proficiency Assessment

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

The district uses the Oral Language Evaluation (OLE). \

This oral language evaluation identifies a student as being at one of the following levels of proficiency:

- Level 0: Understands/Speaks no English - NES
- Level 1: Understands/Speaks very little English - LES
- Level 2: Understands/Speaks some English - LES
- Level 3: Understands/Speaks English very well - Proficient (FES)

The aural/oral test administrator at each school site has been trained to administer and score this test.

Whenever the CELLA placement test becomes available, the district would be interested in transitioning to the use of that test to identify ELL students.

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⁾
<u>Oral Language Evaluation (OLE)</u>	K-12	Below level 3		

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

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

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

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.

Within 20 days of the administration of the HLS, students who answered “Yes” to response to first language and most frequent language, are administered the Oral Language Evaluation (OLE) by the ESOL Contact Person to determine their oral skill level. Students who score 0-1 will be identified as Non-English Speaking (NES). Students who score 2 will be identified as Limited English Proficient (LEP). The students who score 3 will be identified as Proficient English Speaker (FES). Students in grades 3-12 who score three and have no formal reading or writing assessments will be referred to the ELL Committee to determine if they are ELL students.

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 District ESOL Program Specialist provides training to each school’s ESOL Contact Person in the procedures and timelines for administering the Aural/Oral test. In addition, the various forms used throughout the process highlight the 20-day timeline that must be followed. Furthermore, the District ESOL Program Specialist periodically reviews the documentation to verify that the tests are being administered within the required 20 days.

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.

If the required testing cannot take place within the timelines specified by the Consent Decree, the ESOL Contact Person completes the “Delay in Testing Notification Letter” and sends it to the parent/guardian (in their home language). A copy of that letter is placed in the student’s electronic 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.

Students that score as fluent English speakers are placed in the regular program.

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 3-12 who score limited English proficient on the Listening/Speaking test are identified as ELL students and are placed in the ELL program.

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):
CELLA 08
FCAT SSS (Level 1 or 2)
FCAT Writing

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

To ensure that the Reading/Writing test is administered within one year of the Aural/Oral test, all 3-12 ESOL students are required to take the CELLA, FCAT SSS Reading test and the FCAT Writing test in 4th, 8th, & 10th. Each school’s ESOL Teacher and Guidance Counselor work together to ensure that all 3-12 ESOL students take the appropriate Reading/Writing tests as shown above..

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.

Students in grades 3 -12 identified as FES on the aural/oral test are referred to the ELL Committee if no current reading/writing standardized score is available on that student and a reading/writing assessment has not been completed within the permitted time frame of the aural/oral test. If the required testing cannot take place within the timelines specified by the Consent Decree, the ESOL Contact Person completes the “Delay in Testing Notification

Letter” and sends it to the parent/guardian (in their home language). A copy of that letter is placed in the student’s electronic cumulative folder.

The ELL Committee makes a determination as to placement into the ESOL Program. The student will remain in the ESOL Program pending completion of the ELL Committee determination, or a reading/writing assessment, whichever comes first

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. _____

The ELL Committee meets to make entry (placement) decisions in the following situations:

a) to review-as part of the initial ELL identification process, and within the appropriate timeline, the reading/writing performance of a 3rd - 12th FES student who has no reading/writing test score and determine if that student is ELL and is to be placed in the ESOL Program, or if the student is Not ELL and is to be placed in the regular program

b) to review-the ELL Committee decides if it is in the best interest of the student to stay in the ESOL program. The ESOL Contact maintains the documentation on the ELL Committee meetings held during the school year. Their determinations and recommendations are included in that documentation.

A link to the ELL Committee form will be available at a later date.

9) Native Language Assessment

Have procedures been developed and implemented to assess ELLs in their native language? (Rule 6A-6.0901, FAC., defines native language as the language used by an individual of limited English proficiency).

Yes No

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

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.

The ESOL coordinator/contact person and the guidance counselor/administrator review the educational background of the transferring student to determine appropriate grade level, subject, and ESOL program placement. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are

not readily available. Program placement is reflected in the student's schedule in TERMS. Bilingual personnel assist the students and their families when necessary to ensure proper program/course placement. An ELL Committee must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. An administrator must be part of the ELL committee making the placement decision. ELL students are scheduled into classes that fulfill graduation requirements and the district's Student Progression Plan. ELL students are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done. School board policy and Administrative Directives provide flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

See pages E6/7 of the MCSD Student Progression Plan
<http://www.keysschools.com/Documents/StudentProgressionPlan.pdf>

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

See 10c and 10d below

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.

Process for awarding credit to ELL Students entering high school in 10-12th grades who have completed credits in other countries, but for which there is no documentation:

Transfer students shall be assigned to a grade on a probationary basis until transfer work is validated with official evidence of actual grade placement. The student's academic performance on Monroe County district selected standardized tests and classroom performance may be considered in making the final decision for placement of the student. "When foreign students enroll in the district without a transcript, the principal has the authority to waive a maximum of two years of credit for courses" [Monroe County Student Progression Plan: pages E6/7.

10c) Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement.

The school's Guidance Counselor and the ESOL Contact Person review the educational background of the ELL student and/or conduct parent and/or student interviews to determine appropriate grade level and subject area placement for the student. The Guidance Counselor considers the following elementary and secondary school factors:

1. Elementary grade level placement. The elementary school Guidance Counselor interviews the parent/guardian and reviews the student's academic history to determine appropriate grade level placement for the ELL student. Age may also be a consideration in determining placement. Documentation of placement is retained in the student's cumulative folder.

2. Middle School grade level and subject area placement. The middle school Guidance Counselor interviews the parent/guardian and reviews the academic record of the ELL student to determine appropriate grade level and subject area placement. When there are various levels for a given course, the Guidance Counselor will place the student into the regular or advanced level, whichever is most appropriate based on the student's previous academic record. Placement documentation is retained in the student's cumulative folder.

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 high school Guidance Counselor interviews the parent/guardian and reviews the academic record of the ELL student to identify those courses for which the student can be given credit towards meeting the State's criteria for a high school diploma. The Guidance Counselor then identifies the remaining high school credits that the student needs to earn his/her diploma and schedules the ELL student accordingly. If there are various levels of a given course, the Guidance Counselor will place the student into the skills, regular, advanced, dual enrollment, or AP level, whichever is most appropriate based on the student's previous academic record. Placement documentation is retained in the student's cumulative folder.

The District's Student Progression Plan can be accessed at
<http://www.keysschools.com/Documents/StudentProgressionPlan.pdf>

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.

Students who re-enter the school district complete the registration packet and HLS in the same way as any new student. An ELL student who re-enters a school after more than three months out of the district will be administered the Oral Language Evaluation (ORE) to determine if he/she should be re-enrolled as an ELL student. If the student is in 3rd grade or

above and is proficient in listening /speaking English the student will be referred to the ELL Committee to determine if it is in the best interest of the student to continue as an ELL student.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the ELL 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 ESOL Contact person, the school's Guidance Counselor, and when necessary, the ELL Committee, work together to develop an appropriate plan for each ELL student. They update the plan at the beginning of each school year or whenever the student's schedule is changed. The ESOL Contact Person will complete the Plan Update Form to reflect the student's updated plan. The ESOL Contact Person records and maintains each student's individual ELL Plan.

The ELL Student Plan, maintained in the student's cumulative folder, includes the following: Student Name, HLS, Date of Entry into ESOL, Date of ELL student classification (ELL or non-ELL), Instructional services by program (schedule), Amount of instructional time or schedule, Assessment data used to classify or reclassify as ELL, Date of post test (when applicable), Date of exit (when applicable), Assessment data used to exit student as English proficient, Date of program extension (when applicable), Post monitoring dates (when applicable), and any determination by the ELL Committee.

Please note: The ELL Student Plan consists of a number of different documents as described below -- it is not a single form.

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

The District ESOL Specialist meets ELL with the ESOL Contact Person to review the maintenance and accuracy of each student's Plan.

13) Parent Notification

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

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

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

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

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

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

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

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school.

At the Elementary level the district implements the Mainstream- Inclusion models for both English Language Arts and Core/Basic/Subject Areas. The self contained classroom teacher, who is either ESOL Endorsed or is working towards completing the ESOL Endorsement within the required timeline, utilizes ESOL strategies to provide comprehensible instruction. In addition, bilingual teachers or tutors provide academic support within the classroom or outside of the classroom to assist in providing comprehensible instruction.

At the middle and high school level the district implements Sheltered English Language Arts for ELL students. The class is taught by a teacher who is either ESOL Endorsed or is working towards completing the ESOL Endorsement within the required timeline. The teacher utilizes ESOL strategies to provide comprehensible instruction. For core basic subject areas the district implements the Mainstream-Inclusion model. The core subject area teacher has either completed the required 60 hours of ESOL training or is in process of completing the 60 hours. They utilize ESOL strategies to provide comprehensible instruction. In addition,

bilingual teachers or tutors provide academic support within the classroom or outside of the classroom to assist in providing comprehensible instruction.

The district ESOL Program Specialist in collaboration with the school ESOL Contact Person and the school principal monitors the implementation of the instructional model at each school.

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

Attached

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

The student's instructional schedule, housed in the district's student data base, verifies that the student is receiving instruction equal in amount, scope, quality and content to that received by non-ELLs. The district program specialist personally monitors the student's schedule in the student data base to verify completeness and accuracy.

Throughout the year, the ESOL Contact Person maintains contact with the ELL students and monitors the degree to which they are receiving understandable and effective instruction.

During classroom visits, the school principal and the District ESOL Specialist also monitor and observe the degree to which ELL students are receiving understandable and effective instruction.

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.

Teachers have been provided lists of researched based strategies and have been asked to attach the strategies to their lesson plan book. At each school, the ESOL Teacher and the ESOL Teacher Leader provide assistance to teachers who have ELL students in their classrooms. The focus of this assistance is to ensure that those teachers are using appropriate ESOL strategies and providing ELL students with comprehensible instruction. During classroom observation visits, the principal also monitors to ensure that students, including ELL students, are receiving comprehensible instruction.

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) N/A

District Administrator(s) ESOL Program specialist

School Level Administrator(s) Principals, Assistant Principals

Other (Specify)_, ESOL Contact Person_____

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) Monroe Benchmark Assessment

Native Language Assessment (Specify) _____

FCAT

Other (Specify) Content area unit tests

15) Student Progression

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

Yes No

If yes, indicate where in the Student Progression Plan these are described. Page E/26

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.

Criteria for Good Cause Exemption from Mandatory Retention for Reading at Grade 3

Good cause exemption criteria are classified into four specific categories: ELL students, students with disabilities, previous retentions and academic performance.

ELL Students

- A good cause exemption from mandatory retention may exist for ELL students who have had less than two years of instruction in an ESOL program [Florida Statute §1008.25(6)(b)1]. The ELL Committee will meet to determine if a third grade ELL student should be promoted in accordance with the Good Cause Exemption criteria. However, the decision to retain an ELL student who has a substantial reading deficiency must be made consistent with the requirements of Florida Statute §1008.25(6).

CONSIDERATIONS FOR SPECIAL PROGRAM STUDENTS

English Language Learners (ELL)

Students identified as Limited English Proficient (ELL) **must** meet the district levels of performance. However, ELL students who are identified as being substantially below grade level in reading in English may be retained only if approved by the ELL committee.

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

The members of the ELL Committee (ESOL teacher, guidance counselor, classroom teacher and a school administrator) act as ELL student advocates during the Student Services meetings that are called to review ELL students that are being considered for retention. The ELL Committee members input is solicited to ensure that retention recommendations are not based on language proficiency but rather on progress in achieving grade level skills as reflected by report card grades, district progress monitoring assessments and FCAT scores.

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

The parents receive written notification that their child is being considered for retention and the criteria to be met for promotion in a language the parent can understand unless clearly not feasible.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

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

The District Director of Assessment and each school's Guidance Counselor are responsible for administering Statewide assessments to all students, including ELL students. The school's ESOL Teacher usually is the test administrator for the ELL students. Thus, each school's ESOL Teacher and Guidance Counselor work together to ensure that students participate in the Statewide Assessment program.

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. During a district-wide meeting with all school guidance counselors, the District Director of Assessment reviews all required accommodations. The Guidance Counselor and the District ESOL Specialist review the accommodations with the ESOL Teachers who act as test administrators. Letters regarding such accommodations are sent to the parents of ESOL students. The ESOL Teacher then implements the accommodations for the LEP students. The official FCAT results for each school document the list of LEP students receiving accommodations from the ESOL Teacher.

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

There are no approved alternative assessments.

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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.

K - 2nd students. An ELL student in K – 2nd who scores proficient on the CELLA Oral Skills test will be eligible to exit. The ESOL Contact will then code that student as a Former ELL (LF). Such student, however, may be referred to the ELL Committee for further review and will then exit the program only if the Committee determines the student is not ELL.

3rd - 12th students. An ELL student in 3rd - 12th who scores proficient on the CELLA Oral Skills test AND scores above the proficient on the CELLA reading and writing will be eligible for exit. The ESOL Contact will then code that student as a Former ELL (LF). Such student, however, may be referred to the ELL Committee for further review and will then exit the program only if the Committee determines the student is not ELL.

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 ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
CELLA Oral Skill	K-2		673	
CELLA Oral Skill	3-5		720	
CELLA Oral Skill	6-8		733	
CELLA Oral Skill	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 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/FCAT SSS Reading
CELLA Writing/FCAT writing

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

Registrar ESOL Teacher/Coordinator Other (Specify) Testing Coordinator

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

The ELL Committee will review -- only after formal request from school personnel or a parent -- the academic performance of a 3rd-12th student who has reading/writing test scores at or above the CELLA proficient level or a level 3 on the FCAT reading and or a proficient level on the FCAT Writing to determine if such student is ELL or is not ELL, and that such student should continue in, or should exit the ESOL Program. The ELL Committee will review student data and student performance to determine if the student should continue in the ESOL Program or should Exit the ESOL Program.

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

The ESOL Contact at each school is responsible for updating the student's exit data and ensuring that the process is completed.

The ESOL Contact Person updates the ELL data form, and gives it to the school Data Entry Person for entry into the district's student data base (TERMS) for reporting to the FL DOE.

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

There is no district policy because both CELLA and FCAT scores become available only at the end of the school year. However if a teacher or parent requests that the student be exited then the ELL committee would meet and determine if the student should be exited from the ESOL program.

17g) Extension of Instruction for a 4th, 5th, or 6th year.

ELL students who do not meet exit criteria on the statewide test (FCAT Reading, FCAT Writing or CELLA) during their 3rd, 4th, or 5th year in ESOL will continue in the ESOL program until they meet exit criteria or are exited by the ELL committee.

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.

Each school's ESOL Contact conducts the two-year monitoring of LF students.

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

A copy of the student's grades and major assessments are maintained in the student's cumulative folder. The ESOL Contact reviews those grades and assessments at the required time periods. The ESOL Contact provides those dates to the school's data entry person who records those dates into the district's student database. Thus, the data is maintained online in the district's student database (TERMS).

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

Check all that apply.

Report Cards

Test Scores

Classroom Performance

Other (Specify) _____

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

As the ESOL Contact monitors the progress of an LF student, if he/she determines that the student's progress is unsatisfactory, the ESOL Contact will request and schedule a meeting of the ELL Committee to review the student's performance and to determine if the student should be re-classified as ELL.

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 ESOL Contact is responsible for the new ELL student plan, updating the student data, and ensuring appropriate placement as recommended by the ELL Committee. The ESOL Contact updates the student's ELL data form and submits it to the school's data entry person who records the change into the student's ELL Screen in the district's student database system (TERMS).

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

The program delivery model would be the Mainstream Inclusion Model. Interventions: The ESOL Teacher will determine the specific assistance that would be most helpful to the student who has re-entered the ESOL Program. Such assistance could include individual or small-group tutoring in the content area(s) in which he/she is having difficulty. It could also include specific computer assisted instruction. The ESOL Teacher will schedule the student to receive such assistance from the ESOL teacher, the bilingual tutor, or other appropriate school personnel who provide the necessary tutoring.

Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

22) Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language.

Bilingual personnel are available at each school site to assist parents as needed during the registration process, at ELL Committee meetings, or during Parent/Teacher conferences.

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

- Temporary placement
- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model options
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification (LF) monitoring
- Reclassification of former ELL student

- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other _____

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

The ESOL Teacher and/or bilingual tutor explain the student conduct rules to the ESOL students during the instructional day. Parents of ESOL students are informed of the student conduct code during meetings and/or conferences.

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

Yes **No**

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

The ESOL Teacher and/or bilingual tutor explain the student conduct rules to the ESOL students during the instructional day. Parents of ESOL students are informed of the student conduct code during meetings and/or conferences.

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.

Parent activities or meetings are held throughout the school year.

Bilingual personnel are at the various meetings/activities specifically to make parents of ELL students feel welcome and comfortable. Parents of ELL students are encouraged to attend these meetings. They are also encouraged to participate in special "Family Nights" when parents come to school with their child to work on special reading or math assignments.

In addition, schools have "take home" materials -- especially in reading and math -- that parents of ELL students are encouraged to check out for their child to use at home. These

materials may be English-language acquisition materials or they may be Spanish-language materials.

In addition to the above efforts to actively involve parents in the school's educational programs/activities, parents, including parents of ELL students, have various opportunities during the year to participate in other training that is especially designed for them. This training is provided by the Adult Education Program, or by community agencies such as the Literacy Volunteers of America (LVA), and the Family Resource Center.

Through the Adult Education Program, parents may participate in English Second Language classes; Hispanic parents may prepare for, and take, the GED in Spanish.

Through the Literacy Volunteers of America (LVA), parents may receive individual tutoring in English As A Second Language that is scheduled for a time that is most convenient to them.

Through the Family Resource Center, parents may participate in parenting classes.

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

The district communicates each school's academic progress (school grade, AYP status, SPAR report, etc) by posting them on the district and school website and by publishing them in the local media. This information is sent in a language the parent can understand unless clearly not feasible.

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.

Each school has an active School Advisory Council (SAC). All parents are encouraged to participate in the monthly meetings. Each school principal provides their SAC with information regarding any compliance monitoring that is to take place. Program monitoring reports are also presented to the School Board. Every meeting of the School Board has a designated time for public input. Any parent may speak to the Board at that time.

Role of Civil Rights Officer. There is no designated Civil Rights Officer in the Monroe County School District. The District Equity Coordinator is responsible for monitoring programs to ensure compliance with state and/or federal guidelines.

Complaint and appeal process. Any individual has the right to file a complaint. The complaint may be filed at the school site (Principal's Office) or in the administration building (Superintendent's Office). The Superintendent will assign district personnel to investigate the complaint and make a recommendation. If the complaint is not resolved to the individual's satisfaction, he or she may appeal to the School Board.

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

The Equity Coordinator is responsible for ensuring that all students have equal access to academic and extracurricular activities.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

The ELL Committee is made up of the ESOL Teacher, the Guidance Counselor, the appropriate content area teacher, and the Parents (of the ESOL student for whom the Committee is meeting).

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.

We have a district level PLC that is made up primarily of parents of our ELL students. The function of the district PLC is to provide the district with feedback as to: the effectiveness of our district and school programs; the schools' climate as regards the treatment and well being

of ELL students; suggestions on how to improve our ELL support structures and improve parent outreach.

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

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

Schools will provide PLC members with periodic announcements as to school committee meetings and will encourage the PLC members to attend and participate.

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

The PLC met in May of last year and were asked for input into how we as a district could improve outreach to the ELL community, what could schools do to make the new ELL students and families more welcomed and more comfortable with the orientation process, where they satisfied that our district and our schools were treating their children well

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 district ESOL specialist consulted with PLC members concerning the district’s LEP Plan and gave them opportunity to question and provide feedback. The PLC chair person then approved the district plan.

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.

At the beginning of each school year, as part of the orientation for new teachers, the District ESOL Specialist provides all new personnel with information regarding the ESOL training that will be required of them given their teaching assignments. Each participant also receives a brochure explaining the ESOL training requirements and timeline for completion.

In addition, the District ESOL Specialist provides each school site with written notification that identifies the ESOL training status of the individuals at that site, and gives the specific ESOL training that each must complete during the given school year. Beginning in 2008 the Personnel Office will be assuming full responsibility for monitoring all aspects of certification of ESOL personnel.

Teachers who need the ESOL Endorsement, and have not yet completed the training, are identified as "out of field". The Personnel Office submits their names for School Board approval prior to the October FTE.

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.

The District ESOL Specialist has in the past developed a database and used that program to track the training that each teacher needed. The ESOL Specialist used that program to also track the teacher's completion of ESOL training. Beginning in 2008 those duties will be assumed by the Personnel Office.

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 Monroe County School District has been implementing the ESOL training according to the guidelines received from the Department of Education. School-based administrators fulfill their ESOL requirements through taking the online ESOL for Administrators Course through the North East Florida Educational Consortium (NEFEC) or the Hillsborough Consortium for Technology & Education (CTECH)

Beginning in 2008 the district's Personnel Office will be responsible for notifying school-based administrators of the training requirement, and will also track their completion of the 60 hours.

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

Guidance Counselors fulfill their ESOL requirements through taking the online ESOL for Guidance Counselors Course through the North East Florida Educational Consortium (NEFEC) or the Hillsborough Consortium for Technology & Education (CTECH)

Beginning in 2008 the district's Personnel Office will be responsible for notifying s of the training requirement, and will also track their completion of the 60 hours.

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. N/A

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.

When bilingual professionals are needed, the district advertises the position in the same manner that it advertises any other district position.

The school's principal or his designee will interview the applicant(s) and determine which, if any, meets their criteria for the given position.

The bilingual paraprofessional's primary assignment is to assist ELL students in understanding and completing instructional assignments. They work under the supervision and direction of the classroom teacher to whom they are assigned (the ESOL Teacher or the regular classroom teacher). Based on the given unit of study on which students are working, the classroom teacher will determine the specific assignment that the bilingual paraprofessional will follow in helping the ELL student(s).

When necessary, the bilingual paraprofessional also serves as a translator during parent meetings/conferences.

The above job functions are not to be construed as a complete statement of all duties performed. Bilingual paraprofessionals may be required to perform other duties as deemed necessary to assist in meeting the needs of the ESOL Program.

All bilingual paraprofessionals who tutors ELL students, regardless of whether or not they are paid through Federal Titles, must have two years of college (or its equivalent in another country) or must pass the ParaPro test prior to employment.

There is no district URL at this time that would provide job descriptions. The district has recently revised all job descriptions with a bilingual tutor now being considered as a Paraprofessional III. Attached is the district job description for a Paraprofessional III

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

Bilingual tutors and instructional aides participate in ESOL training with emphasis on acquiring and/or improving their skills in working with ELL students individually or in small groups. Emphasis is placed on tutoring methods that will assist ELL students with content area comprehension and English language acquisition. The ESOL Teacher provides the tutor or aide with "on-the-job" training under his/her supervision. The tutor/aide's training may be supplemented with additional ESOL training as specified by their supervising ESOL teacher or by the District ESOL Specialist. The training is documented through appropriate entries in MyLearningPlan-the district's Professional Development portal.

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

English is the language of instruction. The Bilingual paraprofessional's proficiency in English is determined by the interviewer during the interview process.

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.

The district is in the process of developing an ELL Improvement Plan to include how elementary and secondary schools will be held accountable for increasing the English proficiency of ELLs. Upon completion the identified process will be incorporated into this ELL Plan.

42) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs.

The district is in the process of developing an ELL Improvement Plan to include how elementary and secondary schools will be held accountable for increasing the academic achievement of ELLs. Upon completion the identified process will be incorporated into this 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 district is in the process of developing the system improvement plan. Upon completion the identified process will be incorporated into this ELL Plan.