

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:	
Gulf		Deborah S. Crosby		850 229 6940 Ext 126	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
150 Middle School Road Port St. Joe, FL 32456					
(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, Tim Wilder , 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): Reina Nixon					
Contact Information for District PLC Chairperson: Mailing address: 477 OLD GULF CITY ROAD WEWAHITCHKA FL 32465					
E-mail Address: _____ Phone Number: 850 827 2796					
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, Tim Wilder, 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.

Student (ELL and non-ELL) registration information is available at each school. Registration typically takes place at the school the student is zoned for according to his/her residential address. A child must be five years old by September 1 of the current school year to begin kindergarten or six years old by September 1 and must have completed kindergarten to enter first grade. By Florida Statute 1003.22, the following documents must be presented in order to register a student for school:

- **Proof of a physical examination (Form DH 3040) within one year prior to enrolling in school if entering a Florida school for the first time**
- **Florida certificate of immunization (Form DH 680)**
- **Two (2) recent proofs of residence**
- **Proof of birth**
- **A copy of the last report card if the child was enrolled in another school system**

If documentation of the medical exam (Form DH 3040) is not presented at the time of registration, a student is allowed 30 days to show certification of a medical exam. Students out of compliance with this rule will not be allowed to attend school until the certification is presented. The same rule applies to immunizations at each of the grade levels designated for immunizations. Students shall be exempt from both the physical examination and the immunization requirement with proof of objections for medical or religious reasons.

The Home Language Survey is a part of the Gulf District Student Registration Package. When a student enters a Gulf District School, the registration package must be completed. The three HLS questions are included on the registration package. The registration sheets become a part of the student's permanent record.

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done.

The Home Language Survey is a part of the Gulf District Student Registration package. When a student enters a Gulf District School, the registration form must be completed. The registration form becomes a part of the student's permanent record. Assistance in the home language will be provided, when feasible, at the time of registration. If necessary, the District ELL administrator will be contacted to provide assistance in the heritage language. The registration information, including the HLS, is also translated into Spanish.

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

An affirmative response to any of the three HLS questions requires evaluation for possible placement in the Gulf District Schools ELL program. A student (K-12) for whom an affirmative answer to the Language Survey is given to either to the questions, "Did the student have a first language other than English?"(Consent Decree 1B2b) or to the question "Does the student most frequently speak a language other than English?"(Consent Decree 1B2c), or to both, would be placed in the ELL program, coded LP, with a Basis of Entry T, if assessment has not been given. For grades K-12, and Aural/Oral test will be given. If the students in K-12 do not pass the aural/oral assessment, they would be coded LY and placed in an ELL program with the Basis of Entry of A. Parental permission to evaluate is not required. The staff at each school will make a copy of the registration sheet and highlight the affirmative answer(s) to the HLS questions. A copy of this information will be given to the guidance counselor and/or school designated ELL contact for English language assessment. Data entry personnel, under the supervision of the guidance counselor, designated ELL contact, and/or principals at each school site, enter the responses into the student database from the registration card.

For students in grades K-2, if the aural/oral test determined the student to be English Proficient, the student would be placed in the regular program and coded as ZZ. Students in grade 3-12 will be given the reading and writing tests

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

Registrar **Guidance Counselor** **Other (Specify) School Principal**

3) Provision of Understandable Communication

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

Assistance in the home language will be provided, when feasible, at the time of registration. If necessary, the District ELL resources will be contacted to provide assistance in the home language. The registration card for Gulf District Schools maybe translated into Spanish. Volunteers will provide assistance in the home language when necessary.

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.

The initial Home Language Survey is filed in the students' cumulative record and is monitored by the guidance counselor and/or school principal. The results of the HLS are maintained on the district's Management Information System. Information regarding the language and the national origin on each student is a part of the Home Language Survey form. The data collected in accordance with the home language and national origin shall be reported and maintained in accordance with the Florida Department of Education's data collection procedures. A copy of this handbook is available to each school and also at the FLDOE website.

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

Registrar **Data Entry Clerk** **Other (Specify) Guidance Counselor**

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 ELL Coordinator/Administrator X Other (Specify) **Guidance Counselor**

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 ELL 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⁾ (Total Battery)	Scale Score ⁽²⁾	National Percentile ⁽³⁾
LAB	K, 1, 2,	24, 49, 49		
LAB	3, 4, 5	86, 96, 102		
LAB	6, 7, 8	99, 107, 113		
LAB	9, 10, 11, 12	113, 118, 122, 124		

(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.

The Language Assessment Battery (LAB) is administered to ELL's to determine their aural/oral language skill level. The Guidance Counselor or school designated ELL contact at each school is responsible for testing the students, scoring the assessments, and recording the data. Data entry personnel, under the direction of the guidance counselor and/or ELL contact, enter the results in the student database. The testing protocols are maintained by guidance counselors and are secured as the student's cumulative record.

b) 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?

School principals are held accountable for the ELL program. Students will be assessed within twenty (20) school days from the date of registration. The designated staff, guidance counselor, at each school is responsible for ensuring that a student with an affirmative response to one or more of the HLS questions at the time of registration is tested. The guidance counselor and/or ELL school contact ensure testing is administered within twenty (20) days of registration and will place a copy of the HLS on the registration sheet in the student's record.

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 ELL Committee would be empanelled to determine the placement of the student in the ELL Program coded, “LP”, but with a Basis Entry of “T” or to be placed in the regular program coded, “LP”. A letter will be sent home to the parents notifying them of the delay in testing, with an explanation of the delay and the anticipated date of testing. This letter would be translated into the home language when feasible. The guidance counselor will administer the assessment immediately. The LP may be in the ELL Program waiting assessment.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test.

Students in grades K-2 who score as fluent English speakers on the Listening/Speaking assessment (LAB) will be placed in the regular program. The ELL code will be changed to ZZ.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher’s cut scores) on the Listening and Speaking test.

ELL students in grades 3-12 who score limited English proficient or non-English proficient on the Aural/Oral test will be placed in the ELL program with a teacher who is ELL endorsed or working toward ELL endorsement. The student will be coded LY and basis of entry will be “A” (Aural/Oral). The guidance counselor and/or designated ELL contact would not administer the Reading/Writing portion of the LAB if the ELL can not pass the Aural/Oral. This test can be administered the same day as the Aural/Oral test or within twenty (20) days from the date of the Aural/Oral test. The guidance counselor and/or ELL designated contact administer the test and enter the data into the student system. The testing protocol is housed with the student’s cumulative records.

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 ELL program.

Name of Reading and Writing Instrument(s):
Language Assessment Battery

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?

The Reading and Writing test for students in grades 3-12 is administered at the same time as the Aural/Oral test if a passing level is shown, or within twenty (20) days of that test. This ensures that the student's full language assessment has been evaluated and the student can be properly placed. The district MIS Department monitors data screens as well as the District ELL Administrator to ensure all data is current and there is no missing data. If errors are found, the school's Guidance Counselor as well as the data clerk is notified.

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 a reading and writing tests were not administered to the student within one year of the administration of the aural/oral test, then an ELL Committee would have to be empanelled to decide if the student was to remain in the ELL Program coded LP.

Within a year of registration, such a student (in the regular program, coded LP) would be administered a reading/writing test.

School personnel or parents who wish to have the committee review the ELL or non-ELL status of a particular student may contact the guidance counselor who will schedule a meeting of the ELL Committee. The parent is invited to participate in the review to determine whether the student continues to be or not be ELL. The findings of the Committee and their recommendations are kept on file. The student will exit the program only if the Committee determines the student not to be ELL.

Upon request of parent or teacher, a student not determined to be ELL or a student determined to be ELL based solely on the reading and writing of a norm-referenced test may be referred to an ELL committee. The ELL committee may determine a student to be ELL or not be ELL according to consideration of at least two of the following criteria in addition to test results from the aural/oral test and reading-writing test results:

- 1) Extent and nature of prior educational and social experience; and student interview;**
- 2) Written recommendation and observation by current and previous instructional and supportive services staff;**
- 3) Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards.**

The only time a Reading and Writing test would not be administered for a student in grades 3-12 is when the student scored non-English speaking during the Aural/Oral portion of the assessment. This would only occur during the initial placement and identification time period. To ensure that all other students are administered the Read/Write portion of the LAB, data reports of the testing screens are periodically run.

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.

An ELL Committee may be convened to determine eligibility into the ELL program for the following reasons:

- (1) Language Assessment data determines the student is “borderline” of proficiency level and would benefit from services provided by ELL program.**
- (2) Extent and nature of prior educational and social experiences.**
- (3) Written recommendation and observation by current and/or previous instructional and support services staff.**
- (4) Level of mastery of basic competencies according to criterion-referenced tests.**
- (5) Grades or test results from current or previous years.**
- (6) Parent and student input**

If a student is placed in the ELL Program by the ELL Committee, the student is coded LY and the Basis of Entry code will be “L” (ELL Committee).

An ELL Committee may also be convened to exit a student from the ELL program into the regular program.

9) Native Language Assessment

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

Yes No

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

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate.

To determine the prior academic knowledge, abilities, and experiences of the ELL, schools may utilize, but are not limited to the following: diagnostic tests, standardized tests, abbreviated test forms or test prototypes, school records, reports, and/or teacher made tests.

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

Diagnostic/placement tests and interviews may be used as resources for ELL students with limited or no prior school experiences. Parents/Guardians and student interviews as well as ELL Committee meetings may be conducted to help determine placement. Translators are provided, when feasible. The school principal or designee, guidance counselor, teacher, parents, ELL Resource teacher and/or district administrator may be included to determine each student’s prior educational experiences and level of academic skills.

Placement decisions for the student will consider the age of the student, level of academic skills, social experiences, parent/guardian preference, and any other pertinent information available. The student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

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

The school will contact the previous school, if possible, and request the records for the ELL. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may be used as a guideline. The age of the student will be taken into consideration also. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Resource teacher and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills. Placement decisions for each student will consider the age of the student, level of academic skills, social experiences, parent/guardian preference, and any other pertinent information available. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

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

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

In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may be used as a guideline. The age of the student will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Resource teacher and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills. Placement decisions for each student will consider the age of the student, level of academic skills, social experiences, parent/guardian preference, and any other pertinent information available. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

10d) Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 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.

Student must have documentation of completed courses in order to receive high school credit for those courses. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide documentation of prior educational experiences. A student will be eligible to take an exit exam from a course in which he/she says they have taken previously. If the student passes the exam, then credit will be given. Students will also earn credit for courses completed in another country where the course is similar in scope and sequence, but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may be used as a guideline. The age of the student will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Resource teacher and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

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 the time frame has been longer than one-year, a new English Language Proficiency Identification and Placement test (LAB) will be administered to all ELL's who have an affirmative response on the HLS at the time of re-entry/registration into a Gulf District School after withdrawal to another district, state, or country. All ELL procedures for identification and placement would be followed. All data would be updated in the student system and the student would be coded LY if he/she qualifies for services and basis of re-entry would be either "A" for Aural/Oral test or "R" for Read/Write assessment. A student who re-enters a Gulf District School within one year would not need to be re-assessed; however, an ELL Committee would be convened to identify, place, and re-classify the student based on all prior test data and documentation. The student would be coded, as "LY" and the basis of entry would be "L" for ELL Committee.

12) ELL Student Plan Development

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

An ELL student plan is developed with input from the guidance counselor, classroom teacher(s), and administrator (or designee) and other interested participants. The guidance counselor or designated ELL contact, along with the classroom teacher(s), is responsible for completing the student ELL plan. The plan will reflect the student's instructional program (including programs other than ELL), amount of instructional time, documentation of the use of appropriate ELL strategies, and a description of all provided services. The ELL plan includes specific accommodation procedures for state assessment programs as well as classroom assessments.

Additional information such as English Language Proficiency scores and state assessment data can be included on the ELL plan. The plan will be updated annually at the beginning of the school year. The student plan date must reflect the most current ELL plan and services and must be updated in the student system. The ELL student plan will be maintained with the student's cumulative record folder. For secondary schools, a new plan does not need to be completed at the semester; however, the student's schedule must be attached to the ELL plan and teachers will be notified to review the ELL plan in the student's cumulative record folder. ELL's also identified as ESE, will have an IEP (Individual Education Plan). The ELL program will be identified on this plan and goals, objectives, strategies toward English Language proficiency will be noted on the IEP.

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.

A student verification report is distributed to all schools identifying all active ELLs. The district ELL coordinator requests this report. The report ensures that all data is correct and that schools are notified of active ELLs. The guidance counselor or designated ELL contact at each school, along with the ELL teacher(s), is responsible for updating the student ELL plan to reflect the most current data and services provided to the student. Plans are updated each semester.

13) Parent Notification

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

Portuguese

Haitian Creole

Vietnamese

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

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

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

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

Services will be provided to address the language proficiencies with comprehensible instruction strategies that include, but are not limited to:

- 1. Individualized instruction;**
- 2. Cooperative learning;**
- 3. Utilization of computers;**
- 4. Integration of language and content; and**
- 5. A variety of audio-visuals, illustrations, tapes and videotapes.**

The instructional program is designed to meet the cognitive and affective needs of ELL students. Elementary and secondary students will receive instruction in the regular classroom or a limited pullout program. Instructional strategies shall be documented in the teacher's plan book, and/or through the use of approved curriculum and Sunshine State Standards frameworks, instructional checklists, and other district level forms.

Teachers will be trained to use instructional resources designed to increase the language proficiency of students and their level of performance in other academic areas.

A schedule will be maintained for all ELL limited pullout instruction and instruction in the regular classroom setting. ELL students will be taught the same subject area in pullout settings as non-ELL students in the regular classroom.

ELL students in grades 9-12 shall receive credit towards graduation in Basic ELL (as English credit), mathematics, science, social studies, and computer literacy. This is documented in the Student Progression Plan and shall be communicated in the native language of the parent and students.

This will be documented through class schedules, maintained on the Management Information System and on teacher schedules. ELL students must not be failed if instructional strategies,

materials and assessment have not been modified to meet their needs. Students cannot be retained based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing and math. Student academic achievement of proficiency is to be determined on specific district levels of mastery in these areas. The parents or guardians are to be informed of the student academic progress no later than the end of the school year. Any student who does not meet the district established levels of mastery must be provided remediation. Progress Monitoring is done. The principal and guidance counselor are responsible for monitoring.

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 use the same instructional models – Mainstreamed-Inclusion Model

**Port St. Joe High School
Port St. Joe Middle School
Port St. Joe Elementary
Wewahitchka High School
Wewahitchka Middle School
Wewahitchka Elementary School**

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

The guidance counselor will meet with the teacher(s) of ELL students to conduct reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:

A. Reviewing of the student's grades in all subject areas.

B. Monitoring of the student's level of performance in course areas, Reading, and Mathematics using state approved Progress Monitoring tools

C. Monitoring of the student's performance on Statewide Assessments or norm-referenced tests.

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

Lessons plans document instructional strategies for ELL students and are monitored by the principal.

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) **Guidance Counselors, Classroom Teachers**

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

Native Language Assessment (Specify)

FCAT

Other (Specify) **DIBELS, CELLA**

15) Student Progression

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

Yes No

If yes, indicate where in the Student Progression Plan these are described.

The Student Progression Plan is a part of the individual schools' Student Handbook that is sent home with students at the beginning of the school year. The Gulf District School Board Policy Book includes approval of the procedures in the Student Progression Plan.

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 ELL program for 2 years or less are exempted from mandatory retention.

ELL students who have deficiencies in reading, writing or mathematics and have received less than two years of instructions in the ELL Program may be exempted from Mandatory retention for Good Cause. Due to their lack of English proficiency, retention action would be more adverse for the student than promotion. Good Cause as defined by statues 1008.25

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

An ELL committee is convened to review documentation and data prior to making a promotion/retention recommendation for an ELL. When determining promotion/retention, for ELL's, information and documentation may include, but not be limited to: classroom performance, statewide assessment data, English Language progress, and parent/student interview. The committee makes a recommendation to the principal. The principal sends the final decision to the Superintendent.

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

The ELL committee functioning in accordance with Rules 6A-6.0900-6A-6.90, F.A.C., and 1990 League of United Latin American Citizens et al. v. the State Board of Education et al Consent Decree and District ELL Procedural Handbook will make the appropriate decisions regarding the proper placement of the ELL students. Parents will be notified in writing in a language the they can understand in advance that their child is in danger of retention. The school administrator will make the final decision regarding promotion/retention.

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 Gulf District Schools Assessment Coordinator is responsible for information regarding and training for both FCAT and CELLA. The Assessment Coordinator is responsible for receiving all testing documents and score reports and distributing those items to the individual schools. Students in grades 3-12, including ELLs, will be evaluated with the statewide assessment for academic achievement, FCAT, and with the statewide assessment for English Language Proficiency, CELLA. The classroom teacher is responsible for administering FCAT. All active (LY) ELL students will be evaluated annually for progress in English Language proficiency using the Comprehensive English Language Learning Assessment (CELLA). ELLs (LF) that have been exited from the ELL program within the same academic year and are on two-year monitor will also be evaluated for English Language proficiency using the CELLA. The Guidance Counselor or designee will be responsible for administering the CELLA.

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.

ELL students who are receiving services in an ELL program operating in accordance with an approved ELL plan, and who take the state mandated tests maybe offered the accommodations. However, the exact combination of accommodations to be offered to any particular student shall be individually determined, considering the needs of the student. Accommodations for ELL students in the administration of Florida Writes, FCAT, and other state mandated tests must follow the guideline as specified in the manual. The guidance counselor and District Assessment Coordinator are responsible for implementation.

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 ELL 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: NA

Math: NA

Writing: NA

Science: NA

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 ELL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores.

A student who has identifies as Ell may be assessed to determine English proficiency based on the request of a teacher, counselor, administrator or parent. The K-2 basis of exit is Listening/Speaking (Aural-Oral). K-12 may be able to exit the ELL program is he or she scores proficient on the LS/LP sections of the LAB or CELLA. To be eligible for exit a student who was classified as ELL based on the aural/oral test must score as fully English proficient on the aural/oral test.

ELL's are evaluated annually with the statewide English Language Proficiency assessment (CELLA). Students who score at the proficient level in the area of listening, speaking, reading and writing will be referred for exit from the ELL program. ELL's who are scoring at the proficient level (Level 3 or higher) on the statewide academic assessment (FCAT) may also be referred for exit from the ELL program. Students will need two measures (one academic and one English language proficiency) indicating proficiency to be exited from the ELL program of Gulf District Schools. A student in grades 3-12 must also score proficient on the reading and writing portion of the CELLA, Wood-cock Johnson III Tests of Achievement, or the FCAT.

Refer to the table below for required cut scores for CELLA.

Oral Skills (Listening and Speaking) grade cluster scale scores by English Language Proficiency Level				
Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K - 2	495-632	633-649	650-672	673-755
3 - 5	560-675	676-697	698-719	720-805
6 - 8	565-680	681-712	713-732	733-830
9 - 12	580-681	682-713	714-738	739-835

Writing grade cluster scale scores by English Language Proficiency Level				
Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K - 2	515-636	637-657	658-689	690-775
3 - 5	575-674	675-702	703-726	727-825
6 - 8	580-687	688-719	720-745	746-845
9 - 12	600-689	690-720	721-745	746-850

Reading grade cluster scale scores by English Language Proficiency Level				
Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K - 2	345-545	546-628	629-689	690-800

3 - 5	590-689	690-714	715-733	734-810
6 - 8	600-713	714-741	742-758	759-815
9 - 12	605-743	744-761	762-777	778-820

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 (LS/LP)	K-2		673-755	
CELLA	3-5		720-805	
CELLA	6-8		733-830	
CELLA	9-12		739-835	
CELLA - Writing	K-2		690-775	
CELLA - Writing	3-5		727-825	
CELLA - Writing	6-8		746-845	
CELLA - Writing	9-12		746-850	
CELLA - Reading	K-2		690-800	
CELLA - Reading	3-5		734-810	
CELLA - Reading	6-8		759-815	
CELLA - Reading	9-12		778-820	
Language Assessment Battery (LAB)	K	23	NA	
LAB	1	26		
LAB	2	27		
LAB	3	LS 25 SP 23		
LAB	4	LS 27 SP 24		
LAB	5	LS 27 SP 24		
LAB	6	LS 30 SP 24		
LAB	7	LS 31 SP 24		
LAB	8	LS 30 SP 24		
LAB	9	LS 31 SP 24		
LAB	10	LS 31 SP 24		
LAB	11	LS 32 SP 25		
LAB	12	LS 32 SP 24		

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

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

17b) Reading and Writing Proficiency Assessment

Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student’s score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link:
http://www.fl DOE.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
CELLA (Reading)
CELLA (Writing)
FCAT (Reading: Level 3 or higher)
FCAT (Writing: Level 3 or higher)
Woodcock-Johnson III - Test of Achievement

The student will be assessed in reading and writing with CELLA, on the FCAT or Woodcock Johnson. If the student scores at or below the 32nd percentile in either reading or writing or below Level 2, he will not be eligible for exit. The student will continue in the ELL Program as ELL in reading/writing. Such a student, however, may be referred to the ELL committee for further review and will exit the program only if the committee determines the student not to be ELL. If the committee determines program exit, the basis of exit would be L (ELL committee). Once the student has exited the program post reclassification would occur.

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

- Registrar ELL Teacher/Coordinator Other (Specify) School-based Guidance Counselor

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

School personnel or parents who wish to have the committee review the ELL or non-ELL status of a particular student may contact the guidance counselor who will schedule a meeting of the ELL Committee. The parent is invited to participate in the review to determine whether the student continues to be or not be ELL. The findings of the Committee and their recommendations are kept on file.

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 guidance counselor will ensure that all appropriate documentation is on file at the school and that the appropriate data entry is made into the district MIS system.

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

ELL's can be referred for exit from the ELL program at any time during the school year; however, since which to make exit decisions may use CELLA and FCAT data as the instruments, this data is typically received during the summer. Exit decisions would be made after all assessment data has been analyzed and classroom academic status is reviewed.

The Student Progression Plan in School Board policy makes provisions for students (including ELL's) to be considered for mid-year promotion based on academic status and assessment data analysis.

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 ELL program.

The Guidance Counselor or designated ELL contact at each school, along with the classroom teacher, is responsible for monitoring former Ell's for two years once they have been exited from the ELL program.

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

The guidance counselor will ensure that all appropriate documentation is on file at the school and that the appropriate date entry is made into the district's MIS system.

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

Check all that apply.

Report Cards

Test Scores

Classroom Performance

Other (Specify) _____

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

The performance of former ELL students will be reviewed periodically. Reviews shall occur as specified time below:

- 1st report card after exiting the ELL programs;
- at the end of the 1st semester;
- at the end of the first year,
- at the end of the semester during the first year
- and at the end to the second year.

When a student exits the ELL program and shows a pattern of being academically unsuccessful during the two years of post-monitoring, the student may re-enter the ELL program (reclassified). Any consistent pattern of under performance on appropriate tests and/or grades shall result in the convening of an ELL Committee with parental participation. The ELL Committee Form is completed for documentation. The ELL Committee will assess the student's need for appropriate programming and will develop an ELL Student Plan to ensure academic success.

The student may be reported in the ELL program for an additional year, or extend annually for a period not to exceed a total of six years based on an annual evaluation of the student's status. Lack of ELL funding eligibility does not relieve the District Schools of any obligation to continue to provide appropriate services to ELL students beyond the six years of state ELL program funding.

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

The ELL Committee under the leadership of the Guidance Counselor or ELL designated contact at each school is responsible for re-classifying and initiating a new Student ELL plan for students that are being re-classified into the ELL program. The data entry clerk is responsible for updating and entering all current data into the student system. The ELL Committee will assess the student's need for appropriate programming. ELL's are given equal access to all educational programs provided by the district schools when they require them. The content of the curriculum for ELLs in each of the basic subject areas is the same as that provided for non-ELL's. It is the delivery mode, not the content, which is modified to meet the needs of the ELL.

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

The schools will endeavor to provide a different method of instruction than was previously provided to the ELL. This may include, but is not limited to, providing intervention strategies, intensive remedial instruction, suspend the curriculum to focus on areas that the student is in need of improvement and/or modify the curriculum. The delivery model may include, but not be limited to, direct instruction, lab setting, cooperative learning groups, and/or peer tutoring.

Services will be provided to address the language proficiencies with comprehensible instruction strategies that include, but are not limited to:

- 1. Individualized instruction;**
- 2. Cooperative learning; 3. utilization of computers;**
- 4. Integration of language and content; and**
- 5. A variety of audio-visuals, illustrations, tapes and videotapes.**

Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

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

The guidance counselor is responsible for assisting parents/guardians of ELL students in their heritage language at any setting. When feasible, an interpreter is provided to assist the parents in their home language at the time of registration, ELL Committee meetings, Parent/Teacher conferences, and Parent Involvement meetings.

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 ELL instruction
- Exit from ELL 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
- X 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)

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

The Director of Instruction is responsible for providing a comprehensible format to the schools. Principals are responsible for alerting the district to the need for translation in home language. Modified information is available in Spanish.

1. No national origin minority or ELL student shall be subjected to any disciplinary action because of his/her use of language other than English.

2. Disciplinary actions for ELL students are common to non-ELL students.

3. The statement in XII.A is included in the Gulf School District Code of Conduct under XVII. The school administration, staff members, parents, and district staff members review this document annually.

4. Provisions shall be implemented to communicate such information in the home language of the parents of ELL students.

5. The School Code of Conduct is distributed to all parents upon initial registration and each year thereafter.

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

Yes No

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

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

Parents are included on the School Advisory Committee and are encouraged to participate in school functions.

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

All required school reports are published in a language that the parents understand unless clearly not feasible in local media, parent letters, individual schools and/or district website.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain.

The Schools Code of Conduct, School Based Student Handbook and the NCLB SPAR (No Child Left Behind School Public Accountability Report) are made available to parents. These documents provide information on the monitoring of program compliance. Equity posters are displayed at each school. School Board Policy refers to student rights and responsibilities. School Board Policy details procedures for student/parent/employee complaints and corrective actions and School Board Policy outlines procedures for making a formal presentation to the board. The Gulf District Schools Board Policy Book is located at the district office and on the website. The Superintendent conducts public forums for the purpose of maintaining open communication between parents/guardians and the school district. These forums are held in different regions throughout our community in an effort to reach all populations. The forums provide all parents/guardians the opportunity to meet with our Superintendent and express any need or concern they may have. This information is in a language that the parents understands unless clearly not feasible.

The building/school Principal is responsible for monitoring program compliance at the individual school. The district staff will monitor programs and services to ensure compliance. The Department of Education and the Office of Civil Rights are the sources of information upon which programs and services are provided. Schools and district staff provide the training and materials necessary to accomplish this task. ELL's shall not be admitted to or excluded from any federally assisted education program on the basis of a surname or language minority status.

In all areas relating to ELL (English Language Learners), state guidelines and mandates will be followed. When unclear about proper procedures, the district will request technical assistance from the Department of Education AALA (Academic Achievement through Language Acquisition) office.

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

ELL students have the same rights and equal access to all programs and facilities as their non-ELL peers. The District level ELL Coordinator and Resource Teacher serve as advocates for ELL's and their families to ensure equal access to all programs. Personnel responsible for providing special programs will attend professional development to ensure ELL's have equal access to all programs and facilities.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

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

The ELL Committee at each school will consist of the guidance counselor, evaluation specialist, principal, the teacher, and other support staff members. A written letter of invitation, in the language of the parent, will be forwarded to the parent. Provisions will be made to communicate in the home language of the parent unless it is clearly not feasible.

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

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

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

- School Level District Level

Describe the functions and composition of PLCs in your district.

The Parent Leadership Council is composed of Guidance Counselors, District ELL Resource Teacher(s), paraprofessionals, bilingual parents, school-based administrators and district supervisors. Staff will inform parents/guardians of ELL students about these meetings and encourage them to become involved in their child's education decisions.

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.

The majority percentage is not always feasible with the small number of English Language Learners in Gulf County schools.

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

Parents of ELL students are selected and invited to serve in the School Advisory Council.

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

Staff has discussions with PLC members and parents. Guidance counselors and staff reviewed the plan. Input was taken from stakeholders and consensus was reached on this plan.

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 ELL Training Requirements may be accessed at <http://www.fl DOE.org/aala/timeline.asp>

33) Describe how teachers who are required to obtain ELL 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.

The school-based administrator is responsible for informing teachers of the ELL training requirements. The District Staff Development Coordinator advertises Professional development courses available through various methods and also sends notification to school based administrators by email and /or hardcopy. The administrator is responsible for informing the teachers and other school personnel at his/her school. This is also documented on the teacher's Professional Development Plan(PDP) by the principal. Teachers can earn ELL professional development credit by attending these courses or by enrollment online courses.

34) Describe the process(es) implemented to track teachers' completion of ELL training and/or certification requirements and include how documentation of completion is maintained.

The Staff Development /Human Resource, Management Information System, and ELL Administrators work collaboratively to maintain documentation of completion of ELL requirements. The Staff Development Department maintains documentation of in-service data

for personnel. The Staff Development Administrator approves Workshops/ training opportunities and courses. Teachers working toward an ELL endorsement enroll in courses that provide them information regarding cultural awareness as well as the most current research for teaching English Language Learners. The district level Staff Development Administrator will review the teacher's in-service history and/or other courses and create an individual plan to meet the completion requirements.

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

School-based Administrators who have not met the 60-hour ELL training requirement will enroll in the ELL Administrative Courses provided by PAEC, DOE or other agencies. The District Staff Development Administrator reviews the in-service record of the administrator to verify the completion of these requirements. The district administrator tracks the completion of the requirements and submits a report to the Superintendent of any administrator who is found to be out of compliance. New school-based administrators have three (3) years from date of hire to meet this requirement.

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

Guidance Counselors who have not met the 60-hour ELL training requirement will enroll in the ELL Guidance Counselor Courses provided by PAEC or other agencies. The Staff Development Coordinator reviews the in-service record of each guidance counselor for completion of these requirements. The coordinator tracks the completion of the requirements and submits a report to the Principal/Superintendent regarding any Guidance Counselor who is found to be out of compliance. New Guidance Counselors have three (3) years from date of hire to meet this requirement.

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

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

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

Not applicable - Gulf County has historically had fewer than five ELL students throughout the county each school year.

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

The qualifications for paraprofessionals in district's Title I Schools are AA, AS, 60 college credit hours, or a passing score on the Parapro test. Paraprofessionals have access to the same in-

service opportunities as any other staff. However, the district does not train paraprofessionals for bilingual.

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.

Not applicable due to small population

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.

Not applicable due to small population

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 due to small population