SECTION 1: IDENTIFICATION [Rule 6A-6.0902, FAC]

Enrollment Procedures and Administration of the Home Language Survey

Describe the district's procedures to register English Language Learners (ELLs), including the following questions:

How is the Home Language Survey (HLS) administered? (Max length 2000)

The Home Language Survey is include in all registration packets in English and Spanish at all schools district wide.

How do district procedures compare to those followed for non-ELLs? (Max length 2000)

The district procedures are the same for all students regardless of ELL status.

Is the HLS translated into other languages?

Yes

If answered "yes," list languages. (Max length 2000)

Spanish

How does the district assist parents and students who do not speak English? (Max length 2000)

Some schools have bilingual (English/Spanish) support on hand to assist parents as well as having all registration paperwork available in Spanish. At the beginning of the year, the local Migrant office and the district ESOL Program Specialist assist with registration at schools where bilingual support is needed more.

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT) [Rule 6A-6.0902, FAC]

English Language Proficiency (ELP) Assessment

*Required to save.

* What is the title of the person(s) responsible for administering the English language proficiency assessment of potential ELLs in the district? (Check all that apply.)

- ESOL Coordinator/Administrator

- Other: School ESOL Resource Teacher, ESOL Program Specialist, ESOL Program Assistant

Listening and Speaking Proficiency Assessment

* **List the Listening and Speaking (Aural/Oral) assessment(s) used in the district to ascertain if a student is an ELL. Also, state the publisher's cut-score that determines the student is eligible for**

ESOL services. At least one assessment must be entered.

Name of Listening and Speaking Assessment(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 Aural/ Oral	K-12		0004	

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

2. (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. (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.

* **Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of student's initial enrollment. Include the procedures the district follows if the Listening and Speaking assessment(s) are not given within the timeline. (Max length 2000)**

Once a student answers "yes" to any of the first three questions on the HLS, the student is placed in a classroom with a teacher that ESOL endorsed and/or certified. After this takes place the registrar will notify the appropriate school personnel, if applicable. If not, the HLS will be faxed to the ESOL office as notification and the ESOL Program Assistant or the ESOL Program Specialist will go out and assess the student. If the testing does not take place within the first 20 days of school then a parent notification

letter will go home in a language the parent can understand, unless otherwise not feasible, explaining why their student was tested within the timeline.

* **Describe the assessment procedures for ELLs in grades 3-12 who scored English proficient on the Listening and Speaking assessment. (Max length 2000)**

If a student scores proficient on the Listening and Speaking assessment they will then be assessed in reading and writing.

Reading and Writing

* **List the Reading and Writing assessment(s) used in the district to ascertain if a student is an ELL.**

Note: A norm-referenced assessment 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 assessment would qualify a student for entry into the ESOL program.

Name of Reading and Writing Assessments:
IRW

* **Describe the procedures to ensure that the Reading and Writing assessment(s) are administered to students in grades 3-12. Describe the procedures to follow when the Reading and Writing assessment(s) are not administered to students in grades 3-12 within the required timeline. (Max length 2000)**

If a student scores proficient on the listening and speaking assessment the student most often will be assessed immediately in reading and writing. If a student is not tested within the appropriate timeline, then the parents will be notified in a language they can understand unless otherwise not feasible.

ELL Committee

* **Describe the procedures used when the ELL Committee makes an entry (placement) decision. (Max length 2000)**

Include links to form(s) used to document ELL Committee meetings or upload form(s).
Note: Forms must include the decision making process in narrative format. (Max file size 1 MB)

An ELL committee convenes for placement of a student that has scored proficient on the initial placement assessments only at the request of a teacher and/or parent due to lack of progress in the classroom.

[Procedure Upload](#)

SECTION 3: PROGRAMMATIC ASSESSMENT [Rule [6A-6.0902](#), FAC]

Academic/Programmatic Assessment

Describe the procedures to determine the prior academic experience of ELLs. (Max length 2000) Include links to procedural documents as appropriate or upload document.

When an ELL enters into our school district, the registrar, guidance counselor and bilingual support person gather all previous school records to assure the best and appropriate placement for the student.

Describe the procedures to address the placement of ELLs with limited or no prior school experience(s), or whose prior school records are incomplete or unobtainable. Include actions taken to obtain student records. (Max length 2000)

When an ELL enters into our school district, the registrar, guidance counselor and bilingual support person will make every effort to obtain all if any former school records by calling, emailing, faxing, and any means necessary. If the records are not available then an entrance interview with the student and parents will be conducted to gather the most information possible regarding the student's prior academic history in order to make the best and appropriate decision for the student.

Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures to determine appropriate grade level placement for ELLs. (Max length 2000)

Any and all previous records will be used to determine appropriate grade level placement for K-8 ELLs.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school (9th-12th grades), who have earned credits in countries outside of the United States, but with no documentation. Also, for students transferring from other countries, include the process for awarding credits for language arts courses taken in the student's native language and for world language courses (this may include English). (Max length 2000)

Any students entering our school district in grades 9-12 who are transferring from other countries and have school records will be given Language Arts credits for any courses taken in their native language.

For example if the student is from Mexico and took Spanish in 9th grade, they will be given a Language Art credit for that Spanish course. They are also given credit for Math, Science, Technology, History, and any other course that corresponds with courses that are offered here. If a student comes to us without any documentation, then an ELL committee that includes the parent, teacher, bilingual support person, ESOL Program Specialist, and guidance counselor will convene in order to create documentation for any prior schooling the student has received, and award the student credit for any courses he or she has completed.

Please provide a link and page number if this information is explained in the Student Progression Plan. (Max length 2000)

This is not explained in our Student Progression Plan. The district is working on getting a section explaining this for the 2013-2014 Student Progression Plan.

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

Describe the procedures for re-evaluating ELLs who have withdrawn from or left the district and are re-enrolling. Include the timeline between the ELLs' withdrawal and re-enrollment when a new English language proficiency assessment is to be administered. (Max length 2000)

If a student withdraws and re-enrolls after one year, and missed the Spring assessments within our district, then the student will be re-evaluated with the IPT and if applicable the IRW. If the student returns to the district with results from assessments from another school district, the results will be evaluated and accepted by our district and the status of the ELL will be determined at that time. If applicable an ELL committee will convene.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the teacher(s) role and/or title of the person responsible for developing the plan. Also include a description of when and how the plan is updated to reflect the student's current services. (Max length 2000)

The procedure for the developing the student plan involves the school's APC (Assistant Principal of Curriculum), data entry person, and if applicable, the ESOL resource teacher. These personnel are responsible for assuring that all ELLs will receive their Language Arts instruction through an ESOL endorsed or certified teacher and that each ELL receives the appropriate amount of instructional minutes. The ELL student plan will be updated at the school level every year and at the district level every year, where a copy of all ELL student folders are housed. All of the ELL student schedules with the amount of instructional minutes can also be found on a data base system.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). (Max length 2000)

The plan includes entry and exit dates for the ESOL program,it also includes all test scores including but not limited to IPT, IRW, CELLA, and FCAT. It has the dates of any ELL committee meetings including those

for extended services, and any other pertinent information that will assist the ESOL teacher in helping the ELL student.

Provide the link to the Student ELL Plan form, or upload as appropriate. (Max length 2000)

[Student ELL Plans Upload](#)

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

Instructional Models

In addition to using required ESOL strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current FDOE Database Manuals, http://www.fldoe.org/eias/dataweb/database_1213/144145.pdf. (Check all that apply.)

- Mainstream/Inclusion – English

- Mainstream/Inclusion – Core/ Basic Subject Areas

Describe how the instructional models are used in the district. Include procedures to locally monitor fidelity for each instructional model at the school level. (Max length 2000)

The Schools in the district beginning in the 2013-2014 school year will all be using the Mainstream/Inclusion model. Each school will be responsible for providing the appropriate schedule for each ELL. The school administration and school instructional coaches will locally monitor fidelity for this instructional model and the ESOL Program Specialist will monitor on a month to month basis and work with the school administration.

Upload a list of each school in the district and the school's instructional model(s). (Max file size 1 MB) If all schools in the district use the same instructional model(s), click the box below.

All schools in the district use the same instructional model.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs. (Max length 2000)

Each student receives a schedule with the required amount of instructional minutes that all non ELLs receive. Also teachers' classrooms are monitored throughout the district equal instruction.

Describe the method(s) used in the district by instructional personnel to document the use of ESOL instructional strategies and describe the school level monitoring process used to verify the delivery of comprehensible instruction. (Max length 2000)

The school level administration along with instructional coaches are constantly monitoring teachers and reviewing lesson plans. Included in their monitoring tools are instructional strategies for ELLs.

How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? (Max length 2000)

The district ensures that ELLs have equal access to all programs and facilities that are available to non-ELLs by making equal opportunity board policy. This can be found at the following link: http://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Sites/Forms/SchoolBoardPolicies.pdf under section 2.70 A (1-3) and in our Strategic Plan found at the following link: http://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Departments/Forms/2007-2013StrategicPlanBoardApproved022707Updated.pdf on pgs. 3,4, and 20.

What is the title of person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in the district?

- District Administrator(s)

- School Level Administrator(s)

- Other: ESOL Program Specialist

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

- Student Portfolios

- FCAT Practice Tests

- Other Criterion Reference Test: FAIR

- FCAT

- Other: CELLA

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

If yes, please provide a link and page number if this information is explained in the Student Progression Plan. (Max length 2000)

http://images.pcmac.org/Uploads/GadsdenCounty/GadsdenCounty/Sites/Forms/StudentProgressionPlan2011-2012.pdf pg. 33 (4)a, pg. 36 (6)

SECTION 5: STATEWIDE ASSESSMENT [Rule 6A-6.09091, FAC]

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida's statewide assessment programs (FCAT, CELLA, etc.), and are provided appropriate testing accommodations per test administration requirements. Description should include the title of the school-level person responsible for documenting that each eligible ELL is provided appropriate test accommodations. (Max length 2000)

The ESOL Program Assistant works closely with the district's MIS department to ensure the most accurate and up to date information regarding the current LY or ELL students enrolled in our school district. The ESOL office disseminates this information to the guidance counselors at each school to ensure that every LY student is assessed in CELLA and receives the appropriate accommodations while taking the FCAT. Also all FCAT test administrators and proctors are trained in all FCAT test accommodations by the school guidance counselor prior to the FCAT administration.

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ANNUAL ASSESSMENT (EXIT) [Rule 6A-6.0903, FAC]

Describe the procedures to determine if 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. (Max length 2000)

All ELLs in grades K-2 who score proficient in all domains on CELLA will be exited at the end of the school year. That is a 673 in aural/oral; 690 in reading; 690 in writing. All ELLs in grades 3-12 who score proficient in all domains on CELLA and score a 3 or above on FCAT reading will be exited at the end of the school year. The required cut scores for grades 3-5 are 720 for aural/oral; 734 in reading; 727 in writing. In grades 6-8 the cut scores are 733 in aural/oral; 759 in reading; 746 in writing. In grades 9-12 the cut scores are 739 in aural/oral; 778 in reading; 746 in writing. Any students who are at three years or beyond in the ESOL Program and have not met proficiency will be looked at by an ELL committee. The committee will go over each student's records to assess if language is or is not the problem or if there is another problem that should be addressed that is prohibiting the student from advancing academically.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

- ESOL Teacher/Coordinator

- Other: ESOL Paraprofessional

What are the district's policies for students who meet exit qualifications in the middle of a student grading period? (Max length 2000)

The only time an ELL student would meet exit criteria during the middle of a student grading period would be a student re-enrolling in the district. The ELL would be assessed and if they meet proficiency on the IPT and IRW then the student will be exited from the ESOL Program with an ELL committee.

If the ELL Committee is involved in making exit decisions, what criteria are used by the Committee to determine English proficiency? (Max length 2000)

The ELL committee will use scores from the IPT, IRW, CELLA, FCAT, FAIR, and district assessments along with teacher data logs from student's response to interventions and classroom progress.

SECTION 7: MONITORING PROCEDURES [Rule 6A-6.0903, FAC]

What is the title of person(s) responsible for conducting the required two-year monitoring of former ELLs (LFs)? Explain how the progress of the former ELLs (LFs) is documented in the ELL Student Plan. Include person responsible for data reporting. (Max length 2000)

The ESOL Program Assistant is responsible for monitoring all LF students during the two-year monitoring period. The LF student's grades are printed twice a year, once at the end of each semester. These printed grades are then placed in the student's ELL student plan folder.

What documentation is used to monitor the student's progress? (Check all that apply.)

- Report Cards

- Test Scores

- Classroom Performance

What are the procedure(s), including re-classification, when the academic performance of former ELLs (LFs) is not on grade level? (Max length 2000)

If a student is not performing on grade level during the two-year monitoring period, and the ESOL office has not been contacted or an ELL committee has not convened then the ESOL office will contact the teacher of the LF student in order to set up a meeting to discuss the performance of the LF student and what has been done to address the issues he or she is having in the classroom. If necessary an ELL committee will convene to discuss the best decision for the LF student. This does not always include re-classification. An LF student will be considered for re-classification if a teacher can provide valid documentation proving that the LF student did not respond accordingly to all interventions provided and if a student has shown inconsistency in proficiency on English Language proficiency tests. If this is the case, then the ELL committee may recommend a "student study team meeting" for the Lf student to be evaluated for other learning disabilities.

How does the district ensure that schools are implementing the District ELL Plan? (Max length 2000)

The district ensures that schools are implementing the District ELL Plan by assuring that all appropriate school personnel are aware of the ELL Plan by disseminating the Plan through the district website and at the monthly District Leadership Meetings with Principals and District Administrators.

SECTION 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language. (Max length 2000)

There are a few schools in the district that have bilingual (Spanish/English) support on staff available to assist any Spanish speaking parent in their home language. The bilingual support staff is also available for teacher/parent meetings, ELL committee meetings, IEP meetings, and student study team meetings. For those schools that do not have any Bilingual support staff, the ESOL Program Specialist will be available for any of the above mentioned meetings for translating services. The district also has most of the documents and communication that are sent home to parents translated into a language that the parents can understand.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet State content and academic achievement standards. (Max length 2000)

The ESOL office collaborates with the Migrant Program and with the district's Parent Services Director in order to assure the needs off all of our ELLs and their parents. Some parent outreach activities include FLDOE staff talking to 8-12 grade students and parents regarding scholarship opportunities, scholarship essay expectations, study tips, etc. At ELL parent meetings, parents are informed of strategies that should be used in the classroom with their ELL student and strategies that can be used at home. Parents are also given Parent Homework Dictionary. This dictionary gives parents the best ways to assist their ELL student with their Math, Language Arts, Science, and Social Studies homework in Spanish.

Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs in a language the parents/guardians understand or provide URLs: (Check all that apply.)

- Delay in language proficiency testing

- Program placement

- State and/or district testing

- Accommodations for testing (flexible setting)

- Annual testing for language development

- Growth in language profficiency (Listening, Speaking, Reading, Writing)

- Extension of ESOL instruction

- Exit from ESOL program

- Post-reclassification of former ELLs (LFs) monitoring

- Reclassification of former ELLs (LFs)

- Invitation to participate in an ELL Committee Meeting

- Invitation to participate in the Parent Leadership Council (PLC)

- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities

- Free/reduced price lunch

- Parental choice options, school improvement status, and teacher out-of-field notices

- Registration forms and requirements

- Disciplinary forms

- Information about the Sunshine State Standards and the ELP Standards

- Information about community services available to parents

- Information about opportunities for parental involvement (volunteering, PLC, PTA/PTO, SAC)

SECTION 9: THE PARENT LEADERSHIP COUNCIL [Rule 6A-6.0904, FAC]

What type(s) of PLCs exist in the district? (Check all that apply.)

Describe the functions and composition of the PLC. (Max length 2000)

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the district do not meet this condition, explain why and when compliance with the rule is expected. (Max length 2000)

How does the district involve the PLC in other district/school committees? (Max length 2000)

How is the district PLC involved in the development of the District ELL Plan? (Max length 2000)

Does the district PLC approve of the District ELL Plan? If no, upload a summary of the PLC's concerns. (Max length 2000)

SECTION 10: PERSONNEL TRAINING [Rule 6A-6.0907, FAC]

Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include the title of person(s) responsible for issuing the notifications and how the notification process is documented. (Max length 2000)

All teachers who are required to obtain ESOL training or certification are notified of training requirements at the new hire training held the week before school begins. Once dates of trainings are known they are posted on the district website and a memo is also sent to all principals to be disseminated to all teachers, and a list of training dates is also given to all principals at the monthly District Leadership Meetings.

Describe the process(es) to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. (Max length 2000)

Once a teacher begins ESOL training, the completion of their coursework and their courses is monitored by the ESOL Program Specialist and it is also tracked by the professional development database, the ePDC.

Describe the procedures used when teachers are reported out of field, including compliance procedures and claiming FTE. (Max length 2000)

If a principal request that a teacher be reported out of field in ESOL, they must state a valid reason and the teacher must be District Board approved by October 1st of the school year in which the teacher is being reported out of field. If these requirements are met, then a letter will be sent home informing the ELL parent that their student is receiving services through a teacher that is out of field in ESOL. The teacher who is being reported as out of field in ESOL must also be required to take at least 60 hours of ESOL training needed to earn their ESOL endorsement. If all of the above criteria is met, then the district will claim FTE for the ELL student.

Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the district's tracking system. (Max length 2000)

The district will provide the 60 hour training requirement for school based administrators through Beacon Online Training. This will be documented through the Beacon system and monitored by the district's ESOL office.

Describe how the district provides the 60-hour ESOL training requirements for Guidance Counselors, and the district's tracking system. (Max length 2000)

The ESOL Program Specialist provides the required 60 hour training requirements for guidance counselors. These trainings are documented through the district's database for professional development, the ePDC.

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. (Max length 2000)

Not Applicable

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the eligibility qualifications required by the district for bilingual paraprofessionals, and describe in detail the job description and primary assignment. (Max length 2000) Provide the link for the district's bilingual paraprofessional job description, or upload the job description.

Job Description Upload

Describe district procedures for training bilingual paraprofessionals in ESOL or home languages strategies. Include how documentation of training is maintained. (Max length 2000)

The bilingual paraprofessionals participate in district wide in-service days that include trainings in ESOL strategies. All trainings are documented on the professional database system used by the district called the ePDC.

Describe the procedures to determine the bilingual paraprofessional's proficiency in the target language. (Max length 2000)

Before a bilingual paraprofessional is hired they are interviewed in the target language by the ESOL Program Specialist. This determines their proficiency.

SECTION 11: Extension of Services [Rule 6A-6.09022, FAC]

Describe district procedures used to determine Extension of Services. (Max length 2000)

The Procedures to determine extension of services are as follows. For ELLs in grades K-2, if proficiency in all domains on CELLA is not met and the student is within their first three years of ESOL services, then the ELL student will be extended for services. For all ELLs in grades 3-12, if a student is within their first three years of ESOL services and has not met proficiency in all domains on CELLA nor scored a 3 or above on FCAT Reading, then the ELL will be extended for services. If a student is beyond their three years of ESOL services and has not met proficiency in all domains on CELLA nor scored a 3 or above on FCAT Reading, then an ELL committee will convene to discuss why the student has not met proficiency and to determine if extension of services is the best and appropriate decision for the ELL student.

Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessments used in the district to determine if a student is English proficient for Extension of Services. Also, state the publisher's cut-score that determines if the student is proficient.

Name of Listening and Speaking Assessment(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score[1]	Scale Score[2]	National Percentile[3]
CELLA	k-2	672		
CELLA	3-5	719		
CELLA	6-8	732		

Name of Listening and Speaking Assessment(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	9-12	738		
IPT	K-12	004		

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

1. (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.

2. (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.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the district to determine if a student is English proficient for Extension of Services.

Name of Reading and Writing Assessments:
CELLA
IRW
FCAT