

2016-2019

**District
English Language Learners (ELL) Plan**

**Contact Person: Carmel Kisiday
LEA: Charlotte County Public Schools
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**Rule 6A-6.0905
Form ESOL 100
(February 2016)**

Original signatures on Signature Pages are to be submitted to:

Bureau of Student Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 444 Turlington Building
 Tallahassee, Florida 32399-0400

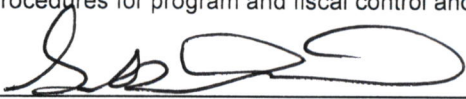
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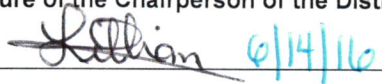
(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
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(4) MAILING ADDRESS: Division of Learning Murdock Center 1445 Education Way Port Charlotte, FL 33948	(5) PREPARED BY: (If different from contact person) First Name: Phebe Last Name: Westby Mailing Address: 1445 Education Way Port Charlotte, FL 33948 Phone No: 941-255-0808
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(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, Steve Dionisio, 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.


6/9/16
9/8/2016
 Signature of Superintendent or Authorized Agency Head Date Signed Date of Governing Board Approval

(7) Chairperson representing the District ELL Parent Leadership Council (PLC)
 Name of Chairperson representing the District ELL PLC:
 Contact Information for District PLC Chairperson: *Lillian C. Guerra*
 Mailing address: *licapierce@gmail.com*
 E-mail Address: Phone Number: *941/249-9466*
 Date final plan was discussed with PLC:
 Signature of the Chairperson of the District PLC Date Signed by PLC Chairperson

6/14/16

Section 1: Identification (Rule 6A-6.0902, F.A.C.)

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs). Responses should include the following:

Upon initial enrollment in 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.

How do LEA procedures compare to those followed for non-ELLs?

Upon initial enrollment in 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.

Into what languages are the HLS translated?

The school registrar has access to the registration form in multiple languages. Each school has the forms in basic languages of Spanish, French, and Haitian Creole. In the case of a different language that is needed the registrar has the ability to translate the document within Google Translate or TransAct into any language spoken worldwide.

How does the LEA assist parents and students who do not speak English in the registration process?

In the case of a different language that is needed the registrar has the ability to translate the document within Google Translate. As well, TransAct is available to CCPS employees to translate any language spoken worldwide. 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 or student needs someone to interpret for them, the school will use the district interpreter list to contact a translator; unless there is someone at the school site who is available to translate.

How do you identify immigrant students?

Upon initial enrollment in Charlotte County Public Schools, parents/guardians are asked to complete the Student Registration Form. The following information is obtained:

- *Birthplace*
- *County of Birth*

How is Date Entered US School (DEUSS) obtained in the registration process?

Upon initial enrollment in Charlotte County Public Schools, parents/guardians are asked to complete the Home Language Survey as part of the registration process. The following question is asked:

- *What year did the student start school in the United States?*

Procedures are in place for obtaining this information for students registering from other FL counties or from other states. If within a 20day period the DEUSS date is not obtained, the student is tested as new using our language screeners.

Please include a link to your HLS.

<http://yourcharlotteschools.net/departments/documents/studentRecords/forms/15-16/4.pdf?t=1465415568081>

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

- x Registrar
x ESOL Coordinator/Administrator
x Other (Specify)

Guidance, Lead Teachers, ELL contact and or ELL teacher. Administration varies at school sites

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA to ascertain if a K-12 student is an ELL.

IPT I Oral English Form E and F for grades K-6

IPT II Oral English Form C and D for grades 7-12

WIDA Online / WAPT (Will be implemented when appropriate professional development is offered and WIDA Online is available).

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

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

- *Upon registration the home language survey is reviewed and the testing is done either immediately or scheduled within the next week.*
- *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, and a specific timetable for the completion of the assessment. Parent notification will be in a language the parent can understand.*

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?

The WAPT, WIDA Screener will be utilized once training and roll-out are complete (September, 2016).

- *K & first semester 1st grade will use the WAPT and students scoring at a level 27 or higher will not be enrolled in the ESOL program.*
- *2-3rd grade will use the WAPT for assessing speaking & listening*

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-12.

WIDA Online/WAPT (Will be implemented when appropriate professional development is offered and WIDA Online is available).

Students that score an overall 5.0 or higher with nothing less than a 4.0 in each domain will not be admitted into the ESOL program.

IPT I Reading/Writing Form C Grade 3

IPT II Reading/Writing Form C Grade 4-6

IPT III Reading/Writing Form C Grade 7-12

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

Following the HLS results, a student who is identified as possibly needing services is administered the IPT Oral/Aural test. If the student is proficient on the IPT Oral/Aural, the

IPT Reading and Writing is administered. All testing is administered one on one in a secure environment within the school campus. All tests are administered within the 20 days of entry. In case a situation arises where the student is out of school for that period of time, the student will be immediately tested upon his/her return. Placement is determined by the results of the IPT or data received from out-of-county that is valid within the past year. In the event the Reading/Writing 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, ad a specific timetable for the completion of the assessment. Parent notification will be in a language the parent can understand.

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

An ELL committee must be operational at every school in the district. This committee advocates for the best educational placement for all ELL students. The ELL committee members are identified yearly and consist of an administrator, guidance counselor, ELL staff, classroom teachers, other school staff as needed and the parent/guardian of the student. It is the responsibility of the ELL committee to make all decisions based on concrete data and what is in the best interest of the student. A decision cannot be make unless the majority of the members are in agreement with the decision. Each time the ELL committee convenes, the recommendations of the committee are recorded on the ELL committee/conference report form and logged into our student information system on-line. This form is signed by all participants and filed in the student's ELL folder. Everyone present must sign and date the form.

Reasons for which the ELL Committee must convene and be documented are:

- *To determine grade level placement of a new student when documentation of prior schooling is not available or when a student is placed according to age even though his academic history does not show sufficient academic background to be placed at that grade level*
- *When an ELL student is referred to TST (Teacher Support Team). The ESOL teacher, along with the classroom teacher, becomes a member of the TST in order to have input on the student. (In lieu of the ELL Committee form, the TST notes should be signed and dated and a copy placed in the student's ELL folder.)*
- *For reevaluations - exits or extensions*
- *For retentions, using the grade appropriate form.*
- *For entry of students into the program who do not meet entry criteria*
- *To recommend exit of students who do not meet exit criteria*
- *To recommend extension of program services for students who have not met the criteria for exit*
- *For reclassification of a student who is in the two year monitoring period (LF)*
- *To evaluate ELL students who are not making adequate progress.*

Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

ELL teachers and/or district ELL staff, together with guidance staff will review the education background of an ELL students 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 school system*
- 7. Other criteria deemed appropriate by local school personnel*

Students with no prior education 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. CCPS takes the following steps for students whose records are incomplete or unobtainable:

- 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.*
- Review report cards, information on prior programs and other records the parents may bring to registration.*
- If no records are found the home language survey indicates testing necessary, the testing will be done just as if the student never tested prior to entering our district*
- If the student qualifies for ELL program they are appropriately placed in the program.*
- If test records are greater than one year old, students should be tested to obtain current information.*

Grade Level and Course Placement Procedures – Grades 9-12

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

entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

Once students are tested and ELL status is determined, 9-12 students are placed in a classroom with an ELL endorsed or certified teacher. As noted above, there is a procedure to determine prior school experience of ELLs. This is found with the programmatic section three. All efforts are made to contact the student's native country or former school to obtain syllabi and information with regard to each class in questions including a formal transcript. When none is available students will engage in a diagnostic test, oral and written assessments, student/parent interviews and invite any other stakeholders necessary to determine grade level placement based upon these factors and age. In the event that a student comes to CCPS at the age of eighteen or older, and has not complete K-12 instruction, he/she will be referred to Charlotte County's Alternative Educational Programs. The ELL teacher and/or district ELL staff, together with guidance staff will review the educational background of an ELL students to determine an appropriate grade leve or subject area placement for the student. The background review includes some or all of the following:

- *A review of prior academic/educational records*
- *Interviews with parents or guardians and/or students regarding former schooling, achievement etc.*
- *Subject area testing*
- *Age/grade appropriateness*
- *Social or emotional history and records*
- *Test records from other school systems*
- *Other criteria deemed appropriate by local school personnel*

Explain 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).

Each transcript from another country is reviewed on an individual basis. A team of people including representatives from the Division of Learning, ELL teachers, guidance counselors, school based administration, families/guardians, and the student are convened. If necessary a translator is brought in to review the student's records (transcripts, achievements, assessment scores etc) from the sending school. Acknowledging and awarding credits for language arts and foreign language is the goal in order to place the student in the most age appropriate grade level.

What is the title of person(s) responsible for evaluating foreign transcripts? How are they trained? How is documentation maintained?

There is no one specific person who is responsible for handling foreign transcripts ~ rather there is a team of individuals including district personnel, ELL teachers, school based administration, guidance counselor, parents/guardians and the student that make up the team. If necessary, a translator is brought in so the spirit of the foreign documents are honored and credit is given. Our district personnel and ELL contacts (guidance counselors and ELL teachers at the school level) are trained based upon training and information shared from the state level.

Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll after having been either in another LEA, state, or country. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

Moving from one Florida LEA to another:

Students who leave the district for another state, country or district during the school year and return the same year must be re-evaluated if one's testing data is not current (within one year). Teachers can obtain more recent information about a student's educational progress with additional testing if there is a need. These students are retained as inactive in our automated data system, FOCUS until testing is complete and the ELL plan will be reactivated and revised as necessary. The student will be placed in the appropriate language and subject area instruction. All attempts will be made to place a student with the teacher he/she had prior to leaving the school.

Moving from another state to Florida LEA:

ELLs who arrive from another state must be evaluated for ESOL services using a current, local English proficiency assessment. The original DEUSS date remains the same. Teachers can obtain more recent information about a student's educational progress with additional testing if there is a need. These students are retained as inactive in our automated data system, FOCUS until testing is complete and the ELL plan will be activated. The student will be placed in the appropriate language and subject area instruction.

Moving from another country to Florida LEA.

Students who arrive from another country must be evaluated for ESOL services using a current, local English proficiency assessment. The DEUSS date must be entered and will not change. Teachers can obtain more recent information about a student's educational progress with additional testing if there is a need. These students are retained as inactive in our automated data system, FOCUS until testing is complete and the ELL plan will be activated. The student will be placed in the appropriate language and subject area instruction.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.

The ELL teacher and/or ELL Contact at each site are responsible for creating the student ELL plan. The plan is located on our FOCUS Management System and is updated at the beginning of every year or created as the student enters school. The progress monitoring data

is listed, as is achievement test data, and the students' most recent schedule, goals and accommodations. The ELL students' plans are updated annually or whenever there is a need to revise students' schedules. The ELL teacher, the ELL contact at each school site, as well as the Principals is responsible for ensuring the ELL Plans are updated. For Exceptional Student Education (ESE) students an IEP and ELL Committee meeting is held to develop an IEP and ELL plan that meets all of the needs of each individual student. Parent notification is embedded in the process to notify parents/guardians of the placement of the ELL in the ESOL program as well as all other aspects of the child's education. CCPS contracts with TransAct to provide notification in several languages. In addition, the ability to use Google Translate exists to provide notification in several languages.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

All other information such as students' schedules, classes, progress monitoring assessment and other evaluations are all housed in the FOCUS system. Both educators and parents have the ability to access this electronically. ELL parents are made aware of this feature in our reporting system in order to monitor their student's progress at will. Interventions are communicated by the ELL teacher and or ELL contact at each site. Communication occurs both formally and informally through conversations, conferencing and written notifications.

Please include a link to the ELL Student Plan. Will be provided pending approval

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (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 Florida Department of Education (FDOE) [Database Manuals](#). (Check all that apply)

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- ~~Mainstream-Inclusion Core/Basic Subject Areas~~
- ~~Maintenance and Developmental Bilingual Education~~
- ~~Dual Language (two-way) Developmental Bilingual Education~~

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

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 high school sites 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. Whenever possible, bilingual paraprofessionals are scheduled to assist in ELL classrooms. All of the other core academic classes instruct students within the mainstream with teachers who have or will receive the appropriate training in compliance with the Consent Decree.

All of the elementary and middle schools in the district serve students in a Mainstream/Inclusion English Language Arts Model and Mainstream/Inclusion Core/Basic subject areas. The students are placed with a teacher who is endorsed or certified in ELL or who is appropriately trained in compliance with the Consent Decree.

Charlotte County Public enforces highly qualified certification to work with striving students in any area. CCPS ensures the fidelity of all programs for ELL students both internally and within the classroom, and externally through administrative evaluations.

Describe the process to verify that instruction provided to ELLs 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 to all core subject areas. Although the standards/benchmarks (FSA ELA K-12 & NGSSS Social Studies & Science K-12) 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.*

How does the LEA determine if the instructional models are positively affecting student performance?

All teachers are responsible to include the Florida Standards and English Language Development Standards that are addressed in each lesson. Through the progress monitoring assessments that are in place at the elementary, middle schools (iReady) and high schools (USA Test Prep), teachers, school administration and district personnel are able to see student growth and trend lines of our ELL population. Coupling that progress monitoring data with our summative assessment data (FSA) and the English Language assessment data

(ACCESS 2.0) - CCPS is able to ascertain the effectiveness of the instructional models in place.

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

Students in sheltered classrooms are using realia and are offered the same opportunities for academic learning as their grade-level peers. Although some of the texts may differ, the content remains similar in order to meet the standards. Oftentimes these classes have more enrichment provided to them than a Basic English class.

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

All teachers are responsible to include the Florida Standards and English Language Development Standards that are addressed in each lesson. LEP plans are available online through the FOCUS system. Principals, assistant principals monitor lessons through walk-throughs, observing and evaluating lessons.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs? What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

The primary goal of all ELL programming is to develop as effectively and efficiently as possible each child's English language proficiency and academic potential. Such programs should also provide positive reinforcement of the self-image and esteem of participating students, promote cross-cultural understanding, and provide equal educational opportunities.

Equal access to appropriate programming must include both access to intensive English language instruction and instruction in the basic subject areas of math, science, social studies and computer literacy which is:

- Equal and comparable in amount, scope, sequence and quality to that provided to English proficient students.*
- Documented in the form of an ELL plan with recommendations for the student's program of study*
- Comprehensible to the ELL given his/her level of English language proficiency.*

Ensuring that this happens for each ELL student is the responsibility of the principal with input from the ELL Committee (ELL teachers, teachers, guidance counselor, parents, student and other stakeholders).

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

- Student Portfolios
- Other Criterion Referenced Test (Specify) _____
- Native Language Assessment (Specify) _____
- X LEA/school-wide assessments (Specify) iReady for (Reading & Math K-8), USA Test Prep (English Language Arts, Science, Social Studies & Math 7-12)
- Other (Specify) _____

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

X Yes Please provide a link to the LEA's SPP with specifics to ELLs highlighted.
[http://yourcharlotteschools.net/ Student Progression Plan page 28](http://yourcharlotteschools.net/StudentProgressionPlanpage28)

No (Specify) _____

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions. Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based upon the initial date of entry into a school in the United States are eligible for good cause exemption. Requests for good cause exemptions from the mandatory retention requirement must include documentation submitted by the teacher to the school principal.

An ELL committee meeting is held which includes parents, the teacher, school administration, guidance counselor, and district personnel if needed. The ELL committee makes the final decision regarding good cause promotions. If parents are unable to attend the ELL committee meeting they are notified of the decision of good cause promotion in writing from the school house.

Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following:

Statewide content area assessments:

The administrative designee (ELL contact, ELL teacher, guidance counselor, lead teacher, assistant principal) is responsible to review each student's date of enrollment to ensure that all students who are enrolled in an ELL program in grades 3-12 are participating in statewide assessments. Principals are responsible for monitoring this process. A list of the ELL students who will be tested are sent to the district.

ACCESS for ELLs assessment programs:

All schools have ELLs participate in the ACCESS 2.0 English Language Acquisition Assessment. The district holds training for the school testing coordinators (ELL teachers, ELL contacts, guidance counselors, lead teachers, LY para-professionals) 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 included in the district assessment calendar. The district assessment manager sends out the materials to the designated testing coordinator at each school site.

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

The testing coordinator (assistant principal) at each school site is responsible for ensuring and documenting that ELL students are provided the appropriate accommodations for the assessment. The school site testing coordinator works in conjunction with the ELL contact, guidance counselor, ELL teacher, and the LY para-professional to make sure that student receives the correct accommodations.

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes? Please provide links to communications in parents' languages.

Through the ELL committee meetings, quarterly Parent Leadership Council meetings, and written communication in a variety of languages Charlotte County Public Schools provides opportunities for parents to understand and review the assessment policies and outcomes of Florida's assessments. There is a uniform district assessment calendar that is available to all parents on the district website. Parent meetings are also held at the individual school houses explaining the different assessments and grade level expectations.

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

Each student identified as an ELL shall continue to receive appropriate instruction until such time as the student is reclassified as English proficient and excused from the ESOL program. English proficiency is determined by assessing the student's performance on the WIDA's ACCESS 2.0 and on the Florida Standards Assessment in Reading or by ELL Committee determination, in accordance with this rule.

For students in K-2:

- *A score of "proficient" on the ACCESS 2.0 with a score of nothing less than a 4 in each domain with an overall score of 5.*

For students in 3-12:

- *A score of "proficient" on the ACCESS 2.0 with a score of nothing less than a 4 in each domain with an overall score of 5.*
- *A score of "satisfactory" (level 3 or higher) on the FSA ELA assessment*

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

- School/LEA based testing administrator
 ESOL Teacher/Coordinator
 Other (Specify) ELL Contact

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

Upon the request of a student's teacher, counselor, administrator or parent a student who has been classified as an ELL and enrolled in an ESOL program may be re-evaluated for English language proficiency by convening an ELL Committee at any time, according to the following procedures:

- *The ELL Committee shall review the student's academic record holistically and shall consider the assessment results from the assessment administered under subparagraph (2)(b)2. of this rule and the following criteria to determine whether the student is English proficient:*
 - *Extent and nature of prior educational or academic experience, social 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; if any*
- *Grades from current or previous years; and*
- *Test results from texts other than the assessments according to subparagraph (2)(b)2. of this rule*
- *If the 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 determines 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 to English language proficient or not shall be considered in the final decision.*
- *The ELL Committee shall document the records reviewed by the Committee, which must include each of the criteria in subparagraph (2)(b)2. of this rule. The Committee's decision shall be supported by at least two of the criteria established in subparagraph (2)(b)2., of this rule and the supporting criteria shall be documented in the student's file.*

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period.

The same procedures are followed as outlined above, but a current listening, speaking, reading and writing assessment is needed to ensure that the student is English proficient.

Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)

During the required two-year monitoring period, what is the title of person(s) responsible for:

Conducting the follow-up performance of former ELLs?

In schools that are ELL sites, the ELL teacher is responsible for monitoring the follow-up of former students who have exited the program.

Updating the student ELL plan?

The data FOCUS entry personnel is responsible for entering all data into the district informational warehouse (FOCUS).

Reclassification of ELL status in data reporting systems?

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 an ELL student plan will be developed. The student plan shall be re-evaluated yearly and until the student is re-exited.

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

- X Report Cards
- X Test Scores
- X Classroom Performance
- X Teacher Input
- Other (Specify) _____

What are the procedure(s), including possible reclassification, that are implemented when the academic performance of former ELLs is not on grade level?

Any consistent pattern of continuing under performance on appropriate texts 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 successes, 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.

Compliance of ELL Plan and Student Performance

Describe LEA internal procedures for monitoring the ESOL program for compliance and student academic performance.

How do school sites, parents and stakeholders have access to the approved District ELL Plan?

How does the LEA ensure that schools are implementing the District ELL Plan?

The district ELL Coordinator meets on a regular basis with the school administrator and/or administrator's ELL designee to determine that the school is in compliance with all ELL

records, progress monitoring and assessment documentation. Teacher lesson plans are reviewed and classroom observations are conducted regularly to ensure comprehensible instruction. All documentation, including the District ELL plan is on our data warehouse site FOCUS and accessible to all ELL stakeholders.

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used by school personnel to provide assistance to parents or 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 to provide schools and parents with assistance in finding interpreters. Bilingual staff is hired when possible. Several school based ELL staff are fluent in Spanish. A list of available interpreters in schools and the community is kept up to date.

The ELL office contracts with community members and employees to translate forms, letters and documents that go home to parent in French and Spanish and other languages whenever necessary.

Copies of all translated materials are kept and are available. 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 languages.

Additionally, FOCUS and Family Portal are available for parents to utilize as a way to check on their student's academic and behavioral progress. Both of these systems have the capability of translating into different languages for our parents.

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 academic standards.

Training is provided for parents to help their children read at home. At the Title I schools, there are Family Book Centers where families can come in weekly and receive books to help build their at home libraries. Additionally, they offer different trainings for parents to participate in helping students excel.

The district provides SAC trainings to parents who are serving on school SAC committees. This training helps parents to 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 HeadStart program provides classes for parents whose students are enrolled in PK through their EvenStart program to help them with their English and to help them earn their GED.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

All of these forms are housed in FOCUS which is password-protected.

- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model option(s)

- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs monitoring
- Reclassification of former ELLs

- State and/or LEA testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemption from FSA in ELA for ELLs with DEUSS less than one year
- Retention/Remediation/Good Cause
- Transition to regular classes or course change

- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, 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 Florida Standards and the English Language Development (ELD) Standards
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Report Cards*
- Other (Specify) _____

*If report cards are not available in other languages, please describe how the academic progress of an ELL is communicated to parents/guardians.

With FOCUS 8.0 our report card will be able to be translated into other languages.

Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)

What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)

- x LEA Level
x School Level

Please address the functions and composition of the PLC:

The District Leadership Council is a vehicle for assisting parts 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 school*
- *Attending SAC meetings and other school functions*
- *Florida's educational system & assessments*
- *Community Resource Guide*

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.

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

We have PLCs in the district.

How does the LEA involve the PLC in other LEA committees?

When there are district/school committee meetings, invitations are sent out to all participants in all schools. These letters are sent out in various languages to ensure that ELL parents understand the invitation. Charlotte County also employs the FOCUS phone system to follow up with all invitations.

How is the LEA PLC 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 school*
- *Attending SAC meetings and other school functions*
- *Florida's educational system & assessments*
- *Community Resource Guide*

The meetings are an opportunity to discover different cultures and 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 better serve their children. The ELL Plan is reviewed by the District Parent Leadership Council 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 plan is given to the chair.

Does the LEA PLC approve of the District ELL Plan? x Yes No

If no, please provide explanation for PLC's non-approval.

Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the 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 True North Logic program for the district. This keeps track of the teacher's in-service hours and course they have taken towards the 18, 60 and 300 hours needed as required by the state. They must register for the courses online. Once the course is completed and hours are awarded, the system keeps track and enables monitoring of completion.

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 in-service report that will be given to the principal. This report allows him/her to review which teachers have received ELL in-service and monitor compliance with regards to in-service requirements. Our online True North Logic systems documents all of the professional development teachers have taken in the district.

Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

The Professional Development Department keeps the records of all ELL training for employees. District employees at each location in the county have access to their in-service records via the district webpage. Using information from Professional Development and Out-of-Field reports from Human Resources, principals can determine if a given teacher is in compliance. The principal communicates with those teachers who are not in compliance and advises them of the ELL training requirements.

ELL in-service training programs are implemented to assist language arts, basic subjects and other subject area teachers. ELL training is available online through the Professional

Development Department. All of our facilitative courses are available at the beginning of each month, twelve months per year. All training is delivered by qualified ELL teachers/trainers. Information regarding ELL online training opportunities may be obtained from the Professional Development Center and/or on our online True North Logic System.

Teachers and administrators may also obtain ELL certification by passing the ELL subject area test and applying to the state to have coverage added to their teaching certificate.

Teachers and administrators may also earn certification by completing (at a four year college or university) Florida DOE approved college courses that cover the ELL components. Participants are to check with the Human Resources/Certification Department before taking a college ELL course as not all ELL courses are state approved.

Once an educator has completed the 300 hour training a congratulatory email is sent to the recipient and the entire Division of Learning team, school based administration and the superintendent. A one-time \$1000 thank you is also provided to the educator for completing this rigorous certification.

All FTE reports must be in order for both the the programmatic and funding needs for all elementary schools by October which is Survey 2 month. The data entry clerk must run all reports as directed by the district, correct all errors from per-survey reports and verify all student information is correct.

Prior to Survey 3 (January/February) the school test coordinator will list LY students, the number years in the program, and test accommodations to be provided during FSA. Data entry will update and complete all FTE reports for Survey 3.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

The Professional Development Department contracts with Beacon Educator, an identified state-approved PD provider for district ESOL add-on and certification, 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. Training must be completed within three years of assignment or prior ESOL training can be used.

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system.

Guidance Counselors take 60 hours of training with Beacon Educational Services within three years of assignment or prior ESOL training can be used to meet this training requirements. This course is listed on the district's Professional Development Webpage. Tracking again is done by the Director of Professional Development.

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices.

Through lead teacher meetings, department meetings, principal and assistant principal meetings and some on-site trainings, instructional personnel are informed of the ELD standards and best practices.

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.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

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.*

Describe LEA procedures for training bilingual paraprofessionals in ESOL or home language strategies. Include how documentation of training is maintained.

Bilingual paraprofessionals attend training in computer assisted programs, ACCESS 2.0, the WIDA Framework and ELD standards and are invited by other districts to attend Paraprofessional training they have within their district.

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served.

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.

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.

See attached.

Section 11: Extension of Services (Rule 6A-6.09022, F.A.C.)

Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting documentation is used in determining if continued ESOL services are necessary.

Based upon ACCESS 2.0, FSA and classroom performance, a student who has been in a school in the United States for three years or more and is academically functioning below grade level expectations may be eligible for an extension of ELL services. An ELL committee meeting is required to review current data and determine eligibility. Prior to the meeting, a Parent Notification Form must be sent requesting parents' attendance at the ELL Committee Meeting. After the meeting, another Parent Notification Form is sent home with the ELL Committee's recommendation. If the parents attend the meeting, the original Parent Notification may be used to document the ELL's Committee's recommendation. Parents' signatures and date of ELL Committee meeting must be on the form.

Listening and Speaking Proficiency Assessment

List the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

WIDA ACCESS 2.0 or IPT scores coupled with classroom performance, and formative assessments are used by the ELL Committee when making decisions about English proficiency and/or the need for extension of services for an ELL student.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

WIDA ACCESS 2.0 scores or IPT R/W coupled with classroom performance, iReady scores, USA Test prep and formative assessments are used by the ELL Committee when making decisions about English proficiency and/or the need for extension of services for an ELL student.