



**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, John Rogers, 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.

Registration and enrollment procedures include the gathering of information required by the Florida Student Record System and the Florida Statute for school entry and are the same for all students, except those entering pre-kindergarten programs. Data is collected at the school in the zone of residence or at a centralized site for pre-kindergarten screening. Home language assistance is provided when needed and feasible. Each parent or guardian is required to answer the three questions on the Home Language Survey as part of the registration process. Translations of the document into Spanish, and Vietnamese languages are available to school registration personnel.

### **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.

Each parent or guardian is required to answer the three questions on the Home Language Survey as part of the registration process. Translations of the document in Spanish, and Vietnamese languages are available to school registration personnel. Home language assistance is provided when needed and feasible. The ESOL Coordinator facilitates the process by maintaining a list of appropriate resources to provide assistance at the school level.

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

Data entry personnel under the supervision of guidance counselors and/or principals at the school site enter the responses in the student data base. Hard copies of the data are filed in the student's cumulative folder and retained according to the statutory requirements. Duplicate copies are maintained in a file at the District Office.

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

Registrar    Guidance Counselor    Other (Specify) Data Entry Personnel

### **3) Provision of Understandable Communication**

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

Home language assistance is provided when needed and feasible. The ESOL Coordinator facilitates the process by maintaining a list of appropriate resources to provide assistance at the school site.

#### 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.

District registration forms include all required demographic data. The data entry clerk at each school site enters information for all students. Data entry personnel attend an annual district meeting to train/update them on data entry requirements and any changes required by the state.

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

Registrar  Data Entry Clerk  Other (Specify)

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

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

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

Registrar  ESOL =Coordinator/Administrator  Other ESOL Resource Specialist

#### 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>
Idea Oral Language Proficiency Test, IPT I	K-2	53		
Idea Oral Language Proficiency Test, IPT I	3-6	67		
Idea Oral Language Proficiency Test, IPT II	7-12	71		

(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.

Idea Proficiency Test IPT I Oral is administered to ELLs to determine their listening and speaking skills. The ESOL Resource Specialist is responsible for testing the students, grading the assessments, and recording the ELL data on the Diagnostic Answer Sheet. The graded tests and Diagnostic Answer Sheets are given to the district office. The district office secretary records the results in the student 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?

ESOL Resource Specialists at the home school will administer the appropriate level of the aural/oral form of the IDEA Proficiency Test (IPT) within 20 days of enrollment and follow the appropriate procedure. Data clerks or guidance counselors provide the ESOL Resource Specialist at the home school a copy of the Home Language Survey. In addition, the District data management system generates a report listing students who have answered “yes” on the Home Language Survey. The District ESOL office reviews that data and notifies ESOL Resource Specialists that students must be tested. The District ESOL office monitors the list of students needing testing to ensure that testing deadlines are met.

**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 testing is delayed for any reason, the ESOL Resource Specialist notifies parents in writing, in home language, if feasible.

**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 in grades K-2 who score as fluent English-speakers on the Listening and Speaking test will be placed in the regular program; ELL code will be changed to ZZ.

**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.

ESOL Resource Specialist will administer the Idea Proficiency Test (IPT) Reading and IPT Writing to ELLs for grades 3-12 who have scored limited English proficient on the Listening and Speaking IPT immediately following administration of the Listening and Speaking test or within twenty days of the administration of the Listening and Speaking test.

## **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>
Idea Proficiency Test Reading (IRW)
Idea Proficiency Test Writing (IRW)

**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?

ESOL Resource Specialist will administer the Idea Proficiency Test (IPT) Reading and IPT Writing to ELLs for grades 3-12 immediately following administration of the Listening and Speaking test or within twenty days of the administration of the Listening and Speaking test. If testing is delayed for any reason, ESOL Resource Specialist notifies parents in writing, in home language, if feasible.

**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.

Because the number of ELLs that Santa Rosa serves is relatively small, the R/W test is always administered within the required time. Should testing be delayed for any reason, the guidance counselor or ESOL Resource Specialist will notify parents in writing, in home language, if feasible.

**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.

Students who are referred to the ELL Committee may be placed in the ESOL program according to consideration of at least two of the following criteria in addition to test results: (1) extent and nature of prior educational and social experiences and student interview; (2) written recommendation and observation by current and previous instructional and support services staff; (3) level of mastery of basic competencies according to criterion-referenced tests; (4) grades or test results from current or previous years. If a student is placed in the ESOL Program by the ELL Committee, ELL Code will remain LY and Basis of Entry Code will change to L. The ELL Committee may also place students in the regular program.

**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. Students are placed aged appropriately with academic and language support, etc. Each student will be given a programmatic assessment to determine appropriate grade placements. Transcripts will be evaluated; parent/student interviews conducted.

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

In the absence of transcripts or prior school experience, diagnostic/placement tests and interviews may be used as a guideline. Parent/guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. Translators are provided, if feasible. The school principal or designee, guidance counselor, ESOL Resource Specialist, teachers and parent(s)/guardian(s) may be included to determine each student's prior educational experiences and level of academic skills. Placement decisions for each student consider the age of the student, level of academic skills, social experiences, parental/guardian preference, and any other pertinent data available. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate rapid language acquisition and academic achievement at the appropriate grade placement.

**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.

In the absence of transcripts or prior school experience, diagnostic/placement tests and interviews may be used as a guideline. The age of the student will be taken into consideration also. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. Translators are provided, when feasible. The school principal or designee, guidance counselor, ESOL Resource Specialist, teachers and parent(s)/guardian may be included to determine each student's prior educational experiences and level of academic skills. Placement decisions for each student consider the age of the student, level of academic skills, social experiences, parental/guardian preference, and any other pertinent data available. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate rapid language acquisition and academic achievement at the appropriate grade placement. The school contacts the previous school, if possible, and requests the records for the ELL.

### **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.

In the absence of transcripts or prior school experience, diagnostic/placement tests and interviews may be used as a guideline. The age of the student will be taken into consideration also. Parent/guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. Translators are provided, when feasible. The school principal or designee, guidance counselor, ESOL Resource Specialist, teachers and parent(s)/guardian may be included to determine each student's prior educational experiences and level of academic skills. Placement decisions for each student consider the age of the student, level of academic skills, social experiences, parental/guardian preference, and any other pertinent data available. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate rapid language acquisition and academic achievement at the appropriate grade placement.

#### **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.

Santa Rosa has never had a situation in which documentation was not available for high school students with credits from other countries. Such a situation would require individual analysis and study to determine appropriate grade and course/class placement. From SANTA ROSA STUDENT PROGRESSION PLAN page 102

(<http://www.santarosa.k12.fl.us/files/ppp0809.pdf>): The District shall seek to document the prior schooling experience of English Language Learners by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students. The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. (6A-6.0902

#### **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.

If a year has passed since the student's withdrawal to another state or country, a new English language proficiency assessment is administered when an ELL re-enrolls in the district. If an ELL withdrew from a school Santa Rosa County and attended another Florida school district, no new assessment is necessary and ESOL services will continue as documented in their ELL plan. If the student has exited the ESOL program and is within the two-year monitoring window, the grades will be monitored at the appropriate intervals. An ELL Committee Meeting

may be called to reclassify the student as an ELL and provide re-entry into the ESOL program.

### **12) ELL Student Plan Development**

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated.

The ESOL Resource Specialist completes the ELL Plan for each student who is found to be eligible for the ESOL program. Each ELL plan is created with input from guidance personnel, mainstream/inclusion classroom teachers, and other interested parties, to reflect the student's instructional program, amount of instructional time, documentation of the use of appropriate ESOL strategies, placement, teachers, and a description of all provided services. Primary focus of the instructional program is mainstream/inclusion, with individual and intense instruction from ESOL Resource Specialists in a pull-out model to enhance rapid language acquisition and/or provide academic support. The ELL Plan includes an evaluation of the student's progress toward English language proficiency and specific accommodation procedures for state assessment programs in the individual student learning plan. The original plan is filed in the student's cumulative folder and a copy filed with district ESOL Coordinator. The plan is updated annually at the beginning of the school year. A weekly service schedule documenting the delivery of services is filed by each ESOL Resource Specialist and monitored at the district level.

**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.

At the beginning of each year, the ESOL Resource Specialist(s) review most current achievement data to determine services for each student. The ELL plan for each student is updated annually, based on consideration of the student's achievement. The original plan is filed in the cumulative folder at the school site, and a copy is filed with the district ESOL Coordinator. A weekly service schedule documenting the delivery of services is filed by each ESOL Resource Specialist and monitored at the district level.

### **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) German, Italian

## **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.

The instructional model implemented in the district is mainstream/inclusion for all classes with language acquisition support and/or academic support provided by itinerant ESOL Resource Specialists. Itinerant ESOL Resource Specialists provide support, materials, and intervention for ELLs and teachers in the home schools on a schedule supervised by the district ESOL Coordinator.

The guidance counselor at the home school (with input from the ESOL Resource Specialist) schedules the student as follows: (1) counselor schedules ELL into English/Language Arts and other classes taught by certified and/or trained personnel whenever possible; (2) uncertified and/or untrained teachers with whom the ESOL student is placed will begin the formal ESOL training required by the Consent Decree; (3) District ESOL Coordinator and/or ESOL Resource Specialist will provide teachers with an orientation in the use and documentation of ESOL strategies. All instructional personnel are required to document the use of ESOL strategies to deliver comprehensible instruction. (4) ESOL Resource Specialist serves ELLs in supplemental pull-out sessions to enhance rapid language acquisition and/or provide academic support.

All new hires in Santa Rosa District sign a Preservice Agreement which stipulates the ESOL training category and the time line for completion of ESOL inservice requirements. Meeting the requirements within the prescribed time lines is a condition of continued employment. Area of Assignment I teachers (Category 1) have three years to complete the ESOL endorsement or certification. A fourth year may be offered at the principal's request. Experienced Area of Assignment II and III (Category II and III) teachers have one year to complete their requirements. Area of Assignment II and III Instructional staff new to teaching have two years to complete their ESOL inservice requirements.

Principals place ELLs in the class(es) of teachers who have met ESOL training requirements, whenever possible. School personnel who are not appropriately trained are notified in writing of their training requirements by the District ESOL Coordinator and expected to complete required training in a timely manner.

Once an ELL has been scheduled into classes, the ESOL Resource Specialist notifies classroom teachers of the student's ELL status; principals assure that appropriate ESOL strategies are being used and documented by classroom teachers. In addition, the District ESOL Coordinator notifies teachers of their individual ESOL training requirements and of opportunities to complete those requirements.

All schools must be prepared to meet the needs of ELL students and maintain compliance with the Consent Decree.

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

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

The classroom teacher in all subject areas will document that appropriate ESOL instructional strategies and accommodations are regularly used in lessons that address the appropriate benchmarks of applicable Sunshine State Standards. An ELL Plan describing services, goals and objectives, evaluation and accommodation procedures, and ESOL strategies used in the classroom is created for every ELL. Itinerant ESOL Resource Specialists will monitor and facilitate accommodations and standards mastery for all ESOL students to ensure that instruction provided to ELL students in mainstream/inclusion classrooms is equal in amount, sequence, and scope to that provided to Non-ELLs.

Because ELLs are an integral part of the school and district accountability plans, disaggregated data from state and alternative assessments will be used to document the annual progress of ELLs. Through the ESOL Resource Specialists, the district ESOL Coordinator will monitor school procedures to assure appropriate assessment, placement, instruction, and compliance with the Consent Decree for all ELLs. Accordingly, the district ESOL Coordinator will keep on file for each ELL student the following: (1) a copy of the ESOL Eligibility and Programmatic Assessment form, (2) a copy of the IPT answer sheet (3) a copy of the ELL Plan, and (4) copies of any ELL Committee reports.

The school principal or designee will monitor classrooms to assure understandable instruction and meeting the Sunshine State Standards and will check student records at least annually to determine progress.

**14d)** Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction.

ESOL Resource Specialist contacts mainstream/inclusion teachers of ELLs to provide assistance in planning comprehensible instruction and assessment modifications. As part of this process, mainstream/inclusion teachers receive information about ESOL instructional strategies or curricular modifications along with means to document use of ESOL instructional strategies. Documentation of teachers' use of ESOL instructional strategies is collected by ESOL Resource Specialists and placed in each student's cumulative folder with copies filed in the district ESOL office.

School-based administrators monitor implementation of ESOL strategies as part of their administrative oversight of the overall school curriculum. Such oversight may be achieved through classroom walk throughs, review of lesson plans and assessments, conferencing with teachers and/or review of documentation of teacher implementation of ESOL strategies.

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

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify) Classroom Teachers, ESOL Resource Specialists

Through the ESOL Resource Specialists, the district ESOL Coordinator will monitor school procedures to assure appropriate assessment, placement, instruction, and compliance with the Consent Decree for all ELLs. Accordingly, the district ESOL Coordinator will keep on file for each ELL student the following: (1) a copy of the ESOL Eligibility and Programmatic Assessment form, (2) the IPT answer sheet (3) a copy of the ELL Plan, and (4) copies of any ELL Committee reports.

The school principal or designee will monitor classrooms to assure understandable instruction in the Sunshine State Standards and will check student records at least annually to determine progress.

The classroom teacher in all subject areas will document that appropriate ESOL instructional strategies and accommodations are regularly used in lessons that address the appropriate benchmarks of applicable Sunshine State Standards. An ELL Plan describing services, goals and objectives, evaluation and accommodation procedures, and ESOL strategies used in the

classroom is created for every ELL student. Itinerant ESOL Resource Specialists will monitor and facilitate accommodations and standards mastery for all ELLs.

Because ELLs are an integral part of the school and district accountability plans, disaggregated data from state and alternative assessments will be used to document the annual progress of ELLs.

**14f)** Indicate the progress monitoring tools that are being used to ensure all ELLs are mastering the grade level academic content standards and benchmarks, and the English Language Proficiency standards. *(Check all that apply)*

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify)
- Native Language Assessment (Specify)
- FCAT
- Other (Specify) DIBELS, FORF, Harcourt Benchmark Assessments, CELLA

**15) Student Progression**

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

- Yes     No

If yes, indicate where in the Student Progression Plan these are described. <http://www.santarosa.k12.fl.us/files/ppp0809.pdf>: page 31.

**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.

Santa Rosa's Student Progression Plan ensures ELL students who have less than 2 years of instruction in the ESOL program may be exempt from mandatory retention. The district Student Information System provides current data to schools regarding length of time a student has been in the ESOL program. In addition, ESOL Resource Specialists and the district ESOL office provide data to the schools regarding the length of time ELLs have been in the ESOL program. Good Cause determination is made through consultation of principal, teachers, ESOL Resource Specialist, and parent(s)/guardian(s). The district ESOL coordinator may also be involved in the process. However, the school principal has the final administrative responsibility for promotion or retention of all students.

SANTA ROSA STUDENT PROGRESSION PLAN page 31  
<http://www.santarosa.k12.fl.us/files/ppp0809.pdf>:

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

No promotion or retention decision may be made for any individual student classified as ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an ELL should be made through action of an ELL Committee. Grade placement of English Language Learners (ELLs) must be determined by the school's ELL Committee and principal.

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

All parents are made aware of their child's possible retention status early in the second semester. Parent conferences regarding possible retention are initiated. In addition, schools send out letters to parents informing them of potential retention of students. Letters are written in language the parents understand, when feasible. Prior to a final retention decision, parents are invited to meet with the classroom teacher and ESOL Resource Specialist to discuss the student's progress in meeting grade level academic standards and the possibility of retention or administrative placement. The school administrator and/or guidance counselor may be in attendance as well.

Near the end of the school year, an ELL Committee Meeting is convened to discuss retention or administrative placement. Parents are invited to attend and participate in the decision. Notification of academic promotion is provided through end of year report cards.

## **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 Assessment Coordinator and the school-based administrators and guidance counselors ensure that all students participate in FCAT. The district Assessment Coordinator provides annual training to at least one school-based administrator and guidance counselor from each school in policies and procedures of test administration. The Assessment Coordinator also communicates regularly with this group via district email to main the flow of FCAT testing information as it comes from the Department of Education.

Our district does not exempt ELL students from Florida statewide assessment programs. Students who are classified as ELL are given individual accommodations on state-mandated and other standardized assessments in accordance with the provisions of the specific assessment instrument and program. Guidance counselors and other test administrators are informed of these provisions through test manuals and training. Appropriate accommodations are made available to eligible students as a matter of course.

In preparation for CELLA testing of all ELLs, the district student information department submits demographic data for all ELLs classified as LY and for ELLs dismissed during the exit window delineated by DOE. The district ESOL office checks the resulting data, making deletions and additions as needed. The district Assessment Coordinator provides training for CELLA test administrators and communicates testing requirements to school guidance counselors and administrative personnel. Trained CELLA testers administer CELLA to all eligible students.

**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.

Students who are classified as ELL are given individual accommodations on state-mandated and other standardized assessments in accordance with the provisions of the specific assessment instrument and program. Guidance counselors and other test administrators are informed of these provisions through test manuals and training; appropriate accommodations are made available to eligible students as a matter of course. Documentation of accommodations provided is noted on the district-required Security Listing form. The Security Listing form is submitted to the district Assessment Coordinator with a copy retained at the school.

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

Yes     No

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

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

Reading:

Math:

Writing:

Science:

## **SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)**

**17)** Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores.

Students in the ESOL Program may be formally reevaluated at any time the student is considered to have progressed sufficiently in gaining English language proficiency to warrant reevaluation; a parent, teacher, counselor, or administrator may initiate this process. As a matter of policy, each ESOL student will be appraised at the end of each year in the ESOL Program to determine if exit testing is appropriate. The appraisal will be conducted by the ESOL Resource Specialist at the home school and may consist of a review of formal assessment data or data gathered from classroom teachers or by the ESOL Resource Specialist.

When the decision is made to move forward with formal exit evaluation, exit criteria will be consistent with entry criteria.

Students in grades K-2 whose Basis of Entry Code is A will be exited from the program only if they score FES on the IDEA Oral Proficiency Tests (IPT), which address both listening and speaking skills.

Students in grades 3-12 whose Basis of Entry Code is A will be exited from the program if they score FES on the IPT and competent on both the reading and writing sections of the IPT assessment (IRW).

Students in grades 3-12 whose Basis of Entry Code is A may be referred to the ELL Committee if they score FES on the IPT Listening and Speaking tests and below competent on either section of the IPT reading and writing assessment. ELL Committee can determine whether the student continues in the ESOL Program.

Students in grades 3-12 whose Basis of Entry Code is R will be exited from the program if they score competent on both the reading and writing sections of the appropriate level of the IPT. Those who score below competent on either section may be referred to the ELL Committee for determination of future placement.

Students in grades K-12 whose Basis of Entry Code is L will be reevaluated by the ELL Committee using the same criteria used for placement.

FCAT reading and writing scores available from the annual District/State testing program may be used to determine academic proficiency. A score of Level 3 on FCAT reading will reflect proficiency. CELLA scores may also be used to determine listening, speaking, reading, and writing language proficiency. The CELLA English proficiency composite scores listed below will be used to determine exit criteria along with the IPT scores above:

- K-2: 2050 and greater
- 3-5: 2150 and greater
- 6-8: 2200 and greater
- 9-12: 2250 and greater

The ESOL Resource Specialist at the home school completes the District Reclassification/Exit form and submits that form to the guidance counselor at the school. The form serves as both notice and documentation of Post Exit Monitoring. The Reclassification/Exit Form is filed in the student's cumulative folder with a copy sent to the

district ESOL Department. The ESOL Resource Specialist sends the parent(s)/guardian(s) written notification of the student’s exit from the ESOL program.

**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>
IDEA Oral Language Proficiency Test, IPT	K-2	53		
IDEA Oral Language Proficiency Test, IPT	3-6	67		
IDEA Oral Language Proficiency Test, IPT CELLA	7-12	71		

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

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

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

**17b) Reading and Writing Proficiency Assessment**

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

[http://www.fldoe.org/eias/dataweb/database\\_0809/st105\\_1.pdf](http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf).

Name of Reading and Writing Instrument(s):
IDEA Reading, IRW, IPT 1: 3 <sup>rd</sup> grade—Raw Score 50
IDEA Reading, IRW, IPT 2: 4 <sup>th</sup> grade—Raw Score 42
IDEA Reading, IRW, IPT 2: 5 <sup>th</sup> /6 <sup>th</sup> grade—Raw Score 46
IDEA Reading, IRW, IPT 3: 7 <sup>th</sup> /8 <sup>th</sup> grade—Raw Score 43
IDEA Reading, IRW, IPT 3: 9 <sup>th</sup> —12 <sup>th</sup> grade—Raw Score 48
IDEA: Writing 1, IRW 3 <sup>rd</sup> grade—Raw Score 15
IDEA: Writing 2, IRW 4 <sup>th</sup> grade—Raw Score 15
IDEA: Writing 2 IRW 5 <sup>th</sup> /6 <sup>th</sup> grade—Raw Score 16
IDEA: Writing 3, IRW 7 <sup>th</sup> —12 <sup>th</sup> grades—Raw Score 15
CELLA
FCAT

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

Registrar  ESOL Teacher/Coordinator  Other (Specify) ESOL Resource Specialist

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

Students in grades K-12 whose Basis of Entry Code is L will be reevaluated by the ELL Committee using the same criteria used for placement: IPT Oral Assessments for Listening and Speaking and for grades 3—12 IPT Reading and Writing. The ELL Committee also considers grades, teacher recommendations, parent/guardian input, and student preference, as appropriate.

FCAT and CELLA scores available from the annual District/State testing program may also be used to determine proficiency. A score of Level 3 on FCAT reading will reflect proficiency. A Florida Writes essay score of 3 or better will reflect proficiency. CELLA scores may also be used to determine listening, speaking, reading, and writing language proficiency. The CELLA English proficiency composite scores listed below may be used alternately to the IPT scores above:

- K-2: 2050 and greater
- 3-5: 2150 and greater
- 6-8: 2200 and greater
- 9-12: 2250 and greater

Exit decisions for any student for whom data are inconclusive will require convening of the ELL Committee to exit student.

**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 progress of students who have been exited from the ESOL Program will be monitored by designated personnel at each school, typically the school guidance counselor, and by itinerant ESOL Resource Specialists at appropriate intervals. The ESOL Resource Specialist at the home school completes the District Reclassification/Exit form and submits that form to the guidance counselor at the school. The form serves as both notice and documentation of Post Exit Monitoring. The Reclassification/Exit Form is filed in the student's cumulative folder with a copy sent to the district ESOL Department. The ESOL Resource Specialist sends the parent(s)/guardian(s) written notification of the student's exit from the ESOL program.

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

District policy is that ELLs can be reevaluated at any time. Exit criteria must be consistent with entry criteria. If the student meets exit criteria, he/she will exit the program and be monitored for the next two years at appropriate intervals. An ELL whose Basis of Entry is an

ELL Committee Meeting will exit the program through an ELL Committee Meeting and will be monitored for two years at the appropriate intervals.

## **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.

At the beginning of each school year, the District ESOL Department sends each school that school's ESOL Monitoring School Master List. At appropriate intervals, the school guidance counselor checks progress of students and documents monitoring on the ELL Monitoring School Master List, which is submitted to the ESOL Coordinator at the end of the year. In addition, the guidance counselor updates the Reclassification/Exit form located in each student's cumulative folder. The ESOL Resource Specialist at the home school also monitors progress of students.

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

The ESOL Resource Specialist at the home school completes the District Reclassification/Exit form and submits that form to the guidance counselor at the school. The form serves as both notice and documentation of Post Exit Monitoring. The Reclassification/Exit Form is filed in the student's cumulative folder with a copy sent to the district ESOL Department. The ESOL Resource Specialist sends the parent(s)/guardian(s) written notification of the student's exit from the ESOL program.

**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.

A student who has been exited from the ESOL Program will be referred to the ELL Committee under any of the following circumstances:

- Monitoring shows that the student is not progressing satisfactorily.
- A pattern of declining grades or test scores is demonstrated.
- A teacher, parent, counselor, or administrator requests a referral.

The ELL Committee will consider all available information, including parent preference, and determine the appropriate programmatic placement for the student and complete a new ELL Plan, which is filed in the cumulative folder. A copy of the new ELL Plan will be sent to the District ESOL Coordinator.

**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 ELL Committee will consider all available information, including parent preference, and determine the appropriate programmatic placement for the student. The ESOL Resource Specialist will complete a new ELL Plan, which is filed in the cumulative folder. A copy of the new ELL Plan will be sent to the District ESOL Coordinator. The ESOL Department updates data in the student information system.

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

ELL students have equal access to all remediation strategies offered by the Santa Rosa School District. Modified instruction, which incorporates ESOL strategies as part of the student's regular curriculum, will not be considered as additional remediation.

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

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

The Santa Rosa School District has a relatively small ELL population. In most cases, there is at least one family member or family acquaintance who understands the English language; therefore, most home-to-school communication is achieved through personal and/or telephone contact.

The District maintains a list of community resources for translators, tutors, or volunteers to maintain understandable communication with families of ELLs. The District has a file of relevant documents in a variety of languages to be used when feasible. Efforts will continue to expand the file to include additional languages. School personnel who are bilingual assist in home-to-school communication, whenever feasible. Software programs or purchased translation services will be used to translate written communications, whenever 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
- 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: Notification of Continued Placement in the ESOL Program

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

The Code of Student Conduct is available in Spanish as a hard copy provided to each Spanish-speaking student. Students are encouraged to take the Code of Conduct Home and share the information with their parents. The Code of Conduct is also available in Spanish on the district website.

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

Yes  No

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

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

All parent training initiatives offered by the District are available to parents of ELLs on an equal basis; ESOL Resource Specialist make every effort to keep parents of ELLs informed of opportunities and to ensure that all training is comprehensible to them. Information about such initiatives is provided in writing, in home language, if feasible. In addition, telephone contact may be employed as well as publication of information on school bulletin boards,

newsletters and websites, etc. Most schools within the district use an automated callout system to inform all parents of training initiatives.

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

All required school reports are published according to statute in local media, parent letters, and on the district website. Information is provided to parents in a language they 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.

The District Civil Rights Officer investigates any complaint registered regarding program compliance, establishes the nature of necessary adjustments, and monitors the implementation of such adjustments. Santa Rosa School District Policies and the Code of Student Conduct guarantee educational equity and the right to grievance procedures regarding perceived violations. The grievance procedure, identical for all employees as well as students, begins with informal discussion among parties; failure to resolve the issue satisfactorily shall lead to the following process:

1. Filing of grievances with Civil Right Officer
2. Filing of grievance with superintendent
3. Filing of grievance with school board
4. Request for arbitration
5. Redress through courts.

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

In Santa Rosa District, ELLs have the same rights and access to all programs and facilities that non-ELLs have. ESOL Resource Specialists and the district ESOL Coordinator serve as advocates for ELLs to assure equal access to all programs. The district ESOL Coordinator provides staff development to school-based administrators, guidance, ESE personnel and any other departments within the district that provide special programs to ensure their understanding of the rights of ELLs to equal access to all programs and facilities.

## **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 at a school includes the guidance counselor, the principal or designee, classroom teacher(s), and the ESOL Resource Specialist. Parent(s)/Guardian(s) of the student are invited to attend. The ELL Committee may be convened at any stage of the evaluation and/or placement process upon request from any stakeholder or upon any indication of concern about appropriate placement, program delivery, accommodations, or

any other relevant issue. The ELL Committee Review form summarizing action is kept in the student's cumulative folder, and a copy is sent to the ESOL Coordinator.

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

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32<sup>nd</sup> percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32<sup>nd</sup> 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.

**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.

At general meetings for parents of ELLs held at least twice annually in the district, parents are invited to participate in the district PLC. Parents who indicated a willingness to participate in the District PLC the previous school year were contacted by phone and invited to attend the district PLC meeting. In addition, local businesses that employ parents/guardians of ELLs were also invited to participate. Had all parents who expressed a willingness to participate attended the meeting, the composition would have been composed of a majority of parents of ELLs. The district will continue to invite parents of ELLs to participate in the PLC by direct phone contact and by mail. Because the total number of ELLs in the district is small, numbers of parents who participate in the PLC remains small.

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

Santa Rosa School District ELL Parent Leadership Council has been established and actively recruits parent involvement. The District Director of Federal Programs, District ESOL Coordinator, and at least two ESOL Resource Specialists are members of the ELL Parent Leadership Council. Personal invitations are extended to parents to join the district PLC during two parent meetings held each year. At school sites, School Advisory Council members are elected and representative of the school population, and parents of ELLs are encouraged to participate in this and other parent-student-teacher organizations at the school. Parents of ELLs are encouraged to participate in ELL Committee meetings. The written notification of student placement in the ESOL Program provides specific contact information and direction for parents to get involved in their children's schools. All parent training initiatives offered by the District are available to parents of ELLs on an equal basis; ESOL Resource Specialists make every effort to keep parents of ELLs informed of opportunities and to ensure that all training is comprehensible to them.

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

A subcommittee of the District PLC developed an initial draft of the District ELL Plan. Parents who indicated a willingness to participate in the District PLC the previous school year were contacted by phone and invited to attend a meeting to discuss and revise the initial draft. In addition, local businesses that employ parents/guardians of ELLs were also invited to participate. Prior to the meeting, a hard copy of the initial plan was sent to each invitee to allow them time to read the draft in advance of the meeting. Included in the packet was a formal written invitation to participate in the development of the District ELL Plan. At the meeting, parents and other members of the PLC questioned various sections of the plan and offered recommendations for revision. Consensus was reached during the meeting on changes, deletions, and/or additions that should be made. A second draft reflecting the revisions was developed. The Chairperson of the PLC and other representative members met to approve the final copy and sign it prior to submission for School Board approval.

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

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

## **Section 10: PERSONNEL TRAINING**

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

**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.

When an ELL student is placed in a teacher's class for the first time, the District ESOL office sends a letter to the teacher outlining the teacher's specific responsibilities regarding training, timelines, documentation of ESOL-appropriate strategies, and delivery of understandable instruction. A database showing teacher training hours in ESOL is maintained and regularly

updated by the ESOL Coordinator's office. Appropriate staff in the Human Resources Departments are notified when teachers are to be reported out-of-field.

Vigorous efforts to make all principals and teachers aware of the requirements of the ESOL Program are made by the District ESOL Coordinator with assistance from Human Resources and Inservice Departments. ESOL Program notes are presented regularly at school faculty meetings and administrative conferences; e-mail and courier messages provide regular notification of training opportunities to all personnel.

All new hires in Santa Rosa District sign a Preservice Agreement which stipulates the ESOL training category and the time line for completion of ESOL inservice requirements. Meeting the requirements within the prescribed times lines is a condition of continued employment. Area of Assignment I teachers (Category 1) have three years to complete the ESOL endorsement or certification. A fourth year may be offered at the principal's request. Experienced Area of Assignment II and III (Category II and III) teachers have one year to complete their requirements. Area of Assignment II and III Instructional staff new to teaching have two years to complete their ESOL inservice requirements. The ESOL Coordinator meets with all new hires to explain ESOL inservice requirements and the timelines.

The district provides a one time stipend to teachers who complete their ESOL inservice requirements: \$1,000 for the ESOL endorsement, \$200 for 60 hours, and \$60 for teachers who complete 18 hours. In addition, the district pays a one time stipend of \$1,000 for teachers who pass the ESOL subject area exam, add ESOL to their certificates, and complete the required 120 hours of ESOL training associated with this process. Information about the stipends is disseminated by the district ESOL coordinator at New Employee Orientation and also via then district email system.

**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.

A database showing teacher training hours in ESOL is maintained and regularly updated by the ESOL Coordinator's office. In addition, teacher inservice records are available through the web-based Electronic Registrar Online (ERO). Teachers have access to have access to the information on ERO at any time. Appropriate staff in the inservice and the Human Resources Departments are notified when teachers are to be reported out-of-field or in need of training.

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

Administrators receive regular updates on the ESOL Program and inservice requirements at monthly Principal Meetings and the annual District Administrative Conference. New school-based administrators are notified that they must complete a minimum of 60 hours of ESOL inservice within three years of their hire dates. The district purchases online ESOL staff development to meet school-based administrator needs. School-based administrators are included in the ESOL inservice database that is maintained in the District ESOL Department. In addition, administrator inservice records are available through the web-based Electronic Registrar Online (ERO). Administrators have access to the information on ERO at any time. New school-based administrators sign the District Preservice Agreement which requires them

to meet their inservice requirements within the prescribed time lines as a condition of continued employment. They receive written notification from the ESOL Department informing them of their inservice requirements.

**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 receive regular updates on the ESOL Program and inservice requirements at annual Student Services Meetings. New guidance counselors are notified that they must complete a minimum of 60 hours of ESOL inservice within one to two years of the hire date. The district purchases online ESOL staff development to meet guidance counselor needs. Guidance counselors are included in the ESOL inservice database that is maintained in the District ESOL Department. In addition, guidance counselor inservice records are available through the web-based Electronic Registrar Online (ERO). Counselors have access to the information on ERO at any time. New guidance counselors sign the District Preservice Agreement which requires them to meet their inservice requirements within the prescribed time lines as a condition of continued employment. They receive written notification from the ESOL Department informing them of their inservice requirements.

**37)** If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

Instruction is not provided in a language other than English. All teachers who provide instruction to ELL students are fluent in English.

**38)** According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description.

**GENERAL JOB DESCRIPTION:** Assists teachers in daily classroom and school activities of English Language Learners (ELL)

**ESSENTIAL JOB FUNCTIONS:** Essential functions are fundamental job duties. They do not include marginal tasks which are also performed but are incidental to the primary functions. Personal characteristics required of all employees such as honesty, industry, sobriety and the ability to get along with others, are presumed qualities and may not be listed specifically.

- Sets up classrooms and prepares materials in support of instruction for ELLs;
- Supervises ELLs during lunch period, intermissions, on school grounds before and after school and bus loading and/or unloading, under the supervision of a member of the instructional staff; Escorts ELLs to and from rooms and buildings;
- Administers, scores tests, marks errors and records ELL status and improvements;
- Assembles, adjusts and maintains equipment for instructional programs in support of ELLs;
- Assists teachers in maintaining equipment for instructional programs involving ELLs;
- Works with ELLs assisting in completing assignments and projects;
- Operates copier in reproducing ELL records;

- Maintains records, files, reports and statistics of ELLs;
- Provides academic support for ELLs in mainstream classes and/or in ESOL resource classes;
- Performs related duties as required.

**ABILITY TO:** Relate and inspire confidence in children; become involved in workshops and in-service training programs; gain knowledge of machines and equipment of the assigned unit; communicate using hearing and vision skills; understand and follow oral and written instructions.

**SKILLS:** Speak and write fluently in the targeted language\* as well as in the English language.

\*Targeted language is the one spoken by 15 of the English Language Learners in the school where the position is.

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

Santa Rosa District has a small ELL population scattered across most of the 32 schools in the district. Having 15 ELLs in one school who speak the same language occurs rarely. Santa Rosa's ESOL population generated a need for a bilingual paraprofessional for the first time in the 2007-08 school year. Training for the bilingual paraprofessional is provided by the district ESOL Coordinator and/or the ESOL Resource Specialist assigned to the school and the school-based administrator.

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

The school-based administrator at the school to which the bilingual paraprofessional is assigned conducts an in-depth interview of the candidate, verifies educational background and checks references. The interview may include participation of bilingual educator(s), when feasible.

## **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 recognizes that the English language proficiency of ELLs can best be increased by placing them with trained instructional personnel who have knowledge of second language acquisition methodology and who can modify curriculum to promote rapid language acquisition. Thus, schools are directed to place ELLs in the classrooms of teachers who have had required ESOL training, whenever possible. The district ESOL office closely monitors placement of ELLs in the schools and communicates with principals to ensure that they are aware of the ESOL training status of all instructional personnel. In addition, the district requires all new hires to meet ESOL inservice requirements within prescribed time lines as a condition of continued employment. Eventually, this aggressive policy will result in all teachers in Santa Rosa District being qualified to teach ELLs. The district requires that teachers of ELLs use ESOL strategies and document that use. In addition, itinerant ESOL Resource Specialists work with teachers of ELLs to modify instruction and assessment. The

district provides CELLA reports to all schools so that they can track the performance of ELLs in their schools.

**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 provides information to all schools about the academic achievement of all students, including ELLs. FCAT data is disaggregated by subgroups so that each school is clearly aware of the achievement of the ELLs attending the school. In addition, the district encourages schools to monitor the lowest quartile of their student population to ensure that these students make learning gains. Santa Rosa has a long history of exemplary student achievement. One component of that is a strong focus on increasing academic achievement of all students.

Schools develop and implement a Progress Monitoring Plan (PMP) for each student who does not meet the district's proficiency levels in reading, math, writing and/or science. The PMP ensures additional diagnostic assessments and focused instructional strategies to address deficiencies in student skills. Each student in an alternative program also has a Progress Monitoring Plan in reading, math, science and/or writing if his/her proficiency in these areas does not meet the district's required levels. In addition, students will have, while in an alternative program and when appropriate, Progress Monitoring Plans, Individual Education Plans, and transition plans. The completion and implementation of these documents will improve the achievement of these students and assist them in making adequate yearly progress (AYP).

The District has provided the Turnleaf Administrative Management System as a tool for analyzing data to identify specific areas of need for each subgroup. When student needs are diagnosed and specifically addressed, student achievement in all subgroups should show improvement.

**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.

No schools in Santa Rosa have sufficient numbers of ELLs to be reported as a sub group for AYP purposes.

Santa Rosa District has a very small population of English Language Learners (ELL), although that population is growing. With such small numbers within the subgroup, the performance of a few students impacts district percentages to a great degree and is not entirely reflective of the progress within the group.

Specific actions that the Santa Rosa District is taking to ensure the greatest likelihood of improving the achievement of ELLS include placing ELLS in intensive research-based intervention using READ 180, providing additional reading and math support through the ESOL Resource Specialists. The ESOL Resource Specialists are working on the reading endorsement and receive math content support from the district math coordinator. The district also provides targeted ELLS access to Success Maker's Discover English application and Rosetta Stone language learning software. In addition, the District will continue to provide

training in scientifically-based reading, math, writing, and science strategies to core teachers of ELLS and will develop and market additional online ESOL inservice to teachers, guidance counselors and administrators. The District requires all newly-hired core area teachers to complete appropriate ESOL inservice as a condition of continued employment thus ensuring a pool of teachers who can better meet the needs of ELLs in their classes. A district system improvement plan addressing AMAOs was submitted to the DOE.