

District ELL Plan Complete. Send notice to DOE.

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

Date Received by FDOE

Bureau of Student Achievement through
Language Acquisition
Florida Department of Education
325 West Gaines Street
444 Turlington Building
Tallahassee, Florida 32399-0400
Contact Person: Adeola Fayemi
Phone: (850) 245-9555

Florida Department of Education

**DISTRICT PLAN FOR SERVICES TO ENGLISH
LANGUAGE LEARNERS (ELLs)**

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE:
OKALOOSA	Lois Handzo	(850) 833-5861
(4) MAILING ADDRESS:		(5) PREPARED BY: (If different from contact person)
120 Lowery Place, SE Fort Walton Beach, FL 32548		
(6) CERTIFICATION BY SCHOOL DISTRICT		
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.		
I, <u>Mary Beth Jackson</u> , do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.		
<u>Mary Beth Jackson</u> Signature of Superintendent or Authorized Agency Head	<u>April 8, 2013</u> Date Signed	<u>April 8, 2013</u> Date of Governing Board Approval
(7) District Parent Leadership Council Involvement		
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): <u>Waleska Bruno</u>		
Contact Information for District PLC Chairperson Mailing address: <u>7 SW Wright Parkway</u> <u>Fort Walton Beach, FL 32548</u>		
E-mail Address: <u>brunow@mail.okaloosa.k12.fl.us</u> Phone Number: <u>(850) 833-3333</u>		
Date final plan was discussed with PLC: <u>03/14/2013</u> PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved		
<u>[Signature]</u> Signature of the Chairperson of the District PLC	<u>3-14-2013</u> Date Signed by PLC Chairperson	

Tony Bennet, Commissioner
Florida Department of Education



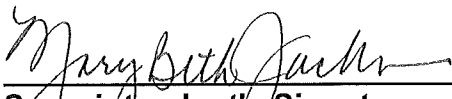
Florida Department of Education District ELL Plan

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-6.09022; 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, Mary Beth Jackson, 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

April 8, 2013

Date Signed

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, MIS 4025, is included as part of the registration packet at all schools. Schools use this form to identify students who may be eligible for ESOL services. The Home Language Survey is completed, signed, and dated for all students by the parent/guardian registering the student unless the parent or student has copies of the cumulative file records from the previous school containing a completed Home Language Survey. Upon registering, all parents complete this document to indicate a yes or a no response to the three questions indicated in Rule 6A-6.0902, FAC. An affirmative response to any of the three questions will determine the need for an ELL assessment.

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

A registration procedure established district wide which is followed at each school site ensures that all students have equal access to free and appropriate schooling. This is when the proper gathering of information required by the Florida Student Record System and Florida Statute for entry occurs. Registration occurs at the zoned school based on a student's address unless a zoning waiver to another school was accepted, in which case registration will occur at that school. A Home Language Survey, MIS 4025, is included as part of the registration packet.

Is the HLS translated into other languages?

Yes

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

Spanish

Russian

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

The district assists with communication by using the parent/guardian's heritage language when necessary and feasible. For example, the district maintains a list of school board employed interpreters, community members, and local agencies that have a working knowledge of various types of languages available upon the school personnel's request. The district also encourages each school have a pocket translator available to assist with these occurrences.

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.)

- Other: Guidance Counselor School Level ESOL Contact
- Other: Guidance Counselor School Level ESOL Contact
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- Other: Guidance Counselor School Level ESOL Contact

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)
LAS Links Form A	K		486	
LAS Links Form A	1		489	
LAS Links Form A	2		494	
LAS Links Form A	3		504	
LAS Links Form A	4		513	

- (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.

* 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)

At the beginning of the school year, the district holds a training for all ESOL contacts to review the rules and procedures of the district's ESOL program. An affirmative response on the Home Language Survey requires the school ESOL Contact to fax a copy of the completed survey to the ESOL department to be logged and kept on file. School personnel schedules a time to administer the LAS Links test to determine the student's aural/oral skill level. Schools are strongly encouraged to administer the LAS Links as soon as possible upon enrollment, but no later than 20 school days after the completion of the Home Language Survey with the affirmative responses. Prospective kindergarten students may be assessed prior to enrollment as long as the assessment is given no earlier than May 1st of the calendar year the student will enroll. District monitoring occurs on a regular basis. The district office sends the ESOL contacts at each school a reminder about the assessment at the tenth school day mark to ensure that potential ELLs are tested in a timely manner. The district also monitors the LT code, a district code for students pending testing, and the LP code, students pending the reading and writing testing, to ensure that the reading and writing assessment take place no later than the 20th school day after the listening and speaking assessments, if the student requires all four assessments. The ESOL department runs queries using the Portal to Access Web-based Services using these indicators, which should change once a student has been tested and test information uploaded to the AS 400 database.

If administration of the listening and speaking assessment does not occur within the twenty school days, notification stating the reason for the delay in writing is sent to the parents, preferably in their home language if feasible, no later than eight weeks after enrollment, and a copy is kept in the ESOL folder. Another copy is sent to the ESOL department.

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

Schools have the option to test potential ELL students in grades 3-12 with all four tests, Listening, Speaking, Reading, and Writing sections, for LAS Links in one session; or split the session into two parts with the Listening and Speaking as one session and the Reading and Writing tests as another session. If the school personnel decides to split the tests into two sessions, ELL students in grades 3-12 who score proficient on the Listening and Speaking assessment must be administered the Reading and Writing tests within 20 school days of the administration of the Listening and Speaking tests. Schools are required to give all four assessments, as this test provides a full language assessment to help develop an appropriate plan for that student.

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:

LAS Links Reading Form A

LAS Links Writing Form A

* 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)

Schools have the option to test potential ELL students in grades 3-12 with all four tests, Listening, Speaking, Reading, and Writing sections, for LAS Links in one session; or split the session into two parts with the Listening and Speaking as one session and the Reading and Writing tests as another session. If the school personnel decides to split the tests into two sessions, once the ELL students in grades 3-12 score proficient on the Listening and Speaking assessment, the school must administer the Reading and Writing tests within 20 days of the administration of the Listening and Speaking tests. The district office monitors these students by using the Portal to Access Web-based Services by performing an LEP query. Students who have an LP code indicate that these students are waiting to be tested with the Reading and Writing assessments. If the Reading and Writing assessments were not administered within 20 school days of the Aural/Oral assessment, the school will send out a Notice to Parents of Delay in Testing, preferably in the parent's home language if feasible, as well as to the ESOL department at the district office explaining the reasoning for the delay.

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)

Each school's ELL committee may consist of administrator or designee, guidance counselor, ESOL contact, classroom teacher(s), parent(s)/guardian(s), and/or other relevant persons. The ELL Committee is not required to be convened in the initial placement, routine assessment, classification, or exit process of ELL students unless requested by a parent, teacher, administrator, or relevant person. An ELL Committee may convene upon the request of a parent or teacher, especially if assessment data determines a student is borderline proficient. A student not determined to be ELL or a student determined to be an ELL based solely on one reading or writing assessment may be referred to the ELL committee. The parent's preference will be considered in the final decision. The ELL committee will determine a student to be ELL or not according to at least two of the following criteria in addition to the oral/aural and/or reading and writing proficiency score:

Extent and nature of prior educational and social experiences; student interview; Written recommendation/ observation by current and previous instructional and support staff; Mastery level of basic competencies or skills in English and /or home language according to appropriate local, state and national criterion-referenced standards; Grades from current or previous years; Other test results. If an ELL committee meeting is convened, Parents/guardians must be invited. Parent Invitation to ELL Committee form, (MIS 4270), is sent and a copy kept in the student ESOL folder. Committee meeting minutes must be kept in the student ESOL folder (MIS 4298). Any determinations by the ELL Committee shall be contained in a written evaluation with a narrative description of the basis for the decision and placed in the ELL Student Plan. The student ELL plan must be updated to reflect reviews and recommendations for necessary changes in the student's program.

www.okaloosaschools.com/?q=district/esol-forms

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.

Age appropriateness, parent input, review of records/assessments, and other pertinent data available are all considerations used when determining the proper academic placement of students. Initial determination of student's academic skills or performance is done based on a parent/guardian/student comprehensive interview and academic records available. ELL students may need more review than English proficient students in order to develop an appropriate instructional plan. Each school must document the prior school experiences of new students by means of school records and transcripts. Telephone calls and other means of communication to the student's previous school to request records will be made. Such experiences must be taken into account in planning and providing appropriate instruction. In order to effectively place ELL students, their academic abilities must be determined exclusive of their lack of English proficiency. Grading systems and grade levels may differ from systems in the United States.

Comprehensive parent/guardian/student interviews, teacher made tests, tests of academic abilities administered in the student's home language or other forms of informal assessment may be used to determine the appropriate grade level and class placements. The ELL Committee may be reconvened at any time after a student has been served for a semester to review and make recommendations for appropriate modifications.

www.okaloosaschools.com/files/school-district/_docs/PupilProgressionPlan2_2012.pdf page 11

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)

In some cases, ELL students enter secondary schools with no transcripts or with little prior schooling. These students can benefit from initial assessment procedures to determine mastery level in basic subject areas. Examples of assessment tools which may be used to determine the academic knowledge, aptitude, and abilities of ELL students include, but are not limited to: a parent/guardian/student comprehensive interview, teacher made tests, tests of academic abilities administered in the student's home language, writing samples in the heritage or home language as feasible. An interpreter may be used to determine proficiency in home language, or other forms of informal assessment may be used in determining the appropriate grade level and class placements. Any ELL student, without a transcript, who has earned a 2.0 GPA at the end of the first nine-week grading period, shall be issued credits for the preceding courses as appropriate. If the student does not have a 2.0 at the end of the first complete nine-week grading period, the school may validate the student's credit using the Alternative Validation Procedure which includes: demonstrated proficiencies on nationally-normed standardized subject area assessments, and demonstrated proficiencies on FCAT. A Programmatic Assessment form, MIS 4308, is completed and filed in the student ESOL folder for all students whose HLS reflects an affirmative response.

Grade Level and Course Placement Procedures – Grades K-8

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

The ELL Committee will base their recommendations on tests, interviews, records, home language samples, and other appropriate data to ensure proper placement. An evaluation to determine the academic level of the student registering may be conducted by the guidance counselor, school ESOL contact, ESOL teacher, school psychologist/social worker, bilingual education paraprofessional, and/or classroom teacher. A programmatic assessment is conducted and documentation is kept in student ELL folder.

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)

For classification purposes, a student entering his/her first year of high school will be classified as a freshman. A student must earn six credits to be a sophomore, twelve credits to be a junior, and seventeen credits to be a senior. In some cases, ELL students enter secondary schools with no transcripts or with little prior schooling. These students can benefit from initial assessment procedures to determine mastery level in basic subject areas. Examples of assessment tools which may be used to determine the academic knowledge, aptitude, and abilities of ELL students include, but are not limited to: a parent/guardian/student comprehensive interview, teacher made tests, tests of academic abilities administered in the student's home language, writing samples in the heritage or home language as feasible. An interpreter may be used to determine proficiency in home language, or other forms of informal assessment may be used in determining the appropriate grade level and class placements. Any ELL student, without a transcript, who has earned a 2.0 GPA at the end of the first nine-week grading period, shall be issued credits for the preceding courses as appropriate. If the student does not have a 2.0 at the end of the first complete nine-week grading period, then the school may validate the student's credit using the Alternative Validation Procedure which includes: demonstrated proficiencies on nationally-normed standardized subject area assessments, and demonstrated proficiencies on FCAT. A Programmatic Assessment form, MIS 4308, is completed and filed in the student ESOL folder for all students whose HLS reflects an affirmative response. High school counselors review transcripts and award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or in English. Additionally, the schools adhere to State Board Rule 6A-1.09941 – Transfer of Credit.

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

Information outlines our transfer student policies in our Pupil Progression Plan beginning on page 87 at the following link:

http://www.okaloosaschools.com/files/schooldistrict/_docs/PupilProgressionPlan2_2012.pdf

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)

Any ELL student who withdraws from our school district and re-enters within a year will continue to receive ESOL services. In this case, a new Home Language Survey and entry assessment are not necessary. The student ELL plan will be updated to reflect continuation in the program and services. If the student has moved out of the district and to another district within the state of Florida, every effort is made to obtain records through the Florida database, F.A.S.T.E.R., or personal contact to the previous school for students who re-enter our district. However, re-evaluation of ELL students that previously withdrew from our district and moved out-of-state will occur if one full year has passed since the actual withdrawal. Every effort is made to contact and obtain the student's records from his or her previous school. In this case, the initial process used with an affirmative Home Language Survey will occur including the use of our English Language proficiency assessment, LAS Links either Form A or Form B. If a returning student has been exited and is still within a two-year monitoring window, report cards will be reviewed at the appropriate intervals. An ELL Committee meeting will convene during this student's monitoring period to reclassify the student as an English Language Learner if progress is not noted and re-entry is in the best interest of the student.

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)

An ELL plan is written for every English Language Learner. ELL plans may be written by the guidance counselor, school ESOL contact, ESOL teacher, or classroom teacher. ELL plans are updated to reflect current services at the beginning of each school year, whenever classes or courses change, and/or whenever services change for an ELL student. The ELL Plan is expected to be a collaborative venture with regard to development of the components, implementation of strategies and progress monitoring. All teachers who interact with an ELL student are active members of the LEP team for that student. Each school will establish a system to ensure the required collaboration, and to monitor student progress so adjustments can be made, as needed.

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 ELL Plan includes accommodations for assessments and research based strategies and interventions in Listening, Speaking, Reading and Writing. It also includes an area for visual aids to assist the student, multicultural resources and academic skills/language proficiency. Each school establishes a system to ensure that the required collaboration and monitoring of students occur. At a minimum, the ESOL contact reviews report cards each nine weeks, results of formative assessments (pre-mid) and personal contact with the teachers to determine if progress is being made. These factors determine if revisions must be made to the ELL Plan and/or the instructional program. The parents are invited to an ELL Committee meeting to discuss the progress of the student. Minutes of this meeting are documented on MIS 4298 - English Language Learner (ELL) Committee Conference Report. The English Language Learner Individual Student Plan Overview blue folder also includes a synopsis of placement data and all ELL Committee meetings held.

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

www.okaloosaschools.com/?q=district/esol-forms

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 instructional models implemented in our district are Mainstream/Inclusion English and Mainstream/Inclusion-core/basic subject areas. Students may receive services in more than one instructional model. The instructional model is dependent upon the needs of the student and the number of ELL students being served.

All teachers of ELL students are highly qualified in their subject area and are either certified or endorsed or are working toward certification or endorsement in ESOL and are compliant. Teachers are required to document the use of ESOL instructional strategies to ensure the delivery of comprehensible instruction to ELL students. The use of these strategies is monitored by the school level administrator or designee. Each principal adopts a method at his/her school site to document these strategies. It may include but not be limited to: lesson plans that reflect the use of ESOL strategies in all subject areas; or for reading, writing, listening, speaking, use of documented strategies in student ELL plan; or request that the student ELL plan reflect the use of ESOL strategies in all subject areas. Each school administrator conducts walk-throughs and formal evaluation(s).

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)

Instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs as courses are mainstream and inclusion courses. The content is the same information; however, accommodations are made to meet the needs of the ELL students. Our district's Pupil Progression Plan and Comprehensive Reading Plan address the process of monitoring. Each school level administrator monitors implementation of appropriate instruction at the school level. This monitoring occurs during walk-throughs, lesson-plan reviews, and other appropriate observation methods used at each school site.

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)

All teachers of ELL students are required to document the use of ESOL instructional strategies to ensure the delivery of comprehensible instruction to ELL students. The use of these strategies is monitored by the school level administrator or his/her designee. Each principal will adopt a method at his/her school site to document these strategies. It may include but not be limited to: lesson plans that reflect the use of ESOL strategies in all subject areas; or for reading, writing, listening, speaking, use of documented strategies in student ELL plan; or the student ELL plan reflects the use of ESOL strategies in all subject areas.

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

No student shall be denied the opportunity to participate in any subject, course, or program on the basis of race, sex, English language proficiency, national origin, marital status, handicap, or religion. In general, the same procedures are used to refer a limited English proficient student for any program or services as are used to refer any other student. The parent, teacher, counselor, or administrator may initiate the referral request. English Language Learners have the opportunity to participate in specific programs based on their own individual needs and meeting eligibility criteria. These programs include, but are not limited to Title 1 supplementary instruction; Title III materials/aids; compensatory education; all student services; CHOICE High School and Technical Center and collaboration with Workforce Development Board; dropout prevention services; Pre-Kindergarten programs; alternative education programs; exceptional student education; charter schools.

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

- School Level Administrator(s)
- Other: Guidance Counselors/ESOL Contacts/Classroom Teachers

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
- FCAT
- Other: CELLA and LAS Links

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)

www.okaloosaschools.com/files/school-district/_docs/PupilProgressionPlan2_2012.pdf (Pages 48-59, specifically, Page 52)

Florida Department of Education

ELL Plan Dev

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)

All ELL students are expected to participate in district and state assessments. The school level administrators, such as Principal or Assistant Principal, are responsible for ensuring that all students participate in statewide assessment. Principals, guidance counselors, and other test administrators ensure proper implementation of assessments. Training on how to administer the statewide assessment tests, along with appropriate accommodation information, is conducted annually. ELL's are provided with testing accommodations based on their specific needs. ELL students may be provided a flexible testing setting, allowable assistance in the heritage language, flexible scheduling, flexible timing, and an English-to-heritage/heritage language-to-English (Word to Word) dictionary, as appropriate to the particular State assessment. Accommodations/exemptions are documented on the student ELL plan and parents are notified of these accommodations through the student ELL plan and/or continued placement letter. The ELL assessment data shall be used to evaluate the effectiveness of the instructional programs for ELLs and to follow-up such evaluation with appropriate adjustments, modifications, and improvements to the ESOL program. Remedial programming shall be provided to those students who do not meet the performance standards of the statewide assessment program.

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)

ELL students may be exited upon formal reevaluation to determine proficiency in all language domains - listening, speaking, reading, and writing, based on required cut scores in each grade level on CELLA, FCAT Reading for grades 3-12 or, for students in grades 10-12, a score on the 10th grade FCAT Reading sufficient to meet graduation requirements, or an equivalent concordant score. LAS Links Form B may be used if CELLA and/or FCAT Reading was not administered in the previous year. The ELL committee may convene when requested by a parent, teacher, counselor, or administrator to discuss/review additional information/assessment to determine if the student should be exited from the ESOL program or if another instructional program(s) may be more appropriate to the student's need. Written notification of exit from the ESOL program will be sent to parents/guardians in the home language if feasible. Upon receipt of CELLA and FCAT scores, schools shall exit students no later than the last day of the school year, or within two weeks after the beginning of the next school year if CELLA or FCAT Reading scores are received after the end of the school year. Any student being considered for exit by an ELL Committee shall be assessed on at least one Department approved assessment instrument, to be administered no earlier than thirty school days prior to the ELL Committee's determination regarding exit.

A student must score proficient on all four language domains of CELLA to meet exit criteria. The following are proficient CELLA cut scores.

Oral Skills (Listening and Speaking)

K-2 673-755

3-5 720-805

6-8 733-830

9-12 739-835

Writing

K-2 690-775

3-5 727-825

6-8 746-845

9-12 746-850

Reading

K-2 690-800

3-5 734-810

6-8 759-815

9-12 778-820

FCAT Reading score of 3 is proficient. For students in grades 10-12, a score on the 10th grade FCAT Reading sufficient to meet graduation requirements will be an acceptable proficiency score.

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

- Other: Guidance Counselor/ESOL Contact

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

Exit may occur at any time during the school year or upon recommendation from the teacher, guidance counselor, or parent as long as the student meets the exit criteria. The ELL Committee may convene to determine the most appropriate plan for the English Language Learner.

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 may convene upon the request of a parent, teacher, counselor, or administrator to discuss/review additional information/assessment to determine that the student should be exited from the ESOL program if they deem another instructional program or combination of instructional programs is more appropriate and better addresses the student's need. The ELL Committee may use the following criteria to determine whether the student is English language proficient:

- i) Extent and nature of prior educational or academic experience, social experience, and a student interview;
- ii) Written recommendation and observation by current and previous instructional and support services staff;
- iii) Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
- iv) Grades from the current or previous years; and
- v) Test results from tests other than the CELLA and FCAT.

If a majority of the ELL Committee determines that the student is English language proficient, the student shall be exited from the program. If a majority of the ELL Committee determines that the student is not English language proficient, the student shall remain enrolled in the program. The parents' preference as to whether a student is determined English language proficient or not English language proficient shall be considered in the final decision. The ELL Committee shall document the records reviewed by the Committee on the MIS form 4298.

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 guidance counselor/ESOL contact at each school site is responsible for the required two-year monitoring follow-up of former ELL students. The two-year monitoring of students who exit the program must occur at the 1st report card, after exit, the 2nd report card after exit, the first year after exit, and the second year of exit. The guidance counselor/ESOL contact at each school site will attach a copy of the student's report card to the Reclassification/Exit/Post Monitoring form, MIS 4299, and place the form in the student's ELL blue folder. For each student on monitor status, the guidance counselor will sign, indicate appropriate progress, and date the front of each blue ESOL folder. All four monitoring dates must be entered into the AS 400 database.

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)

At any time during the two-year monitoring period of a former ELL student, an ELL committee can be convened to determine if a student will be reclassified as an English Language Learner if no progress is noted, an obvious pattern of declining grades/test scores occurs, or a parent/counselor/administrator/ESOL teacher requests a referral. The ELL Committee shall recommend an appropriate ELL Student Plan for students reclassified as ELLs to ensure academic success. The basis and nature of such recommendations shall be documented and maintained in the student's file. Any such plan shall be reevaluated by the committee for continued appropriateness after one year, and each year thereafter as necessary. Any student who is reclassified as an ELL shall be provided appropriate instruction on the basis of an annual extension pursuant to a documented determination of the student's needs.

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

The district office will provide training at the beginning of each school year to review the ESOL program as well as highlight any changes made from the previous year. The district has also created a manual that contains eight sections: ESOL Information; Personnel Responsibilities; Procedures for Compliance; Forms; Instructional Program; In-Service Training; Parent Involvement; ESOL Glossary. This manual is updated annually or more frequently if needed. Additionally, district personnel visit schools to review ELL blue folders to ensure compliance.

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)

Most home-to-school communication is in the form of letters, in-person communication, or telephone conversations, preferably in the home language if feasible. Translators/interpreters will be made available during events such as parent-teacher conferences when necessary and feasible. For example, the district office maintains a list of interpreters who are school board employees as well as a list of community members who possess some working knowledge of various languages. This list is available to the school personnel when requested.

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 district strives to implement activities and events that cater to the parents in our community and share with them ways that they can get involved to help build a stronger educational plan for their children. Schools are encouraged to host Parent/Family Literacy Nights, schedule more parent conferences, send out School-To-Home Communications such as newsletters or telephone calls, and to invite parents to the PTA/PTO and SAC meetings. Schools encourage parents to volunteer at their child's school and encourage parents to complete specific activities at home that will increase a student's engagement in the academic arena. Parents are encouraged to serve on the district's Parent Leadership Council

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
- Results of language proficiency assessment
- Program placement
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions for FCAT Reading for students classified as ELLs less than 12 months
- Retention/Remediation
- 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
- 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.)

- School Level
- District Level

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

Parents of ELL students serve on individual School Advisory Councils and may also serve on the District Parent Leadership Council. Parents/guardians of ELL students are invited to participate in the District Parent Leadership Council. The majority of the members of the Council are parents of ELL students; however, all ESOL personnel, regular classroom teachers, school and district administrators, representatives of interested community groups, and individual community members are encouraged to participate. The role of the council is to provide input into the education process, especially for ELL students; present the concerns of the parents and the students; act as a liaison between the schools and the home/community; and assist with the development of the district ELL plan. Training about the ESOL program is provided, the process for developing the ELL plan, and opportunities for involvement in the educational process. Each individual school advisory council is required to be representative of the population of the school. Parents of ELL students are actively sought to serve on these councils.

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)

The District Parent Leadership Council does meet the standards we expect of such a council.

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

The Parent Leadership Council at the district level is composed of members and representatives from the SAC, PTA, and PTO committees as well as other parents who are actively involved in their children's respective schools. Parent training initiatives are offered and available to parents of ELL students on an equal basis. As parents with leadership or active volunteer positions at their schools, they will have increased knowledge about the school district and they will share this information with others at their school. At the meetings, the members receive talking points, presentations, handouts, etc. so that they may disseminate information at their schools. There is also time for these parents and leaders to network to share information and ideas on how to better serve our children in the county.

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

The draft ELL plan is presented to the Parent Leadership Council which serves as a platform to not only inform, but to elicit a discussion regarding our district's ESOL program, gather input, and gain approval of the plan for implementation in our district. The draft plan is also translated into Spanish so the parents who speak Spanish could provide meaningful dialogue prior to approval.

Does the district PLC approve of the District ELL Plan?

Yes

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)

When new teachers are hired, the Professional Development Department at the district office has each new hire sign a form that outlines the ESOL training requirements for each instructor based on their subject area. There are four categories and each category has different requirements based on the subject the instructor will be teaching as well as the timeline for these requirements to be met. The Program Director of Student Services schedules ESOL courses on www.mylearningplan.com for teachers to enroll in. The Program Director notifies all principals via email and attachment of the course offerings to distribute to their staffs. Additionally, mylearningplan.com automatically sends an email to all teachers when a new course is added to the district catalog.

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)

The Professional Development Department manages the www.mylearningplan.com where the district faculty and staff can sign up for the professional development. The faculty and staff must then provide transcripts, grade reports, or professional development credit records to the Professional Development Department so that they may upload any data to the district database and place the appropriate documentation into his or her file. Faculty and staff must also provide copies to the ESOL Department at the district office to verify completion of approved ESOL training.

Every year, a teacher receives the Notification of the ELL Student Placement that informs the teacher of his or her current certification status to instruct the student. The form is then signed and faxed back to the ESOL department for monitoring purposes. The ESOL department at the district office maintains a database of all of the instructors in the school district with the ESOL status of each instructor. This process makes it easier to track the status of each individual.

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

The principal at each school site reports teachers of English or Language Arts who are assigned ELL students out-of-field if the endorsement/certification requirement is not met, and monitors the status of these teachers. The Out of Field Parent Notification is sent home in English and in the home language if feasible. All teachers receive a Notification of ELL Student Placement, MIS 4319, to inform them about their certification status. The form also informs them of their training options or compliance status. The teacher then signs the form to send back to the Professional Development and ESOL departments at the district level. The district office personnel inform the principal/ESOL contact to make the necessary changes to place the ELL student in the appropriate class.

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

Professional Development opportunities are made available through our district's My Learning Plan program. Administrators receive regular updates and all new administrators receive information regarding the requirements as well as the courses available on an ongoing basis. Periodic checks occur through the district ESOL office and emails are sent to ensure full compliance. The ESOL department works with the office of Professional Development to provide information concerning ESOL certification and training requirements. This is accomplished through workshops, presentations to the principals, and networking with school professional development contacts. Each school receives documentation of ESOL training requirements at the beginning of and as needed throughout each school year. Teachers and administrators who need ESOL training are identified. ESOL training for teachers and administrators is offered on a continual basis throughout the year.

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

Professional Development opportunities are made available through our district's My Learning Plan program. Guidance Counselors receive regular updates and all new counselors receive information regarding the requirements as well as the courses available on an ongoing basis. Periodic checks occur through the district ESOL office and emails are sent to ensure full compliance. The ESOL department works with the office of Professional Development to provide information concerning ESOL certification and training requirements. This is accomplished through workshops, presentations to the principals and at Guidance Counselor meetings, and networking with school professional development contacts. Each school receives documentation of ESOL training requirements at the beginning of and as needed throughout each school year. Guidance Counselors, teachers and administrators who need ESOL training are identified. ESOL training for Guidance Counselors, teachers and administrators is offered on a continual basis throughout the year.

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)

N/A

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.

Bilingual paraprofessionals must possess a high school diploma. These individuals must be proficient in speaking, understanding, reading, and writing in a language other than English. The individual must have sufficient proficiency in English to aid a classroom teacher in instructing students of limited English proficiency. Proficiency in ability to interpret foreign language for English speakers and vice versa is required. These individuals must possess the ability to add, subtract, multiply, and divide whole numbers, fractions, and decimals. The bilingual paraprofessional must be able to apply common sense understanding to carry out detailed instruction. The overall job goal is to assist the classroom teacher by translating instructional materials and interpreting instructional concepts for students with limited English proficiency. Essential duties and responsibilities include: working on assigned tasks with individual students and/or small groups; translating instructional materials into the student's native language when needed; assisting in the development of classroom materials; assisting in the selection and testing of students, diagnosing of student needs, and the implementation of teaching techniques and materials; acting as a translator for school personnel, students and parents; assisting in the maintenance of student records and required forms; participating in in-service training as required; assisting with parent conferences and home-school activities.

The bilingual paraprofessional job description is not available on the district website. I will be happy to email the job description as an attachment to the email.

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

Bilingual paraprofessionals participate in monthly professional development at the school site. Training on the use of ESOL strategies in all stages of language acquisition is provided to teachers as well as bilingual paraprofessionals. Documentation of training is maintained at the school site.

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

The individual school principal hires the bilingual paraprofessional and conducts his/her own interview process. The district office encourages the interview to be conducted in English to assess the candidate's fluency in English. The district office will also encourage the interviewee to perform a task to determine one's proficiency in the target language. For example, the candidate may have to translate a document from English into the target language and translate a separate document from the target language to English.

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

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

If a student is classified as an English Language Learner after being enrolled in the ESOL program for three years, an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency. The ELL Committee shall be convened no earlier than thirty days prior to the third anniversary of the student's initial enrollment date and no later than the anniversary date.

Any student being considered for extension of services shall be assessed on at least one Department approved assessment instrument. The assessment shall be administered no earlier than thirty school days prior to the student's anniversary date. If the student's anniversary date falls between the administration of the CELLA on a given school year and October 1 of the following school year, the student's CELLA and applicable FCAT scores will suffice. The ELL Committee shall review the student's academic record holistically and shall consider the assessment results to determine whether the student is English language proficient. The ELL Committee should consider the extent and nature of prior educational or academic experience, and a student interview; written recommendation and observation by current and previous instructional and supportive services staff; level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards; grades from the current or previous years; and test results.

If a majority of the ELL Committee determines that the student is not English language proficient, ESOL services shall be extended. If a majority of the ELL Committee determines that the student is English language proficient, the student shall be exited from the ESOL program. The basis and nature of the ELL Committee's decision whether to extend or not to extend ESOL services will be documented on the ELL Committee Conference Report, MIS 4298, and maintained in the student's file.

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		673	
CELLA	3-5		720	
CELLA	6-8		733	
CELLA	9-12		739	

(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.

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

FCAT Reading

LAS Links Form B