

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

Florida Department of Education

Date Received by FDOE

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
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DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Wakulla		Tanya English Director of Exceptional Student Education and Student Services		850 926-0065	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
69 Arran Road Crawfordville, FL 32327					
(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, David Miller , 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:		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.

All students participate in the same enrollment procedures. They are provided with a district registration form, Home Language Survey, Residency Survey, Free/Reduced Lunch Form, Code of Student Conduct/Attendance Policy, and School Handbook. At the time of registration the family is asked for proof of residency, current immunization records and proof of age.

The process differs if a student is determined to be homeless based on the Residency Survey. In that case, the child is enrolled and the school seeks assistance from the Student Services Office for health information and proof of residency. The Student Services Office works with the Wakulla County Health Department, the family, prior schools and other agencies to obtain health information and/or coordinate other needed services.

If a registrar determines that a new student and/or his/her parents/guardians don't speak English during the registration process, an interpreter is sought to assist the family in the registration process and help the child transition to the classroom.

If a parent/student marks a first language other than English, the student most frequently speaks a language other than English, or another language is spoken in the home on the Home/Language Survey, the registrar brings it to the attention of the ELL Coordinator at the school who arranges for the IPT Oral Assessment to be administered by the Speech Language Pathologist.

If a Home Language Survey indicates a that a student most frequently speaks a language other than English or another language is spoken in the home, the student is scheduled for courses taught by an ESOL endorsed instructor whenever possible.

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.

During initial registration all parents/guardians are required to the complete the Home Language Survey.

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

If an affirmative response is made on the Home Language Survey to any of the three questions, the registrar notifies the school ELL Coordinator. Depending on the school, this might be the assistant principal or the guidance counselor. At that time, assistance is offered to the family in completing the registration process, and the student is scheduled to have the IPT Aural/Oral assessment administered as well as the Idea Reading/Writing assessment (IRW) for students in grades 3-12. These assessments take place within 20 school days.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
X Registrar X Guidance Counselor X Other (Specify) School Administrator

The registrar begins the process by bringing it to the attention of the ELL Coordinator. The ELL Coordinator will be a school administrator or guidance counselor and it varies from school to school based on principal discretion.

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. If it is determined by the school registrar or ELL Coordinator that assistance is required, efforts are made to find an interpreter. Foreign Language teachers at Wakulla High School and parent volunteers who are fluent Spanish speakers provide assistance in person or via telephone.

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.

At registration, all parents/guardians are asked to complete a district registration form, which includes demographic data such as date of birth, address, parent contact information, student's native language and language(s) spoken in the home. The data is then entered in the Gateway Database. In addition, parents are asked to provide proof of age, which is usually a birth certificate. If this is not available, the registrar works with the district Student Services office and local agencies to obtain this data. The child is enrolled and attends school during this process.

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

X Registrar X 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 X ESOL Coordinator/Administrator Other (Specify) _____

6) Listening and Speaking Proficiency Assessment

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

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 Language Proficiency Test	K	Lvl. A,B NES; Lvl. C LES		
	1	Lvl. A, B-		

		NES; Lvl. C-LES		
	2-6	Lvl. A,B,C- NES; Lvl. D,E- LES		
	7-12	Lvl. A, B- NES; Lvl. CDE- LES		

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

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

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

6a) Describe the English Language Proficient (ELP) assessment procedures that have been implemented for K-12 ELLs to determine their oral skills levels [i.e. Non-English Speaking (NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES)]. Include personnel responsible for testing students, grading the assessments, and recording the ELL data.

When a Home Language Survey indicates a positive response to any of the three questions, the registrar notifies the ELL Coordinator at that school. The coordinator then provides a copy of the Home Language Survey to the Speech/Language Pathologist notifying him/her of the need to administer the IPT Oral assessment. The SLP administers the IPT Oral and determines the student's proficiency to be Non English Proficient; Limited English Proficient or Full English Proficient. If the student is NES or LES, the guidance counselor or reading coach administers the Idea Reading/Writing Assessment (IRW).

6b) What procedures and safeguards have been implemented to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses?

The ELL Liaisons have been provided with copies of the District ELL Plan which requires that the assessment be administered within 20 school days. Training is also provided to principals and assistant principals annually to insure compliance. Anytime a student's Home Language Survey indicates a yes to the three questions, the registrar lists the student on an electronic tracking form, and emails a copy to the speech/language pathologist, the school ELL coordinator and the district ELL coordinator. When the aural/oral is complete, the SLP completes the column indicating FES,LES or NES and emails to the school and district ELL coordinators. Dates are monitored to insure compliance.

6c) Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses.

If the deadline is missed, a letter would be sent to the parents/guardians in a language they understand unless clearly not feasible by the school ELL Coordinator explaining the delay and the assessment would be administered within five school days of the parent notification.

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.

If students score as fluent English-speakers on the IPT Oral assessment, he/she is placed in the regular program and participates in progress monitoring. If he/she demonstrates deficits in academic or social achievement, the student is referred to the Child Study Team which makes recommendations regarding the implementation of strategies relevant to the individual child's needs.

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.

If a student in grades 3-12 scores NES or LES on the IPT Oral assessment, parents are notified and are invited to convene with the ELL Team and an ELL plan is written to provide the student with accommodations. To assist our district in providing instruction, the Idea Reading and Writing I (IRW) is administered within 20 days and scores are provided to teachers of the 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):
Idea Reading and Writing (IRW)

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

An e-form is completed when the Idea Reading and Writing (IRW) test is administered by the guidance counselor and a copy of the form is sent to the school and district ELL coordinators, who track the dates to insure compliance with the district plan, which requires administration within 20 school days.

:

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.

If the IRW is not administered within 20 school days, the parents are notified in a language they understand, unless clearly not feasible, and the test is administered within five days of parent notification.

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.

If a student meets criteria for limited or non-English speaker on the IPT Oral, the ELL Committee meets within 20 school days to develop an educational plan for the child. Parents are notified in a language they understand, unless clearly not feasible, of the purpose of the meeting, as well as date, time and location.

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

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 LEP assessments. Include Web links (URLs) to procedural documents as appropriate.

ELL students are evaluated using a variety of assessment instruments. Idea Reading and Writing (IRW) assessments are given to students in grades 3-12 who take the IPT Aural/Oral. Pearson Learning System, an individualized learning system available at each school provides teachers with a performance level in reading and math. An ELL component of this system also gives data on vocabulary knowledge and oral comprehension. DIBELs and placement inventories correlating with district adopted materials in reading and math also provide teachers with a performance level. School personnel evaluate transcripts, and conduct parent interviews to aid in determining prior school/academic experience.

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

ELLs with limited or no prior school experience are placed in a grade with age appropriate peers and provided with individualized support through the use of instructional aides, peer tutors until initial assessments are completed. At that time the teacher, guidance counselor, a school level administrator and parents may convene to determine changes in the student's schedule or placement.

10b) Describe the procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable. Include actions taken and/or methods used to locate student records.

When parents/guardians can provide addresses of former schools that are out of the United States, interpreters have drafted written requests for records on behalf of the school if

needed. Records are requested using FASTER within the state of Florida, by faxing written requests to schools, making phone calls and utilizing email for communication. When no information is available, the student is placed in a classroom with age appropriate peers and evaluated by the teacher, reading coach or other support personnel with progress monitoring instruments to determine eligibility for other programs such as Title I, after school remediation or tutoring. Services are provided as needed and eligibility for participation is met.

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.

Each student determined to be ELL is further assessed in basic subject areas using placement inventories; performance portfolios, teacher observation and teacher developed tests. Grade level placement is based on teacher recommendation, parent interviews (using an interpreter when necessary) and age.

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.

After being assessed on IPT Reading and Writing within 20 school days of entry, each student determined to be LEP will be further assessed in basic subject areas so as to aid the student's teacher in developing an appropriate instructional program. To reduce the reliance on standardized tests, the following assessment measures may be utilized: portfolios, teacher observation and tests selected to match the objectives of the subject area content. The prior schooling experiences of new students will be taken into account in planning and providing appropriate instruction to those students. Prior educational experiences will be documented by the completion of the programmatic assessment checklist which requires consideration of one or more of the following in determining appropriate placement: placement in the grade that is most appropriate for the student's age (grades 9-12); interview with parent/guardian and/or student using an interpreter when necessary; review of previous transcripts or school records; observation of the classroom performance of the students with the assistance of a teacher and/or aid who speaks the student's home language and review of the results of the textbook or teacher made tests and any other available assessment measures. When students move from other countries, the ESE/Student Services Director and Assistant Superintendent for Instruction will review and evaluate transcripts (if available) comparing course descriptions with Florida and award credits as applicable. In order to receive credits from undocumented courses, the students must pass the end of the course exam.

11) Re-evaluation of ELLs that Previously Withdrew from the School/District

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered.

If an ELL withdraws, then re-enrolls during the same school year, the ELL education plan is activated and the student resumes his/her schedule. If the re-entry occurs during another school year, the student is reevaluated on the IPT Reading and Writing and an ELL Plan is developed if the results indicate that the student has not met exit criteria.

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 guidance counselor or assistant principal is responsible for coordinating the development of the ELL Plan in conjunction with parents/guardians, student's teacher(s), and the student when applicable. It is the responsibility of the teacher to implement the plan and document in lesson plans the utilization of ELL instructional strategies. The guidance counselor or assistant principal at each school is responsible for the annual evaluation and updating of the plan.

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 principal's designee at each school (the guidance counselor or assistant principal) is responsible for the annual update of the ELL plan. This is done in August of each year and again in January if the student's services change at semester, or at the request of parents or teachers. ELL student schedules are reviewed by school and district administrators in October and February of each year to ensure that electronic records are accurate and reflect appropriate scheduling for students and endorsement of staff.

13) Parent Notification

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

X Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.

X 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):

X English

X Spanish

X French

X Haitian Creole

X Portuguese

X Vietnamese

Other (Specify) _____

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

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

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- X Mainstream-Inclusion English Language Arts
- X 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.

Teachers at each school in the district, each grade level and each subject area have an ESOL endorsement. ELL students are scheduled for their language arts and core courses with these instructors. Lesson plan books are monitored by building level administrators to insure that ESOL strategies are included in daily planning and Classroom Walkthroughs insure that the strategies are being included in instruction.

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.

SCHOOLS	Mainstream-Inclusion English Language Arts	Mainstream-Inclusion Core/Basic Subject Areas
DISTRICT PRE-K PROGRAMS (0072)	X	X
CRAWFORDVILLE ELEMENTARY SCHL (0031)	X	X
MEDART ELEMENTARY SCHL (0011)	X	X
RIVERSINK ELEMENTARY SCHL 0015)	X	X
SHADEVILLE ELEMENTARY SCHL 0091)	X	X
RIVERSPRINGS MIDDLE SCHL (0012)	X	X
WAKULLA MIDDLE SCHL (0081)	X	X
WAKULLA HIGH SCHOOL (0071)	X	X
SECOND CHANCE PROGRAM (0021)	X	X

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.

Schedules are monitored by building level administrators as well as district administrators to insure that all students are scheduled in required courses for the required periods.

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.

Principals and assistant principals monitor instruction through Classroom Walkthroughs and formal observations. Lesson plans are monitored during these visits to insure that ESOL strategies are documented in lesson plans and are being utilized during instruction. Plan books are collected at the end of each school year and maintained at the school site in accordance with records management procedures.

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

Region Administrator(s)

X District Administrator(s)

X School Level Administrator(s)

Other (Specify) _____

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

X Student Portfolios

FCAT Practice Tests

Other Criterion Reference Test (Specify) _____

Native Language Assessment (Specify) _____

X FCAT

X Other (Specify) Pearson Learning System

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?

X Yes No See page 7 in the Wakulla County School Board Student Progression Plan.

If yes, indicate where in the Student Progression Plan these are described. *Section 1, General Procedures Page 7.* This is available on the district website at: <http://www.wakullaschooldistrict.org/pdfs/SSP08-09final.pdf>.

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.

Mandatory retention is only at 3rd grade. Summer school, after school tutoring and summer reading camp is offered to all students in need of remediation. An ELL student may be promoted for Good Cause if the ELL Committee makes the recommendation based on district criteria and the principal and superintendent approve.

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

The ELL Committee comprised of the student's teachers, guidance counselor, ELL Coordinator and parents, reviews the student's progress by evaluating report cards, portfolios, FCAT scores, and makes a promotion recommendation to the building level principal.

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

Retention letters are provided to parents in their native language using Bablefish internet based translation.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

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

The district ESE/Student Services Director trains guidance counselors to administer the CELLA and monitors the district data base to insure that all ELL students are identified and participate in testing.

The district Director of Special Programs monitors the database to ensure that all ELLs participate in FCAT.

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 district Director of Special Programs trains test coordinators at each school (an assistant principal or guidance counselor) on FCAT administration and accommodations. The test coordinator at each school provides training to teachers and documents accommodations made for ELL and ESE students in their ELL folder which is a part of the cumulative record at each school. The district Director of Special Programs also maintains a master list of accommodations made for all ELL students.

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 All students currently take FCAT.

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.

The ELL Committee reviews data annually and makes the determination that the student is ready to exit the program. The student must score at proficiency on CELLA Writing, Listening and Speaking in addition to scoring level 3 or above on FCAT writing to meet exit criteria. This process takes place at the school level in August each year and is facilitated by the school ELL Coordinator.

17a) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
CELLA Oral Skills	K-2		673-755	
	3-5		720-805	
	6-8		733-830	
	9-12		739-835	
CELLA Writing	K-2		690-775	
	3-5		727-825	
	6-8		746-845	
	9-12		746-850	
CELLA Reading	K-2		690-800	
	3-5		734-810	
	6-8		759-815	
	9-12		778-820	

(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):
FCAT SSS Reading
CELLA Reading
CELLA Writing

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

Registrar ESOL Teacher/Coordinator Other (Specify) guidance counselor or reading coach _____

17d) Describe the process by which the ELL Committee makes exit decisions.
The ELL Committee convenes in August to review most recent FCAT and CELLA data. If a student demonstrates proficiency in Writing, Listening, and Speaking on CELLA and scores level 3 or above on FCAT SSS Reading he/she is exited from the program.

17e) Identify who is responsible for updating ELLs’ exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process.
The ESOL Coordinator at each school provides the data entry clerk at the school site with an ELL Exit Form and the data elements are entered.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period.
 In August, if a student meets exit criteria they are dismissed from the program but continue to be progress monitored and take CELLA in the spring.

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.
Guidance counselors or assistant principals at each school monitor the progress of former ELLs using district databases Dashboard or Snapshot.

18a) Explain how the ELLs’ progress is documented in the Student ELL Plan.
Progress is documented with standardized test scores, and report cards.

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

X Test Scores

- Classroom Performance
- Other (Specify) _____

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

ELLs are progress monitored and receive accommodations and supports such as instruction using remedial reading programs (such as Kaleidoscope, Read 180); extended time; tutoring; small group instruction; and individualized computer software.

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes.

The guidance counselor or assistant principal at each school is responsible for convening the ELL Committee to develop a new plan, ensuring that the data is entered in the electronic system and overseeing the implementation of the new plan.

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

The program delivery model will be inclusion with an ESOL endorsed instructor. Remedial strategies will be incorporated such as instruction in an alternate reading series (Read 180; Kaleidoscope or SRA); tutoring, small group instruction and computer assisted instruction.

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.

If a registrar has difficulty communicating with a family during a student's initial enrollment, an attempt is made to find an interpreter to intervene and provide support at that time, either in person or via phone. This might be a parent volunteer, a foreign language teacher, a university faculty member or community volunteer. If this is not possible, a meeting is set up as soon as possible. Efforts are also made at each school to introduce families at parent nights, PTO meetings and other school events to help develop a support system. Parent newsletters and communications are interpreted using the web based Bable Fish.

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

X State and/or district testing

X Accommodations for testing (flexible setting)

Annual testing for language development

X Growth in language proficiency (Listening, Speaking, Reading, Writing)

- X Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- X Retention/Remediation
- Transition to regular classes
- X Extension of ESOL instruction
- X Exit from ESOL program
- Post-reclassification (LF) monitoring
- X Reclassification of former ELL student
- X Invitation to participate in an ELL Committee Meeting
- X Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- X Free/reduced price lunch
- 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
- X Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- X Other: Class newsletters and calendars of upcoming events

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

All students are provided with the Code of Student Conduct which contains their rights/responsibilities at registration.

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

X No Using computer translating software.

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

The guidance counselor explains the Code of Student Conduct with the help of an interpreter if needed. Translating software is used to provide a copy in the native language if requested.

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. Parents of ELL students are invited to parent training such as volunteer orientation, and parent education opportunities through class newsletters, and class, school and district websites. Our community has adult literacy classes for parents of ELL students at the library and families are informed of these services through fliers.

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

Fliers are sent home with aELL students in a language which parents understand, unless clearly not feasible, designating where parents can access SPARs Reports and School Improvement data which provides information on schools' academic progress. Each student in the district also receives a copy of the Superintendent's Report annually which highlights programs and achievements of each school.

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. This is provided annually to each student as a statement in the Code of Student Conduct and Attendance Policy.

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

ELLs are provided with access to all program opportunities through distribution of student handbooks at each school, the district website which lists opportunities for participation and fliers sent home advertising special events to all students.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

A school administrator, the child's teacher, guidance counselor, parents/guardians and when appropriate the student.

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

X Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient

X Reclassification of former ELLs

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

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

X Parental concerns

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

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

X Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment

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

X Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

Other (Specify) _____

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

X School Level X District Level

Describe the functions and composition of PLCs in your district. Currently our district only has 7 ELL students and they are from two families. Their parents have been invited personally to serve on the PLC, but they have declined participation. We do have a parent whose native language is not English serving on the district PLC to provide guidance in decision making from the perspective of someone who had to learn English after arriving in the USA.

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.

Historically, our district has only a fraction of a percent of our students identified as ESOL. We have a PLC and one of the members is bilingual. Each year we invite all ESOL parents to participate, however none have done so. The PLC membership is composed of parents with ESE students and Title I students.

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

Wakulla County has a district Parent Leadership Team that meets to review and provide input for the District Strategic Plan, Title I Plan, IDEA Grant and ELL Plan. The Parent Leadership Team also provided input to the district during recent reassigning of school zones.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The District Parent Leadership Team met in May of 2008 and had opportunity for questions/input on the ELL plan.

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

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

The district Parent Leadership Team will receive a copy of the new ELL plan and will have an opportunity for sharing concerns.

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. Principals are notified by the ESE/Student Services director if teachers with LEP students do not have the appropriate endorsement. Letters are written by the ESE/Student Services director to the teacher advising them of their responsibility to begin the endorsement process and the deadline for beginning and advising them of service delivery options available.

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.

Wakulla County uses the ePDC to deliver ESOL training. This system documents completion of training and maintains records. Annually, the list of ESOL endorsed teachers is generated for building principals, and reviewed by the Director of Curriculum and Instruction as well as the Director of ESE/Student services to verify that instructors have the necessary endorsements.

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 ePDC system is used to verify annually that all school based administrators have the necessary 60 hours. If not, he/she is provided with the information to participate in online training through the ePDC system, or of other training opportunities in a letter sent by the Director of ESE/Student Services.

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

Transcripts are reviewed for all guidance counselors annually by the Director of ESE/Student services and any not having the necessary 60 hours are notified by letter of the requirement to complete the training and how to do so on-line through the ePDC.

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.

Not applicable Only 7 ELL students in the entire district.

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

Though not a requirement, all paraprofessionals may participate in on line ESOL training through the ePDC.

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

Section 11: TITLE III, PART A, NCLB - ACCOUNTABILITY

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs.

Each child is progress monitored on an individual basis and provided with individual support to improve English proficiency and academic skills. Both group and individual data is reviewed by building level principals as well as district staff.

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.

All students are progress monitored and students scoring level 1 in reading are provided with alternative reading instructional materials and intense remediation.

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 Not Applicable