

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

Date Received by FDOE

Florida Department of Education

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
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 Tallahassee, Florida 32399-0400
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FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
St. Johns County School District		Ted Banton, Program Specialist for the Social Sciences		904.547.7543	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
40 Orange St. St. Augustine, Fl. 32084					
(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, <u>Joseph Joyner</u> , 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):					
Contact Information for District PLC Chairperson: Mailing address:					
E-mail Address:		Phone Number:			
Date final plan was discussed with PLC: 1 October 2008			PLC <input type="checkbox"/> approved <input type="checkbox"/> not approved		
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

By signature below, I, Joseph Joyner, 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 Home Language Survey (HLS) is completed upon the initial enrollment of a student. Registration procedures are common for all students and are conducted at each school site. Guidance counselors are responsible for coordinating student registration. Provisions to communicate in the home language of parents and students will be implemented as needed through the use of school personnel and professional translation services in the district, whenever feasible, and as per state requirements. The school's principal is responsible for monitoring registration procedures implemented at the school.

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done. The Home Language Survey (HLS) is completed upon the initial enrollment of a student at the school site in which the student intends to enroll. The HLS is one page of the SJCSO registration packet.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. Upon completion of the HLS by the student and/or parent, affirmative responses are collected and given to the school ESOL. Affirmative responses are collected and provided to the school level personnel responsible for ESOL services. He/she is responsible for assessing the students who provided affirmative responses within 20 school days of registration. The school-level ESOL coordinator will also, upon affirmative response on the HLS, develop a programmatic assessment to determine student placement.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
 Registrar Guidance Counselor Other (Specify) Assistant Principal, testing coordinator

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. Provisions to communicate in the home language of parents and students will be implemented as needed through the use of school personnel and professional translation services in the district, whenever feasible, and as per state requirements

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. All student demographic data, including native language and country of birth, is collected on the SJCSO registration form and is entered at the school site by the registrar/ data entry clerk/ computer operator.

Identify the title(s) of the personnel responsible for collecting and reporting student demographic data.
 Registrar Data Entry Clerk Other (Specify) _____

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

Registrar ESOL Coordinator/Administrator Other (Specify) School Guidance/testing personnel

6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IPT I Oral	K beginning of SY	19		
IPT I Oral	K-2	20.5		
IPT 1 Oral	3-6	23.5		
IPT II Oral	7-12	21		

(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. All students who indicate the needs for ESOL assessment, via the Home Language Survey, are administered the grade appropriate Oral/Aural assessment. The Oral/Aural assessment used in SJCS D identifies NES, LES and FES based on questions answered correctly per section. School guidance and testing personnel are responsible for administering the assessment within 20 school days of enrollment as well as scoring the assessment and reporting the data to the SJCS D state reporting office.

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? SJCS D monitors affirmative responses to the HLS through the Student Information System. Periodic reports are generated identifying all students with a program code of LP. The state reporting offices, in conjunction with the ESOL coordinator, review the reports and notify school personnel of any areas of discrepancy.

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. SJCSD administers the listening and speaking assessment in the 20 day window. For the purposes of monitoring assessment within the twenty day window, if a situation arises in which testing does not occur, school guidance personnel will notify the parent of testing delay in writing and in the heritage language unless clearly not 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. K-2 students who score at or above the proficiency range in listening and speaking will not be placed into ESOL services in SJCSD unless it is the determination of an ELL committee that there is a deficiency in English language proficiency based on other collected data.

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. For students in grades 3- 12 who score below proficient on the listening/ speaking assessment, placement will occur. The student will be placed in an instructional setting appropriate to his/her academic history, with an instructor who has met the required ESOL training, or an instructor who is working towards meeting ESOL training requirements. The student will also be assessed, within 20 days in the areas of reading and writing.

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):
WRAT-3 (currently no longer being produced)
WRAT-4 (replacement for WRAT-3)

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? SJCSD administers the reading and writing assessment in the same testing window (20 days) as the listening and speaking assessment. For the purposes of monitoring assessment within the twenty day window, the twenty day window, if a situation arises in which testing does not occur, school guidance personnel will notify the parent of testing delay in writing and in the heritage language unless clearly not 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. When a potential ELL is not administered the reading/ writing instrument within the district prescribed 20 day window, notification of testing delay will be sent to the parent in English and in the heritage language, unless clearly not feasible. A copy of the notification of testing delay will be placed in the student’s cumulative folder.

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. SJCSD, in accordance with the Consent Decree, creates ELL committees for each child who qualifies through testing for ELL services. In a case in which the child does not qualify, but there is evidence through classroom situations, ELL committees can be formed to place a child into the program. Each ELL committee meeting is documented using the SJCSD ELL committee report form (See Attached).

9) Native Language Assessment

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

Yes No

If yes, describe the procedures implemented and list the instrument(s) used. Not applicable

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. It is the practice in SJCSD to always request a student transcript when a new student enters the school system; the school either accesses the student's transcript through the FASTER (if from an in-state school) or requests the student cumulative record and/or transcript from the sending school. Upon entrance of a student who has provided an affirmative response to the HLS, school personnel will complete a SJCSD Programmatic Assessment to evidence the rationale for the student's placement. The Programmatic Assessment includes a number of measures used to indicate appropriate student placement. See attached for the SJCSD Programmatic Assessment.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). Students with limited or no prior educational experience will be placed based upon the criteria of age and or student interview. The student will be afforded opportunities to acquire the necessary academic knowledge through academic interventions to assist in meeting grade level expectations.

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 instances where a student's prior educational record are not available, or incomplete, the school personnel responsible for the Programmatic Assessment will conduct an evaluation of the student's academic levels of functioning through the use of oral student interviews, Parental and student input to ensure that instruction in basic subject areas is appropriate to the student's level of achievement.

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. School administration and guidance personnel

are responsible for the grade and course placement of students. Each student's grade and course placement is based upon academic data and the student's customized learning path.

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. For students in grades 9-12, SJCS D awards credit for successful completion of courses outside the US. In instances where there is no documentation of successful completion, students will be placed in the next sequential course, and upon successful completion of the first grading period, credit will be awarded for the undocumented course. In instances in which a student took language arts courses in his/her native language, credit will be awarded in English. In instances where the student took English as a foreign language, credit will be awarded towards a foreign language credit. (SJCS D SPP p.49)

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. In instances which a student has un-enrolled from a school in SJCS D and re-enrolled in another school outside of the state or country, and re-enrolled in SJCS D, the HLS will be completed and assessment will occur again for that student. The student will be placed into ESOL services if the assessment scores indicate the need for ESOL services. For students who transfer to another district in the state of Florida, upon re-entry, SJCS D will honor the sending district's placement decision.

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 school guidance personnel and/or administration are responsible at the school site for the development of the ELL plan. The plan is to be developed in a timely manner to ensure that the student is receiving appropriate accommodations/ interventions based on student data. The schools make every effort to include parent involvement in the development of the plan through notifications of the meeting in English and heritage language, unless clearly not feasible. Once the date of the plan meeting is set, administrators, guidance personnel, teachers and parents convene to review possible accommodations, interventions and strategies to assist the student in English language proficiency and academic success.

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. IN SJCS D, it is expected that ELL plans are to be reviewed and amended annually. However, an ELL committee may be reconvened at any

time to review the student ELL plan and make adjustments according to the student's needs. The school guidance personnel are responsible for the annual review of the ELL plan. The SJCS D ELL plan is attached.

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) Russian, Arabic, Hmong

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

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

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

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school. All schools in SJCS D utilize the mainstream-inclusion model. At each school, it is the responsibility of the school

administration to monitor fidelity of the program. In addition, the district ESOL coordinator will monitor instruction at each school site to ensure that the program is being implemented with good faith.

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. In SJCS D, all students are afforded equitable opportunities in school. Regardless of program placement, all ELLs will be afforded equitable instruction compared to the non-ELL student. Student enrollment in advanced, gifted, Academies, and other programs are monitored annually for equitable representation of ELLs. The SJCS D SPP specifically addresses equitable instruction for all (SJCS D SPP Introduction p.9)

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. Throughout SJCS D, instructional staff is required to document accommodations and ESOL instructional strategies for each ELL within their classroom. Documentation must appear in the teacher planning or lesson plan book and will be monitored on site for compliance by the school administration and District ESOL coordinator.

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

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify) _____

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

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) _____
- Native Language Assessment (Specify) _____
- FCAT
- Other (Specify) District Progress monitoring instruments.

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. The SJCSO Student Progression Plan includes a section specific to ESOL program services (Section 6). Within the ESOL section, the plan addresses student placement and indicates that students receiving ESOL services will follow the same procedures as non-ELL students as it relates to promotion, placement and retention.

15a) Describe the district's Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention. The district's Good Cause Policy (found on p.11 of the SJCSO SPP) states that "A grade 3 student scoring at Level 1 on the Next Generation Sunshine State Standards section of the Reading FCAT must be retained unless exempted from retention for good cause. Students qualifying for one of the following six good cause exemptions may be promoted. **Good Cause Exemption # 1:** English Language Learners (ELL) who have had less than two (2) years of instruction in an English for Speakers of Other Languages (ESOL) program.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. The ELL committee has final authority in determining promotion or retention of an ELL student in SJCSO. The decision of the committee must be based on data assembled from student performance measures.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. In any instance in which there is a question of retention of an ELL, the ELL committee will convene and review the student's data points before retention is approved. There must be evidence that the student did not meet state standards for retention to occur.

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. SJCSO does not exempt any ELL student from any state-wide assessment program (FCAT, CELLA) based on their ESOL program placement. This is monitored by the district ESOL coordinator through annual data tabulations performed by the ESOL coordinator and the Planning and Accountability office.

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 the ELL committee, the ELL committee is to review possible testing accommodations and identify the accommodations that will be provided specific to the ELL. The plan will be disseminated to all instructional personnel in contact with the ELL. It is the responsibility of

the school administration and guidance personnel to disseminate the testing accommodation information and it is the responsibility of the school administration to monitor the implementation of the accommodations through review of lesson plans and classroom monitoring/ walk-throughs.

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

Yes No

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

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

Reading: Not applicable

Math: Not applicable

Writing: Not applicable

Science: Not applicable

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores. When there is data to support the possibility of an ELL to exit the ESOL program, an ELL committee will convene to review the data and make the decision of ESOL program exit. The ELL committee must make the determination based upon the following criteria:

- Aural/Oral - for use in grades K-2 only.

For students in grades 3-12, two or more of the following benchmarks must be met to consider student exit for ESOL services:

- CELLA Composite Score and CELLA Reading Score – CELLA aural/oral skills, reading and writing scale scores for each grade cluster shall be added together to determine the composite score at grade level. Scores equal to or greater than the CELLA composite scores shall be used to determine the level of English proficiency for students tested in listening, speaking, reading and writing on grade level (see table below). The second measure must be a score at the proficient level on CELLA Reading tested on grade level.

Grade Cluster CELLA English Proficient Composite Scores

K-2 2050 and greater

3-5 2150 and greater

6-8 2200 and greater

9-12 2250 and greater

- A score at or above the proficient level on a State approved listening and speaking assessment or above the publisher’s cut score on an aural and oral assessment. If this measure is used for students in grades 3-12, the second measure shall be an assessment in reading and writing. SJCS D will use this measure for the 2008- 2009 SY only
- A score at or above the 33rd national percentile on the reading comprehension and writing or language usage subtests on a nationally norm referenced test. The second measure shall be a listening and speaking or aural and oral assessment. SJCS D will use this measure for the 2008- 2009 SY only
- FCAT level 3 or greater or the equivalent developmental scale score on the Reading test of the Sunshine State Standards. The second measure shall be an assessment in listening and speaking or aural and oral, and writing
- FCAT level 3 or greater on the Writing+ of the Sunshine State Standards. The second measure shall be an assessment in listening and speaking or aural and oral, and reading.

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	K-2		2050	
CELLA	3-5		2150	
CELLA	6-8		2200	
CELLA	9-12		2250	
IPT I Oral	K-2	Above 20.5		
IPT 1 Oral	3-6	Above 23.5		
IPT II Oral	7-12	Above 21		

(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.fl DOE.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
WRAT-3

WRAT-4
FCAT Reading (DSS)
FCAT Writing Score

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

Registrar ESOL Teacher/Coordinator Other (Specify) Guidance Personnel and school administration

17d) Describe the process by which the ELL Committee makes exit decisions. Based upon review of the ELL’s exit testing data (CELLA, FCAT and or local assessments), combined with information from the student’s classroom grades, and anecdotal data, the ELL committee will either exit the student from ESOL services or continue placement in ESOL services.

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. Guidance personnel are responsible for updating exit data in the student plan and the cumulative folder. This process is monitored by the district ESOL coordinator and FTE office. This monitoring occurs during survey data periods and testing windows to ensure that all data points are reported correctly.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. If an ELL meets exit criteria via data points (IPT and WRAT, if required, OR FCAT and CELLA) during the middle of a student grading period, the student may be exited based upon the aforementioned data and the supporting decision of the ELL committee. Once approved for exit, by committee, the student would be placed in follow-up status for the required two years as specified in the Consent Decree

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. School guidance and school administrations are primarily responsible for monitoring the progress of exited ELLs for the period of two years and are required to report performance reviews of academic progress for each student in accordance with the Florida Consent Decree.

18a) Explain how the ELLs’ progress is documented in the Student ELL Plan. Academic progress of former ELLs is documented in each student’s cumulative record and will include at a minimum report cards and statewide assessment reports.

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

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify) Progress monitoring data, FCAT performance

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. In the event that a former ELL's are not meeting academic standards, the ELL committee will be reconvened to evaluate the student performance with particular regard to evaluating if the academic delay is due to or caused by language proficiency. If it is determined that the student needs to receive ESOL services, the committee may re-enter the student into the ESOL program.

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. Student guidance personnel are responsible for initiating a new ELL plan, updating data, and ensuring student placement for a student who re-enters the ESOL program. The guidance personnel will convene an ELL Committee to evaluate the student's needs and develop a new plan that provides increased levels of scaffolding and service to assist the student in increasing the student's English language proficiency and academic achievement.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. The ELL Committee will recommend an appropriate student plan for such a student reclassified as ELL. The basis and nature of recommendations will be in writing and maintained in the student's file. This plan will be reevaluated for continued appropriateness after one year, and each year thereafter as necessary. The student will return to the Mainstream-Inclusion English Language Arts/ Basic Core Area model, but will be afforded additional instructional support and scaffolding, documented in the student ELL Plan, specific to the individual needs of the student.

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. In circumstances when parents need assistance in their heritage language, the school will provide information and documentation in the heritage language unless clearly not feasible. The school will also make an attempt to provide the parent with interpretive services for assistance, unless clearly not feasible.

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

- Temporary placement
- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- 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? SJCSD annually distributes the SJCSD Student Code of Conduct to all students in the district. The code of conduct is printed in English. Upon request, the Student Code of Conduct is also available to students and parents in Spanish. The Code of Conduct is distributed to students in class, requires parent signature and is also available to parents online at <http://www.stjohns.k12.fl.us/rules/conduct>.

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. Not applicable

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. SJCSD markets the opportunity for parent and community involvement by utilizing the SJCSD website to post all opportunities of involvement. In addition, SJCSD utilizes personnel to make personal contact in reference to school and district activities.

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

Improvement plans and data are available to all parents through the district and school websites. Parents can also contact each school or the district ESOL coordinator for more information on school accountability statistics. Reports are available in the heritage language, 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. SJCSD has the following complaint/appeal process:

1. Parents who disagree with the recommendations of the LEP committee may submit a written complaint to the school principal. If after two weeks the disagreement is not resolved at the school level, the parent may file a complaint with the district ESOL coordinator.
2. An impartial party may be assigned to conduct a hearing and arrive at a decision.
3. Within thirty days of receipt of a request for a hearing, the hearing officer must reach a final decision and communicate the decision in an understandable language to the LEP parent.
4. Parents who are not satisfied with the decision may file a written complaint with the Florida Department of Education. The written complaint will be specific with the alleged violations. Parents may contact the Florida Department of Education's ESOL Parent Hotline at 1-800-206-8956.

The educational equity coordinator will serve as the Civil Rights Officer for the district. The name and address of the coordinator is available at each school site.

District administrators who are assigned categorical program areas, school principals and the equity coordinator will monitor programs and the delivery of services for compliance with the following:

- a. Title VI and VII Civil Rights Act of 1964
- b. Office of Civil Rights Memorandum of May 25, 1970
- c. Supreme Court Decision of Lau vs. Nichols, 1974
- d. Equal Educational Opportunities Act of 1974
- e. Vocational Education Guidelines, 1979
- f. Fifth Circuit Court decision of Castaneda vs. Pickard, 1981
- g. Supreme Court decision of Plyler vs. Doe, 1982
- h. Office of Civil Rights Standards for Title VI compliance
- i. Americans with Disabilities Act (PL 94-142)
- j. Florida Educational Equity Act, 1984
- k. Title IX
- l. Section 504 of the Rehabilitation Act of 1973
- m. Florida's System of School Improvement and Accountability, 1996
- n. Section 233.058
- o. Rules 6A-6.0900-6A.0909, FAC

The district will provide information concerning the above compliance requirements to parents of ELLs in an understandable language, unless clearly not feasible, or through planned parent conferences.

The Equity Coordinator, in addition to school principals and guidance personnel, will monitor the identification, assessment and placement of a student in an ELL program. This includes parent notification and participation with the development of the student's ELL plan.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? Limited English proficient students will be provided equal access to categorical and other programs offered by the school or the district. Programs described in this section will be provided to LEP students in a manner appropriate to their level of English language proficiency and will provide them equal access to the program's subject matter content and benefits including understandable instruction.

Programs offered before school and after school shall provide equal access to eligible LEP students.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. In SJCS D a student committee for ESOL services is comprised of a school administrator, school guidance counselor, student parents or guardians, primary language teacher and other teachers of the student. In some instances, the district ESOL coordinator is present as an ex officio member.

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

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

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

- School Level District Level

Describe the functions and composition of PLCs in your district. The SCJSD ELL PLC is composed of the SJCS D ESOL coordinator, the SJCS D Title III paraprofessional and a number of parents that have students who have qualified for ESOL services. The function of the PLC is to aid in the development of the SJCS D ESOL plan, discuss current trends in ELL education, and address ESOL service issues that may arise in SJCS D.

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. Not applicable

31) Indicate how your district involves the PLC in district/school committees. Members of the ESOL PLC are notified of all district-based committee and meeting opportunities during PLC meetings. Members of the PLC are free to join any other committee and are encouraged to participate. PLC members are also encouraged to participate in school-based SAC meetings and PTO/PTSO meetings at their son/daughter’s respective schools.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The SJCSO ELL PLC received copies of the current ESOL plan at all meetings during SY 2007-8. During the spring meetings, the committee was also supplied the template provided by FLDOE for the 2008-11 ESOL Plan. There were opportunities at each meeting for parent input as well as contact information was provided. The final review of the SJCSO ELL Plan will occur on October 1, 2008 and will be reviewed annually by the SJCSO ESOL PLC.

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. This will occur on October 1, 2008.

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. Human Resources, school principals and the ESOL Coordinator will notify basic subject area teachers of the ESOL training requirements and the timelines for completion when an LEP student is assigned. Such notification will be in writing and presented to members of the instructional staff.

The Director for Professional Development will provide administrators with a schedule of in-service and other training opportunities for staff members. These activities will include information about LEP students’ needs, ESOL Master Plan of in-service for teachers, and legal issues. A school-by-school listing is maintained for documentation purposes of teachers that have been notified regarding ESOL.

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. Documentation of ESOL in-service points completed by teachers will be maintained by the Director for Professional Development as part of each teacher's in-service record and will be indicated on the Management Information System. In addition to the above, ESOL Training Verification Forms are maintained at the district office to verify

completion of ESOL components via in-service and/or college credit. This procedure assists with the identification of teachers who have completed the components and instructional assignments.

Upon documentation and verification of completion of the 300 in-service hours/15 college credit requirement for all elementary teachers and all secondary English/language arts teachers, the Director for Professional Development will provide all necessary paperwork to teachers to be submitted to the Department of Education to obtain the ESOL Endorsement on their teaching certificate.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. School-based administrators must acquire 60 in-service points in ESOL strategies or complete 3 semester hours of college credit in ESOL. In-service training program components developed to meet the needs of teachers, aides, administrators, school psychologists, guidance personnel and media specialists are included in the Master In-service Plan and approved by the Department of Education. The teachers in B1, B2, B3 and B4 have the option of attending various training components offered by the district, local post-secondary institutions, or virtual learning institutions.

In-service program components are approved by the Florida Department of Education. Components are listed in the St. Johns District Master In-service Plan and are monitored by the Director for Professional Development.

The district maintains records of personnel who successfully complete in-service requirements. This information is maintained in the office of the Director for Professional Development.

The district coordinates in-service training activities and provides information about all trainings to teachers district-wide. It also acts as a liaison to community colleges, virtual schools and four year colleges offering approved ESOL courses.

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 must acquire 60 in-service points in ESOL strategies or complete 3 semester hours of college credit in ESOL. In-service training program components developed to meet the needs of teachers, aides, administrators, school psychologists, guidance personnel and media specialists are included in the Master In-service Plan and approved by the Department of Education. The teachers in B1, B2, B3 and B4 have the option of attending various training components offered by the district, local post-secondary institutions, or virtual learning institutions.

In-service program components are approved by the Florida Department of Education. Components are listed in the St. Johns District Master In-service Plan and are monitored by the Director for Professional Development.

The district maintains records of personnel who successfully complete in-service requirements. This information is maintained in the office of the Director for Professional Development.

The district coordinates in-service training activities and provides information about all trainings to teachers district-wide. It also acts as a liaison to community colleges, virtual schools and four year colleges offering approved ESOL courses.

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. Not Applicable

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. SJCSD does not currently have any school sites which exceed 15 or more ELLs of the same heritage language, however, SJCSD has developed a job description for instance in which that may occur. The job description is identical to that of In-service training program components developed to meet the needs of Para-professionals are included in the Master In-service Plan and approved by the Department of Education. Every effort will be made to provide instruction for all ELLs that is equivalent in content, scope, and sequence to the instruction of non-ELL students. Instructional strategies used will be research based and in accordance with the instructional best practices listed for St. Johns County teachers on the ESOL Teacher Support Website at http://www.stjohns.k12.fl.us/depts/is/esol_teachers.html.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. SJCSD provides training opportunities for all instructional and non-instructional staff. Specific training opportunities are offered to bilingual paraprofessionals.

Performance competencies with post-tests have been developed and are utilized in the in-service training by certified trainers. Components are appropriately divided to meet the training needs of personnel in various categories.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. SJCSD is currently developing assessments in high frequency ELL heritage languages that will provide evidence of proficiency in the second languages of ELL paraprofessionals.

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. SCJSD annually implements goals and objectives for ELLs aligned to the requirements of Title III A. Specifically, SJCSD sets forth goals and objectives to increase English language

proficiency of ELLs each year. Each school is expected to provide resources to ELLs to meet these goals such as language learning software, paraprofessional support, and other materials that are scientifically based to increase understanding and mastery of the English language. SJCSJ annually monitors the implementation of these resources through visitation and resource usage reports as well as analyzing results from state-wide ELP assessments.

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. SCJSD annually implements goals and objectives for ELLs aligned to the requirements of Title III A. Specifically, SJCSJ sets forth goals and objectives to increase academic achievement of ELLs each year. Each school is expected to provide resources to ELLs to meet these goals such as academic materials in heritage language to support learning, paraprofessional support focused on academic benchmarks, and other materials that are scientifically based to increase understanding and mastery of the state standards. SJCSJ annually monitors the implementation of these resources through visitation and resource usage reports as well as analyzing results from state-wide academic assessments.

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. Please refer to attached SJCSJ Title III District Improvement Plan.