



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

DIVISION OF PUBLIC SCHOOLS
Highest Achievement...Every Student, Every Day.

July 1, 2022

Ms. Monica Broome
Florida State University Schools/FSU Lab School
3000 School House Road
Tallahassee, Florida 32311

Dear Ms. Broome,

The Florida State University Schools/FSU Lab School English Language Learner (ELL) Plan has been approved for implementation. This approval applies from July 1, 2022, through June 30, 2025. The approved plan must be implemented as approved. The plan may be revised through an amendment; however, such a revision may not be implemented until the amendment has been approved by the Florida Department of Education. Amendment requests may be emailed to SALA@fldoe.org.

Please share this approval letter with FSU Lab School leadership team and other interested personnel. Thank you for your continued commitment to student achievement through language acquisition. If you have any questions, please feel free to contact me.

Sincerely,

Dr. Arlene Costello

Arlene Costello, Ed.D.
Bureau Chief, Student Achievement – Language Acquisition
Florida Department of Education
325 West Gaines Street Suite 1324
Tallahassee, FL 32399
850-245-0628 Office

District English Language Learners (ELL) Plan

Contact Person: Monica Broome

LEA: Florida State University Schools/FSU Lab School

Email: mbroome@fsu.edu

Phone: 850-248-3800



FLORIDA STATE UNIVERSITY SCHOOLS, INC.

3000 School House Road

Tallahassee, FL 32311

(850) 245-3700 FAX (850) 245-3737

www.fsus.school

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FSUS Mission

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January 10, 2022

Dear Bureau Chief Eplin:

Please accept the letter as assurance that Florida State University Schools is in compliance with all ESOL training requirements.

Sincerely,

DocuSigned by:

Dr. Chambers
EA1556FE0F724B0
Dr. Stacy Chambers
Chief Operating Officer
Florida State University Schools

Date Received by FDOE

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

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| | | |
|---|--|--|
| (1) NAME OF THE DISTRICT: | (2) CONTACT NAME/TITLE: | (3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS: |
| Florida State University Schools | Monica Broome/Director of Exceptional Student Education and District ELL Coordinator | mbroome@fsu.edu |
| (4) MAILING ADDRESS: 3000 School House Road Tallahassee, Florida 32311 | | (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.

Dr. Chambers 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.

DocuSigned by:

Dr. Chambers

1/24/2022 | 1:52 PM EST 02/08/2022

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: Monica Broome

Contact Information for District PLC Chairperson:

Mailing address: 3000 School House Road, Tallahassee, Florida 32311

E-mail Address: mbroome@fsu.edu Phone Number: 850-245-3800

Date final plan was discussed with PLC: 11/14/2019

Signature of the Chairperson of the District PLC

DocuSigned by:

Monica Broome

2/14/2022 | 7:57 AM EST

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, Dr. Chambers, 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.

DocuSigned by:

FA1556FE0F724B0...

Superintendent's Signature

1/24/2022 | 1:52 PM EST

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:

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

FSUS includes a Home Language Survey with student registration forms. This form is completed upon initial enrollment of a student by the parent or guardian. Parents of students who answer “yes” to any of the three HLS questions and/or meet the definition of ELL, are advised that the student will need an aural/oral language assessment of English proficiency to determine eligibility and placement in the district’s ELL program. If any of the three questions are answered “yes”, the registrar notifies the school’s ELL coordinator and the student is given the IPT.

Into what languages are the HLS translated?

The HLS is available in Spanish.

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

Bilingual staff is available at the school to assist parents when necessary and whenever feasible.

How do you identify immigrant students? N/A

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

The registration form includes a question to the parents asking parents who answered “yes” on the HLS to provide the DEUSS. If parents do not provide the DEUSS, personnel reviews records received from previous schools and document the earliest documented found as the DEUSS for the student.

Please include a link to your HLS.

<https://docs.google.com/document/d/1jO9lFhaoHxks8yrtAgNnEqgAVoLZFSaLbZ5lBlBsh9o/edit?usp=sharing>

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)

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. **(IPT)**

| Name of Listening and Speaking Instrument(s): | INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE | | | |
|---|--|------------------------|--------------------------|----------------------------------|
| | Grade Level | Raw Score [®] | Scale Score [®] | National Percentile [®] |
| Idea Oral Language Proficiency Test, IPT-I | K-Initial ID | | C (LES) | 73 |
| IPT-I | K-2 | | D (LES) | 63 |
| IPT-I | 3-6 | | D (LES) | 64 |
| Idea Oral Language Proficiency Test, IPT-II | 7-12 | | E(LES) | 54 |

1. (A raw score represents the number of points a student received for correctly answering questions on a test.
2. A scale score is a raw score that has been converted to a scale. The conversion table provided by the test publisher should be used to report the scale score if the test results are not provided in terms of a scale score.
3. A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual

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

Admissions immediately provides the ELL Coordinator with a copy of the HLS of all new students with at least one "yes" answer to ensure students are assessed within 20 school days of initial enrollment. K-2 students who score proficient on the Listening and Speaking assessment are classified as non-ELLs (ZZ). However, upon request of a parent or teacher, a student who is determined not to be an English Language Learner may be referred to an ELL Committee. The parents' preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision.

3-12 students who score proficient on the Listening and Speaking assessment are assessed using the IPT reading and writing test no later than 20 school days after the oral assessment. If they score at or below the 32nd percentile on either reading or writing, they are classified as ELLs.

Reading and Writing Proficiency Assessment

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

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?

The ELL Committee convenes upon request of a parent or teacher to discuss entry/placement. Parents must be invited using the Parent Notice of ELL Committee Meeting invitation and the parents' preference shall be considered in the final decision. The ELL Committee shall review the student's academic record holistically and may determine a student to be an English Language Learner by considering the following criteria in addition to the initial placement testing: prior educational or academic experience, social experience, student interview, grades from current or previous years, and test results other than the IPT, FSA, FCAT, and ACCESS 2.0. The ELL Committee will make a decision supported by at least two of these criteria.

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.

A programmatic assessment process is in place to determine appropriate grade placement and academic programs for ELLs. School personnel review the following data to the extent that it is available: parent interview regarding educational history, school paperwork, report cards and transcripts, student interviews, assessment of current content area abilities, and chronological age. The information on the form is reviewed and a decision for placement is made. FSUS Lab School requires parents to provide the previous year's academic records for the selected student before they are accepted into the school.

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.

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).

A programmatic assessment process is in place to determine appropriate grade placement and academic programs for ELLs. School personnel review the following data to the extent that it is available: parent interview regarding educational history, school paperwork, report cards and transcripts, student interviews, assessment of current content area abilities, and chronological age. The information on the form is reviewed and a decision for placement is made. FSUS Lab School requires parents to provide the previous year's academic records for the selected student before they are accepted into the school. Credits are awarded for a student's prior education based on a case by case basis. Students who 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?

A programmatic assessment process is in place to determine appropriate grade placement and academic programs for ELLs. School personnel review the following data to the extent that it is available: parent interview regarding educational history, school paperwork, report cards and transcripts, student interviews, assessment of current content area abilities, and chronological age. The information on the form is reviewed and a decision for placement is made. FSUS Lab School requires parents to provide the previous year's academic records for the selected student before they are accepted into the school. Credits are awarded for a student's prior education based on a case by case basis. Students who have completed foreign language courses, including English, may be awarded credit for foreign language.

Re-evaluation of ELLs that Previously Withdrew from the LEA

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

ELLs who leave the district for another state or country for a period longer than 150 school days and then return and re-enroll, should be reassessed for English language proficiency due to an interruption of ELL services. The result of this reassessment of the student data will determine the appropriate re-classification status and the original entry date and test date will be reflected in the ELL plan. All prior documentation shall be maintained in the ELL plan and/or cumulative folder with an explanation of new data. If a student has been withdrawn but attended another Florida school district, no interruption of ELL services should occur.

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.

After testing is complete, and/or ELL Committee meetings convened, the ELL Coordinator will gather the data collected and create an ELL plan for each student. The ELL Coordinator will enter the data and upload the ELL plan to FOCUS.

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 parent/guardian is first notified of the plan meeting through a parent notification letter that is in English and Spanish. Parents will be given two written notifications. Once the meeting is in session, the ELL committee will review the progress monitoring and assessment data to ensure that the proper support needed for the student is in place. The ELL Coordinator as well as all of the student's individual teachers are responsible for overseeing the daily implementation of the specific accommodations and additional support needed by the student. The ELL Coordinator is also responsible for the annual development of a new, updated ELL plan at the beginning of each school year, or as the individual needs of the ELL student change.

Please include a link to the ELL Student Plan.

<https://drive.google.com/file/d/15qOMetvoAu0NqMMKXFe9gcqiyMdn8xQ/view?usp=sharing>

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.

K-12 services will be provided to address language needs with comprehensible instructional strategies that include, but are not limited to:

- 1. Individualized instruction**
- 2. Cooperative learning**
- 3. Utilization of computer-assisted instruction**
- 4. Integration of language and content**
- 5. A variety of audio-visuals, illustrations, tapes and videotapes.**
- 6. PowerPoint and Smart Board/Newline technology**
- 7. Individualized tutoring**

The instructional program is designed to meet the cognitive and affective needs of ELL students. Elementary and secondary students will receive instruction in the general education classroom. Instructional strategies for ELL students will be documented and kept in the student's ELL plan folder and with the teacher's lesson plans. To ensure fidelity, the ELL Coordinator will conduct spot checks or walk-throughs when possible.

In addition, the ELL Coordinator will collect the ELL strategies documentation and quarterly progress monitoring reports from the ELL teachers at the end of the current school year.

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

ELLs receive instruction using ELL Instructional Strategies. Administrators are responsible for monitoring the implementation and documentation of ELL strategies by the classroom teacher. Evidence is obtained during classroom observations, evaluations, and classroom walk-throughs. Review of documentation in lesson plans, evidence of appropriate use of materials and audiovisuals, and review of FOCUS notations. Teachers of ELLs document the ELL strategies used by utilizing the District's ELL strategy sheet or the ELL Plan.

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

ELL's academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff reviews instructional models success through teacher observations, ELL participation, attendance, grades, teacher input, and ACCESS for ELL assessment.

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

ELL students are assured equal access to all programs and facilities through monitoring by teachers and school and district level administration. Administration meets with teachers to ensure all students are provided equal access whether they are ELL or non-ELL student. Evidence is obtained during classroom observations, annual formal evaluations, and classroom walk-throughs. In addition, the documentation can be reviewed in the teacher's lesson plans which also may include evidence of appropriate use of materials and/or audiovisuals, and a review of FOCUS notations. A schedule will be maintained for all ELL instruction in the regular classroom setting. ELL students will be offered the same schedule of courses as non-ELLs.

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

The specific ELL Strategies that are used by specific teachers are documented on the ELL Strategy sheet or the ELL Plan throughout the school year. In addition to the ELL coordinator doing spot checks and walkthroughs, an assigned school administrator will also check for compliance at the time of formal observation, which includes a post conference with the teacher.

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

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans, which are checked by school administrators during ongoing classroom walk-throughs, formal and informal teacher evaluations. In addition, school administrators, counselors and ELL coordinator will meet with the teacher(s) of ELL students to conduct reviews for monitoring the appropriateness of the student's progress. 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 progress monitoring tools.
- C. Monitoring of the student's performance on Statewide Assessments.
- D. Classroom observations

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.

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans, which are checked by school administrators during ongoing classroom walk-throughs, formal and informal teacher evaluations. In addition, school administrators, counselors and ELL coordinator will meet with the

teacher(s) of ELL students to conduct reviews for monitoring the appropriateness of the student's progress. 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 progress monitoring tools.
- C. Monitoring of the student's performance on Statewide Assessments.
- D. Classroom observations

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): iReady and STAR 360
- Native Language Assessment (Specify) _____
- LEA/school-wide assessments (Specify): FSA/FCAT/EOC
- Other (Specify) _____

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.

<https://drive.google.com/file/d/11Zwl-0S3G9p3tBvAHUIh4rRnDOHah462/view?usp=sharing>

- 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.

ELLs who have had less than two years of instruction (based on DEUSS) in an English Language Learners (ELL) program are eligible for Good Cause Exemption. The ELL Committee must be convened and the recommendation to exempt the student from promotion criteria must be included in the ELL Committee Meeting Summary. It is

submitted to the administrator and recommendation is made. Parents are invited to all committee meetings, in writing, prior to an ELL Committee meeting being held.

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.

The ELL Committee must be convened and the recommendation to exempt the student from promotion criteria must be included in the ELL Committee Meeting Summary. It is submitted to the administrator and recommendation is made. Documentation may include: baseline data, district tests, and ACCESS 2.0 scores.

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 District Assessment Coordinator ensures that all students are tested with the appropriate accommodations that have been addressed in each student's ELL plan. Students are identified and verified by ELL staff and MIS director.

Statewide content area assessments:

All ELLs will participate in statewide assessments. The ELL Coordinator works with the District Assessment Coordinator and teachers to ensure that all ELLs participate in the statewide assessment program and are provided appropriate testing accommodations.

ACCESS for ELLs assessment programs:

Students coded LY by the first day of the ACCESS for ELLs test administration are tested for language proficiency. ACCESS for ELLs is a paper-based assessment for Grades 1–12. Students are administered the Speaking section of the test one-on-one with a teacher; the Listening, Reading, and Writing sections may be administered in a group setting, depending on the Tier level. Kindergarten ACCESS for ELLs is a paper-based assessment for Kindergarten where students are administered all sections of the test, one-on-one with a teacher.

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)?

School based testing administrators
ELL Coordinator
Teachers administering assessments

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 and teachers are notified of appropriate testing accommodations, which are also visible in FOCUS on the student's record. A testing calendar is available on the district's website. The calendar is updated or revised as testing schedules are updated by the state or by the district. Prior to the assessment dates, parents are notified of all statewide testing policies and mandates. A letter is sent to parents of ELLs explaining the allowable testing

accommodations, which also contains specific language for flexible setting options. Parents have the right to choose the flexible setting during testing. Parents are notified of outcomes on assessments through individualized student score reports which indicate the performance level of the student as well as interpretive guides.

Please provide links to communications in parents' languages.

https://drive.google.com/file/d/1H0DU_puGbxARuRzjxuAKW8YnD1XMa9gF/view?usp=sharing

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

Exit criteria is based on assessment scores per 6A-6.0903. For students taking the Kindergarten ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H. For students in grades 3-10 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level of at least 3 on the FSA ELA assessment. The exit code is I.

For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and a score on the FSA ELA of 3 or higher or passing concordant score on the SAT or ACT. The exit code is J.

ELLs can also be exited at any given time during the school year, upon request of the parent, teacher, counselor, or administrator, through ELL Committee recommendation.

Once the student meets exit criteria, the ELL coordinator changes the student code from LY to LF, and student is monitored for two years. Parents are notified of exit through a letter.

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) _____

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

If assessment results do not fully capture the student's academic or linguistic needs, an ELL committee may be convened where input from parents, teachers and support staff is discussed and placement decisions made. An ELL Committee may recommend that the student be exited from the program with consideration of other data than statewide assessment. An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency. The student may have another documented disability that is being met through an IEP or other student plan.

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

ELLs can also be exited at any given time during the school year, upon request of the parent, teacher, counselor, or administrator, through ELL Committee recommendation.

Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)

During the required two-year monitoring period, what is the title of person(s) responsible for:

Conducting the follow-up performance of former ELLs?

Classroom teachers and ELL Coordinator

Updating the student ELL plan?

ELL Coordinator

Reclassification of ELL status in data reporting systems?

The ELL Coordinator and the ELL Committee are responsible for reclassification ELL students, updating the student plan, and ensuring the placement of ELL students in educational settings. The school principal and ELL Coordinator shall supervise the collection and monitoring of progress through data. The MIS Director will oversee that the data entry for ELL students is appropriately completed.

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 unsatisfactory progress continues, the ELL Committee must convene to discuss appropriate alternatives for each individual student. These may include reclassification as an ELL student or increased support through the MTSS process. (Per Consent Decree guidelines, reviews will occur during 1st report card after exiting the ESOL program; at the end of the 1st semester; at the end of the first year; and at the end to the second year.)

Compliance of ELL Plan and Student Performance

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

Student progress is monitored in FOCUS. Assessment results and targeted skills are also kept in the student's ESOL folder and monitored throughout the course of the school year in order to demonstrate mastery of key English language acquisition concepts. The person responsible for maintaining these records is the ELL Coordinator.

Teacher training records are monitored for compliance with ESOL requirements by the Director of Teacher Education.

Student ELL plans and schedules are updated annually and monitored by the ELL coordinator to ensure that ELLs are being provided the appropriate program.

Comprehensible instruction is monitored through classroom observations and review of teacher lesson plans.

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

The District ELL Plan can be found on FSUS' website.

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

The District Plan serves as a blueprint for ELL Services at FSUS. The ELL Coordinator monitors compliance and implementation of the District Plan by collaborating with parents, teachers, counselors and school administrators.

Section 8: Parent, Guardian, Student Notification and Rights

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

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);
7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance—

- a. detailing the right that parents have to have their child immediately removed from such program upon their request;
- b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
- c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

To meet ESSA compliance, FSUS notifies parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those students identified as ELLs during the school year, FSUS shall notify the parents during the first 2 weeks of the student being placed in ESOL. Parents will be notified by letters, maintained in student folders and in FOCUS.

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

When necessary, written and oral communication between school and home shall be in the home language of the parent unless clearly not feasible. In such cases, in-school translators will be provided or parents are asked to bring a translator. FSUS and FSU personnel are available to assist with school-home communication.

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.

Parents of ELL students shall be provided opportunities to participate in various committees and parent organizations. Forms of notification concerning councils and educational services and programs are as follows:

1. Personal contact by school staff
2. Parent conferences at school
3. Newsletters and calendars sent home
4. PTSA meetings
5. Dissemination of material during registration and Open House
6. Planned parent-administrator orientations and conference meetings
7. General training opportunities for parents
8. ESOL Parent Leadership Council meetings

Provisions shall be made to communicate oral and written information in the home language of the parent if necessary by relying on school and FSU personnel.

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.):

<https://fi02000908.schoolwires.net/Page/1114>

- 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 ELL Coordinator schedules parent conferences regarding academic progress, if requested.

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 goals of the FSUS PLC are to acquaint parents of ELLs with school personnel and services available; provide parents of ELLs with an opportunity to take an active role in the decisions that affect the education of their children and to consult with school personnel and give input on goals related to the program.

https://docs.google.com/presentation/d/11WeslKN2FliLHfe_01wIc7VZacCATmep/edit?usp=sharing&coid=105464776144093154803&rtpof=true&sd=true

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.

Due to the small number of ELLs in our district, there are very few ELL parents in the PLC, but other district staff serve as advocates for our ELLs.

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

Parents of ELL students are provided opportunities to participate in various committees and parent organizations. Forms of notification concerning councils and educational services and programs are as follows:

1. Personal contact by school staff
2. Parent conferences at school
3. Newsletters and calendars sent home
4. PTSA meetings
5. Dissemination of material during registration and Open House
6. Planned parent-administrator orientations and conference meetings
7. General training opportunities for parents

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

FSUS hosts ELL parent meetings during the school year. During our meetings, the established PLC has opportunities to review the ELL Plan and make the desired changes. If changes need to be made, we will add an amendment to the District 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 Director of Teacher Education requires all new FSUS employees to submit ELL compliance documentation. If teachers are not in compliance, they are required to attend training offered by NEFEC or use the tuition waiver for University classes. Each teacher has a file located in the main office listing the courses already taken and what is needed.

Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

The Director of Teacher Education requires all new FSUS employees to submit ELL compliance documentation. If teachers are not in compliance, they are required to attend training offered by NEFEC or use the tuition waiver for University classes. Each teacher has a file located in the main office listing the courses already taken and what is needed.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

The Director of Teacher Education requires all new FSUS employees to submit ELL compliance documentation. If teachers are not in compliance, they are required to attend training offered by NEFEC or use the tuition waiver for University classes. Each teacher has a file located in the main office listing the courses already taken and what is needed.

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 Director of Teacher Education presents any teacher out of compliance to the School Board. Parent notification letters are also sent home with any student if he/she is placed in a classroom with a teacher out of compliance. Notification of teacher status is sent to the MIS Director for FTE reporting purposes.

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.

If school-based administrators are not in compliance, they are required to attend training offered by NEFEC or use the tuition waiver for University classes. Each school-based administrator has a file located in the main office listing the courses already taken and what is needed.

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

If School Counselors are not in compliance, they are required to attend training offered by NEFEC or use the tuition waiver for University classes. Each School Counselor has a file located in the main office listing the courses already taken and what is needed.

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 ELL Coordinator meets with instructional staff to disseminate standards and best practices. In addition, the ELL Coordinator includes ELL information in the weekly newsletter to all faculty and staff.

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

Instruction within all classes, other than our Foreign Language courses, are provided 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.

Bilingual paraprofessional applicants must be fluent in English and at least in Spanish as determined by an interview. The job description includes but is not limited to: participation in inservice activities involving program procedures, curricular and assessment modifications and tutoring strategies, becoming a member of the ELL Committee and actively participate in developing the student plan, providing instructional support in helping students with English concepts and skills, acquainting parents with the ELL program and services available at FSUS.

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

Bilingual Paraprofessionals are provided with inservice on an ongoing basis during pre-planning, orientation, early release days, ESOL meetings that focus on topics such as the ESOL Consent Decree, student identification and assessment procedures, parent involvement, curriculum development and accommodation, and strategies for working with ELLs.

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

Applicants for Bilingual Paraprofessional positions at FSUS must show language fluency through an interview in at least Spanish.

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

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.

The ELL Coordinator will review files to identify ELLs who need reevaluations based on their DEUSS date. An ELL committee is convened prior to the DEUSS and up to the actual DEUSS. The committee will consider all criteria and will document at least two of the following: prior educational or academic experience, social experience, student interview, grades from current or previous years, and test results other than the IPT, FSA, FCAT, and ACCESS 2.0.

Listening and Speaking Proficiency Assessment

List the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

ACCESS for ELLs and IPT

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 for ELLs, IRW, and FSA ELA