DISTRICT ENGLISH LANGUAGE LEARNER PLAN

District:_____   **Contact Person:**_____

Form ESOL 100
Rule 6A-6.0905
Effective August 2012

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 (including the following questions:

(Max. length 2,000 words)

How do district procedures compare to those followed for non-ELLs? (Max. length 2,000 words)

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

If answered "yes" list languages (Max. length 2,000 words)

How does the district assist parents and students who do not speak English? (Max. length 2,000 words)

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 ELL students in the district? (Check all that apply.)
---Registrar
---ESOL Coordinator/Administrator
---Other (Specify)

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 student. Also, state the publisher's cut-score that determines if the student is eligible for English for Speakers Of Other Languages (ESOL) services.

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

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]

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. (Max. length 2,000 words)

Describe the assessment procedures for ELL students in grades 3-12 who scored English proficient on the Listening and Speaking assessment. (Max. length 2,000 words)

3. Reading and Writing

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

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. (Max. length 2,000 words)

5. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. (Max. length 2,000 words)

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

SECTION 3:
PROGRAMMATIC ASSESSMENT (Rule 6A-6.0902, FAC.)

Academic/Programmatic Assessment
Describe the procedures to determine the prior school experience of ELLs. (Max. length 2,000 words) Include links to procedural documents or upload document (Max. file size 1MB)

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. (Max. length 2,000 words)

Grade Level and Course Placement Procedures – Grades K-8
Describe the procedures to determine appropriate grade level placement for ELLs (Max. length 2,000 words).

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). (Max. length 2,000 words)

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

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 ELLs' withdrawal and re-enrollment when a new English language proficiency assessment is to be administered. (Max. length 2,000 words)

ELL Student Plan Development
Describe the procedures for developing the Student ELL Plan. Include the teacher's role and/or title of the person responsible for developing the plan. Also, include a description of when and how the plan is updated to reflect the student's current services (Max. length (2,000 words).

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). (Max. length 2,000 words)

Provide the link to the Student ELL Plan form, or upload as appropriate. (Max. length 2,000 words) Max. file size 1 MB

SECTION 4
COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

Instructional Models

In addition to using 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).

Upload a list of all schools in the district and each school's instructional model(s) Max. file size 1MB

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 ELL students is equal in amount, sequence, quality, and scope to that provided to non-ELLs. (Max. length 2,000 words)

Describe the method(s) used in the district by instructional personnel to document the use of ESOL instructional strategies and describe the school level monitoring process used to verify the delivery of comprehensible instruction. (Max. length 2,000 words)

How are ELL students assured equal access to all programs and facilities that are available to non-ELL students? (Max. length 2,000 words)

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

-- Region Administrator(s)

--District Administrator(s)

--School Level Administrator(s)

--Other (Specify)

What progress monitoring tools are being used to ensure all ELL students 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)

--Native Language Assessment (Specify)

--FCAT

--Other (Specify) _____

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)

SECTION 5:
STATEWIDE ASSESSMENT (Rule 6A-6.09091, FAC.)

Statewide Assessment

Describe the process to ensure that all ELL students participate in Florida statewide assessment programs (FCAT, CELLA, PERT, EOC, etc.), and are provided appropriate testing accommodations per test administration requirements. Description should include the title of the school-level person responsible for documenting that each eligible ELL is provided appropriate test accommodations. (Max. length 2,000 words)

SECTION 6
ENGLISH LANGUAGE PROFICIENCY 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)

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? (Max. length 2,000 words)

If the ELL Committee is involved in making exit decisions, what criteria are used by the Committee to determine English proficiency? (Max. length 2,000 words)

Section 7
MONITORING PROCEDURES (Rule 6A-6.09031, FAC.)

What is the title of person(s) responsible for conducting the required two-year monitoring follow-up of former ELL students (LFs)?_____ Explain how the ELL student's progress is documented in the Student ELL Plan. _____Include person responsible for data reporting (Max. length 2,000 words).

What documentation is used to monitor the student's progress?
(Check all that apply)
-- Report Cards
--Test Scores
-- Classroom Performance
--Other (Specify) _____

What are the procedure(s), including reclassification, when the academic performance of former ELLs (LFs) is not on grade level? (Max. length 2,000 words)

How does the district ensure that schools are implementing the District ELL Plan? (Max. length 2,000 words)

Section 8
PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language. (Max. length 2,000 words)
Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet State content and academic achievement standards. (Max. length 2,000 words)

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

SECTION 9
THE PARENT LEADERSHIP COUNCIL (Rule 6A-6.0904, FAC.)

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

Describe the functions and composition of the PLC. (Max. length 2,000 words)

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the district do not meet this condition, explain why and when compliance with the rule is expected. (Max. length 2,000 words)

How does the district involve the PLC in other district/school committees? (Max. length 2,000 words)

How is the district PLC involved in the development of the District ELL Plan? (Max. length 2,000 words)

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

If no, upload explanation for PLC's non-approval. (Max. length 2,000 words)

Section 10
PERSONNEL TRAINING (Rule 6A-6.0907 & Rule 6A-1.0503, FAC.)

Describe the process to track teachers' completion of ESOL training and/or certification

requirements and include how documentation of completion is maintained. (Max. length 2,000 words)

Describe the procedures used when teachers are out of field, including compliance procedures and claiming FTE. (Max. length 2,000 words)

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.

Describe how the district provides the 60-hour ESOL training requirements for Guidance Counselors, and the district's tracking system. (Max. length 2,000 words)
If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English. (Max. length 2,000 words)

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the eligibility qualifications required by the district for bilingual paraprofessionals and describe in detail the job description and primary assignment. (Max. length 2,000 words)

Provide the link for the district's bilingual paraprofessional's job description, or upload the job description. Max. file size 1 MB

Describe district procedures for training bilingual paraprofessionals in ESOL or home languages strategies. Include how documentation of training is maintained. (Max. length 2,000 words)

Describe the procedures to determine the bilingual paraprofessional's proficiency in the target language. (Max. length 2,000 words)

Section 11
Extension of Services (Rule 6A-6.09022, FAC.)

Describe district procedures used to determine Extension of Services