

2016-2019

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

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**Rule 6A-6.0905
Form ESOL 100
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The School Board of Polk County, Florida, prohibits any and all forms of discrimination and harassment based on race, color, ethnicity, religion, national origin, sex, age, gender, marital status, disability, genetic information, or other basis prohibited by law in any of its programs, services, activities or employment practices. The Board will provide equal access to its facilities to the Boy Scouts and other identified Title 36 patriotic youth groups as required within 34 C.F.R. 108.9.

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The School Board of Polk County, Florida, Policies 1122, 2260, 3122 and 4122,
Florida Educational Equity Act, Section 1000.05, F.S., Rule 6A-19.000 through 6A-19.010, FAC, Title VII of the Civil Rights Act of 1964, Section 504, Americans with Disabilities Act of 1990 as amended, Vocational Guidelines, Age Discrimination in Employment Act of 1967, Title IX and Boy Scouts of America Equal Access Act 34 C.F.R. 108.9.

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:

Students may register online through the parent portal or at the school site. All students are provided an enrollment packet. Enrollment information is provided in English, Spanish and Haitian Creole. Some enrollment forms may be available in Arabic and Chinese

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

The enrollment procedures for Polk County public schools are the same for ELLs and non-ELLs.

Into what languages are the HLS translated?

The HLS is available in 5 languages: English, Spanish, Haitian Creole, Arabic and Chinese.

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

Parents and students receive language assistance for registration in Spanish and Haitian Creole.

How do you identify immigrant students?

Polk County Public Schools follows the state and federal guidelines to properly identify immigrant students. Immigrant students are those who: (a) are aged 3 through 21; (b) were not born in any state, District of Columbia or Puerto Rico and (c) have not been attending one or more schools in any one or more states for more than 3 full academic years.

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

The Date Entered US School (DEUSS) is obtained during the enrolment process and is included in the enrollment packet.

Please include a link to your HLS.

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): ESOL staff at school site, guidance counselor or other personnel designated by the site administrator

2. Listening and Speaking Proficiency Assessment

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

Online IPT from Ballard & Tighe

WIDA W-APT

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

School staff receives training on compliance procedures to ensure the timely and appropriate placement of ELLs. ESOL Department procedural training and documentation include instructions on the assessment and placement of ELLs. Every Home Language Survey is reviewed and those that contain an affirmative response are duplicated and given to the designated ESOL contact in order to ensure that the Listening and Speaking test is administered within 20 school days of completing the Home Language Survey.

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

Students in grades K-2 who score proficient on the IPT Oral Test are determined not eligible for ESOL services.

Students in grades 3-12 who score proficient on the IPT Oral Test are also given the IPT Reading/Writing Test within 20 school days of the oral test to evaluate English proficiency level and eligibility for ESOL services.

Reading and Writing Proficiency Assessment

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

Online IPT from Ballard & Tighe

WIDA W-APT

WIDA Screener

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

If the assessments are delayed, the following documentation must be provided for each student: the reason for the delay, evidence that the student is provided the programming required for English language learners during the delay and a specific timetable for completing the assessment. This documentation shall be sent to the parent/guardian in their primary language, when feasible, no later than eight weeks (40 school days) after initial enrollment. A copy of the Parent Notification of Assessment Delay letter shall be filed in the student's English Language Learners Records/Forms Envelope which is located in the cumulative records folder.

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 will have a functioning English Language Learner Committee to reflect the definition and requirements of Rule 6A-6.0901. The committee is composed of ESOL teacher(s) and home language teacher (if any), administrator or designee, plus guidance

counselors, social workers, school psychologists or other educators as appropriate for the situation. Parents must be invited to attend any committee meetings.

In the event that the assessments do offer a clear answer in determining a student's eligibility, an ELL Committee shall be convened. The committee shall review the student's academic record holistically and shall consider the assessment results as well as the following criteria:

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview;
- b. Written recommendation and observation by current and previous instructional and supportive services staff if available;
- c. Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
- d. Grades from the current or previous years; and,
- e. Test results from tests other than the assessment according to paragraph (2)(a) of rule 6A-6.0903.

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.

Upon registration, a Programmatic Academic Assessment Form is completed by the school personnel. Staff will seek to document what prior school experiences each new student possesses, by using the student's school records, transcripts, and other evidence of educational experiences to determine a recommended grade level placement. For ELLs with limited or no prior school experience(s) or whose prior records are incomplete or unavailable, placement will be made according to the age appropriate grade level.

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. At the time of registration, an administrator or guidance counselor will complete the Programmatic Academic Assessment form following a thorough review of each student's prior school records and transcripts (when available), parent and/or student interview, results of native language testing, if feasible, and/or other testing. The results of this review will be used to determine grade level placement and eligibility for remediation, gifted or other categorical programs. Credits are awarded for a student's prior education, based on a case-by-case basis.

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 that have completed foreign language courses, including English, may be awarded credit for foreign language.

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

The Senior Coordinator for School Counseling Services, the ESOL Director, and the ESOL Translator together with the school's guidance counselor and the administration will collaborate to evaluate foreign transcripts. The team uses country information available through their respective consulates or education agencies. Other web based services have compiled information on the grade level and grading.

Re-evaluation of ELLs that Previously Withdrew from the LEA

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

Moving from one Florida LEA to another:

Moving from another state to Florida LEA:

Moving from another country to Florida LEA.

ELLs who withdraw to enroll in another LEA should continue receiving ESOL services. School site ESOL staff will contact the LEA and request records to ascertain any changes that may impact the services for the students. ELLs who withdraw to enroll in another state or country for a period longer than one school year and then return and re-enroll, will be reassessed to determine if placement into the English to Speakers of Other Languages program is appropriate. The student's ELL Plan will be updated to reflect any changes in dates and services. Prior data will remain as part of the student's cumulative record.

ELL Student Plan Development

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

The ELL Plan is developed upon enrollment or re-enrollment of an ELL. The guidance counselor, registrar or school ESOL staff member will be responsible for the development or updating of the ELL Plan to ensure accuracy of data.

The ELL Plan will be updated

1. Upon a student's annual review
2. Upon extension of services meeting

3. When an ELL Committee meeting is held and changes in the student's records are made.

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 English Language Learner Plan contains the following elements:

1. School information (school, grade level)
2. Student demographic information
3. Home Language Survey information
4. ELL entry and classification data
5. ELL exit and monitoring data
6. Test data
7. Student schedule and funding

Please include a link to the ELL Student Plan.

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current Florida Department of Education (FDOE) Database Manuals. *(Check all that apply)*

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

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

ESOL Program services offered in Polk County Public Schools are designed to assist ELLs in developing English language proficiency while simultaneously developing their competencies in the other academic areas. The instructional models used in the district are delivered to ensure comprehensible instruction parallel to the state standards. The choice of instructional model is determined through discussion with school site instructional staff and administration and with approval from Assistant Superintendent for Teaching and Learning. ESOL department personnel visit school sites to provide instructional support to administration, faculty and staff and ensure fidelity in the use of the delivery models being utilized at the school site. The number of ELLs at different levels of proficiency will influence the choice of delivery model.

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

All instructional models adopted in Polk County Public Schools are aligned to the Florida Standards. Additionally, ELL delivery models aligned to the English Language Development Standards. Teachers are trained in the use of the WIDA Can-Do descriptors in order to ensure their instruction takes into consideration the student's linguistic needs. Instruction must also be grade appropriate, age appropriate and culturally responsive.

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

ESOL department staff collaborates with other curriculum specialists and school site personnel to monitor and analyze ELLs' performance data to determine appropriate scheduling and support. If it is determined that the model is not having a positive impact, changes in delivery model will be made in consultation with school administration and district level approval.

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

ESOL Department staff works with school site administrators, guidance counselors and teachers to ensure ELLs have equal access to all programs, services and facilities that are available to non-ELLs. ESOL Department staff provide support to schools in ensuring ELLs are placed in the appropriate grade level. ELLs will be considered for placement in Honors, Gifted and AP courses.

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

All teachers are expected to provide instruction using instructional strategies that are effective for ELLs. The use of instructional strategies effective for ELLs is determined through the review of lesson plans, walkthroughs, observations and evaluation visits. Teachers will document the use of instructional strategies effective for ELLs in the district's ESOL Strategies form.

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

The LEA

- District Administrator(s)
- School Level Administrator(s)
- Coaches
- Interventionist

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) IPT Spanish for Dual Language School

LEA/school-wide assessments (Specify) District progress monitoring

Other (Specify) FAIR, Instructional programs assessments such as Reading Wonders, Pearson, Journeys

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

[http://www.polk-](http://www.polk-fl.net/districtinfo/departments/learning/documents/Student%20Progression%20Plan%202016-2017.pdf)

[fl.net/districtinfo/departments/learning/documents/Student%20Progression%20Plan%202016-2017.pdf](http://www.polk-fl.net/districtinfo/departments/learning/documents/Student%20Progression%20Plan%202016-2017.pdf)

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.

Florida Statute 1008.25 addresses reading and requires remediation of deficiencies in grades 1–3. It states “Beginning with the 2002–2003 school year, if the student’s reading deficiency, as identified in paragraph (a), is not remedied by the end of Grade 3, as demonstrated by scoring at Level 2 or higher on the statewide assessment test in reading for Grade 3, the student must be retained.” In addition, this statute specifies the conditions for granting exemptions for good cause. Good Cause Exemptions shall be limited to the following:

1. ELL students who have had less than 2 years of instruction in an ESOL program based on the Date Entered US School.

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.

Any ELL student that has had less than two years of ESOL instruction based on DEUSS requires the review and approval by the school’s ELL Committee, in which the parent must be invited.

- An ELL may not be retained solely due to lack of proficiency in English.
- The ELL Committee will discuss and document committee recommendations, interventions and progress monitoring that will ensure the student has received the appropriate support.

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

Statewide Assessment

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

Statewide content area assessments:

ACCESS for ELLs assessment programs:

Polk County has adopted a No Exemption Policy for the Statewide Assessment Program. School-based administrators are responsible for ensuring that every English language learner participates in Florida statewide assessment program and the ACCESS for ELLs assessment programs. Relevant testing information is disseminated to administrators, teachers and parents.

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)?

Testing coordinators and administrators receive training from District staff on accommodations for English language learners and the administration of statewide assessments.

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.

A student classified as ELL shall continue in the ESOL Program until reclassified proficiency is demonstrated. Proficiency shall be determined through an English Proficiency Assessment and the Florida Standards Assessment. An ELL may also be exited as a determination of the ELL Committee meeting with proper documentation.

Students in grades K-2 may exit by scoring level 4 or higher in listening, speaking, reading and writing and 5 or higher in the composite score of the ACCESS for ELL exam.

Students in grades 3-9 may exit by:

1. Scoring level 4 or higher in listening, speaking, reading and writing and 5 or higher in the composite score of the ACCESS for ELL exam. And
2. Scoring satisfactory in the Florida Standards Assessment

Students in grades 10-12

1. Scoring level 4 or higher in listening, speaking, reading and writing and 5 or higher in the composite score of the ACCESS for ELL exam. And
2. Scoring satisfactory in the Florida Standards Assessment or an equivalent concordant score

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) 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?

The ELL Committee will make exit decisions when the exit criteria are insufficient to make an exit decision. The ELL Committee may also be convened at the request of parents, teachers or other instructional personnel to review the student placement.

The ELL Committee will review all available academic and other relevant information and will recommend that the student either continue to receive ESOL services or that the student exit the ESOL Program and receive all instructional services through the regular Program.

Academic and relevant information should include:

- Language proficiency scores
- Academic performance data (grade level)
- Writing samples that demonstrate proficiency and performance in English
- Performance on norm referenced standardized English test
- Grades in mainstream classroom
- Teacher's written comments on the student's classroom performance based on documentation and data

All academic and relevant information must be gathered within 30 days of the scheduled ELL Committee meeting. All committee meeting will be documented in the student's ELL Plan and in the ELL Committee meeting minutes. ELL Committee meeting documentation must include two of the five state approved criteria listed below.

- a. extent and nature of prior educational and social experiences; and student interview;
- b. written recommendations and observations by current and previous instructional and supportive services staff;
- c. level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
- d. grades from the current or previous years;
- e. test results from tests other than the statewide English Language Proficiency Assessment.

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period. An ELL student meets exit criteria in the middle of the grading period shall be exited from the program and the decision documented in the student's ELL plan. If schedule changes are necessary, they may be done at the end of the grading period to ensure adequate transition.

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?

The ELL contact person at the school, teacher, guidance counselor

Updating the student ELL plan?

The ELL contact person at the school

Reclassification of ELL status in data reporting systems?

The ELL contact person at the school and terminal operator.

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

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

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

If a former English learner under the two-year monitoring is not performing on grade level:

- a. An ELL Committee meeting will be convened.
- b. The ELL Committee will review report cards, performance on district/state assessments, Classroom performance and parent/teacher input.
- c. Based on the information gathered, the ELL Committee may determine that the student continues in the regular program or to be reclassified as an English language learner and reenter the program.
- d. The ELL Committee may also determine that the student should be referred for further evaluation.

Compliance of ELL Plan and Student Performance

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

The ESOL Department in consultation with the Teaching and Learning division and the Assessment and Accountability Department monitors the compliance and student performance. ESOL Department staff is assigned to specific school sites to provide support and assistance in identifying and meeting the needs of ELLs. ESOL staff is required to maintain site visitation logs detailing the purpose of the visit, the people visited, recommendations and follow-up steps. ESOL Department staff is required to meet with school administrators to discuss their visits and support for the schools.

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

The approved District ELL Plan is posted on the ESOL Department's website at www.polk-fl.net. School sites have access to the electronic version through the district's SharePoint. Hard copies are provided upon request.

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

Information regarding the requirements and procedures delineated in the District's ELL Plan are disseminated to district and school site personnel. All services, trainings and information provided by ESOL Department staff is aligned to the District's ELL Plan.

Section 8: Parent, Guardian, Student Notification and Rights

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

Interpreters are used as needed in order to ensure effective communication with the families at the beginning of the school year. Interpreters are available whenever possible at the time of registration to assist families with the registration process. Likewise, schools may contact the ESOL translator to

arrange for interpretation services for any ELL Committee meetings and/or parent/teacher conferences if an interpreter is not available at the school site. When feasible, documents are provided to parents in a language they understand.

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 ESOL Department collaborates with Title I, ESE, Early Childhood and other district departments to increase the engagement of parents in their children's education. The ESOL Department will coordinate regional parent meetings and trainings held at school sites or the one of the District's Parent Resource Centers. Parents receive district information and resources to help support their students' education in their language when feasible. All parent meetings have interpreters to provide native language assistance and information.

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.):

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

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

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

- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements

- Disciplinary forms
- Information about the Florida Standards and the English Language Development (ELD) Standards
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Report Cards*
- Other (Specify) _____

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

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.

The Parent Leadership Council is established at the District level. Parents, administrators, teachers, bilingual education paraprofessionals and other members of the school staff will be instrumental in the establishment of the Parent Leadership Council. The purpose of the District Parent Leadership Council is:

- To promote the welfare of English language learners in the schools
- To ensure that English language learners are achieving their full potential
- To develop positive, professional relationships between the parents, school personnel and District personnel that promote collaboration
- To provide training opportunities and information that will empower parents to become active participants in their child's education
- To provide input prior to submitting the District's English Language Learners Plan to the Florida Department of Education

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

The ESOL PLC is informed and encouraged to participate in other LEA committees such as District Parent Teacher Association (PTA) committee, District Advisory Council, school-based Parent Teacher Associations (PTA)/ Parent Teacher Organization (PTO) committees, and the School Advisory Councils.

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

Members of the ESOL PLC are given copies of the District's ELL Plan. The ESOL PLC provide any proposed changes to the plan. Questions and/or concerns regarding the plan are brought to the ESOL

Department and ESOL PLC for discussion and clarification. All parts of the District ELL Plan are aligned to state and federal rules and guidelines.

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 ESOL TRST for ESOL Compliance Courses in collaboration with the Human Resources Department and Teacher Certification Department and the site administrator notifies teachers of their required ESOL training and the training opportunities available to remain on compliance.

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 ESOL TRST for ESOL Compliance Courses in collaboration with the Human Resources Department and Teacher Certification Department and the site administrator notifies teachers of their required ESOL training and the training opportunities available to remain on compliance.

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 ESOL TRST for ESOL Compliance Courses in collaboration with the Human Resources Department and Teacher Certification Department and the site administrator notifies teachers of their required ESOL training and the training opportunities available to remain on compliance.

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

- The District Certification office will annually identify Out-of-Compliance English to Speakers of Other Languages teachers in all three categories by using the SAP English to Speakers of Other Languages Audit Report.
- The District Certification Office will send Principals the names of the Out-of-Compliance English to Speakers of Other Languages teachers.
- Principals will personally address the issue with each teacher. Teachers will be allowed two weeks to dispute and resolve the finding prior to the distribution of the Notification of Out-of-Compliance Letter.
- The District Certification Office will distribute the Notification of Out-of-Compliance Letters to Principals.
- Principals will personally meet with each teacher to read and sign the notification.
- Principals will return (as a packet) all the signed Notification of Out-of-Compliance Letters for his/her school within two weeks of the date on the letters.

- The ESOL Department will prepare a training schedule to meet the needs of the District and notify each Out-of-Compliance English to Speakers of Other Languages teacher of the schedule.
- Teachers who receive a Notification of Out-of-Compliance Letter must document proof of completion of compliance requirements within one school year (from the date on the letter.)
- Teachers who do not document compliance within the one school year grace period will be reclassified as Out-of-Compliance English to Speakers of Other Languages Provisional Substitute Teachers.
- Out-of-Compliance English to Speakers of Other Languages Provisional Substitute Teachers will be reclassified to Regular Teacher status effective the first workday after documenting completion of all requirements to bring their English to Speakers of Other Languages Plans of Study into compliance.
- Out-of-Compliance English to Speakers of Other Languages Provisional Substitute Teachers who do not achieve compliance within the one school year grace period will be terminated from employment with the Polk County School District and will be ineligible for hire as a teacher until they either add the English to Speakers of Other Languages endorsement, or completed the necessary training 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.

Administrators are notified by the ESOL TRST for ESOL Compliance Courses of their 60-hour ESOL Course requirement. The district's database system identifies employees who are in need of ESOL training and the compliance date. Once the course is complete, the records are updated in the professional development system.

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

Guidance Counselors are notified by the ESOL TRST for ESOL Compliance Courses of their 60-hour ESOL Course requirement. The district's database system identifies employees who are in need of ESOL training and the compliance date. Once the course is complete, the records are updated in the professional development system.

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

The ESOL Department offers supplemental professional development in the following areas:

1. ELL data interpretation to guide instruction: instructional staff providing services to ELLs need to understand the data regarding English learners' performance to guide their instruction in a way that meet their unique needs.
2. Instructional strategies that are effective for ELLs: In addition to the whole group instruction, English learners need additional support in order to ensure understanding of the material being taught. Instructional strategies are most effective when delivered according to the subject matter and the linguistic ability of the students. Teachers need assistance determining what strategies are best applied at different levels of language proficiency and across content areas.
3. Instructional delivery models: Instructional staff need training on the proper selection and implementation of ESOL delivery models. Polk County public schools uses three delivery models across the district, mainstream with ESOL support, sheltered instruction and dual language. Teachers

and other instructional staff need training on how to implement the model with fidelity and ensure ELLs academic success.

4. WIDA Standards and the use of WIDA's "Can-Do Descriptors: The newly adopted WIDA standards present an opportunity to streamline and fine tune the instructional support for ELLs across the content areas. Teachers and other instructional staff need training in understanding the WIDA standards, the benefits of the model as well as how embed the standards and the "Can-Do Descriptors" to their instructional delivery and support of ELLs.

5. Universal Design for Learning (UDL): The "Every Student Succeeds Act" incorporates the use of Universal Design for Learning principles. UDL promotes the use various instructional strategies taking into considerations diverse learners. Teachers and other instructional staff need training on how to apply the principles delineated by UDL to ensure ELLs are receiving instruction that meet their needs and promotes their academic success.

6. The use of technology in the classroom: Instructional staff will receive training on how and when to use technology to supplement and enhance their instruction of English learners.

7. The use of supplemental instructional materials to support ELLs: In order to ensure the proper use of the resources acquired through Title III, training will be provided the instructional staff using the resources. The training will include the understanding of the features and benefits of the resource and the proper use at different level of English language proficiency.

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.

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 eligibility criteria for bilingual paraprofessional are:

- Bilingual
- Graduation from an accredited high school and sixty (60) or more credit hours or an Associate's degree from an accredited college, or a passing score on the Para Pro exam required.
- Ability to understand written and oral instructions, to speak and write coherently
- Ability to keep records and make simple reports
- Ability to work cooperatively and act professionally with other school personnel and parents

The bilingual paraprofessional provides native language instructional assistance in basic subject areas under the teacher's direction. Functions as a liaison between the school, teacher, students and parents. Assists in communication between school personnel and parents. Provides instructional support for vocabulary learning and regular lesson reinforcement under the teacher's direction. Assists in gathering student materials for required screenings and assessments. Participates in program inservice activities.

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

ESOL Department staff provides training for bilingual paraprofessionals on the use of instructional strategies effective for ELLs. They also receive training on collaborative strategies to work and support the classroom teacher. Sign-ins, agendas and documentation are kept by the staff as evidence of the trainings offered.

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

School sites are responsible for the interview and hiring decisions of bilingual paraprofessionals. Interviewers may ascertain a candidate's oral and written proficiency through the selection and interview process.

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

The letter is 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.

If a student is classified as ELL after being enrolled in the ESOL program for three (3) years, the ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency. The English Language Learners Committee shall be convened no earlier than 30 days prior to the third anniversary of the student's initial enrollment date, and no later than the anniversary date. This process shall be completed annually thereafter. Any student being considered for extension of services shall be assessed on at least one department-approved assessment instrument. The assessment shall be administered no earlier than 30 school days prior to the student's anniversary date. If the student's anniversary date falls between the administration of the ACCESS 2.0 for ELLs a given school year and October 1 of the following school year, the student's ACCESS 2.0 for ELLs and applicable Florida Standards Assessment (FSA) scores will suffice, and a more recent assessment is not required.

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 2.0 for ELLs

Online IPT from Ballard & Tighe

WIDA W-APT

WIDA Screener

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.

ACCESS 2.0 for ELLs

Online IPT from Ballard & Tighe

WIDA W-APT

WIDA Screener