

2013-14

DISTRICT ENGLISH LANGUAGE LEARNER PLAN

District: MONROE

Contact Person: Nancy Romain

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

Enrollment Procedures and Administration of the Home Language Survey

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

Parents complete the HLS as part of the registration packet. When necessary, bilingual personnel assist parents with the registration process.

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

The HLS is administered at the school of enrollment to all new students being registered. It is an integral part of the student registration process.

Is the Home Language Survey translated into other languages? Yes No

If answered "Yes" list languages.

English, Spanish, French and Haitian Creole. When necessary, bilingual personnel assist parents with the registration process.

How does the district assist parents and students who do not speak English?

When necessary, bilingual personnel assist parents with the registration process. Haitian Creole and Spanish personnel assist parents with the registration process. The District has hired a Haitian Creole Parent Liaison for the middle and lower Florida Keys to assist with parent communication in the Spanish, French and Haitian Creole. The HLS is then sent to the ESOL contact who is responsible for seeing that the student is tested. The forms are then filled out by the ESOL Contact and sent to the data processor who inputs it in the TERMS district database.

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

1. English Language Proficiency (ELP) Assessment

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

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

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the district to ascertain if a K-12 student is an ELL. Also, state the publisher's cut-score that determines if the student is eligible for ESOL services.

At least one assessment must be entered.

Name of Listening and Speaking Assessment(s):	CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
LAS Links				

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 the test publisher should be used to report the scale score if the test results are not provided in terms of a scale score.

3. A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

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

Within 20 days of initial enrollment, students who answered a "Yes" response to any of the questions on the Home Language Survey (HLS), are administered the LAS Links Listening and Speaking portion. The District ESOL Program Specialist provides training to each school's ESOL Contact in the procedures and timelines for administering the Listening and Speaking assessments. In addition, the various forms used throughout the process highlight the 20-day timeline that must be followed. If the Listening/Speaking assessment has not been administered within the 20 day time period, the ESOL Contact sends a letter to the parents documenting the reason for the delay and evidence that the student has been accorded the programming required for ELL's pending the specific timetable for completing the assessment.

Describe the assessment procedures for ELLs in grades 3-12 who scored English proficient on the Listening and Speaking assessment.

If the ELLs in grades 3-12 have scored proficient on the Listening/Speaking portion of LAS Links, they will be administered the Reading/Writing portion.

3. Reading and Writing

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

LAS Links

Note: A norm-referenced assessment may report a student's score as a percentile. A score at or below the 32nd percentile on the reading or writing portion of a norm-referenced assessment would qualify a student for entry into the ESOL program.

4. Name of Reading and Writing Assessment(s):

Describe the procedures used to ensure that the Reading and Writing assessment(s) are administered to students in grades 3-12. Describe the procedures used when the Reading and Writing assessment(s) are not administered to students in grades 3-12 within 20 days from the Aural/Oral Assessment.

The LAS Links Reading and Writing assessments are administered immediately to all students in grades 3-12 who scored proficient on the Listening/Speaking, well within the 20 days required period. The District ESOL Program Specialist provides training to each school's ESOL Contact in the procedures and timelines for administering the Reading/Writing assessments. In addition, the various forms used throughout the process highlight the 20-day timeline that must be followed. If the Reading/Writing assessment has not been administered with the 20-day time period, the ESOL Contact sends a letter to the parents documenting the reason for the delay and evidence that the student has been accorded the programming required for ELL's pending the specific timetable for completing the assessment.

5. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision.

Upon the request of a parent or teacher, a student not determined to be ELL may be referred to an ELL committee. The parent's preference will be considered in the final decision. The ELL Committee will determine a student to be placed in an ESOL program or not based on at least 2 of the 5 criteria in rule in addition to the LAS Links scores.

If an ELL Committee meeting is convened:

1. Parents must be invited, Parent Invitation to ELL Committee form is sent and a copy kept in student ESOL folder.
2. Committee meeting notes must be kept in the student ESOL folder, ELL Committee/Conference Report, MIS 4298.
3. Student ELL Plan must be updated to reflect review and recommendations for necessary changes to reflect the student's current services.

Include links to form(s) used to document ELL Committee meetings or email form(s).

Note: Forms must include the decision making process in narrative format

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

Academic/Programmatic Assessment

Describe the procedures to determine the prior school experience of ELLs. Include links to procedural documents or email document.

The school-level ELL contact and the guidance counselor/administrator review the educational background of the transferring student to determine appropriate grade level, subject, and ELL program placement. Parental input regarding educational background should be taken into consideration especially when transcripts, records or report cards are not readily available. Program placement is reflected in the student's schedule. School personnel assist the students and their families when necessary to ensure proper program placement. An ELL Committee must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. An administrator must be part of the ELL committee making the placement decision. ELL students are scheduled into classes that fulfill graduation requirements and the district's Student Progression Plan. ELL students are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done. School board policy and Administrative Directives provide flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

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

An ELL Committee must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. An administrator must be part of the ELL committee making the placement decision. ELL students are scheduled into classes that fulfill graduation requirements and the district's Student Progression Plan. ELL students are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done. School board policy and Administrative Directives provide flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures to determine appropriate grade level placement for ELLs.

The school's Guidance Counselor and the ESOL Contact Person review the educational background of the ELL student and/or conduct parent and/or student interviews to determine appropriate grade level and subject area placement for the student. The Guidance Counselor considers the following elementary and secondary school factors:

1. Elementary grade level placement. The elementary school Guidance Counselor interviews the parent/guardian and reviews the student's academic history to determine appropriate

grade level placement for the ELL student. Age may also be a consideration in determining placement. Documentation of placement is retained in the student's cumulative folder.

2. Middle School grade level and subject area placement. The middle school Guidance Counselor interviews the parent/guardian and reviews the academic record of the ELL student to determine appropriate grade level and subject area placement. When there are various levels for a given course, the Guidance Counselor will place the student into the regular or advanced level, whichever is most appropriate based on the student's previous academic record. Placement documentation is retained in the student's cumulative folder.

Grade Level and Course Placement Procedures – Grades 9-12

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

ELL students are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done. School board policy and Administrative Directives provide flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal.

Please provide a link and page number if this information is explained in the Student Progression Plan. (Max. length 2,000 words)

<http://www.keysschools.com/Documents/StudentProgressionPlan.pdf> Page E/12.

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

Describe the procedures used for re-evaluating ELLs who have withdrawn from the district and are re-enrolling. Include the timeline between the ELL's withdrawal and re-enrollment when a new English language proficiency assessment is to be administered. (Max. length 2,000 words)

ESOL Contacts use the original HLS date for ELL students who re-enroll in a school. If the re-enrolled student is within his initial 3-year period no further assessment is administered. If the student is beyond his initial 3-year period, then the LAS LINKS assessment is re-administered to determine current placement.

ELL Student Plan Development

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

The ESOL Contact develops the Student ELL Plan with input from school personnel (teachers, guidance counselors, etc.) and placement and exit criteria. The plan is updated at

the beginning of every school year and/or when there is a change in placement. The ESOL Contact completes the ELL Plan Form to reflect the student's updated services and sends the form to the school data entry person to input the information into the district MIS (TERMS). The ESOL Contact maintains each student's individual ELL Plan.

An ELL Committee is involved in developing the ELL Student Plan for reclassification and the basis for the recommendation is documented and maintained in the student file.

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

The ELL Student Plan, maintained in the student's cumulative folder, includes the following: Student Name, HLS, Date of Entry into ESOL, Date of ELL student classification (ELL or non-ELL), Instructional services by program (schedule), Amount of instructional time or schedule, Assessment data used to classify or reclassify as ELL, Date of post test (when applicable), Date of exit (when applicable), Assessment data used to exit student as English proficient, Date of program extension (when applicable), Post monitoring dates (when applicable), and any determination by the ELL Committee.

Provide the link to the Student ELL Plan form, or email as appropriate.

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

Instructional Models

In addition to using required ESOL strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current FDOE [Database Manuals](#) (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 district. Include procedures to locally monitor fidelity for each instructional model at the school level (Max. length 2,000 words).

Email a list of each school in the district and each school's instructional model(s)

At the Elementary level the district implements the Mainstream-Inclusion models for both English Language Arts and Core/Basic/Subject Areas. The classroom teacher (K-5), who is either ESOL Endorsed or is working towards completing the ESOL Endorsement within the required timeline, utilizes ESOL strategies to provide comprehensible instruction. In addition,

bilingual teachers or tutors push into the classroom to provide academic support within the classroom or use a pull out model to assist in providing comprehensible instruction.

At the middle and high school level, the district implements Sheltered English Language Arts for ELL students and Mainstream-Inclusion. A teacher who is either ESOL Endorsed or is working towards completing the ESOL Endorsement within the required timeline teaches the class. The teacher utilizes ESOL strategies to provide comprehensible instruction. For core basic subject areas the district implements the Mainstream-Inclusion model. The core subject area teacher either has completed the required 60 hours of ESOL training or is in process of completing the 60 hours. They utilize ESOL strategies to provide comprehensible instruction. In addition, bilingual teachers or tutors may push into the classroom to provide academic support within the classroom or use a pull out model to assist in providing comprehensible instruction.

The district ESOL Program Specialist in collaboration with the school ESOL Contact Person and the school principal monitors the implementation of the instructional model at each school. The District Curriculum team conducts school visits at least once a year to review programs. The ESOL Program Specialist meets with the ESOL Contacts and visits classrooms, shadows tutors and ESOL teachers to locally monitor fidelity for each instructional model at the school level.

Check below if all schools use the same instructional model.

All schools use the same instructional model

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs. (Max. length 2,000 words)

All teachers in MCSD are encouraged to be highly qualified. If they are teaching out of field, they are required to be working towards becoming highly qualified. MCSD assist teachers in this endeavor by reimbursing teachers who pass courses or state level tests to become or remain highly qualified. ELL students are scheduled into the appropriate classes needed for high school graduation by certified counselors.

Throughout the year, the ESOL Contact maintains contact with the ELL students and monitors the degree to which they are receiving understandable and effective instruction.

During classroom visits, the school principal and the District ESOL Specialist monitor and observe the degree to which ELL students are receiving understandable and effective instruction.

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

Teachers have been provided lists of researched based strategies and have been asked to attach the strategies to their lesson plans. At each school, the ESOL Teacher and the ESOL Teacher Leader provide assistance to teachers who have ELLs in their classrooms. The focus of this assistance is to ensure that those teachers are using appropriate ESOL

strategies and providing ELLs with comprehensible instruction. During classroom observation visits, the principal also monitors to ensure that students, including ELLs are receiving comprehensible instruction.

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

The Equity Coordinator for the District as well as the school ELL coordinator and school based administration are responsible for ensuring that all student have equal access to academic and extracurricular activities.

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

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify): School based ESOL Contacts

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

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Referenced Test (Specify): Performance Matters
- Native Language Assessment (Specify)
- FCAT
- Other (Specify: FAIR

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, provide a link and page number if this information is explained in the district's Student Progression Plan. (Max. length 2,000 words)

ELL Students are addressed throughout the SPP. Section E/24/28/29/30/31/33/35; Section M/22/24 and Section H/8/47.http://keysschools.schoolfusion.us/modules/groups/homepagefiles/cms/1523249/File/Documents/Monroe_County_Student_Progression_Plan_2012-

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

Statewide Assessment

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

ELL students are guaranteed participation in Florida's statewide testing and are provided testing accommodations per the test administration according to the Student Progression Plan, Page E/37. All ELL students participate in testing unless by action of the ELL Committee, based upon ESOL rule 6A-1.09432 Assessment of Limited English Proficient Students and only for students whose date of classification for ELL falls within one (1) year prior to the assessment date. The ESOL Contact is responsible for determining exemption for ELL students who have been enrolled in a school in the United States for less than twelve (12) months from the statewide assessment in reading.

Each year, a district-wide meeting reviewing all testing accommodations is held by the District Director of Assessment with all school level Testing Coordinators. They, in turn train the ESOL Contacts and other school personnel involved in testing. The testing personnel at each school site then implement the accommodations for ELL students. The official FCAT results for each school document the list of ELL students receiving accommodations and the ELL Contact records accommodations in each student's folder. The ESOL Contact is responsible for sending letters in a language the parent can understand unless clearly not feasible regarding accommodations.

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

Describe the procedures to determine if ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific procedures, and required cut scores. (Max. length 2,000 words)

Grades K-2

Code H Proficient in 4 domains of CELLA: Listening/Speaking (673) Reading (690) Writing (690) or ELL Committee required to exit.

Grades 3-5

Code I Proficient in 4 domains of CELLA: Listening/Speaking (720); Reading (734) Writing (727) and 3 on FCAT Reading or ELL Committee required to exit. FCAT scores arrive by the end of the school year students exit the last day. If arrive after, scores reviewed within the

first 10 days of the following year. Those who pass exit using the last day of previous year and Survey 5 data updated.

Grades 6-8

Code I Proficient in 4 domains of CELLA: Listening/Speaking (733) Reading (759) Writing (746) and 3 on FCAT Reading or ELL Committee required to exit. FCAT scores arrive by the end of the school year students exit by the last day. If received after, scores reviewed within the first 10 days of the following year. Those who pass exit using the last day of previous year and Survey 5 data updated.

Grade 9

Code I Proficient in 4 domains of CELLA: Listening/Speaking (739) Reading (778) Writing (746) and at least level 3 on FCAT Reading or ELL Committee required to exit. FCAT scores arrive by the end of the school year students exit by the last day. If arrive after, scores reviewed within the first 10 days of the following year. Those who pass exit using the last day of previous year and Survey 5 data updated.

Grades 10-12

Code J Proficient in 4 domains of CELLA: Listening/Speaking (739) Reading (778) Writing (746) and a score on 10th Grade FCAT Reading that meet graduation requirements or equivalent concordant score or ELL Committee required to exit. FCAT scores arrive by the end of the school year students exit by the last day. If arrive after, scores reviewed within the first 10 days of the following year. Those who pass exit using the last day of previous year and Survey 5 data updated.

All Grades The ESOL Contact submits Exit Form to put into TERMS. The student coded as Former ELL (LF).

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

- Registrar
- ESOL Teacher/Coordinator
- Other (Specify)

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

If a request from a student's teacher, counselor, administrator, or parent comes in the middle of a student grading period for consideration for exit from ESOL, the student may be reevaluated for English Proficiency by convening an ELL Committee according to the following procedures:

1. Assesses on all 4 domains of the LAS LINKS test within 30 days of the ELL Committee meeting
2. ELL Committee assesses the student's academic records and takes into consideration prior educational experiences and a student interview, level of mastery of basic English skills, written recommendations, prior state assessments and other test results and grades.

If a majority of the ELL Committee determines that the student is English Language proficient, the student is exited from the program and the ESOL Contact inserts documentation into the student folder.

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

ELL Committees use the following criteria:

1. Assesses on all 4 domains of the LAS LINKS test within 30 days of the ELL Committee meeting
2. ELL Committee assesses the student's academic records and takes into consideration prior educational experiences and a student interview, level of mastery of basic English skills, written recommendations, prior state assessments and other test results and grades. If a majority of the ELL Committee determines that the student is English Language proficient, the student is exited from the program and the documentation is maintained in the student folder. The ELL Committee uses at least 2 of the 5 criteria listed in rule.

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

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

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

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify): FAIR, Performance Matters, Progress Monitoring, EOCs, online assessments

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

The ESOL Contact reviews the student's grades, progress monitoring (Performance Matters, FAIR), on-line and state (FCAT, end of course) assessments at the student's first report card and semi-annually during the first year and at the end of the second year after exiting. A copy of the academic documents is maintained in the student's cumulative folder. The ESOL Contact provides the review dates to the school's data entry person who records the dates into the district's student database (TERMS) maintaining the information online. If it is determined that the student's academic progress is unsatisfactory, the ESOL Contact will schedule a meeting of the ELL Committee and notifying parents to review the student's performance to determine if the student should be re-classified as ELL. The ELL Committee will recommend an appropriate ELL Plan for students who are reclassified and placed into the student's file. The plan will be re-evaluated after one year and each year after as necessary.

The appropriate instruction will be provided to the reclassified ELL student based on the documented student need.

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

The District Curriculum Team periodically “site-visits” for compliance of all programming including ELL, ESE, Rtl etc.

Monitoring of the ELL student performance is done by the ESOL Contact person, the school’s Guidance Counselor, and when necessary, the ELL Committee, work together to develop an appropriate plan for each ELL student. They update the plan at the beginning of each school year or whenever the student’s schedule is changed. The ESOL Contact Person will complete the Plan Update Form to reflect the student’s updated plan. The ESOL Contact Person records and maintains each student’s individual ELL Plan.

The ELL Student Plan is maintained in the student’s cumulative folder. It includes the following:

- Student Name
- HLS
- Date of Entry into the United States
- Date of Entry into a United States School
- Date of Entry into ESOL
- Date of ELL student classification (ELL or non-ELL)
- Instructional services by program (schedule)
- Amount of instructional time or schedule
- Assessment data used to classify or reclassify as ELL
- Date of post test (when applicable)
- Date of exit (when applicable)
- Assessment data used to exit student as English proficient
- Date of program extension (when applicable)
- Post monitoring dates (when applicable)
- Any determination by the ELL Committee

Please note: The ELL Student Plan consists of a number of different documents as described above -- it is not a single form, however they are kept in one folder.

Monitoring of the ELL student performance is done by the ESOL Contact person, the school’s Guidance Counselor, and when necessary, the ELL Committee, work together to develop an appropriate plan for each ELL student. They update the plan at the beginning of each school year or whenever the student’s schedule is changed. The ESOL Contact Person will complete the Plan Update Form to reflect the student’s updated plan. The ESOL Contact Person records and maintains each student’s individual ELL Plan.

SECTION 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

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

Every attempt is made to have bilingual, Spanish, personnel are available at each school site to assist parents as needed during the registration process, at ELL Committee meetings, or during Parent/Teacher conferences.

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

Parent Liaisons hold at least 2 ESOL Parent Meetings per year in the middle and lower keys where there is the greatest concentration of ELL students. During these meetings in the lower keys there are two interpreters available- one Spanish and one Haitian Creole. In the middle Spanish is the main language spoken so both English and Spanish are spoken at the meeting.

Parent Liaisons also conduct home visits, phone parents to invite them to teacher/parent conferences and a personal invitation to attend the ESOL Meeting. If students are in need of outreach services such as a medical appointment, Parent Liaisons assist with parents with these appointments as well.

During the ESOL Meetings, school policies, FCAT explanations, CELLA and tips for parents to assist their children academically are discussed.

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 or provide URLs: (Check all that apply.):

- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model option(s)
- 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 FCAT Reading for students classified as ELL for less than 12 months
- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs (LFs) monitoring
- Reclassification of former ELLs (LFs)
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities

- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other (Specify): Report Cards in Spanish, Haitian Creole

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

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

- School Level
- District Level

Describe the functions and composition of the PLC.

The function of the PLC is to review the ELL Plan and to be sure the ELL Parents understand grading, FCAT, CELLA, graduation requirements and how to assist their children academically. The composition is Parents of limited English proficient students, teachers, Parent Liaison, and Principal.

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

The PLC is composed in the majority of parents of limited English proficient students.

How does the district involve the PLC in other district/school committees?

The PLC is recruited to serve on SAC and the PTA as well as volunteers in the classroom.

How is the district PLC involved in the development of the District ELL Plan?

The District ELL Plan is reviewed by the PLC for approval and revision.

Does the district PLC approve of the District ELL Plan? Yes No

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

No, the school level PLC approves the ELL Plan. MCSD has geographical issues and it is difficult to bring ELL parents together in one location. ELL Parents were not able to travel the 50 to 100 miles to meet as a district group so we meet as school based groups.

SECTION 10: PERSONNEL TRAINING [Rule [6A-6.0907, FAC](#)] & Rule [6A-1.0503, FAC](#))

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

At the new teacher orientation at the beginning of the year, the District Teacher Certification Specialist provides all new personnel with information regarding the required ESOL training dependent upon teaching assignment. Each participant also receives a brochure explaining the ESOL training requirements and timeline for completion. The agenda is kept as the notification documentation.

In addition, the Teacher Certification Specialist provides each school site with written notification (e-mails) that identifies the ESOL training status of the individuals at that site and gives the specific ESOL training that each teacher must complete during the school year. The MCSD Personnel Office is responsible for monitoring all aspects of certification of personnel including ESOL status.

The ESOL District Assistant notifies Office Managers and ESOL Contacts at each school of ESOL Courses being offered in the district. They in turn notify teachers that courses are being offered free of charge that will meet ESOL Endorsement requirements. E-mails are saved as documentation of notification. The Teacher Certification Specialist also sends notifications via e-mail of ESOL Course notifications directly to the teachers that include more courses that are available, including on-line resources. E-mails are maintained for documentation.

Describe the procedures used when teachers are reported out of field, including compliance procedures and claiming FTE.

FTE reported for FEFP funding must comply with Section 1003.56 F.S. Instruction must be provided through courses listed in the current Course Code Directory for ESOL (Language Arts/English and Reading) and basic subject areas of math, science, social studies and computer literacy.

Language Arts/ Reading teachers with an ELL student must have an ESOL endorsement. If these teachers do not have an ESOL endorsement, the District Teacher Certification Specialist, before the survey week, submits the names to the Board for out-of field approval and teachers must be on an ESOL training timeline. If the teacher did not get the ESOL endorsement, the following year their names are re-submitted for out-of-field approval. Parents of these students are notified of the out-of-field status of the teacher. Teachers of Math, Science, Social Studies, and Computer Courses who have ELL students do not require board approval but must be on the ESOL training timeline.

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

The Monroe County School District has continued the implementation of the ESOL training according to the guidelines received from the Florida Department of Education. School-based administrators fulfill their ESOL requirements through taking the online ESOL for Administrators Course through the North East Florida Educational Consortium (NEFEC) or the Hillsborough Consortium for Technology & Education (CTECH). The District Certification Specialist is responsible for notification of school-based administrators and tracks completion through a database and entry into TERMS. Proof of completion is also maintained in the administrator's folder.

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

Guidance Counselors fulfill their ESOL requirements through taking the online ESOL for Guidance Counselors Course through the North East Florida Educational Consortium (NEFEC) or the Hillsborough Consortium for Technology & Education (CTECH). The District Certification Specialist is responsible for notification of school-based administrators and tracks completion through a database and entry into TERMS. Proof of completion is also maintained in the administrator's folder.

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

Instruction is not provided in a language other than English, although, the District has teachers that are bilingual. Some have taken extra certification courses to assist our ELL population.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the eligibility qualifications required by the district for bilingual paraprofessionals and describe in detail the job description and primary assignment.

When bilingual professionals are needed, the district advertises the position in the same manner that it advertises any other district position. The school's Principal or his designee will interview the applicant(s) and determine which, if any, meet the criteria for the given position. The bilingual paraprofessional's primary assignment is to assist ELL students in understanding and completing instructional assignments. They work under the supervision and direction of the classroom teacher to whom they are assigned (the ESOL Teacher or the regular classroom teacher). Based on the given unit of study on which students are working, the classroom teacher will determine the specific assignment that the bilingual paraprofessional will follow in helping the ELL student(s).

When necessary, the bilingual paraprofessional also serves as a translator during parent meetings/conferences.

The above job functions are not to be construed as a complete statement of all duties performed. Bilingual paraprofessionals may be required to perform other duties as deemed necessary to assist in meeting the needs of the ESOL Program. All bilingual paraprofessionals who tutor ELL students, regardless of whether or not they are paid through Federal Titles, must have two years of college (or its equivalent in another country) or must pass the ETS ParaPro Test prior to employment.

Provide the link for the district's bilingual paraprofessional's job description, or upload the job description.

There is no district URL at this time that would provide job descriptions. The district has recently revised all job descriptions with a bilingual tutor now being considered as a Paraprofessional III. Attached is the district job description for a Paraprofessional III.

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

Bilingual tutors and instructional aides participate in ESOL training with emphasis on acquiring and/or improving their skills in working with ELL students individually or in small groups. Emphasis is placed on tutoring methods that will assist ELL students with content area comprehension and English language acquisition. The ESOL Teacher provides the tutor or aide with "on-the-job" training under his/her supervision. The tutor/aide's training may be supplemented with additional ESOL training as specified by their supervising ESOL teacher or by the District ESOL Specialist. The training is documented through appropriate entries in WWW.MyLearningPlan.com, the district's Professional Development portal.

Describe the procedures to determine the bilingual paraprofessional's proficiency in the target language.

English is the language of instruction. The ETS Parapro Exam, as well as the interviewer's assessment of the individual during the interview process, determines the Bilingual paraprofessional's proficiency in English. Each team has a bilingual member.

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

Describe district procedures used to determine Extension of Services

The ELL Committee must meet for annual review for annual re-evaluation to determine the possible need for the extension of ESOL services beyond the base 3 years of when the ELL student entered a US School (DEUSS). After reviewing the re-evaluation data such as CELLA, FCAT, Grades, LAS LINKS, etc. the ELL Committee will determine if extension of services for another year is warranted. An ELL Committee meeting is mandatory annually after the student's base 3 year program if considering extension of services no earlier than 30 days prior to the 3 anniversary of DEUSS and no later than the anniversary date. After the 6th year in the program, the district is not eligible for ESOL funding but is not relieved of the obligation to serve the student if the student continues to qualify for the program. Appropriate services must be provided. Parents Notification of continued placement is required with a copy placed in the student's folder.

Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Assessment(s):	CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
LAS Links				
CELLA				
FCAT				

Reading and Writing Proficiency Assessment

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

Name of Reading and Writing Assessments:
LAS Links
CELLA
FCAT