

District English Language Learners (ELL) Plan

Contact Person: Jamie Pearson Iannone
LEA: Jamie Pearson Iannone
Email: jamie.iannone@myoneclay.net
Phone: 904-336-6962

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

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Clay	Jamie Pearson-Iannone	(904) 336-6962

(4) MAILING ADDRESS: 800 Walnut St. Green Cove Springs, FL 32043	(5) PREPARED BY: (If different from contact person) First Name: Renee Last Name: Hatcher Mailing Address: 800 Walnut St., Green Cove Springs, FL 32043 Phone No: (904) 336-6962
---	---

(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, Addison Davis, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.

 Signature of Superintendent or Authorized Agency Head Date Signed Date of Governing Board Approval

(7) Chairperson representing the District ELL Parent Leadership Council (PLC)

Name of Chairperson representing the District ELL PLC:

Contact Information for District PLC Chairperson:
 Mailing address:

E-mail Address: Phone Number:

Date final plan was discussed with PLC:

 Signature of the Chairperson of the District PLC Date Signed by PLC Chairperson

DISTRICT ENGLISH LANGUAGE LEARNERS PLAN
ASSURANCES AND CERTIFICATION

School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school- and district-level personnel comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902;6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1982;
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

By signature below, I, Addison Davis, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Superintendent's Signature

Date Signed

Clay County District Schools

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).

Upon completion of the Home Language Survey (HLS), located within the New Student Registration Packet, all demographic information supplied by the parent/guardian will be entered into the District's Student Data Management system, including Country of Birth, DEUSS Date, Native language, Immigrant Status, and any other information relevant to the process. The HLS is available in Spanish.

Responses should include the following:

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

All students (ELL and non-ELL) entering Clay County District Schools register in the same manner, by completing the Registration Packet that can be obtained at the local school sites or on the District Website. (www.oneclay.net) Registration protocol is common to all students. Parents/Guardians will provide answers to the following 3 language questions on the HLS:

- a. Is a language other than English used in the home?
- b. Did the student have a first language other than English?
- c. Does the student most frequently speak a language other than English?

School Counselors and other registration personnel are available to assist, if necessary. If "yes" is answered to any one or more of these questions, the registration process is referred to the appropriate personnel to proceed with a Potential ELL enrollment.

Into what languages are the HLS translated?

We currently have the HLS translated into Spanish, as Spanish speakers comprise the majority of our ELL population. When students of other nationalities arrive to register, every attempt is made to assist with the registration process and/or District ESOL staff are called upon for assistance with additional translations.

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

If a parent/guardian is unable to complete the Registration materials, including the HLS, due to a language barrier, bilingual office staff will help. Additional language translations are provided by district staff, if available. The district also contracts with 3rd party individuals who may be able to assist with translations.

How do you identify immigrant students?

The term immigrant children and youth refers to any individual who:

- a. is between the ages of 3 and 21, and
- b. was NOT born in any state, the District of Columbia, or Puerto Rico, and
- c. has NOT been attending one or more schools in any one or more states for more than 3 full academic years.

This information is obtained during the registration process, along with the DEUSS Date , and if the student meets the criteria set forth in the Data Element Numbers 131785 and 197237, they will be coded Y.

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

The DEUSS Date is requested on the registration form and is defined as the month, day, and year that the student entered a school in the United States. For this purpose, the United States is defined as any of the 50 states in the union, including the District of Columbia, excluding U.S. territories and possessions. If a student is entering the district from another Florida district or state, every effort must be made to determine the accurate, original DEUSS date.

Please include a link to your HLS.

www.oneclay.net

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.)

- Registrar
- X ESOL Coordinator/Administrator
- X Other (Specify) School Counselors, ESOL Paraprofessionals

2. Listening and Speaking Proficiency Assessment

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

Name of Speaking and Listening Assessment(s)	Indicate the Cut Score used to Determine Placement by Type of Score			
	Grade Level	Raw Score (1)	Scale Score (2)	National % (3)
IPT I	K- 6		12	
IPT II	7-12		12	

(1) Raw Score represents the number of points received for correctly answering questions.

(2) Scale score is a raw score that has been converted to a scale per the test publisher.

(3) National Percentile is the percentile rank provided by a nationally normed-referenced test that indicates the percentage of a reference group obtaining a score equal to or less than the score achieved by the student.

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

Clay County District Schools has designated school counselors to administer the IPT (Aural/Oral) screening within 20 days of the date of the registration. District ESOL staff monitors applicable dates through our Student Data Management system, to ensure compliance. Any screening delays are considered by the district to be unacceptable practice and are not to occur unless unavoidable circumstances have arisen such as student absences. Every effort is made to complete the screening process in 20 school days.

Reading and Writing Proficiency Assessment

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

IRW. Students in grades 3-12 who score non-English reader (NER), limited-English reader (LER), non-English writer (NEW), or limited-English writer (LEW) will be placed in the ESOL Program. A score at or below 32% qualifies a student to enter the ESOL Program.

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?

Each school in the district has an ELL Committee that convenes to review the placement status of students and make recommendations for programmatic placement. Upon request and participation from a parent/guardian, teacher, or other stakeholder, the committee can recommend placement into or exit from the ESOL Program. Committee findings and recommendations are recorded and kept in the student's cumulative folder. The ELL committee may determine placement based on consideration of at least two (2) of the following criteria:

- a. English language proficiency screening results,
- b. Extent and nature of previous educational experiences through student and parent interviews,
- c. Written recommendation from current and previous instructional and support staff,
- d. Level of mastery of basic competencies as demonstrated on local, state, or national criterion-referenced language proficiency assessments.
- e. grades from previous years

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.

Once a student has been identified as ELL, the school counselor reviews all available data to determine prior academic background experiences. Parent/Guardian interviews may be included to help determine the appropriate grade level and content area placement. Where school records are

unobtainable or nonexistent, the student is placed with his/her age appropriate peers while language assessments are being administered with multiple attempts being made to obtain prior schooling records. Assessment results will determine if the student requires additional supports to make the necessary learning gains.

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.

According to 6A.6.0902 (3)(b) F.A.C., “The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district adopted policies regarding age appropriate placement shall be followed as are followed for students born in the United States.” Course placement should not be based solely on language proficiency; an academic skills assessment may be administered in the Home language, if necessary.

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).

The school counselor, under the direction of the administrator, fills out the Programmatic Assessment form for the placement of the student in the appropriate grade level. ELLs in grades 9-12 will be placed using age appropriate guidelines and previous academic records, when available. If there is an academic record received in a language other than English, the records will be translated and the student will be awarded any credits earned. It is not common practice of the district to award earned credits without proper documentation from previous schools as evidence of earned credit awarded. Courses are matched as closely as possible to the Florida Course Code Directory.

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

The school counselors, along with qualified native speakers, when available, will evaluate foreign transcripts, making every effort to transcribe reports cards and other academic documentation

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. 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.

For students re-entering the district who have been out of the LEA, state, or country for longer than six months, the district will administer the IPT Language assessment to any student who answers in the affirmative on the HLS on their current registration. This updated data will be used to determine placement and services, however, the Entry, Classification, and DEUSS dates provided on the original HLS remain the same.

For students re-entering the district who have been out of the LEA, but in Florida, for less than six months, the district will accept the current language proficiency data and a new IPT assessment will not be necessary. However, a student who has been out of the state or country will require a new language assessment, even though it has been less than 6 months. Those students new to Florida will retain the original DEUSS date, but the HLS, Classification and Entry dates will change to reflect Florida services. DEUSS date will never be after the Classification or Entry dates.

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 school counselor, along with the ELA teacher that is attached to the student will be responsible for developing the ELL Student Plan. Parent/Guardian input is included in the process. The plan will be shared with all stakeholders attached to the student's current schedule. The plan will reflect the student's program and schedule as designated by the 130 Program code. The plan may include specific accommodations for classroom and state assessments, along with results of the most current IPT and AFE assessments. School counselors are responsible for reviewing and updating the plan annually. Should academic needs change in the interim, an ELL Committee meeting may be called to make changes as necessary.

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?

The student's ELL Plan includes the following elements: name, date of birth, grade level, date of entry, and assessment data from the IPT and AFE. The amount of Program 130 instructional time in basic and elective subject areas is also included. Once the plan is created, attached teachers will be notified of the student's current language proficiency level based on the IPT screening, at which time, the teachers will design specific instruction to meet the needs of the ELL.

Please include a link to the ELL Student Plan. www.ellevation.com

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 can be found in the current Florida Department of Education (FDOE) database manuals on the FDOE website. *(Check all that apply)*

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- X Mainstream-Inclusion English Language Arts
- X 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.

Clay County District Schools utilizes the Mainstream/Inclusion Model of Instruction. ELLs in these classes receive comprehensible instruction, alongside their English-Speaking peers, by teachers who are competent using strategies, materials, and supports designed to facilitate language acquisition. These teachers complete appropriate training, document ESOL strategies being used, and monitor ELL progress. The fidelity of the Mainstream/Inclusion model is monitored by school-based administrators and counselors to ensure that the delivery and model of instruction is followed in accordance with the District ELL Plan.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

The Instructional Model used in Clay County District Schools was chosen to deliver equal content to all students, ELL and non-ELL, the same. Schedules are maintained and monitored via the Student Data Management system. Instruction is aligned to state standards with additional supports provided to ELLs, to ensure that the amount, sequence, quality, and scope are the same as that provided to non-ELLs. District staff, along with building administrators, frequently monitor ELL progress to ensure that none are penalized where instructional needs may not have been met. In addition, district staff are responsible to verify, through site visits, lesson plan documentation, and teacher interviews, that ELL students are not retained based solely on lack of language proficiency. In grades 9-12, school administrators and counselors are responsible to ensure that ELLs receive any/all credits earned towards graduation.

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

School-based administrators, counselors, and teachers, under the direction of the District ESOL Specialist, are responsible for monitoring the performance of ELLs throughout the year to ensure that they are making gains towards language and academic proficiency. The district ESOL Specialist serves as an advocate for ELL students and families, providing information and training when/where available and appropriate. Student performance will be monitored by the above stakeholders through assessment scores (specifically through the ACCESS for ELLs), progress monitoring, work samples, teacher input, and site walk-throughs, to determine if additional support is needed or if a different instructional model should be considered.

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

School-based administrators, counselors, and teachers, under the direction of the District ESOL Specialist, are responsible for ensuring that ELLs have equal access to all programs, services, and facilities as their English-speaking peers. The district ESOL Specialist serves as an advocate for ELL students and families, providing information and training when/where available and appropriate, including bilingual assistance, to ensure that ELLs have maximum opportunities to engage in all programs offered to their English-speaking peers.

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

ESOL Instructional strategies are documented through lesson plans. Teachers are provided with an ELLs Best Practices Checklist, which is an integral part of their daily plans. It is the responsibility of school-based administrators to monitor the utilization of these strategies, and teachers are encouraged to seek out additional professional development in the areas of Differentiated instruction. In addition, ELL progress is monitored at the school and district levels through analysis of data gained from sources such as ACCESS for ELLs, IPT, FSA, EOCs, and other district-level assessments. Specific areas of opportunity identified will receive additional supports.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?

School-based administrators are responsible for monitoring the ongoing implementation of comprehensible instruction for ELLs in the classrooms on a daily basis. The focus is on the quality of delivery and the students' responses to the instruction. Teachers are responsible for incorporating ESOL best practices into their instruction as evidenced by classroom walkthroughs, informal observation, and formal teacher evaluations, where teachers provide evidence of planning for specific needs, daily progress monitoring, and instructional reflection/correction, if needed.

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.

School counselors communicate regularly with ELL teachers to ensure that all ELL students receive all accommodations needed to ensure progress, through clear, explicit instruction. The district ESOL staff monitors the fidelity of the instruction through classroom visits and professional development, to determine growth towards ELD standards.

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) _____

LEA/school-wide assessments (Specify) Benchmark assessments ie: i-Ready, Achieve 3000,

Other (Specify) District personnel monitoring

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?

Yes Please provide a link to the LEA's SPP with specifics to ELLs highlighted.

www.oneclay.net

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.

3rd grade ELLs may be exempted from mandatory retention by the Superintendent for Good Cause based on the following criteria:

- Students with limited English proficiency, who have received less than 2 years of instruction in an ESOL program, based on the student's DEUSS Date.

The decision to retain shall be based on committee recommendation, which includes factors such as parent input, teacher recommendation, and assessment results in support of the Good Cause Policy. Good Cause is communicated to the parents in their native language whenever possible.

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.

With respect to retention or promotion, the ELL committee decision is an important factor. All applicable data is reviewed, including portfolios, report card grades, benchmark assessments, classroom performance based on teacher observation, parent input, and student interviews. Once a consensus is reached, a recommendation will be sent to school-based leadership. Recommendations are not arrived at based on a singular factor.

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:

School-based counselors, under the direction of their school-based administrators, are responsible to ensure that all ELLs participate in the required state assessment programs. School counselors act as Test Coordinators for all statewide assessments, *excluding* ACCESS for ELLs. This assessment is the responsibility of the District ESOL Specialist, who acts as the District Test Coordinator, under the direction of the district MIS Director, who ensures that digital rosters are accurate for all ELLs in the district SIS system. The District Test Coordinator attends trainings provided by FLDOE, who in turn, trains all necessary personnel at the district and school level who will be involved with the administration of the ACCESS for ELLs. The district retains a cadre of retired professionals for the administration of this assessment, who are trained by the District ESOL Specialist. School counselors are responsible to ensure that students receive appropriate accommodations as allowed by individual assessment manuals and in accordance with the ELL Plan currently in place for each student on an individual basis. This applies to all statewide assessment programs.

Statewide content area assessments:

All ELLs participate in statewide assessments. The ESOL teachers, under the direction of school counselors, are responsible to ensure that all appropriate accommodations are in place at the time of testing. The ESOL teacher monitors the accommodations indicated in the Test Administrators' Manual, including flexible setting, timing, and scheduling. In addition, the use of Heritage Language dictionaries and bilingual paraprofessionals are provided, where allowable. Parents are notified of these accommodations by letter, in their native language where possible, and are able to choose the best testing options for their child.

ACCESS for ELLs assessment programs:

All Students coded LY on the day the ACCESS for ELLs testing window opens, will be assessed for language proficiency. This assessment is paper-based and is administered to students K-12. All 4 language domains of reading writing, speaking, and listening are assessed. K students are tested one-on-one, while students in grades 1-12 complete reading, writing, and listening in a group setting. The speaking domain is assessed one-on-one for all ELL students. There is an Alternate version of the assessment available to accommodate the needs of ELL students with significant cognitive disabilities.

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 School Test Coordinator (School Counselors)
The Test Administrators

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.

The testing calendar is located on the district's website. Prior to the date of statewide assessments, parents are notified of mandates, procedures and accommodations, either through the initial placement meeting, the annual review, or by letter, in their native language, when available. Flexible test setting options are explained so that parents have time to offer input. If a translator is needed, one may be provided where feasible. The District ESOL office provides clarification and other supports before, during, and after testing, including an explanation of test results, in other languages, when possible.

<https://app.ellevationeducation.com/Report/SelectParentLetter>

<https://wida.wisc.edu/memberships/consortium>

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. (Exit code H for Kindergarten, grades 3-10 exit code is I, grades 10-12 exit code is J)

Clay County District Schools complies with the Exit criteria set forth by the State of Florida F.A.C. 6A-6.0903. In consideration, the ELL Committee will meet with stakeholders to determine whether Exit criteria have been met. For Kindergarten students, this means a proficiency score of 4.0 in the Reading and Overall Composite domains of the ACCESS for ELLs (AFE) assessment. The Exit Code is H. For students in grades 3-9, a proficiency score of 4.0 is required in the Reading and Overall Composite domains of AFE, along with an achievement level of 3 on the Florida Standards Assessment (FSA) ELA. The Exit Code is I. For students in grades 10-12, a proficiency score of 4.0 is required in the Reading and Overall Composite domains of the AFE, along with an achievement level of 3 on the FSA ELA OR a passing concordant score on the SAT or ACT. The Exit Code is J. For students of any grade level who have significant cognitive disabilities, a Composite proficiency score of P1 or greater on the Alternate AFE is needed and the student will be exited by committee.

Parents will either be notified as part of the ELL committee meeting or by letter in their native language, if feasible. Students who meet this criteria will change from an active LY code to an LF, and will remain monitored for two years. It is the responsibility of the school counselors and data entry personnel to update all data elements in Focus, the district SIS.

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) School Counselors

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

If the ELL Committee feels that assessment results do not fully capture an ELL student's academic and linguistic growth, it may convene, along with parents and other interested stakeholders, to determine future educational placement and needs. Upon consideration of other data, such as student portfolios, alternative assessments, teacher observations, parent input, grades, and course selection, the committee may recommend that the student exit from the ESOL program. In addition, if there is sufficient evidence to indicate that English language proficiency is not the issue interfering with an ELL's academic success on AFE, FSA, or other statewide assessments, or if the student has another documented disability that is being served through an IEP, the committee may recommend exit from the ESOL program. With each ELL student review, a holistic analysis of the data should drive the exit discussion and at least two (2) of the following five (5) criteria should be documented:

- a. Student Interview that explores the extent and nature of prior educational experiences, both academic and social,
- b. Written recommendation and/or observations from current and previous instructional and support staff,
- c. Results from other local, state, or national criterion-referenced assessments indicating the level of competency in English and in the heritage language,
- d. Grades from current and previous years,
- e. Test results other than initial entry results

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

Although an ELL student may be exited from the program at any time of the school year, those who qualify for exit based on assessment criteria usually do so during the summer, since assessment data is typically received in late May and June. For those students who may qualify for exit based on other criteria (see above), an ELL Committee may be convened at any time during the school year to make an analysis of the data. However, it is crucial that the data being used in this determination is current. A current language proficiency screener (IPT/IRW) should be considered, along with any grades, benchmark scores, or portfolio data that is available. Teacher and parent input is also a factor. In this case, the student would be exited by committee. The Exit Code is L and the student code is changed from LY to LF.

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?

Classroom teachers, ESOL paraprofessionals, school counselors

Updating the student ELL plan?

The school counselors, under the direction of school-based administrators

Reclassification of ELL status in data reporting systems?

Data Entry personnel, using the given directives from school counselors

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

Report Cards

Test Scores

Classroom Performance

Teacher Input

Other (Specify) state and local benchmark assessments

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

Over the course of the two years that a former ELL student is in the monitoring phase of the ESOL program (LF), school counselors, classroom teachers, and involved paraprofessionals are responsible for overseeing the progress of the former ELL. A review shall occur at minimum as specified below:

- at the 1st report card after exit from the program,
- at the 1st semester after exit from the program,
- at the 1st End-of-year after exit from the program,
- at the end of 1st semester of the 2nd year after exit from the program, and
- at the end of the 2nd year of monitoring

Should a pattern of poor performance begin to develop, the teachers will notify the school counselor as soon as possible. The school counselor will reconvene the ELL Committee to review data and discuss options for the student. The committee may determine that the student will remain in regular General Education programs, or that the student will be reclassified as ELL and return to services.

The school counselor is responsible for initiating a new ELL Plan and Data entry personnel, under the direction of the school counselor, will make necessary coding adjustments to return the student to active LY status in the SIS, taking care to keep original student ELL data intact. The reclassified ELL student will continue to be monitored in program on an annual basis, which may be extended for a period not to exceed six (6) years. Lack of funding eligibility beyond the six years does not relieve the district of its obligation to provide services the the ELL student.

Compliance of ELL Plan and Student Performance

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

ELL student performance is monitored for compliance by school counselors, under the direction of school-based administrators. In order to document compliance, ELL data is maintained in a red ELL Folder, which includes a current ELL Plan, assessment results, meeting minutes, student schedules, and all other information required to remain in compliance. Folders are monitored annually by district ESOL personnel to ensure that ELL students are being provided the appropriate program 130.

Teacher training compliance requirements are monitored by school-based administrators, under the direction of the district ESOL office and the district teacher certification supervisor.

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

Once the District ELL Plan is approved by the State of Florida, it is posted on the district's official website for public record. Upon parent request, the plan can be translated if feasible. District stakeholders may also access the District ELL Plan through the internal Drive, which is available at all district sites.

www.oneclay.net

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

District ESOL personnel meet regularly with school-based personnel to ensure that the District ELL Plan is being implemented with fidelity. Additional training are provided throughout the year to specifically targeted personnel in the school guidance, data entry, and instructional divisions, to ensure that practices and procedures are firmly in place. School-based administrators are responsible to ensure that the District ELL Plan compliance items are being practiced in the classroom by reviewing lesson plan documentation, conducting class walk-throughs, having PLC discussions, and encouraging parental feedback to maintain successful implementation of the Plan.

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);
7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance—
 - a. detailing the right that parents have to have their child immediately removed from such program upon their request;
 - b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

To meet new ESSA requirements, the district will notify parents if their child is identified for participation in the ESOL program, no later than 30 days after the beginning of the school year. For those students identified as ELL throughout the school year, parents will be notified within 2 weeks of their child being placed into the ESOL program. Parents will be notified by letter, which is maintained in the student's red ESOL folder. Letters, along with other program-related information, will be in the native language of the student, when feasible.

www.ellevation.com parent notification letter

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

All verbal and written communication is provided to parents in their native language, when feasible, with the help of school and district personnel such as bilingual teachers, paraprofessionals, interpreters, and parent volunteers. The district website is available in over 30 languages, with required district documents available in a translated format when feasible.

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.

The District ESOL office works with schools and community partners to promote outreach activities and provide translation, when feasible. Parent workshops are also conducted to help parents to become further involved with their child's education. The ESOL office also partners with other districtwide grant initiatives and community agencies to provide assistance with non-academic resources. Activities are often held at school sites with the highest ELL population in order to encourage participation.

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.):

www.oneclay.net

- X Results of language proficiency assessment
- X Program placement
- Program delivery model option(s)
- X Extension of ESOL instruction
- X Exit from ESOL program
- X Post-reclassification of former ELLs monitoring
- X Reclassification of former ELLs
- X State and/or LEA testing
- X Accommodations for testing (flexible setting)
- X Annual testing for language development
- X Growth in language proficiency (Listening, Speaking, Reading, Writing)
- X Exemption from FSA in ELA for ELLs with DEUSS less than one year (TAKE THIS OUT)
- X Retention/Remediation/Good Cause
- X Transition to regular classes or course change
- X Invitation to participate in an ELL Committee Meeting
- X Invitation to participate in the Parent Leadership Council (PLC)
- X Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- X Free/reduced price lunch
- X Parental choice options, school improvement status, and teacher out-of-field notices
- X Registration forms and requirements
- X Disciplinary forms
- X 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.

Because of the limited number of ELLs in Clay County District Schools, our report cards are only available in English. However, bilingual staff is available to assist teachers and parents with interpreting grades and expectations.

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.)

- LEA Level
 School Level

Please address the functions and composition of the PLC:

The primary function of the PLC is to make recommendations for the District ELL Plan and to review policies that will enhance the quality of the Plan. It is also necessary to acquaint parents of ELLs with school personnel and district policies that affect their children. It provides parents with the opportunity to have a voice in the educational decisions that make up the ESOL program. It allows them to provide input into the goals-related program in which their student is enrolled. The district PLC is composed of the parents of former and current ELL students, classroom teachers, curriculum specialists, and community stakeholders who are invited to participate.

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.

N/A. Due to the small number of ELLs in our district, there are very few parents involved in the PLC, therefore, bilingual district personnel advocate for ELL programs, resources, and materials that they feel are in the best educational interest of our ELLs.

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

Does not apply.

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

District personnel provide input at district and school level ELL meetings. Translators are available to provide clarification, if necessary, and the plan draft is available for review by all interested stakeholders. Feedback is encouraged, with final approval provided by a selected Chairperson, followed by school board approval.

Does the LEA PLC approve of the District ELL Plan? 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.

The Director of Human Resources notifies Category I teachers, via letter, of ELL compliance requirements. Notification of ESOL training opportunities that will fulfill these requirements is posted throughout the district via the Superintendent's Weekly Briefing, the ESOL Quarterly newsletter, District Guidance drive, and the district's Professional Development Management portal, to ensure compliance and assist teachers in gaining the required training. Documentation of notification is kept in the personnel files in Human Resources. Personnel in the ESOL office, under the direction of Human Resources, work with school-based administrators to ensure that teachers comply with the law regarding training. The district Human Resources office monitors completion of compliance training. Category I is defined as any teacher who is the primary provider of English, Language Arts, or Reading instruction. To gain compliance, these teachers must complete 300 hours of professional development in the DOE-approved add-on endorsement program. As an alternative, Category I teachers may also choose to pass ESOL subject area exam, along with 120 hours of DOE-approved ESOL professional development. It is the responsibility of the Professional Development Department to schedule, coordinate, deliver, and monitor the required inservice training. Weighted FTE 130 may be claimed for these teachers.

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.

The Director of Human Resources notifies Category II teachers, via letter, of ELL compliance requirements. Notification of ESOL training opportunities that will fulfill these requirements is posted throughout the district via the Superintendent's Weekly Briefing, the ESOL Quarterly newsletter, District Guidance drive, and the district Professional Development Management portal, to ensure compliance and assist teachers in gaining the required training. Documentation of notification is kept in the personnel files in Human Resources. Personnel in the ESOL office, under the direction of Human Resources, work with school-based administrators to ensure that teachers comply with the law regarding training. The district ESOL office monitors completion of compliance training. Category II is defined as any teacher who provides content area instruction in math, science, social studies, and computer literacy. To gain compliance, these teachers must complete 60 hours of professional development in the DOE-approved add-on endorsement program. It is the responsibility of the Professional Development Department to schedule, coordinate, deliver, and monitor the required inservice training. Weighted FTE 130 may be claimed for these teachers.

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 Director of Human Resources notifies Category III teachers, via letter, of ELL compliance requirements. Notification of ESOL training opportunities that will fulfill these requirements is posted throughout the district via the Superintendent's Weekly Briefing, the ESOL Quarterly newsletter, District Guidance drive, and the district's Professional Development Management portal, to ensure compliance and assist teachers in gaining the required training. Documentation of notification is kept in the personnel files in Human Resources. Personnel in the ESOL office, under the direction of Human Resources, work with school-based administrators to ensure that teachers comply with the law regarding training. The district ESOL office monitors completion of compliance training. Category III is defined as all other instructional personnel who provide content area instruction not included in

Categories I and II. To gain compliance, these teachers must complete 18 hours of professional development in a district-approved ESOL course. It is the responsibility of the Professional Development Department to schedule, coordinate, deliver, and monitor the required inservice training.

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

Teachers that are reported out-of-field by their school-based administrator are notified by Human Resources via U.S. Mail. The teachers then complete an out-of-field plan that is reviewed by the office of Human Resources for approval. The teacher is coded out-of-field in the district's data management system- FOCUS. A letter is sent to parents of ELLs notifying them of the out-of-field status, in their native language, if feasible. Category I teachers retain the out-of-field status until all endorsement or certification requirements are met. Once an ELL has been attached to them, the Category I teacher has 2 years to complete 60 hours of ESOL professional development, with 60 additional hours, in each consecutive year, until the endorsement or certification is attained, regardless of additional ELL assignments. The ESOL endorsement must then be added to the existing teaching certificate. Weighted FTE may be claimed for teachers who comply with these requirements.

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 district provides professional development opportunities, through Google Classroom, for school-based administrators who are required to complete 60 hours of training to satisfy the ESOL requirement. All documentation is maintained on the course site and is documented in the district's Professional Development Management portal. The ESOL office is responsible to schedule, coordinate, deliver, and monitor this instruction.

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

The district provides professional development opportunities, through Google Classroom, for school counselors who are required to complete 60 hours of training to satisfy the ESOL requirement. All documentation is maintained on the course site and is documented in the district's Professional Development Management portal. The ESOL office is responsible to schedule, coordinate, deliver, and monitor this instruction.

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

In addition to the required ESOL endorsement coursework, the district provides ongoing opportunities for supplemental ESOL best practices trainings, through the office of Professional Development, with support from other stakeholders from the district, DOE, and WIDA facilitators. Although these additional trainings cannot be used to satisfy the ESOL endorsement mandates, participants will receive inservice points when the coursework and follow-up is completed.

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.

Clay County District Schools provides instruction only in English.

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.

The district strives to provide a bilingual paraprofessional at each location that has 15 or more ELLs who speak the same native language. A description of the qualifications required for paraprofessionals can be found at:

https://drive.google.com/file/d/0B8GyArN5jF-_a0kyVjhuOEhKdzQ/view

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

The district provides training to bilingual paraprofessionals throughout the year via the district ESOL office under the direction of the Professional Development department. Site visits are also made by the District ESOL Specialist to ensure that services are being delivered correctly. Training hours are documented in the district Professional Development management portal. Training focuses on the identification process, programmatic placement, curriculum, and assessment strategies.

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

The district relies on school-based administrators to monitor the language proficiency of targeted paraprofessionals who work directly with ELLs, both in English and in the native language of the ELLs they serve. During the interview process, the administrator is responsible to determine if the candidate's level of language proficiency will meet the needs of the ELLs in the program. The administrator may choose to utilize bilingual staff in this process, if available. Frequent visits from district ESOL personnel throughout the year will be made to monitor the fidelity of services being delivered.

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.

Three (3) years from the date of an ELL's initial enrollment (DEUSS), the school-based ELL committee shall convene to evaluate the student's progress towards English language proficiency, and shall reconvene every year afterwards, to determine if an extension of services is needed. The ELL committee shall convene no earlier than thirty (30) days prior to the 3rd anniversary of the DEUSS, and no later than the anniversary date, unless said date falls within the first two (2) weeks of school. Then, the ELL committee may convene before October 1st and repeat annually thereafter. Any ELL being considered for an extension of services shall be assessed on at least one (1) district

approved language proficiency tool. This assessment shall be administered no earlier than thirty (30) days prior to the anniversary of the DEUSS and will cover all four (4) language domains. If this anniversary date falls between the date of the state mandated assessments and October 1st of the following school year, the statewide proficiency data will suffice, and a more recent assessment is not required.

The following procedures are followed to determine extension of services:

- a. ELL is referred to ELL committee based on DEUSS anniversary,
- b. The ELL committee holistically reviews the student's progress towards attainment of English language proficiency,
- c. The ELL committee may recommend exit from the ESOL program,
- d. The ELL committee may determine that there is a need for further evaluation to explore other academic options,
- e. The ELL committee may recommend continued placement in the ESOL program through an extension of services

Regardless of the determination, the ELL Student Plan will be updated with changes entered into the SIS, FOCUS. DEUSS date and Entry date remain the same.

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.

ACCESS for ELLs	Grades K-12
IPT Screener	Grades K-12
Rosetta Stone	Grades 7-12
Imagine Learning	Grades K-6

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.

IRW Screener	Grades 3-12
ACCESS for ELLs	Grades K-12
FSA ELA	Grades 3-12

[District Letterhead]

To Whom it May Concern,

I, Mr. Addison Davis, as Superintendent of the Clay County School District, am providing this letter as assurance that our district is in compliance with all ESOL training requirements. The district Human Resources Supervisor maintains a database of teachers and administrators in need of ESOL training, as well as those who have met all training requirements. The district offers the five (5) required endorsement courses three (3) times per year and Administrator ESOL training is offered year-round. To support and encourage teachers in gaining this valuable endorsement, the Clay County school district pays teachers a one-time bonus of \$400 upon completion of the endorsement. Teachers may also take advantage of 2 TDE days per semester, to provide additional time to fulfill the requirements of the endorsement coursework. We take pride in our ESOL program and are dedicated to supporting teachers as they work to meet the needs of our English Language Learners.

Sincerely,

Addison Davis,
Superintendent
Clay County District Schools

