

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  
 Contact Person: Mark Drennan  
 Phone: (850) 245-0893  
 Email: mark.drennan@fldoe.org

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<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE:</b>	
Charlotte County Schools		Cathy Hoff Director for PK and Elementary Instruction and Learning		941-255-0808, ext 3089	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
1445 Education Way Port Charlotte, Florida 33948					
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>					
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, Dave Gayler , 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	
<b>(7) District Parent Leadership Council Involvement</b>					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Luis Carrion					
Contact Information for District PLC Chairperson: Mailing address: 870 Redbay Street, Port Charlotte, Florida 33952					
E-mail Address: luiscarriondiaz@yahoo.com Phone Number:787-379-4752					
Date final plan was discussed with PLC: 9/9/08					
PLC <input checked="" 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, \_\_\_\_\_Dave Gayler\_\_\_\_\_, 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.

The school registrar has access to the registration form in multiple languages. If a parent does not speak English, the parent is given the form in their own language to fill out. The registrar works with the parent to fill out the form. If the parent needs someone to interpret for them, the school will call the district contact and we will provide someone to help the parent in their own language. If there is someone employed by the school who speaks the language, that person would help the registrar and the parent.

Upon initial enrollment in the Charlotte County Public Schools, every student (PK-12) is surveyed. The district's registration form contains the three Home Language survey questions as required by State Board Rule 6A-6.0902. The form also asks for the student's primary language, national origin, and ELL status.

The registrar in every school is responsible for the administration of the survey questions. Staff will administer the survey to parents/guardians or to students who are of sufficient age to respond accurately to the questions. The three questions will be asked verbatim.

### **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 registrar in every school is responsible for the administration of the Home Language survey questions. Staff will administer the survey to parents/guardians or to students who are of sufficient age to respond accurately to the questions. The three questions will be asked verbatim. This happens at the same time they enroll in the school. The HLS is a part of the registration form.

The Home Language Survey is also available in numerous languages, and is utilized when necessary by the schools. Schools communicate with parents and students in the language they understand unless clearly not feasible. Interpreters are used to assist in the registration process based upon necessity at the individual schools. Interpreters may be family members, sponsors, or someone from the school or community. The district's ELL Department is available to assist schools in locating interpreters.

The registration form and/or Home Language Survey is placed in the student's cumulative folder, and will remain there indefinitely. Answers on the survey will not be changed unless a parent/guardian or responsible student confirm an error was made initially. The staff person making the change will initial it and write a brief explanation on the survey or other form to document the reason for the change. The registration data collected is retained in the district's management information system.

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

When a student in grades K-12 have one or more “yes” responses on the Home Language Survey, the registrar will notify the guidance counselor or administrative designee in grades K-12 that testing is necessary for that student. The following criteria are used to further assess a child’s eligibility for ELL services:

1. Screening for aural/oral proficiency in grades K-12;
2. Screening for reading/writing proficiency in grades 3-12;
3. Further review of records/academic assessment;
4. Recommendations from the professional staff/ELLcommittee; and,
5. Information provided by the parent/guardian.

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

Registrar  Guidance Counselor  Other (Specify)

### **3) Provision of Understandable Communication**

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

The school registrar has access to the registration form in multiple languages. If a parent does not speak English, the parent is given the form in their own language to fill out. The registrar works with the parent to fill out the form. If the parent needs someone to interpret for them, the school will call the district contact and we will provide someone to help the parent in their own language. If there is someone employed by the school who speaks the language, that person would help the registrar and the parent.

### **4) Student Data Collection**

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

Registrar  Data Entry Clerk  Other (Specify)

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc.

Upon initial enrollment in the Charlotte County Public Schools, every student (PK-12) is surveyed. The district’s registration form contains the three Home Language survey questions as required by State Board Rule 6A-6.0902. The form also asks for the student’s primary language and national origin.

The registrar in every school is responsible for the administration of the survey questions. Staff will administer the survey to parents/guardians or to students who are of sufficient age to respond accurately to the questions. The three questions will be asked verbatim.

The registration form is given to the data entry clerk at each school and entered into FOCUS our Student Information System.

## SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

### 5) English Language Proficiency (ELP) Assessment

Indicate the title(s) of the personnel responsible for the English language assessment of potential ELLs in your district.

Registrar    ESOL Coordinator/Administrator    Other (Specify)

The administrative designee at the school sites are responsible for testing the students.

### 6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
IPT I Oral English Form E and F	K initial fall	38		
IPT I Oral English Form E and F	K spring-2	55		
IPT I Oral English Form E and F	3-6	76		
IPT II Oral English Form C and D	7-12	85		

(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.

A. AURAL/ORAL TEST: English language speaking and listening comprehension skills will be determined for all students (K-12) using the IDEA Oral Language Proficiency Test (I and II). Any student who scores within the ELL range determined by the publishers' standards is scheduled into an ELL or English/Language Arts class taught by an ELL teacher with the ESOL Endorsement or coverage. The basic subject areas and all other subject areas (elective/exploratory) classes will be taught by teachers trained to use the ELL strategies to deliver comprehensive instruction. The administrative designees at the schools, usually the guidance counselor or curriculum resource teacher, are required to assess the students. The assessment scoring is completed by either the curriculum resource teacher, and/or the guidance counselor. The data is recorded on the ELL student data entry sheet and the data entry clerk enters it into our SASI system.

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

The safeguards that are in place to ensure that the Aural/Oral test is administered within 20 days of registration are as follows:

1. Upon registering the home language survey is reviewed and the testing is done immediately.
2. If the above personnel are not available, the district office is called and the Reading/Language Arts/ELL specialists are sent to the school to administer the testing.
3. Parents are notified of the testing in a language they can understand, unless clearly not feasible.

**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.

In the event the Aural/Oral testing is not administered within the 20 school days, the parents are contacted to inform them that their child is going to be tested and may qualify for the ELL program. The documentation shall include the reason for the delay, evidence that the student is accorded the programming for ELLs pending the delay, and a specific timetable for the completing of the assessment. Parent notification will be in a language the parent can understand unless clearly not feasible.

**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 who are in grades K-2 and are identified as Fluent English Speakers (FES), the parent is notified that their child is not eligible for ELL services. This is communicated using the District's Eligibility Determination Form that is available to our parents in a language they can clearly understand, unless clearly not feasible. Then documentation of testing and the ELL status is completed utilizing the English Language Proficiency (ELP) Assessment and ELP Status Report. Both of these reports are filed in the student's cumulative folders at the schools. The student is then placed into standard curriculum classes.

**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.

**READING/WRITING TEST:** Students in grades 3-12 who test limited English proficient (LES) or Fluent English Proficient (FEP) on the aural/oral are further assessed by using the total reading and writing scores of the IDEA and/or scores of a standardized achievement test. The IDEA Reading and Writing tests are done upon registration, or immediately following the aural/oral test to assess English proficiency in the areas of reading and writing. The district

may also utilize scores available from any other approved standardized achievement test provided the scores are no more than one year old and are available as a national percentile.

**ACADEMIC ASSESSMENT:** ELL teachers and/or district ELL personnel, together with guidance staff, will review the educational background of a Limited English Speaking (LES) student to determine an appropriate grade level or subject area placement for the student. The background review includes some or all of the following:

1. A review of prior academic/educational records;
2. Interviews with parents or guardians and/or students regarding the Students' former schooling, achievement, etc.;
3. Subject area testing;
4. Age/grade appropriateness;
5. Social or emotional history and records;
6. Test records from the other school systems; and,
7. Other criteria deemed appropriate by local school personnel.

### **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 32<sup>nd</sup> percentile on the reading or writing portion of a norm-reference test would qualify a student for entry into the ESOL program.

<b>Name of Reading and Writing Instrument(s):</b>
IPT I (IRW) Reading and Writing Grades 2-3
IPT II (IRW) Reading and Writing Grades 4-6
IPT III (IRW) Reading and Writing Grades 7-12

**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 ELL teachers are required to administer the IPT Reading and Writing tests every spring to all children in grades 3-12 being served in the District's ELL program. The information is used to determine continuation of the ELL program or monitoring of that student for the following year. The students who have not taken the Reading and Writing test are flagged in our A3 system so that those students are not missed and they are tested within a year of the Listening and Speaking test.

**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 student is not tested in the spring, he/she will be tested at the very beginning of the next school year. We use the A3 system to monitor our ELL student plans. A date is put into the system one year from when the student enters the ELL program. If the student isn't tested within a year with the Reading and Writing, they will have an invalid date in the system to show their testing has not been completed. If a student is missed and not tested within a year the parents are contacted to inform them that their child is going to be tested on a specific date. The documentation shall include the reason for the delay in a language the parent can understand, unless clearly not feasible.

### **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.

Every school in the district has an ELL committee. Members are identified yearly and consist of an administrator, a guidance counselor, ELL staff, classroom teachers, other school staff as needed, and the parent/guardian of the student. ELL staff and/or guidance staff are responsible for setting up the meetings using the ELL Committee Meeting Notice. The ELL committee meeting may be convened for any of the following reasons:

1. To make placement decisions when a student scores below the 33% in either reading or writing;
2. To review the needs of a student who scores below the 33% in both reading and writing, but for reasons other than English Language Proficiency;
3. To place students who scored above the Limited English Proficient range, but may still need ELL support;
4. To review individual student progress (including the progress monitoring and retention process);
5. To exit a student who was placed via the ELL committee;
6. To discuss student failure after program dismissal (LF students); and,
7. To formally review the need for a student to continue in the ELL program beyond 3 years.

### **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.

The ELL teacher and/or district ELL staff, together with guidance staff will review the educational background of a Limited English Proficient student to determine an appropriate grade level or subject area placement for the student. The background review includes some or all of the following:

1. A review of prior academic/educational records;
2. Interviews with parents or guardians and/or students regarding former schooling, achievement, etc.;
3. Subject area testing;
4. Age/grade appropriateness;
5. Social or emotional history and records;
6. Test records from the other school systems; and,
7. Other criteria deemed appropriate by local school personnel.

Students with no prior educational experience in grades K-8 are placed first based upon age/grade appropriateness. A transcript can be recreated and credit will be awarded for any 9-12 grade students based upon interviews with parents or guardians and/or students regarding former schooling, achievement, etc. Students may also be awarded credits after completing an end of course assessment with a passing grade.

Programming for ELL students includes access to both intensive English Language instruction and instruction in reading during a 90 minute block. An ELL Student Plan is developed to meet the individual needs of each ELL student upon entry into the program. ELL teachers and guidance staff at the school develop this plan. When a student is referred to the program via ELL Committee, the committee members are involved in the writing of the student plan. The student plan is updated yearly or whenever there is a need to revise a student's schedule. Exceptional Student Education (ESE) students, an IEP/ELL Committee meeting is held to develop an IEP that meets all the needs of the student.

All teachers of ELL students are trained in the use of ELL strategies and receive support from the district office staff to provide ELL students with subject matter instruction that is understandable given the students level of English Language proficiency. ELL dictionaries and bilingual materials are made available for ELL students through the District ELL office. School-based administrators are responsible for ensuring that accommodations are an integral part of the core instruction of ELL students. All teachers are required to document lesson modifications and adaptations.

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

Students new to Charlotte County schools who have limited or no prior school experience are placed into instructional programs based upon information derived from the following sources:

A. AURAL/ORAL TEST: English language speaking and listening comprehension skills will be determined for all students (K-12) using the IDEA Oral Language Proficiency Test (I and II). Any student who scores within the ELL range determined by the publisher's standards is scheduled into an ELL or English/Language Arts class taught by an ELL teacher with the ESOL Endorsement or coverage. The basic subject areas and all other subject areas (elective/exploratory) classes will be taught by teachers trained to use the ELL strategies to deliver comprehensive instruction.

B. READING/WRITING TEST: Students in grades three and above who test Fluent English Proficient (FEP) on the aural/oral are further tested by using the total reading and total writing scores of a standardized achievement test. This test is done once registration has been completed, or immediately following the aural/oral test. To assess English Language proficiency in the areas of reading and writing, Charlotte County currently utilizes the IPT Reading and Writing Test. The district may also utilize scores available from any other approved standardized achievement test provided the scores are no more than one year old and are available as a national percentile.

C. ACADEMIC ASSESSMENT: ELL teachers and/or district ELL staff, together with guidance staff, will review the educational background of an ELL student to determine an appropriate grade level or subject area placement for the student. The background review includes some or all of the following:

1. A review of prior academic/educational records from the foreign country;
2. Interviews with parents or guardians and/or students regarding former schooling, achievement, etc.;
3. Subject area testing;
4. Age/grade appropriateness;
5. Social or emotional history and records;
6. Test records from the other country's school system; and,
7. Other criteria deemed appropriate by local school personnel.

Students with no prior educational experience in grades K-8 are placed first based upon age/grade appropriateness. A transcript can be recreated and credit will be awarded for any 9-12 grade students based upon interviews with parents or guardians and/or students regarding former schooling, achievement, etc. Students may also be awarded credits after completing an end of course assessment with a passing grade.

**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.

Charlotte County Public Schools takes the following actions to place students whose records are incomplete or unobtainable:

1. Before the testing takes place, the school registrar or guidance counselor will make a phone call to the previous school to determine if the student was in an ELL program;
2. Review report cards, information on prior programs the student attended, and any other records the parent may bring to registration;

3. If no records are found and the home language survey indicates testing is necessary, the testing will be done just as if the student was never tested prior to entering our district; and,
4. If the student qualifies for the ELL program, they are appropriately placed in the program.

### **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.

The ELL teacher and/or district ELL staff, together with guidance staff will review the educational background of a ELL student to determine an appropriate grade level or subject area placement for the student. The background review includes some or all of the following:

1. A review of prior academic/educational records;
2. Interviews with parents or guardians and/or students regarding former schooling, achievement, etc.;
3. Subject area testing;
4. Age/grade appropriateness;
5. Social or emotional history and records;
6. Test records from the other school systems; and,
7. Other criteria deemed appropriate by local school personnel.

Programming for ELL students includes access to both intensive English Language instruction and instruction in reading for all students who are below proficiency in reading or on FCAT reading. An ELL Student Plan is developed to meet the individual needs of each LES student upon entry into the program. ELL teachers and guidance staff at the school develop this plan. When a student is referred to the program via ELL Committee, the committee members are involved in the writing of the student plan. The student plan is updated yearly or whenever there is a need to revise a student's schedule. Exceptional Student Education (ESE) students, an IEP/ELL Committee meeting is held to develop an IEP that meets all the needs of the student.

All other teachers of ELL students are trained in the use of ELL strategies and receive support from the district office staff to provide ELL students with subject matter instruction that is understandable given the students level of English Language proficiency. ELL dictionaries and bilingual materials are made available for ELL students through the District ELL office. School-based administrators are responsible for ensuring that accommodations are an integral part of the core instruction of ELL students. All teachers are required to document lesson modifications and adaptations.

### **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 9<sup>th</sup>-12<sup>th</sup> 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.

The ELL teacher and/or district ELL staff, together with guidance staff will review the educational background of a ELL student to determine an appropriate grade level or subject area placement for the student. The background review includes some or all of the following:

1. A review of prior academic/educational records;
2. Interviews with parents or guardians and/or students regarding former schooling, achievement, etc.;
3. Subject area testing;
4. Age/grade appropriateness;
5. Social or emotional history and records;
6. Test records from the other school systems; and,
7. Other criteria deemed appropriate by local school personnel.

A transcript can be recreated and credit will be awarded for any 9-12 grade student based upon interviews with parents or guardians and/or students regarding former schooling, achievement, etc. Students may also be awarded credits after completing an end of course assessment with a passing grade.

Programming for ELL students includes access to both intensive English Language instruction and instruction in reading for all students who are below proficiency on the FCAT. An ELL Student Plan is developed to meet the individual needs of each ELL student upon entry into the program. ELL teachers and guidance staff at the school develop this plan. When a student is referred to the program via ELL Committee, the committee members are involved in the writing of the student plan. The student plan is updated yearly or whenever there is a need to revise a student's schedule. Exceptional Student Education (ESE) students, an IEP/ELL Committee meeting is held to develop an IEP that meets all the needs of the student.

All other teachers of ELL students are trained in the use of ELL strategies and receive support from the district office staff to provide ELL students with subject matter instruction that is understandable given the students level of English Language proficiency. ELL dictionaries and bilingual materials are made available for ELL students through the District ELL office. School-based administrators are responsible for ensuring that accommodations are an integral part of the core instruction of ELL students. All teachers are required to document lesson modifications and adaptations.

### **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.

Students who leave the district for another state or country during the school year and return the same year must be re-evaluated if they have been gone for over 9 weeks (one quarter). This will give the teacher most recent information on that student's educational progress, and

services will be continued from the day the student originally entered the program. These students will still be in our automated A3 system as inactive. The ELL plan will be activated and revised. The student will be placed in the appropriate Language instruction and subject area instruction. All attempts will be made to place that student with the original teacher he/she had prior to leaving the school.

## **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.

The ELL teacher is responsible for creating the ELL plan. The plan is located on our A3 system and is created at the beginning of every year. The progress monitoring data is listed, achievement test data, and the students most recent schedule, goals, and accommodations.

**12a)** What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate.

The ELL student's plans are updated annually or whenever there is a need to revise a student's schedule. The ELL teacher and the Principal of the schools are responsible for ensuring the ELL Plans are updated. Recent assessment data is used to determine programmatic changes that best serve the student's needs. For Exceptional Student Education (ESE) students, an IEP/ELL Committee meeting is held to develop an IEP/ELL plan that meets all of the needs of each individual student.

## **13) Parent Notification**

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

- Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.
- Individual communication in a language the parents/guardians understand, unless clearly not feasible.
- Other (Specify)

**13a)** List the languages used in the Parent Notification Letters (check all that apply):

- English
- Spanish
- French
- Haitian Creole
- Portuguese
- Vietnamese

Other (Specify) The district contracts with TransAct to provide notification in several languages.

## SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

### 14) Instructional Models

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

Sheltered English Language Arts

Sheltered Core/Basic Subject Areas

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.

Charlotte County Schools employ ELL strategies for the instruction of ELL students. The ELL program addresses the individual academic, linguistic, and cultural needs of the students. The primary objective of the program is to develop the students' English skills in listening, speaking, reading, writing, and content area comprehension.

Charlotte County has three ELL school sites ( three high schools) that use the Sheltered English Language Arts model of instruction. This is based on the relatively small numbers of ELL students in the district. The high schools each have one ELL teacher. The high school students 9-12 are scheduled into the Sheltered English instruction classes. All ninth graders are scheduled together, tenth, eleventh, and twelfth for their English classes just like all other students within the school. Every ELL classroom has a paraprofessional. Whenever possible, the paraprofessional is bilingual and speaks the primary language of the majority of students in that class. All of the other core academic classes are instructed in the mainstream with teachers who have or will receive the appropriate training.

All of the elementary and middle schools in the district serve their students in a Mainstreamed/Inclusion English Language Arts Model and Mainstream/Inclusion Core/Basic subject areas. The students are put with a teacher who is endorsed or certified in ELL whenever possible. These teachers either have or will have the training required by the Consent Decree. They are provided support by District staff and/or the Curriculum Resource Teacher at the school.

**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. (Please see attached document)

**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.

ELL students receive instruction that is equal in amount, scope, sequence, and quality as their language counterparts in all core subject areas. Although the benchmarks are the same, the method of delivery is commensurate with the students' level of English Language Proficiency.

Limited English Proficient students at the middle and high schools are able to take appropriate grade level course work that provides them with the same opportunities to accumulate credits towards graduation. Credit is given towards fulfilling graduation requirement in Language Arts for each Language Arts through ESOL course completed satisfactorily. Students who are non-English speaking (NES) or whose English is very limited, will also be scheduled into a Listening and Speaking Skills elective class with the ELL teacher to provide them with additional support.

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

All teachers serving ELL students are required to include the Sunshine State Standards being taught and the ELL strategies being used in their daily lesson plans. An on-line document was created and sent to all schools for the documentation. Principals and Assistant Principals monitor the teacher lesson plans and do walkthroughs on a weekly basis to check for compliance with this requirement.

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

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify)

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

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify)
- Native Language Assessment (Specify)

**X** FCAT

**X** Other (Specify) Performance Matters System Assessment Modules (SAM), Diagnostic Assessment of Reading (DAR), Developmental Reading Assessment (DRA), and FAIR

**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.

**15a)** Describe the district's Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention.

All third grade students, including ELL students, who scored Level 1 on FCAT reading is reviewed by the school's child study team to determine if he/she qualifies for promotion with Good Cause. The District's Good Cause Policy is a restatement of Florida Law. It states, "ELL students who have less than two (2) years of instruction in an English Language Learner (ELL) program qualifies for good cause promotion". This can be found at: <http://www.yourcharlotteschools.net/downloads/spp08-09.pdf>

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

In addition to the Child Study Team review, the ELL students who are recommended for retention are brought to an ELL Committee meeting review. All of the committee members are invited to share any information regarding the academic performance of the ELL student. A recommendation is made by the ELL Committee with the principal making the final decision for retention. Progress monitoring occurred prior to the meeting, and there should be no surprises at this meeting because of the discussions throughout the school year.

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

Parents are notified either by parent notification letter of the meeting date and time, or they are notified by telephone. Parent notification has a return to the teacher to let them know if the parent is able to attend the meeting. If the parent is not able to attend the meeting, a second meeting is scheduled so that the parent can be present. The ELL Committee of people will meet to make the retention decision. The parent is notified in a language that is comprehensible to them via mail or telephone. A final letter notifying the parent of promotion/retention is sent to the parent in a language that is understandable to the parent, unless clearly not feasible. If an interpreter is necessary, one will be secured by the ELL teacher or District personnel.

**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 administrative designee is responsible to review each student's date of enrollment to ensure that all students who are enrolled in an ELL program in grades 9-12 are participating in the statewide assessments. Principals are responsible for monitoring this process. A list of the ELL students who will be tested are sent to the district. Charlotte County tests all ELL students in grades 3-12 on the FCAT in an effort to expose them to the test for their future success.

All schools who have ELLs participate in the Comprehensive English Language Learning Assessment (CELLA). The district holds training for the school testing coordinators (ELL teachers, Guidance Counselors, Curriculum Resource Teachers) prior to administering the test. The principals are responsible for monitoring this process at the schools to ensure that all ELL students are tested. The testing dates are put on the district testing calendar at the beginning of the school year. The district testing manager sends out the materials to each school to the testing coordinator at the school.

A list of students who are ELL are pulled from our Student Information System and reviewed by the ELL Curriculum Specialist to assure the testing of all ELL students.

**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.

Each ELL teacher or guidance counselor is responsible for meeting with the ELL committee regarding the accommodations appropriate for each ELL student. The teacher at the ELL sites are also responsible for ensuring that teachers who may be administering the FCAT know the accommodations that are to be made for each student. The ELL teacher documents the accommodations for each ELL student in the ELL plan.

**16b)** Do the current assessment policies adopted by the district allow for the implementation of alternative assessment of ELLs who have been enrolled in an approved ESOL program for 12 months or less?

Yes  No

If yes, describe the process for alternatively assessing ELL students.

Indicate alternative assessments for each core subject area that apply. *NOTE: If you would like to list multiple assessment instruments for a subject, separate each name with a comma. For each core subject area either indicate alternative assessment, or list "N/A."*

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

Every student identified as eligible for ELL services shall continue to receive appropriate instruction and funding as specified herein until such time as the student is reclassified as English proficient. The standards for determining whether an ELL student has attained sufficient English proficiency to exit the ESOL program will be based on multiple measures. A student previously classified as an ELL student will be determined English proficient based on at least two of the following standards:

1. The Comprehensive English Language Learning Assessment (CELLA) may be used to exit a student. Oral skills, reading, and writing scale scores for each grade cluster will be added to determine a composite score at grade level. A score that is equal to and greater than the CELLA composite scores will be used. If this is used as an exit measure, a minimum CELLA composite score for students tested on grade level and a score at the proficiency level on CELLA Reading tested on grade level will be used to determine the level of English proficiency;
2. A student who enters the program based on an aural/oral test score may be reclassified as English proficient when: Students in grades K-12 who tests Fluent English Speaker (FES) on the aural/oral test and CELLA composite score for their appropriate grade level test in reading, if in grades 3-10, scores Level 3 or above on FCAT Reading and 3.0 or above on FCAT Writing. (In grades 11 & 12 FCAT retakes may be used as exit criteria). If the student scores above on one of the above, either Reading or Writing, the ELL Committee may meet to determine exiting the student;
3. A score at or above the 33<sup>rd</sup> percentile on the IPT reading/ writing and on the listening/speaking or oral/aural assessment;
4. A Florida Comprehensive Assessment Test (FCAT) achievement level 3 or higher and an additional measure for listening/speaking or oral/aural and writing. FCAT Reading/Writing and CELLA Listening/Speaking or FCAT Reading, CELLA Writing, and District Oral/Aural or Listening/Speaking;
5. An FCAT achievement level 3 or greater in Writing. The second measure will be a listening and speaking or aural/oral assessment, and reading;
  - FCAT Writing, CELLA Reading, and District Oral/Aural or Listening and Speaking
  - FCAT Reading/Writing and CELLA Listening/Speaking
  - FCAT Reading, CELLA Writing, and District Oral/Aural or Listening/Speaking
6. K-2 may be exited on two measures, the Oral/Aural test and CELLA composite for those tested on grade level; and,
7. A student who enters the program based on an ELL committee decision may be reclassified as English proficient when: The ELL committee makes the decision to exit

the student based on a thorough review of educational records. Testing results and ELL Committee meetings are all documented in the student's cumulative file.

**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 <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
IPT I Oral English Forms E and F	K initial fall	33	NA	NA
IPT I Oral English Forms E and F	K spring -2	47	NA	NA
CELLA	K-2	NA	673	NA
CELLA	3-5	NA	720	NA
CELLA	6-8	NA	733	NA
CELLA	9-12	NA	739	NA

(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 33<sup>rd</sup> percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link:

[http://www.fldoe.org/eias/dataweb/database\\_0809/st105\\_1.pdf](http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf).

Name of Reading and Writing Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE		
	Grade level	Achievement Level	Scale Score
FCAT Reading	3-12	3	NA
CELLA Reading	K-2	NA	690
CELLA Reading	3-5	NA	734
CELLA Reading	6-8	NA	759
CELLA Reading	9-12	NA	778
CELLA Writing	K-2	NA	690
CELLA Writing	3-5	NA	727
CELLA Writing	6-8	NA	746
CELLA Writing	9-12	NA	746
IPT *	(only for students without FCAT/CELLA data)	NA	NA
FCAT Writing	4-12	3.5 or higher	NA

--

\* The scoring table provided by the publisher will be used.

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

Registrar  ESOL Teacher/Coordinator  Other (Specify) Paraprofessionals, curriculum specialists, and guidance counselors may be responsible for exit assessments.

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

A student who enters the program based on an ELL Committee decision may be reclassified as English proficient when the ELL Committee makes the decision to exit the student based on a thorough review of educational records. The LEP committee may determine a student to be LEP or not to be LEP according to consideration of at least two of the following criteria in addition to the test results;

- (1). Extent and nature of prior educational and social experiences; 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;
- (4). Grades from the current or previous years; and,
- (5). Test results other than those listed above provided they are a norm-referenced test.

Testing results and ELL Committee meetings are all documented in the student's cumulative 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 ELL teacher or administrative designee fills out the FOCUS data form showing the student's exiting status and testing results. This is given to each data entry person at the school sites to enter the information into the FOCUS system. This data form is kept by the data entry people in a binder for future reference if needed. The ELL teacher goes into the A3 system and completes the Student ELL Plan. Both of these systems are monitored by the principal or a designee to assure the records are accurate. This is also monitored by the district office Curriculum and Instruction Specialist.

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

If a student meets exit qualifications in the middle of a student grading period and is located at an ELL school site, the student is placed in a regular Language Arts class, and monitored.

If the ELL student is in a Mainstreamed Language Arts/Core class, they remain in that class and are monitored throughout the grading period.

## **Section 7: MONITORING PROCEDURES**

**18)** Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program.

In schools that are ELL sites, the ELL teacher is responsible for monitoring the follow-up of former students who have exited the program. In non-ELL sites, the Guidance Counselor or Curriculum Resource Teacher is responsible for monitoring these students.

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

When a student is exited from the ELL program, his/her progress is closely monitored for two years. The mandatory follow-up dates must be collected and retained in the FOCUS system at the district. A Post Reclassification Monitoring form is completed by the responsible staff, teacher, guidance, curriculum resource teacher, or curriculum specialist, to document these mandatory reviews and to notify the parents of their child's progress. The reviews must take place;

1. After the first grading period;
2. After the second grading period;
3. One year from the exit date; and,
4. Two years from the exit date.

Any consistent pattern of continuing under performance on appropriate tests and /or grades shall result in the convening of an ELL committee with parental participation to assess the student's need for additional programming in ELL or other needed programs. The ELL teacher or district ELL staff together with the Guidance Department set up the ELL Committee Meetings. If it is determined that the student is still in need of ELL services, the student will be reclassified as ELL and a ELL student plan will be developed. The student plan shall be re-evaluated yearly and until the student is re-exited.

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

Report Cards

Test Scores

Classroom Performance

Other (Specify) Progress Monitoring tests, Running Records, Portfolios

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

Any consistent pattern of continuing under performance on appropriate tests and /or grades shall result in the convening of an ELL committee with parental participation to assess the student's need for additional programming in ELL or other needed programs. The ELL teacher or district ELL staff together with the Guidance Department set up the ELL Committee Meetings. If it is determined that the student is still in need of ELL services the student will be reclassified as ELL and an ELL student plan will be developed to reflect the current services for that student. The student plan shall be re-evaluated yearly until the student is re-exited.

If the committee determines that other testing should take place to support the student's success, that would be noted and the proper people would be notified of the decision for other testing. If the student qualifies for any other services he/she may be served in the ELL class and/or the other classes, what ever is deemed necessary to individualize for that student.

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

When a former ELL is reclassified the ELL teachers or administrative designee are responsible for initiating and developing an updated ELL plan to reflect the student's current services, and updating the student data and assuring the appropriate placement for that student.

Any consistent pattern of continuing under performance on appropriate tests and /or grades shall result in the convening of an ELL committee with parental participation to assess the student's need for additional programming in ELL or other needed programs. The ELL teacher or district ELL staff together with the Guidance Department set up the ELL Committee Meetings. If it is determined that the student is still in need of ELL services the student will be reclassified as ELL and an ELL student plan will be developed. The student plan shall be re-evaluated yearly until the student is re-exited.

If the committee determines that other testing should take place to support the student's success, that would be noted and the proper people would be notified of the decision for other testing. If the student qualifies for any other services he/she may be served in the ELL class and/or the other classes, whatever is deemed necessary to individualize for that student.

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

If it is determined that a student needs additional ELL services by re-entering the ELL program, the student will be reclassified as ELL and a plan will be developed for that student. This plan will have different strategies for that individual student based upon the needs of that student. The student will be monitored to see if they might need other services that the district has in place. These might include: Intensive Literacy Classes, Exceptional Student Education, Title I, etc.

## 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.

Schools will communicate with parents in a language they understand unless clearly not feasible. Interpreters will be utilized whenever necessary. The District's ELL staff is available at all times to provide schools and parents with assistance in finding appropriate interpreters. Bilingual staff is hired whenever possible. Several school based ELL staff are fluent in Spanish. In addition, a list of available interpreters in schools and the community is kept up to date.

The ELL office also contracts with community members and employees to translate forms, letters, and documents that go home to parents in French and Spanish (the most commonly spoken foreign languages) and in other languages whenever necessary.

Copies of all translated materials are kept and are available for all to use. The district has purchased the Transact Translation Library which includes over 70 original forms and documents spanning Exceptional Student Education, National School Lunch Program, School Administration and Health Administration in over 22 different languages.

**22a)** Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs and that are in a language the parents/guardians understand:

- Temporary placement
- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model options
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification (LF) monitoring
- Reclassification of former ELL student
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)

- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other

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

The parents' right to know information is sent out in newsletters, and in our parent guide that is sent out every year. If a parent needs an interpreter for the student code of conduct, the district will secure one for them. This information is also posted on the district website in English and Spanish.

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.

Interpreters are provided to parents upon request to translate the Student Code of Conduct for the parents. A list of interpreters is provided to the schools annually. These lists are updated annually.

**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.

The schools provide training for parents to help their children read at home. They also have Family Math training at some of the schools. At the Title I schools the provide workshops for parents to choose Supplemental Educational Services, Families Building Better Readers, Science nights, and Family Math nights.

Every spring we have an ELL picnic for all our ELL parents to come and share food and ideas for making the program more helpful to them.

The district provides SAC training to the parents who are serving on the school SAC committees. This training helps them see what their role is as a SAC member. We also provide Adult ELL classes for parents to learn to become English speakers through our Adult and Community Education Classes.

Our PK program provides classes for parents whose students are enrolled in PK through the Even Start program to help them with their English and to help them earn their GED.

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

Letters are sent home in English, Spanish, and French informing the parents that the school's adequate yearly progress report is available for review at the school site and on our district website. The information is published in our local newspapers. Translators are available to assist non-English speaking parents in the review of this document.

Each school has a newsletter that is put out monthly or bimonthly and the information is given in the newsletters.

We also have the FOCUS phone messaging system, and this can be done in languages understandable by the parents.

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

This information is included in the Student Code of Conduct along with the procedures for filing complaints and appeals are included in this document.

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

Students in Charlotte County have access to all the programs based on individual program eligibility criteria and documented needs of individual students exclusive of language proficiency. In addition, ELL students shall not be admitted to, or excluded from any federally assisted educational program on the basis of a surname or language minority status. Placement decisions for ELL students are made by school-based ELL committees after a careful review of testing data and student needs.

Curriculum and related services are designed to appropriately address the needs of ELL students and are provided in a manner appropriate to their level of English language proficiency. Students placed in these programs are taught the Language Arts curriculum in the assigned special program, the teacher will be required to take the ELL Endorsement classes within the approved timelines. Some of these programs are as follows:

1. Dropout Prevention;
2. Intensive Reading/Literacy Programs;
3. The Academy (alternative high school and middle school);
4. Exceptional Student Education;
5. Title I programs;
6. PK, Head Start, Early Start, Even Start; and,
7. Student Services.

## **Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC**

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

Every school in the district has an ELL Committee. Members are identified yearly and consist of an administrator, a guidance counselor, ELL staff, classroom teachers, other school staff as needed, and the parent/guardian of the student. ELL staff, guidance staff, and/or curriculum resource teacher are responsible for setting up the meetings using the ELL Committee Meeting Notice. The ELL committee meeting may be convened for any of the reasons listed above.

The ELL Committee may determine a student's eligibility for the ELL program based on at least two of the following criteria in addition to the test results:

1. Extent and nature of prior educational and social experiences; and student interview;
2. Written recommendation and observation by the current and previous instructional and support staff;
3. Level of mastery of benchmarks and standards or skills in English and/or home language according to appropriate local, state and national criterion referenced standards;
4. Grades from the current or previous years; and,
5. Test results other than the aural/oral and reading and writing tests.

The parent's preference will be considered in the final decision. The student will be served at the school by a highly trained (certified or endorsed ELL teacher if available) or a teacher who has 60 hours or more of training and working on the 300 hours required to provide the Language Arts for that student. ELL Committee meetings are documented on an ELL Committee Meeting Review form that is placed in the student's file.

**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 32<sup>nd</sup> 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 32<sup>nd</sup> 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 District Parent Leadership Council is a vehicle for assisting parents of ELL students to become active members of the school and community. The parents of ELL students are able to network and provide support to one another as well as find out about community programs (adult ELL classes, literacy classes, etc.). Topics for the meetings may include but not be limited to: helping your child at home academically; school activities and programs; language barriers in the school; attending SAC meetings and other school functions; Florida's educational system; and, social services available to them. The meetings are an opportunity to discover different cultures and to share some traditions and beliefs. Ultimately the hope is to empower the parents of ELL students to have a voice in the school system to help us to better serve their children.

All parents of ELL students are included in the Parent Leadership Council activities. Teachers and Principals are encouraged to hold meetings at their schools or attend district meetings.

**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. If the PLCs in your district comply with this rule, skip to question # 32.

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

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

The District Parent Leadership Council is a vehicle for assisting parents of ELL students to become active members of the school and community. The parents of ELL students are able to network and provide support to one another as well as find out about community programs (adult ELL classes, literacy classes, etc.). Topics for the meetings may include but not be limited to: helping your child at home academically; school activities and programs; language barriers in the school; attending SAC meetings and other school functions; Florida's educational system; contents of the ELL plan; and, social services available to them. The meetings are an opportunity to discover different cultures and to share some traditions and beliefs. Ultimately the hope is to empower the parents of ELL students to have a voice in the school system to help us to better serve their children.

The ELL Plan is reviewed by the District Parent Leadership Council chair to see if there are any questions on the ELL Plan. A meeting is called with the PLC chair when changes are made to the ELL plan. Any changes are discussed and reviewed with the chair. A copy of the final ELL plan is given to the PLC chair.

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

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

## **Section 10: PERSONNEL TRAINING**

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.fldoe.org/aala/timeline.asp>

**33)** Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented.

The school principal or designee in each school monitors which teachers need ELL training at the school site. Those teachers are notified by their school administrators of the need for the training and how many hours are required. The Professional Development Department lists all of the ELL training on the newly developed AVATAR program for the district. This keeps track of the teacher's inservice hours and courses they have taken towards the 18, 60, and 300 hours needed as required by the state. They must register for the courses on line. Once the course is completed and the hours are awarded, the system keeps track so that a print out of who has completed the coursework can be monitored.

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

The principal or designee of each school is responsible for making certain that school staff have received the required training. Throughout the year, the Professional Development Department will generate an inservice report that will be given to the principal. This report allows him/her to review which teachers have received ELL inservice and monitor compliance with regards to inservice requirements. Our on line AVATAR system documents all of the professional development teachers have taken in the district. See our webpage [www.yourcharlotteschools.net/pda/ESOL.htm](http://www.yourcharlotteschools.net/pda/ESOL.htm)

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

The Professional Development Department contracts with Beacon Educational Services to offer the 60 hour Administration training for Administrators. This is one of the courses listed on the Professional Development Webpage. Tracking is done by the Director of Professional Development.

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

Guidance Counselors take 60 hours of training with Beacon Educational Services. This course is listed on the district's Professional Development Webpage. Tracking again is done by the Director of Professional Development.

**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.

Charlotte County does not provide instruction in another language.

**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.

ELL paraprofessionals receive 18 hours of training. This training includes information on the Consent Decree, second language acquisition, ELL strategies, and culture. It is the responsibility of the principal to ensure that this training occurs. Bilingual Paraprofessionals must have completed two years of college, and/or have taken and passed the ParaPro test. They must also be able to understand and communicate in the language of the majority of the students within the ELL class. The primary responsibility of the paraprofessional in this position is to assist the teacher in the ELL students' learning. Job responsibilities may include but are not limited to:

1. Translates classroom instructions for individual students in the student's home language;
2. Participates in parent conferences and ELL Committee Meetings as an interpreter;
3. Assists with the registration process for new ELL students;
4. Makes parent phone calls as prescribed by teachers and administrators and translates notes to be sent home in the parents' home language;
5. Assists the teacher in the preparation of bilingual bulletin boards and other bilingual instructional materials as needed;
6. Translates at school functions outside the classroom;
7. Uses office equipment and other instructional devices;
8. Assists in maintaining a clean, orderly, and safe classroom;
9. Maintains a positive, courteous manner when interacting with children, parents, other employees, and public;
10. Attends job related workshops and training programs; and,
11. Performs other job-related functions as may be assigned.

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

Bilingual paraprofessionals take the training contracted through the Beacon on-line courses. This course is listed on the districts Professional Development Webpage. Tracking again is done by the Director of Professional Development. They also attend training in computer assisted programs, the A3 ELL plan system, and are invited by other districts to attend Paraprofessional training they have within their district.

**40)** Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language.

During the interview the bilingual paraprofessional is asked for a writing sample in their home language. This is reviewed by a member of the interview team who speaks the same language as the paraprofessional being interviewed. The person is also interviewed by the bilingual person who asks questions in the home language. This gives us an indication of the proficiency of the paraprofessional's home language.

## **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.

All schools will be responsible for the education of ELL students in SY2010-11, and their accountability will be through the State of Florida's Differentiated Accountability Model. The instructional achievement needs and expectations of the ELL students will be addressed in each school's Student Success Plan (the CCPS version of School Improvement Plan). These are collaborative plans which are created by cross-representational writing teams at each school, and reviewed/ revised by each school's local School Advisory Council (according to state statute) and site Partnership and Performance Council (according to the partnership agreement between the district and the teachers' union).

A new, on-line template is being used for each school's SSP for the first time this year. With this template, District administrators can easily monitor any school's plan at any time. Once the plans are approved by the School Board in the Fall, they will be posted on the LEA's website and electronically viewable by all. This transparency will increase the accountability for the education of all students.

### **GRADES K-12**

#### **Goals:**

The District goal for the 2010-11 school year is for at least 5% of English Language Learners (ELL) [ (LY) and (LF)students] to advance to the next highest proficiency level as measured by the 2011 CELLA assessment, compared to the same students' score from the spring 2010 CELLA assessment.

#### **Objectives:**

The CELLA scores from 2009-10 and 2010-11 will be compared to analyze the progress of the ELL students towards mastery of listening, speaking, reading and writing. The results from the 2011 Spring administration of CELLA will demonstrate the 5% increase in the percent of students at the beginning, low or high intermediate and proficient level of English language proficiency. The strategies listed below will support supplementary services provided by this project.

#### **Strategies:**

1. All ELL students who are reading below grade level will be scheduled in two consecutive reading periods per day.

2. Teachers in the content areas will help ELL students by creating pre, post, and during reading activities. These include but are not limited to Story Mapping, Semantic Webs, QAR, Semantic Feature Analysis, and Literature Response Journals.

3. ELL students will receive reading in the content area throughout the day. They will use supplementary materials that include leveled readers for Social Studies and Science classes for individualized instruction from Hampton Brown, Discovery, National Geographic, and Scholastic. The supplemental paraprofessionals provided by the Title III and other grants will assist the content area teachers at our schools to assure the success of the ELL students in the content areas.

4. Real World Reading, Compass Learning ELL, Compass Learning, Rosetta Stone, Waterford, SuccessMaker, BrainPop, and FCAT Explorer, are a few of the technology programs used to assist the ELL students.

5. ELL students in mathematics, social studies, and science will receive daily instruction in English with the support of the paraprofessionals hired by the grants.

6. The paraprofessional/support employee hired by the grant will monitor student achievement (through progress monitoring assessment reports, GPA, & teacher contact) and serve as a parent liaison. This person will schedule, market (in multiple languages) and implement parent meetings and family activities to increase parental involvement in the education of the students.

**42)** Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs.

All schools will be responsible for the education of ELL students in SY2010-11, and their accountability will be through the State of Florida's Differentiated Accountability Model. The instructional achievement needs and expectations of the ELL students will be addressed in each school's Student Success Plan (the CCPS version of School Improvement Plan). These are collaborative plans which are created by cross-representational writing teams at each school, and reviewed/revised by each school's local School Advisory Council (according to state statute) and site Partnership and Performance Council (according to the partnership agreement between the district and the teachers' union).

A new, on-line template is being used for each school's SSP for the first time this year. With this template, District administrators can easily monitor any school's plan at any time. Once the plans are approved by the School Board in the Fall, they will be posted on the LEA's website and electronically viewable by all. This transparency will increase the accountability for the education of all students.

The Title III objective is to increase the learning gains of ELL students (LY and LF) who are below proficiency in reading/language arts, mathematics, and science, providing one full year of gain in one full year of instruction.

The Title III objective is to increase the percent of ELL students (LY and LF) scoring at level 3 on the FCAT Reading, Math and Science by 5% for the 2010-11 school year.

**Strategies:**

1. The percentage of instructional personnel meeting the definition of "highly qualified" will be increased to or maintained at 100%.
2. The quality of the district's Progress Monitoring efforts will increase through the use of benchmark assessments and data-mining software (Performance Matters) so the ELL teachers will be better able to monitor their students prior to taking FCAT.
3. Performance Matters System Assessment Modules (SAM) will be used for Math and Science to gain baseline data and progress monitor ELL students. FAIR will be used for progress monitoring of Reading. Benchmark Check-ins will monitor mastery of the standards.
4. The district will continue the implementation of rigorous and relevant curriculum including career education with a focus on reading, writing, mathematics, and science.(The paraprofessionals hired will provide assistance in the content area classes.)
5. We will continue to implement the district curriculum map based on the Sunshine State Standards, aligning them with the school curriculum maps focused on the "Power" standards and benchmarks.
6. The district will provide credit retrieval opportunities for those students who fall behind in credits at the middle and high schools in the content areas to assist all ELL students towards graduation.
7. The paraprofessional/support employee hired by this grant will monitor student achievement (through progress monitoring assessment reports, GPA, & teacher conversations), and serve as a parent liaison. This person will schedule, market (in multiple languages) and implement parent meetings and family activities to increase parental involvement in the education of the students, as another way to help increase student motivation and achievement.

**43)** Describe the steps that will be taken and procedures implemented for schools that fail to meet the Annual Measurable Achievement Objectives (AMAO) for “Making Progress” and “Attaining Proficiency” (AMAO #1 and AMAO#2).

The district Title III coordinator and curriculum specialists will meet with the principal of the school to discuss the CELLA data. They will analyze the areas (Oral skills, Writing, and Reading) where the deficiencies are noted. An action plan will be created at the school for improvement of student performance to:

1. Monitor student progress towards proficiency;
2. Provide professional development to the ELL teachers in the specific areas that are noted as being deficient;
3. Provide follow-up coaching for the ELL teachers; and,
4. Continue to monitor the implementation of the Professional Development and Student Success.

**44)** Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years.

The district Title III coordinator and curriculum specialists will meet with the principal of the school to discuss the CELLA data. They will analyze the areas (Oral skills, Writing, and Reading) where the deficiencies are noted. An action plan will be created at the school for improvement of student performance to:

1. Monitor student progress towards proficiency;
2. Provide professional development to the ELL teachers in the specific areas that are noted as being deficient;
3. Provide follow-up coaching for the ELL teachers; and,
4. Continue to monitor the implementation of the Professional Development and Student Success.