

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
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
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FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Sumter		Mary Camp/ESOL Coordinator		352-793-2315, ext. 266	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
Sumter County School Board, Building 3 2680 WC 476 Bushnell, Florida 33513					
(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, Richard A. Shirley, 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): Patricia Fuchs					
Contact Information for District PLC Chairperson: Mailing address: 700 Huey Street, Wildwood, Florida 34785					
E-mail Address: fuchsp@sumter.k12.fl.us Phone Number: 352-748-1314					
Date final plan was discussed with PLC: _____			PLC <input type="checkbox"/> approved <input type="checkbox"/> not approved		
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

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

Superintendent's Signature

Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs. A Home Language Survey is included in each registration packet at each school. The registrar makes sure that the parent or student completing the packet has completed and signed the HLS unless the parent or student has copies of the cumulative file records from the previous school containing a completed HLS. Bilingual personnel assist with the process when necessary. The same procedure is followed for each student that enrolls.

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 designated registrar at each school includes the HLS in every enrollment packet and upon registration checks to see that it has been completed appropriately. The HLS contains the three state mandated questions.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. The registrar checks the completed HLS for an affirmative answer. If there is an affirmative answer, the registrar will refer the parents to the information on the back of the HLS and will review and/or orally explain the process. A copy of the HLS with a "Yes" response is given to the ESOL Contact Person at the school for assessment.

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

Registrar Guidance Counselor Other (Specify) _____

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. If the parent or student completing the enrollment packet does not speak or read English, then every effort is made to have staff or community volunteers available to assist in the completion of the HLS and enrollment packet.

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. Registration personnel at each school site collects the demographic data and gives a copy to data entry clerk and a copy to the ESOL Contact Person at the school. The district MIS personnel and ESOL Specialist work together to train each school's ESOL Contact Person and Data Entry Clerk in the accurate collection and entry of demographic data required for all students

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

Registrar Data Entry Clerk Other (Specify) ESOL Contact Person and ESOL Specialist

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) ESOL Contact Person

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	K		2 or less	
IPT I	K redsignation		3 or less	
IPT I	1		4 or less	
IPT I	2-6		5 or less	
IPT II	7-12		5 or less	

(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. After receiving a copy of the HLS and any other pertinent demographic information from the school registrar, the ESOL Contact Person administers and scores the IPT I or II. The testing session is scheduled as soon as possible, but not later than twenty (20) school days after the student's entry into school. If the student scores NES or LES, a ELL committee meeting is scheduled.

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? At the beginning of each school year, a training session is held to review district and state procedures and requirements with the school ESOL Contact Persons and the ESOL Staffing Specialists. A roster of those attending the training is kept as well as copies of all training materials.

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. The ESOL Contact Person at each school keeps track of the date the potential ELL student enrolled. If for some reason the testing is delayed beyond the twenty school days, a notice explaining the delay will be sent to the parent, providing information that the child is accorded the programming required for ELLs pending the delay, and giving a specific

timetable for completing the assessment. This notice is to be provided in a language that the parent can understand unless clearly not feasible and must be provided no later than eight (8) weeks after the initial enrollment. A copy of this notice is kept in the child's cumulative record

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. Those students in grades K-2 who score as fluent English-speakers on the IPT I will be placed in the general education classroom and monitored by the classroom teacher. If difficulties should arise, the teacher or parent may refer the child to the ELL Committee to determine eligibility for appropriate services. At that time all relevant educational and academic information will be reviewed in order for the committee to determine if the student is an English Language Learner.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher's cut scores) on the Listening and Speaking test. Students in grades 3-12 who score limited English proficient will be classified as English Language Learners and will be provided appropriate services. The ELL Committee will be convened to develop an individual ELL plan for each student

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):
Stanford 10

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? Students in grades 3-12 who are determined to be fluent English speakers on the district aural/oral assessment are immediately scheduled for assessment on Stanford 10, unless there are norm referenced test scores available from the previous school year. The school ESOL Contact Person receives training at the beginning of each school year as a reminder. ESOL procedures are reviewed with all school principals at the beginning of the school year. ESOL procedures are also reviewed with ESOL Specialist (district staff) at the beginning of each school year.

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. Any student who scores fluent on the aural/oral assessment but whose reading and writing assessment has not been completed within 20 days after the aural/oral assessment will be referred to the ELL

Committee. The committee will determine whether or not the student should be placed in the ESOL program pending the completion of the reading and writing assessment. The committee must make a written recommendation, signed by a majority of the members that in their opinion the student's reading and writing skills exceed skills equivalent to the 32nd percentile on both reading and writing subparts of a nationally norm referenced test.

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. Eligible students are referred to the ELL Committee to schedule a meeting as soon as possible, but not more than 20 days after the assessment that determines eligibility, to recommend an ELL Student Plan. The committee reviews programmatic assessments and prior schooling experiences in order to plan and provide appropriate instruction to the student. Parents are invited and encouraged to attend these meetings as they are valuable sources of information concerning their child

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. NA

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. Each school documents prior schooling experiences through previous school records, transcripts, telephone calls to previous schools, information provided by the parent as part of the enrollment process and current class room performance and assessments.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). Every effort is made to place the child as closely as possible to their appropriate age group. The ELL Committee will be convened to assist in determining the placement of ELLs with limited or no prior school experiences if needed.

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. Based on information provided by the parent, all previous schools are contacted in writing and by telephone, if necessary, in an effort to locate student records. Bilingual staff or bilingual community volunteers are used to assist, if needed.

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. With the assistance of bilingual staff or community volunteers, assessments may be administered to determine the child's level of academic functioning. These assessments may be administered by the classroom teacher, the school guidance counselor or other school staff that would normally administer the assessment. The ELL Committee will consider all prior school records, transcripts, information gathered from the parent, age of the student and current assessments in making a grade level course placement decision.

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. Each school tries to obtain documentation of previous schooling experience through school records, transcripts, and any previous school reports that the parent may have. This information is taken into account in planning and providing appropriate instruction to the student. Each school shall award equal credit for courses taken in another country or a language other than English as they would for the same course taken in the United States. For foreign born students, the same district adopted policies regarding age appropriate placement shall be followed as are followed for students born in the United States.

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. The previous school is contacted to see if there are any ELL records available for the time period that the child was withdrawn. If records are available they are reviewed. If no records are available, the student will be served in the ESOL program and an ELL Committee meeting scheduled as soon as possible to develop an ELL Plan. No new testing will be required to determine continued eligibility. However, if the child is beyond the third year of service, then the appropriate assessment(s) will be given to determine if the student still needs the assistance of 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 Specialist assigned to each school is responsible for facilitating the development of the ELL Plan at the ELL Committee meeting. The plan is updated at least annually to reflect current ESOL services. However, interim ELL Committee meetings may be held to discuss the student's progress. At that time, the ELL Committee may make recommendations to address identified problems that the student is experiencing. This interim meeting may occur any time after the student has been served for one semester

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate. The school ESOL Contact Person is responsible for establishing the schedule and notifying the parents of the ELL Committee meeting to update a students ELL plan. These plans are updated annually. Forms are 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) _____

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.fl DOE.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. ELLs are placed in the general education classroom. Sumter offers only mainstream-inclusion courses. School administrators look for the use of ESOL strategies and comprehensible instruction during daily walk throughs, review of lesson plans and formal evaluations. The district requires all teachers hired after January 1, 1996 to complete the ESOL requirement for their area(s) of certification and employment within a specified time frame.

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. ELLs are served in the general education classroom in all of the district's schools. School principals, guidance counselors, curriculum assistants, school ESOL contacts, ESOL specialists and district supervisors are all responsible for seeing that instruction provided to ELLs throughout the district is equal in amount, sequence, quality and scope to that provided to non-ELLs. This information is relayed during staff development, district wide principals meetings, Student Progression Plan, ESOL contact persons' meetings and ESOL Specialists' meetings.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction. Teachers are required to document the use of ESOL instructional strategies in their lesson plans, the school administration reviews those plans and looks for the use of strategies during walkthroughs and observations. The delivery of comprehensible input is also verified through the effective use and scheduling of the school's ESOL aide(s) if there are 15 or more ELL students if the same heritage language background at the school. Administrators also check to see if teachers are using additional curricular materials designed for use with ELLs

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) Stanford 10

Native Language Assessment (Specify) _____

FCAT

Other (Specify) curriculum map assessments, SuccessMaker results, Dibels, fluency probes, Scholastic Reading Inventory, STAR and Accelerated Reader, Accelerated Math, FCAT Explorer, MAZE Probes, Harcourt Benchmark Assessments

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 district's standards and procedures for promotion, placement and retention of ELLs can be found in the General Information of the Student Progression Plan on page nine (9).

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 districts Good Cause policy is listed in the Student Progression Plan. ELL students with less than two (2) years of instruction in an English for Speakers of Other Languages program may be exempted from retention. The ELL Committee meets on each ELL in danger of retention. The committee reviews all assessment data, teacher concerns, grades, and parent concerns. The committee then makes a recommendation to the principal concerning the retention of the student. The committee may recommend retention, referral to another program, or promotion for good cause.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. The ELL Committee meets on each ELL being considered for retention. The committee at that time reviews the progress of the student, the teacher's concerns, parent concerns and makes a recommendation based on the guidance from DPS Memo #03-024 provided by the Florida Department of Education that discusses three options available to districts for students other than third grade students, who do not meet district and state levels of proficiency for pupil progression. The options are: 1. Remediate before the beginning of the next school year and promote; 2. Promote and remediate in the following school year with intensive remediation; 3. Retain and remediate; or 4. Promote for Good Cause. The committee may also recommend referral to another program at this time.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. Parents of ELLs are invited to the ELL Committee meeting of the student being considered for retention. The parent receives a copy of the minutes of the meeting which includes the recommendation to the principal. If the parent is not in attendance then the report is sent home. An effort is also made to contact the parent by phone to let then know the final recommendation. An official letter of retention is mailed home in the parent's language of literacy unless, clearly not feasible

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed. The School Testing Coordinator is responsible for ensuring that all ELLs are assessed at each school. No ELL students are exempt from statewide assessment programs unless they have a significant disability and are recommended not to participate through the Individual Education Plan (IEP) process. Test booklets are assigned to each student and make ups are held until all are tested. The School Testing Coordinators keep notes and lists of names of students who need to make up portions of tests. These notes and lists are then turned into the district testing coordinator along with an accounting of each testbooklet.

16a) Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations. The School Test Coordinators attend a district inservice each year. At that meeting, testing procedures are reviewed. Accommodations for all eligible programs are also reviewed. Current lists of ELL students are given to the School Test Coordinator at that time. The Data Clerk at each school can also run updated lists from the district database so that the schools have current lists of ELL students enrolled at their school. Each school's ESOL Contact Person also keeps a current list of ELL students. The testing procedure requires that a test booklet be tied to each student enrolled at the school. All supporting documentation is sent to the District Testing Coordinator at the close of the testing window.

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. Kindergarten-A score of FES on IPT I

Grades 1-2-CELLA composite score of 2050 or greater and a score at or above 690 on grade level CELLA Reading; and SAT 10 Reading Comprehension and Language Usage subtest scores at or above the 33rd percentile; or IPT I score of FES; and Stanford 10 Reading Comprehension and Language Usage subtest scores at or above the 33rd percentile

Grades 3-5-CELLA composite score of 2150 or greater and a score at or above 734 on grade level CELLA Reading; and FCAT Reading Achievement Level 3 or higher; or IPT I score of FES; and Stanford 10 Reading Comprehension and Language Usage subtest scores at or above the 33rd percentile

Grades 6-8-CELLA composite score of 2200 or greater and a score at or above 7590 on grade level CELLA Reading; and FCAT Reading Achievement Level 3 or higher; or IPT I or II score of FES; and Stanford 10 Reading Comprehension and Language Usage subtest scores at or above the 33rd percentile

Grades 9-12-CELLA composite score of 2200 or greater and a score at or above 7590 on grade level CELLA Reading; and FCAT Reading Achievement Level 3 or higher; or IPT II score of FES; and Stanford 10 Reading Comprehension and Language Usage subtest scores at or above the 33rd percentile

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⁾
IPT I	K		3	
IPT I	K Redesignation		4	
IPT I	1		5	
IPT I	2-6		6	
IPT II	7-12		6	

(1) A raw score represents the number of points a student received for correctly answering questions on a test.
 (2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.
 (3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

17b) Reading and Writing Proficiency Assessment

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

refer to ELL: Basis of Exit Data Element at this link:
http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
CELLA
FCAT Reading

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

Registrar ESOL Teacher/Coordinator Other (Specify) School ESOL Contact Person

17d) Describe the process by which the ELL Committee makes exit decisions. The ELL Committee reviews the students current test scores and other curricular assessment data such as performance on reading tests, review of work samples and other classroom assessments, current and previous grades, interviews the current teacher and other staff working with the student in order to make a determination that the student is no longer in need of the ESOL program

17e) Identify who is responsible for updating ELLs' exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process. The School ESOL Specialist and the School Contact Person will schedule a date and time to review the progress and update the exit data in the Student ELL Plan. The results of this review will be communicated to the parent by the School Contact Person by sending a copy of the form used to document the review home to the parent either through the mail or by the student.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. ELL students may exit the program at any time that they meet exit criteria. The student's progress will be monitored at the end of the first grading period after being classified as English Proficient and semi-annually during the first year after exiting and at the end of the second year after exiting

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program. The School ESOL Contact Person and the School ESOL Specialist will share the responsibility of conducting the required monitoring follow-up of former ELLs.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. The student's grades, classroom performance, test scores (if any) and any comments from the teacher are

recorded on the Student ELL Plan along with the date of the review and when and how the result of the review is communicated to the parent.

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

Check all that apply.

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify) Teacher report

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. If the former ELL is being served in a program for students with disabilities and is making progress even though performing below grade level, the student's progress will continue to be monitored. If the former ELL does not have a disability, then the ELL Committee will meet to determine if the student needs to be reclassified. If the student is reclassified as ELL, a new Student ELL Plan will be developed.

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. When former ELLs are reclassified and re-enter the ESOL program, a new Student ELL Plan is developed at the ELL Committee meeting. The School ESOL Contact Person is responsible for adding the reclassified student to the ESOL list and seeing that the appropriate placement is made and services are initiated. The School ESOL Specialist will see that the student data is updated.

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 may recommend a referral to another program and/or the development of a progress monitoring plan. The student continues in the general education classroom with Mainstream-Inclusion English Language Arts and Mainstream-Inclusion Core/Basic Subject Area model of instruction, use of ESOL strategies, and placement with an ESOL endorsed teacher (may necessitate a change in teacher). If the school has an ESOL aide on staff, then the aide will assist the student in core academic areas if needed. If the school does not have an ESOL aide on staff, then the district ESOL Home Educator (supported by Title III) will serve the child at least weekly. After school tutoring may be recommended as an intervention and is supported by our Title III grant. Participation in other after school programming may also be recommended.

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. Once the school is aware of the parent/guardian's need for assistance in the home language, bilingual school staff, community volunteers and the district Home Educator provide assistance to parents/guardians in their home language. The district also has a dedicated ESOL hotline with voicemail, that parents may call for assistance, this is included in each registration packet and goes home again with students the first day of school. A district list of parents who do

not speak English is also developed and kept updated. Once a school is aware of the need, arrangements are made to provide assistance with registration, parent conferences, translation of written correspondence between home and school, and any general informational meetings that parents are invited to attend.

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 an attachment is added to notices home when translating is not feasible asking those parents that the school has identified as needing communication in another language to call the ESOL hotline or the school. In those instances bilingual staff are available.

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? Copies of the Student Code of Conduct are sent home with all students at the beginning of the school year and are included in every enrollment packet. Each teacher reviews the Student Code of Conduct, students' rights and responsibilities along with school and classroom rules with the students. Bilingual staff are available to assist individual students with understanding the Code of Conduct and their rights and responsibilities.

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. NA

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain. Parent trainings are offered through our Home Educators. We have two parent resource centers, one on each end of the county. There are two Home Educators (one funded through Title III) that schedule and provide parent trainings. Parents that attend the Migrant/ESOL PAC meetings are also provided information and encouragement to volunteer at their child's school and to use the resources available in the parent resource centers.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. Newspaper articles, school signs, school newsletters, PTA/PTO meetings, open house programs, parent conferences, school websites which provide links to the state website and state reports, and the district website, are all used to provide information to parents concerning schools' academic progress. This information is also shared with parents at other informational meetings held at the individual schools.

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. One of the agenda items at each Migrant/ESOL Parent Advisory Council meeting is questions and concerns about the ESOL program. This provides an opportunity to share information on program compliance. Each enrollment packet contains a Notification of Rights under FERPA (also available in Spanish) with information on students' rights. ELL parents are also given an informational flier about our district's ESOL program that contains information on making complaints under NCLB to FLDOE and information on the complaint process for OCR.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? This issue is addressed in the district Student Progression Plan, the district ESOL Plan, through staff development, district principals' meetings, guidance counselors' meetings, district ESOL Contact Persons' meetings and is addressed through any other staff meeting of individuals that may be responsible for scheduling students into classes and programs, including before and after school programs, extracurricular activities and competitions. An equity report is completed and submitted each year that looks at black and Hispanic representation in 3rd grade level 1 Reading; minority representation of levels 3-5 of FCAT Reading at 10th grade; minority representation in high school honors classes, Advanced

Placement programs, level 3 classes and participation in PSAT and PLAN assessments. Minority participation in 8th grade Algebra I is also reported. The district also receives an LEA Profile developed by DOE that shows the representation of minorities in Sumter's students with disabilities counts.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. The ESOL Specialist, the school ESOL Contact Person, the child's language arts or English teacher, ESOL aide or ESOL Home Educator, and the parent make up the ELL Committee. Other personnel may be invited that have information about the student.

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) Making a recommendation to the principal for each ELL student being considered for retention.

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. Sumter's PLC is composed of the district ESOL Coordinator, the ESOL Home Educator, the Title I Migrant Home Educator, one principal, district Elementary Education Director, Pre-K Social Worker, and 10-20 parents, depending on attendance. This council provides input into the Title III grant, the district ELL Plan and relays questions and concerns about the ESOL program from other parents and the community.

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. Two members served on the School Advisory Council for Webster Elementary. All members are encouraged to participate on school and district committees. One PLC member participated on a district parent advisory committee last school year.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The district plan was presented to the group on September 16, 2008 and their suggestions and recommendations were solicited.

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. As part of the teacher contract, each teacher hired since January 1996 are required to complete their ESOL requirements within a specified timeline. The teacher receives a copy of this document at signing. Beginning elementary, ESE, reading, language arts or English teachers have six years from the date of employment to complete the ESOL endorsement. Teachers who are not considered “Beginning Teachers” have five years to complete their ESOL requirements. Teachers can earn the K-12 ESOL Certification by passing the ESOL subject area test and completing 120 hours of ESOL inservice within three years. The district Staff Development office keeps track of each teachers ESOL inservice history and notifies principals each month of each teacher current status. Teachers are also reminded by email by the staff development office of their immediate need to satisfy their ESOL requirements. Training schedules are provided monthly to all teachers and are available on the district website. ESOL training is provided year round including summer months.

34) Describe the process(es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. The district Personnel Department in conjunction with the district Staff Development Department periodically check the inservice histories of district staff for completion of ESOL training requirements. Staff are notified if they are not on target for completion. Teachers that have not completed their ESOL training within the prescribed time period are in violation of their contract and may not be rehired. The district's Staff Development Department keeps documentation of inservice training types and credit hours awarded. This history is kept on all employees. Teachers required to obtain the ESOL

Endorsement or who chose the certification route are required to add either to their 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. The 60 hour training is offered though the district inservice calendar. All participants are required to sign in at each scheduled meeting and to complete all assignments. Once the class is completed, the instructor is responsible for verifying that each participant completed all assignments and attended the meetings. That information is transferred to the individual participant's inservice history maintained through the district database.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. The 60 hour training is offered though the district inservice calendar. All participants are required to sign in at each scheduled meeting and to complete all assignments. Once the class is completed, the instructor is responsible for verifying that each participant completed all assignments and attended the meetings. That information is transferred to the individual participant's inservice history maintained through the district database.

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 provided only 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. All district aides are required to meet the standards of highly qualified paraprofessionals. This means that they are required to document a high school diploma, or GED, an AA degree or 48 hours of college credit, or pass a district test that documents that the individual possesses the ability to read, write and compute math in English. The ESOL paraprofessional must be bilingual in English and the home language of the students to be served, must relate well to with children who have limited English proficiency or who are non-English speaking. The performance responsibilities are: assist the basic subject area teacher(s) in supervising ESOL learning activities; carrying out learning activities as prescribed by the teacher(s); assisting with seatwork and individual learning activities; assisting teacher(s) in correcting ELL students' homework and classwork; assist with administering and assessing standardized and teacher made tests; assist with maintaining files and records relevant to ELL students' work and interest; and performing other duties as assigned by the teacher(s) and principal. The ESOL paraprofessionals often assist in translating for parents/guardians that need those services.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. In the past it has been the responsibility of the individual schools to provide training for bilingual paraprofessionals in ESOL strategies. Currently, ESOL aides may attend any ESOL training offered for teachers. However, starting with the 08-09 school year, district-wide training will be provided for all ESOL paraprofessionals. Once the class is completed, the instructor will

be responsible for verifying that each participant completed all assignments and attended the meetings. That information will be transferred to the individual participant's inservice history and maintained through the district database.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. All ESOL paraprofessionals go through an interview process at the school and must document an AA degree or 48 hours of college credit, or pass a district test that documents that the individual possesses the ability to read, write and compute math in English.

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. Elementary schools that do not make AYP two years in a row are sanctioned under the state's AYP plan. All of our district schools work very hard to meet NCLB academic targets and the district's goals and objectives for increasing the English proficiency of current ELLs. English language development is crucial to ELL students developing academic proficiency. All schools are provided updated lists of their English Language Learners. Schools with 15 or more ELL students from a common heritage language are provided the assistance of a highly qualified bilingual paraprofessional. All students who are performing below grade level in reading or math have an individual progress monitoring plan. Teachers are required to use and document the use of ESOL strategies in their daily teaching. School administrators look for the use of ESOL strategies during daily walk throughs and reviewing teachers lesson plans. School administrators periodically review students performance on the progress monitoring that is done periodically for all students based on the district's curriculum maps. The results of other progress monitoring tools are also reviewed. Teacher performance is also carefully reviewed and documented by school administration. Each classroom teacher has an instructional professional development plan that is developed with the school principal that details the areas of need for professional development for that teacher. Poor performing staff are not rehired or are required to participate in additional staff development to improve their skills. District staff monitor school grades, test results, including CELLA, to help determine district staff development needs. Schools that do not have enough ELL students from a common heritage language are provided paraprofessional help at least weekly by a district bilingual paraprofessional. Secondary students who are scoring level 1 on FCAT reading are required to enroll in an intensive reading course. The district provides input into the materials used in each of those courses and which student would be most appropriate for each intervention program. Some intervention programs provide an English language development component. The district has also purchased software to help increase English language proficiency through vocabulary development. All academic series used in the district contain strategies for teaching ELL students that are incorporated into the series. An additional supplemental teacher has been provided to the elementary school in the district with the largest ELL enrollment and who has not made AYP for the past two years to work with AYP groups, including ELLs in raising their academic performance and understanding of the English language.

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. Elementary schools that do not make AYP two years in a row are sanctioned under the state's AYP plan. All of our district schools work very hard to meet NCLB academic targets and the state's goals and objectives for increasing the academic performance of ELLs. All schools are provided updated lists of their English Language Learners. Schools with 15 or more ELL students from a common heritage language are provided the assistance of a highly qualified bilingual paraprofessional. All students who are performing below grade level in reading or math have an individual progress monitoring plan. Teachers are required to use and document the use of ESOL strategies in their daily teaching. School administrators periodically review students performance on the progress monitoring that is done for all students based on the district's curriculum maps. The results of other progress monitoring tools are also reviewed. Teacher performance is also carefully reviewed and documented by school administration. Each classroom teacher has an instructional professional development plan that is developed with the school principal that details the areas of need for professional development for that teacher. Poor performing staff are not rehired or required to attend additional staff development in order to improve their skills. District staff (including the ESOL Administrator) monitor school grades, test results, including CELLA, to help determine district staff development needs. Schools that do not have enough ELL students from a common heritage language are provided paraprofessional help at least weekly by a district bilingual paraprofessional. Secondary students who are scoring level 1 on FCAT reading are required to enroll in an intensive reading course. The district provides input into the materials used in each of those courses and which student would be most appropriate for each intervention program. The district has purchased software to help increase English language proficiency through vocabulary development. All academic series used in the district contain strategies for teaching ELL students that are incorporated into the series. An additional supplemental teacher has been provided to one elementary school in the district with the largest ELL enrollment and who has not made AYP for the past two years to work with AYP groups, including ELLs in raising their academic performance. While this school did not make AYP for 2007-2008, there was evidence of closing the gap. A district oversight committee has been created to monitor our school that has not made AYP for more that 2 years. This committee includes the district ESOL Coordinator. The committee meets monthly to review, the school's progress and identify and additional areas of concern.

44) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years. The district would purchase additional software for use in school learning labs to accelerate the acquisition of English. Additional bilingual paraprofessional assistance would be provided at targeted schools. Additional staff development would be identified and provided to teachers and aides in helping ELLs acquire English proficiency. A district oversight committee would be created to review needs and progress. This committee would be composed of parents, school staff and district staff and would provide guidance in correcting the situation. At this time, our district improvement plan is under development and all activities listed above are subject to change based on identified problems. Our finalized district improvement plan will be sent to FLDOE in January 2009.