

**2019-2022
District
English Language Learners (ELL) Plan**

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**Rule 6A-6.0905
Form ESOL 100
(May 2017)**

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:
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(4) MAILING ADDRESS: OFFICE OF INSTRUCTIONAL SERVICES 150 MIDDLE SCHOOL ROAD, BUILDING 2 PORT ST. JOE, FL 32456		(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:
(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, <u>JIM NORTON, SUPERINTENDENT</u> , 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: <u>ARACELY AGUIRRE</u>		
Contact Information for District PLC Chairperson: Mailing address: <u>117 Iola Street, Port St. Joe, FL 32456</u>		
E-mail Address: <u>AAGUIRRE@GULF.K12.FL.US</u> Phone Number: <u>850-227-1221</u>		
Date final plan was discussed with PLC: <u>MARCH 8, 2019</u>		
_____ 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, **JIM NORTON**, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Superintendent's Signature

Date Signed

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

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

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

Student (ELL and non-ELL) registration information is available at each school. Registration typically takes place at the school the student is zoned to attend according to his/her residential address. A child must be five years old by September 1 of the current school year to begin kindergarten or six years old by September 1 and must have completed kindergarten to enter first grade. By Florida Statute 1003.22, the following documents must be presented in order to register a student for school:

- **Proof of a physical examination (Form DH 3040) within one year prior to enrolling in school if entering a Florida school for the first time**
- **Florida certificate of immunization (Form DH 680)**
- **Two (2) recent proofs of residence**
- **Proof of birth**
- **A copy of the last report card if the child was enrolled in another school system**

If documentation of the medical exam (Form DH 3040) is not presented at the time of registration, a student is allowed 30 days to show certification of a medical exam. Students out of compliance with this rule will not be allowed to attend school until the certification is presented. The same rule applies to immunizations at each of the grade levels designated for immunizations. Students shall be exempt from both the physical examination and the immunization requirement with proof of objections for medical or religious reasons.

The Home Language Survey is a part of the Gulf District Student Registration Package. When a student enters a Gulf District School, the registration package must be completed. The three HLS questions are included on the registration package. The registration sheets become a part of the student's permanent record. The Home Language Survey is translated into the language spoken by the parents.

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

The procedures are the same.

Into what languages are the HLS translated?

The HLS is translated into the parents' native language using the translate feature on Microsoft Word.

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

A Spanish-language translator is employed by the district and is available to assist Spanish speaking parents and students during the registration process. If parents and/or students speak a different language the district procures the services of a translator in their native language.

How do you identify immigrant students?

When completing the registration packet, parents are interviewed by the school's guidance counselor and/or translator to determine if the families are immigrants.

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

When completing the registration packet, parents are interviewed by the school's guidance counselor and/or translator to determine if the student is entering a U.S. school for the first time.

Please include a link to your HLS.

WWW.GULF.K12.FL.US

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
- ESOL Coordinator/Administrator
- Other (Specify) **School Guidance Counselors**

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.

WIDA SCREENER results are used to determine if a student is an ELL student.

When a parent completes the Home Language Survey and it is determined that a language other than English is spoken in the home, the guidance counselor schedules assessment of the student to determine if the student is an ELL.

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

All parts of the WIDA Screener are administered within 20 school days of the student's initial enrollment. Gulf has fewer than ten (10) ELLs at each school site. Identification of students' ELL needs is a priority and we have never had a student who was not assessed within the 20-day timeline.

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.

- (1) WIDA SCREENER**
- (2) ACCESS FOR ELLS 2.0, IF AVAILABLE**
- (3) FSA RESULTS, IF AVAILABLE**

An ELL Committee may be convened to determine eligibility into the ELL 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?

An ELL Committee will be convened to determine eligibility into the ELL program using the following data:

- (1) Language Assessment data (WIDA SCREENER)**
- (2) Extent and nature of prior educational and social experiences**
- (3) Written recommendations and observations by current and/or previous instructional and support services staff**
- (4) Level of mastery of basic competencies according to criterion-referenced tests**
- (5) Grades or test results from current and/or previous years**
- (6) Parent and student input**

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.

School Guidance Counselors contact previous schools to obtain academic records. If prior school records are incomplete or unobtainable, the ELL Committee will be convened to determine the student's placement. The following data will be considered when determining placement:

- (1) Language Assessment data determines if the student is borderline of proficiency level and would benefit from services provided by an ELL program.**
- (2) Extent and nature of prior educational and social experiences.**
- (3) Written recommendation and observation by current and/or previous instructional and support services staff.**
- (4) Level of mastery of basic competencies according to criterion-referenced tests.**
- (5) Grades or test results from current and/or previous years.**
- (6) Parent and student input**

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.

Students must have documentation of completed courses in order to receive high school credit for those courses. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide documentation of prior educational experiences.

Students will be eligible to take an exit exam from a course in which he/she says they have taken previously. If students pass the exams, then credit will be given.

Students will also earn credit for courses completed in another country where the courses are similar in scope and sequence, but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may be used as a guideline.

The age of ELL students will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be

conducted to help determine placement. Translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Resource Teacher and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills.

Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

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).

Students must have documentation of completed courses in order to receive high school credit for those courses. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide documentation of prior educational experiences.

Students will be eligible to take an exit exam from a course in which he/she says they have taken previously. If students pass the exams, then credit will be given.

Students will also earn credit for courses completed in another country where the courses are similar in scope and sequence, but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may be used as a guideline.

The age of ELL students will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. Translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Resource Teacher and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills.

Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

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

The district administrator procures the services of a translator/interpreter to evaluate foreign transcripts. If the transcripts are in Spanish, a Spanish teacher or the Spanish translator evaluates the transcripts and the guidance counselor transfers the English equivalent course titles into the student records system.

Reevaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for reevaluating 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.

If the time frame for re-entering the LEA has been longer than one-year, a WIDA Screener will be administered to all ELL's who have an affirmative response on the HLS at the time of re-entry/registration into a Gulf District School after withdrawal to another district, state, or country. All ELL procedures for identification and placement would be followed. All data would be updated in the student system with an ELL code of LY. A student who re-enters a Gulf District School within one year would not need to be reassessed; however, an ELL Committee would be convened to identify, place, and re-classify the student based on all prior test data and documentation.

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.

An ELL student plan is developed with input from the guidance counselor, classroom teacher(s), and administrator (or designee) and other interested participants. The guidance counselor or designated ELL contact, along with the classroom teacher(s), is responsible for completing the student ELL plan.

The plan will reflect the student's instructional program (including programs other than ELL), amount of instructional time, documentation of the use of appropriate ELL strategies, and a description of all provided services. The ELL plan includes specific accommodation procedures for state assessment programs as well as classroom assessments. Additional information such as WIDA Screener scores and state assessment data can be included on the ELL plan.

The plan will be updated annually at the beginning of the school year. The student plan date must reflect the most current ELL plan and services and must be updated in the student system. The ELL student plan will be maintained with the student's cumulative record folder. For secondary schools, a new plan does not need to be completed at the semester; however, the student's schedule must be attached to the ELL plan and teachers will be notified to review the ELL plan in the student's cumulative record folder.

ELL's also identified as ESE will have an IEP (Individual Education Plan). The ELL program will be identified on this plan and goals, objectives, strategies toward English language proficiency will be noted on the IEP.

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 elements of the student plan will include the student's name, date of entry, reclassification or exit date, and the date of the Home Language Survey. The plan will reflect the student's instructional program, amount of instructional time, instructional schedule, documentation of the use of appropriate ESOL strategies, and a description of all provided services.

The ELL plan includes specific accommodation procedures for state assessment programs as well as classroom assessments. Additional information such as WIDA Screener scores and state assessment data is included on the ELL plan.

Please include a link to the ELL Student Plan.

Forms attached.

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

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

Instructional models include, but are not limited to:

- 1. Individualized instruction**
- 2. Use of a translator for ELA courses**
- 3. Cooperative learning**
- 4. Utilization of computers**
- 5. Integration of language and content**
- 6. A variety of audio-visuals, illustrations, tapes and videotapes.**

A schedule will be maintained for all ELL with instruction in the regular classroom setting and limited pullout instruction to work with a translator. ELL students will be taught the same subject area in pullout settings as non-ELL students in the regular classroom.

ELL students in grades 9-12 shall receive credit towards graduation in Basic ELL (as English credit), mathematics, science, social studies, and computer literacy. This is documented in the Student Progression Plan and shall be communicated in the native language of the parent and students.

This will be documented through class schedules, maintained on the student record system and on teacher schedules. ELL students must not be failed if instructional strategies, materials and assessment have not been modified to meet their needs.

Students cannot be retained based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing and math. Student academic achievement is to be determined on specific levels of mastery in these areas. The parents or guardians are to be informed of the student academic progress no later than the end of the school year. Any student who does not meet the district's established levels of mastery must be provided remediation. Progress monitoring is ongoing. The principal and guidance counselor are responsible for monitoring.

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 guidance counselor will meet with the teacher(s) of ELL students to conduct reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:

- A. Reviewing of the student's grades in all subject areas.**
- B. Monitoring of the student's level of performance in course areas, Reading, and Mathematics using state approved Progress Monitoring tools**
- C. Monitoring of the student's performance on Statewide Assessments or norm-referenced tests.**

All ELLs are provided access to a translator for ELA courses/instruction and other areas when a need it identified.

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

The students' academic performance is measured using teacher observations, classroom assignments, classroom participation, grades, and statewide assessments.

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

ELL students have the same rights and equal access to all programs and facilities as their non-ELL peers. The district level instructional specialist for ESOL serves as an advocate for ELL students and their families to ensure equal access to all programs. The school-based administrator(s) and guidance counselor(s) are responsible for ensuring all ELL students have equal access to all programs and facilities. The district level instructional specialist for ESOL will be responsible for providing information and training to school-based personnel regarding equal access to all programs and facilities for all ELL students.

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

Teachers' lessons plans document instructional strategies for ELL students and are monitored by the principal.

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

The guidance counselor will meet with the teacher(s) of ELL students to conduct reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:

- A. Reviewing of the student's grades in all subject areas.**
- B. Monitoring of the student's level of performance in course areas, reading, and mathematics using state approved progress monitoring tools**
- C. Monitoring of the student's performance on statewide assessments and/or or norm referenced tests.**

All ELLs are provided access to a translator for ELA courses/instruction and other areas when a need it identified.

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

Principals review teachers' lesson plans and conduct periodic walkthroughs, observations, and evaluations of the teachers' instructional strategies.

The guidance counselor will meet with the teacher(s) of ELL students to conduct reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:

- A. Reviewing of the student's grades in all subject areas.**
- B. Monitoring of the student's level of performance in course areas, reading, and mathematics using state approved progress monitoring tools**
- C. Monitoring of the student's performance on statewide assessments and/or or norm referenced tests.**

All ELLs are provided access to a translator for ELA courses/instruction and other areas when a need it identified.

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) **i-Ready progress monitoring**
- Native Language Assessment (Specify) _____
- LEA/school-wide assessments (Specify) **Florida Standards Assessment (FSA)**
- Other (Specify) **Access for ELLs 2.0**

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.
- 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.

As per the district's Student Progression Plan, the Superintendent may exempt students in grade 3 from mandatory retention for good cause if limited English proficient students have received less than 2 years of instruction in an ESOL program.

Good Cause Exemptions for ELLs are communicated to the parents in their native language.

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.

An ELL committee is convened to review documentation and data prior to making a promotion/retention recommendation for an ELL. When determining promotion/retention, for ELL's, information and documentation may include, but not be limited to: classroom performance, statewide assessment data, English Language progress, and parent/student interview. The committee makes a recommendation to the principal. The principal sends the final decision to the Superintendent.

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:

The Gulf District Schools Assessment Coordinator is responsible for information and training for FSA. The Gulf District Schools ESOL Coordinator is responsible for information and training for ACCESS FOR ELLs 2.0. These individuals are responsible for receiving all testing documents and score reports and distributing those items to the individual schools.

Students in grades 3-12, including ELLs, will be evaluated with the statewide assessment for academic achievement, FSA, and with the statewide assessment for English language proficiency, ACCESS for ELLs 2.0. The classroom teacher is responsible for administering the FSA. The School Guidance Counselors or designees are responsible for administering the ACCESS for ELLs 2.0.

All active (LY) ELL students will be evaluated annually for progress in English language proficiency using the ACCESS for ELLs 2.0. ELLs (LF) that have been exited from the ELL program within the same academic year and are on two-year

monitor will also be evaluated for English language proficiency using the ACCESS for ELLs 2.0.

Statewide content area assessments:
ACCESS for ELLs assessment programs:

Staff who administer the ACCESS for ELLs 2.0 complete the modules provided by WIDA. Certificates of Completion are downloaded by the District ESOL Administrator and kept on file in the district office.

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 District ESOL Administrator and the School Guidance Counselors are responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations.

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

Parents are notified by mail of all statewide assessments and testing accommodations in the parents' native language.

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.

ELL's are evaluated annually with the ACCESS for ELLs 2.0. Students who score at the proficient level in the areas of listening, speaking, reading, and writing will be referred for exit from the ELL program. ELLs who are scoring at the proficient level (Level 3 or higher) on the statewide academic assessment (FSA ELA) may be referred for exit from the ELL program. Students will need two measures (one academic and one English language proficiency) indicating proficiency to be exited from the ELL program. A student in grades 3-12 must score proficient on the reading and writing on the ACCESS for ELLs 2.0, Woodcock Johnson Tests of Achievement, or the FSA.

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 Guidance Counselor**

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

ELL's are evaluated annually with the statewide ACCESS for ELLs 2.0. Students will need two measures (one academic and one English language proficiency) indicating proficiency to be referred to their ELL Committee for exit from the ELL program. English language proficiency criteria requires a student to achieve a Composite Overall English Language Proficiency Level of 4.0 or greater AND at least a Proficiency Level of 4.0 in the Reading test domain.

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

ELLs can be referred for exit from the ESOL program at any time during the school year; however, since ACCESS for ELLs 2.0 AND FSA data may be used as the instruments by which to make exit decisions, this data is typically received during the summer. Exit decisions would be made after all assessment data has been analyzed and classroom academic status is reviewed.

The Student Progression Plan in School Board policy makes provisions for students (including ELLs) who are considered for mid-year promotion based on academic status and assessment data analysis.

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? **School Guidance Counselors**
Updating the student ELL plan? **School Guidance Counselors**
Reclassification of ELL status in data reporting systems? **School Guidance 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) **i-READY PROGRESS MONITORING DATA**

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

When a student exits the ELL program and shows a pattern of being academically unsuccessful during the two years of post-monitoring, the student may re-enter the ELL program (reclassified). Any consistent pattern of underperformance on appropriate tests and/or grades shall result in the convening of an ELL Committee with parental participation. The ELL Committee Form is completed for documentation. The ELL Committee will assess the student's need for appropriate programming and will develop an ELL Student Plan to ensure academic success.

The student may be reported in the ELL program for an additional year, or extended annually for a period not to exceed a total of six years based on an annual evaluation of the student's status. Lack of ELL funding eligibility does not relieve the district beyond the six years of state ELL program funding.

Compliance of ELL Plan and Student Performance

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

Teacher training records are monitored for compliance with ESOL requirements by the district-level personnel specialist and the District ESOL Administrator.

Student ELL plans, CLASS schedules, and academic progress are monitored by the School Guidance Counselors and the District ESOL Administrator to ensure that ELLs are being provided the appropriate program.

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

Copies of the district ELL plan are distributed to the principals and guidance counselors of each school. Copies are also distributed to the parents of each ELL student. A link to the District ELL Plan is available on the district's website. Each school-based guidance counselor receives professional development on how to implement the contents of the plan. Each administrator and guidance counselor signs an agreement stating they have received it and will implement the plan at their respective schools.

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

The District ESOL Administrator responsible for implementation of the District ELL Plan communicates regularly with the principal and guidance counselor at each school to make certain that the District ELL Plan is implemented with fidelity.

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.

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

All of Gulf District Schools' ELL students are Spanish speakers. Written communications are translated in Spanish and a Spanish language translator is employed by the district to assist with communications between the schools and the parents.

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

The District ESOL Administrator collaborates with PAEC for ELL/Migrant/Immigrant Parent services. In addition, the ELL parents are afforded representation on the School Advisory Councils at each school. The District ESOL Administrator works in cooperation with other community agencies to provide additional services such as immunization and health service information provided by the Gulf County Health Department, immigration information provided by a local immigration attorney, preschool information provided by HeadStart and the Early Learning Coalition, and Gulf District Schools Voluntary Pre-K program.

Students attending Title I schools are also provided tutorial services through approved SES providers. Every Title I school also has a parent liaison that is responsible for providing information to parents, including parents of ELL students. The Title I Task Force is composed of two parents from each school. This Task Force meets quarterly with the district Title I Coordinator and is involved in planning and budget decisions for all students at Title I schools.

Parent training initiatives offered by the district and individual schools are available to all parents including parents of ELLs. Translation services are provided at these meetings by a translator employed by the district. ELL parents are encouraged to participate in the individual school committees and to be involved in their child's educational program.

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.):

- Results of language proficiency assessment
- Program placement
- Program delivery model option(s)
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs monitoring
- Reclassification of former ELLs
- State and/or LEA testing

- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemption from FSA in ELA for ELLs with DEUSS less than one year
- Retention/Remediation/Good Cause
- Transition to regular classes or course change
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Florida Standards and the English Language Development (ELD) Standards
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Report Cards*
- Other (Specify) _____

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

The translator/interpreter is available to assist parents with understanding report cards and any other documents sent home with students if the documents are not able to be translated in the native language.

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 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.

Currently the district has only fifteen (15) ELL students enrolled. Because of the very small numbers of ELL students in the district, it is not always possible to have a majority of parents of ELL students on the PLC.

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

Parents of ELL students are selected and invited to serve on the School Advisory Councils and parent/teacher organizations.

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

A PLC meeting is held before the ELL Plan is completed to take input from the PLC members. Additionally, district staff and guidance counselors have discussions with PLC members and parents to solicit suggestions for the ELL Plan. Input is taken from stakeholders and consensus is reached on the contents of the plan.

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 LEA collaborates with the Panhandle Area Educational Consortium (PAEC) to provide training opportunities to Category I teachers.

The District ESOL Administrator is the district contact who issues notifications to teachers and administrators that they need professional development in ESOL. The personnel specialist keeps records of all training activities attended and completed by teachers and administrators.

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 LEA collaborates with the Panhandle Area Educational Consortium (PAEC) to provide training opportunities to Category I teachers.

The District ESOL Administrator is the district contact who issues notifications to teachers and administrators that they need professional development in ESOL. The personnel specialist keeps records of all training activities attended and completed by teachers and administrators.

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 LEA collaborates with the Panhandle Area Educational Consortium (PAEC) to provide training opportunities to Category I teachers.

The District ESOL Administrator is the district contact who issues notifications to teachers and administrators that they need professional development in ESOL. The personnel specialist keeps records of all training activities attended and completed by teachers and administrators.

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

A report is generated through the district ESOL office in cooperation with the MIS department. The data report tracks for teachers teaching out of field for ESOL by Reading/Language Arts course code number, active LY status of the ELL student, and program 130 weighted FTE funding. If a teacher is teaching an ELL student in a Reading and/or Language Arts course and is not ESOL endorsed/certified, then the teacher's name will be indicated on the report. This report is compiled and sent to Human Resources and the district School Board for approval to be reported as out of field for ESOL.

A letter notifying the parents of the out of field status of their child's teacher is sent home. A copy of this letter is sent to the school to be filed in the ESOL folder of the student's cumulative record. A copy is sent to the teacher as notification they must begin ESOL courses toward endorsement and a copy of the letter is sent to the school-based administrator since he/she is ultimately responsible to ensure all teachers are meeting the requirements to become ESOL endorsed/certified. The teacher must begin taking courses toward the endorsement and must take at least one course per year until he/she has met the 300 hour ESOL requirement.

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.

A report is generated through the district ESOL office in cooperation with the MIS department. The data report tracks for teachers teaching out of field for ESOL by

course code number, active LY status, and program 130 weighted FTE funding. If a teacher is teaching an ELL student in a MATH, SCIENCE, SOCIAL STUDIES, OR A COMPUTER LITERACY course and is not ESOL endorsed/certified, then the teacher's name will be indicated on the report. This report is compiled and sent to Human Resources and the district School Board for approval to be reported as out of field for ESOL.

A letter notifying the parents of the out of field status of their child's teacher is sent home. An email is sent to the teacher as notification that a 60-hour ESOL course must be completed, and a copy of the letter is sent to the school-based administrator since he/she is ultimately responsible for ensuring that all teachers are meeting the ESOL requirements.

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

A report is generated through the district ESOL office in cooperation with the personnel specialist. The report tracks for Guidance Counselors who have not completed the appropriate ESOL course. If a Guidance Counselor has not taken the required 60-hour ESOL course, the Guidance Counselor is notified by the personnel specialist and is enrolled in the course through PAEC.

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

Staff are informed of English Language Development Standards training opportunities via email. Specifically, the modules available on the FDOE SALA website are shared.

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.

N/A

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.

N/A

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

N/A

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

N/A

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

See attached letter.

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.

Any ELL student who has been enrolled in an ESOL program for three years will be reevaluated annually to assess the student's progress towards English language proficiency. An ELL Committee will review the student's progress and document findings. Reevaluation must be scheduled 30 days prior to the third anniversary of the student's initial enrollment/entry date and by the anniversary date. The same process will be repeated annually (years 4, 5, and 6).

All ELL students being considered for extension of services must be assessed on the statewide English language proficiency assessment (ACCESS for ELLs 2.0) as well as the statewide comprehensive academic assessment (FSA) when applicable. If the student's anniversary date falls within a given school year and prior to October 1 of the following school year, the ACCESS for ELLs 2.0 scores will suffice and a more recent assessment will not be required. If the anniversary date of the student falls after October 1, the WIDA Screener will be required for reevaluation.

If the majority of the ELL committee determines the ELL student is not proficient based on the ACCESS for ELLs and FSA data, then ESOL services will be extended. If a majority of the ELL committee determines the ELL student is proficient based on the ACCESS for ELLs 2.0 and FSA data, the student will exit from the ESOL program. The parents' preference as to whether the student is determined to be proficient in the English language shall be considered in the final decision. The ELL Committee decision must be documented on an ELL Committee form and must be maintained in the ELL file of the student's cumulative record.

ELL students will receive weighted FTE funding for six years. Lack of weighted FTE funding beyond six years does not relieve the district of any obligations to continue to provide services to the ELL student. The district may not claim weighted FTE funding, but will still provide services to the student.

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.

- (1) ACCESS FOR ELLs 2.0**
- (2) FSA ELA**

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.

- (1) ACCESS FOR ELLs 2.0**
- (2) FSA ELA**

JIM NORTON
SUPERINTENDENT



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February 22, 2019

To Whom It May Concern:

Gulf District Schools works in cooperation with the Panhandle Area Educational Consortium (PAEC) to provide ESOL training for teachers who are teaching at least one of our fourteen (14) ELL students.

The Personnel Specialist tracks training needs and works with the Assistant Superintendent of Special Services to schedule ESOL training.

If you have any questions, please contact Martha Weimorts, Assistant Superintendent for Special Services at 850-229-6940 ext. 23126 or mweimorts@gulf.k12.fl.us.

Best regards,

Jim Norton, Superintendent

www.gulf.k12.fl.us

Danny Little
District 1

Brooke Wooten
District 2

Linda Roberts Wood
District 3

Billy C. Quinn, Jr.
District 4

John W. Wright
District 5