

2016-2019

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

Contact Person: Katty Chois
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**Rule 6A-6.0905
Form ESOL 100
(February 2016)**

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

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT: <i>Pasco</i>	(2) CONTACT NAME/TITLE: <i>Katty Chois Program Coordinator</i>	(3) CONTACT PHONE NO (EXT.): <i>813-794-2544</i> EMAIL ADDRESS: <i>kchois@pasco.k12.fl.us</i>

(4) MAILING ADDRESS: <i>7227 Land O' Lakes Blvd. Land O' Lakes, FL 34638</i>	(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:
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(6) CERTIFICATION BY SCHOOL DISTRICT

The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.

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

Signature of Superintendent or Authorized Agency Head Approval

Date Signed

Date of Governing Board

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

Name of Chairperson representing the District ELL PLC: *Katty Chois*

Contact Information for District PLC Chairperson:
Mailing address: *7227 Land O' Lakes Blvd. Land O' Lakes FL 34638*

E-mail Address: *kchois@pasco.k12.fl.us* Phone Number: *813-794-2544*

Date final plan was discussed with PLC:

Signature of the Chairperson of the District PLC Chairperson

Date Signed by PLC

**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;
- 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, Kurt Browning , do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Superintendent's Signature

Date Signed

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

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

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

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

Upon student registration, the Home Language Survey (HLS) is completed by the parent or guardian.

- If the family answers yes to only question 1, a phone call should be made to inquire if the student speaks another language. If the answer is no, it is documented on the HLS and testing is not required.
- If 2 or more questions are answered yes, then the student will need to be screened for ESOL eligibility.
- Compliance Resource Teachers need to check the records for any student who is transferring from another Florida county school to verify ELL status in the previous county.

Any new student who has 2 or more Yes answers on the HLS will need to be screened with the IPT online Oral assessment within 20 days of enrollment. IPT online consists of an Oral screener, a reading test, and writing test.

- *Students in grades K – 2 will be screened using the Oral assessment of the IPT online.*
 - *If the oral score is fluent the student is found ineligible.*
 - *If the oral score is limited or beginning, the student is eligible for ESOL services*
- *Students in grades 3-12 will be screened using the Oral, Reading and Writing Assessments of the IPT online.*
- *If the Oral score is limited or beginning, the student is eligible for ESOL services.*
- *If the Oral score is fluent English Speaking, then the student needs to take the Reading and Writing assessments within 20 days of the date Oral was administered. DO NOT USE THE TEST DESIGNATION ON THE SCORE REPORT TO PLACE STUDENTS.*
- *If the student scores above 32% on the Reading and Writing the student is ineligible for ESOL services*
 - If the student scores below 32% on the Reading and/or Writing the student is eligible for ESOL services.*

Into what languages are the HLS translated?

Spanish. Additional languages are interpreted through Optimal.

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

The school secretary contacts the interpreter on site or at a local school. If that option is not available, the compliance staff member or guidance staff will bring the parent to an office and contact Optimal to translate in the native language.

How do you identify immigrant students?

Immigrant students are identified through the same process noted above. The term immigrant children and youth means individuals who:

- (A) are ages 3 through 21; and
- (B) were not born in any State, the 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.

This information is captured during the registration process. The Date Entered a United States School (DEUSS) is also captured and the student's immigrant code is Y, per the data elements Immigrant Student (131785) and Date Entered United States School (197237).

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

The compliance staff review the home language survey and student records. The date the student first entered a school in the US is documented as the DEUSS Date. Dates after October 1st and are in their 4th, 5th, and 6th year, will need an annual entire IPT Reevaluation. This IPT must be administered within 1 month of their DUESS date.

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 Resource Teachers
- Other (Specify) Kathy Zielinsky Supervisor of Compliance

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.

IPT

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

The compliance staff is trained prior to the students first day of school. The registrar and compliance staff meet to discuss the process once the Home Language Survey is complete. The compliance staff review the completed survey and follow the enrollment process above. At the 10 day point, a reminder email is sent to compliance staff regarding the 20 school day requirement and support is offered if staff need assistance with meeting the deadline.

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 who score proficient on L/S in K-2 are coded ZZ and no ESOL services are need. Students in 3-12 will be assessed on a R/W assessment within 20 days. To exit the ESOL program:

Grades K-2

1. If the student is proficient in ALL areas as noted below, he/she will exit the ESOL program

and services:

- a. WIDA Listening/Speaking
 - b. WIDA Reading; and
 - c. WIDA Writing
2. Input the following NEW INFORMATION on the S706 screen:
- a. Coding changes from LY (active) to LF (exit)
 - b. Exit Date = Date of last day of previous school year
 - c. Basis of Exit Code 1 = H
 - d. Basis of Exit Code 2 = Z

K-2 Exit using ELL Committee

NOTE: Parent of these students have received a continuation letter at the beginning of the school year.

1. For learners who do not score proficient in all areas and ESOL services are not appropriate for the student's learning needs Data needed to make this determination must be supported from multiple sources:

Grade level assessment data

Current classroom assessments

Teacher input

Grades

Work Samples

2. For decisions made by the ELL Committee use codes below

a. Basis of Exit Code 1 = L

b. Basis of Exit Code 2 = Z

3. Make sure the "Entry" test information is correct and make sure the "Exit" columns are blank. If you find there is an error and there is Entry data in the Exit fields, please notify your Data Entry Operator so the error can be corrected. The exit date is the date of the ELL committee meeting.

4. Following the ELL committee meeting, the exit letter is not needed. Send home copy of ELL minutes as Exit notification for parents.

Grades 3-9

3-9 Exit using WIDA Scores (Applies to the majority of our learners)

1. If the student is proficient in **ALL** areas as noted below, he/she will exit the ESOL program and services:

a. WIDA Listening/Speaking

b. WIDA Reading

c. WIDA Writing

d. FCAT Reading Level 3

2. Input the following NEW INFORMATION on the S706 screen:

a. Coding changes to LF

b. Exit Date = Date of last day of school

c. Basis of Exit Code 1 = I

d. Basis of Exit Code 2 = Z

3. An exit letter is sent home as notification to parents.

3-9 Exit using ELL Committee NOTE: Parents of these students have received a continuation letter at the beginning of the school year.

1. For learners who do not score proficient in all areas and ESOL services are not

appropriate for the student's learning needs. Data needed to make this determination must be supported from multiple sources:

Grade level assessment data

Current classroom assessments

Teacher input

Grades

Work Samples

2. For decisions made by the ELL Committee:

a. Basis of Exit Code 1 = L

b. Basis of Exit Code 2 = Z

3. Make sure the "Entry" test information is correct and make sure the "Exit" columns are blank. If you find there is an error and there is Entry data in the Exit fields, please notify your Data Entry Operator so the error can be corrected. The exit date is the date of the ELL committee meeting.

4. Following the ELL committee meeting, an exit letter is not needed. Send home copy of ELL minutes as Exit notification for parents.

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.

IPT

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

The Notification of Assessment Delay letter is mailed to the parent if the IPT is not completed within the 20-day timeline. (See attached.)

3. ELL Committee

The ELL committee meets to review the student's current progress and educational needs. Placement decisions are based on the review of grade level assessment data, current classroom assessments, teacher and parent input and current grades. After the data review, the team makes recommendations which may include continuing supports, adjusting supports or exiting.

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

An ELL Committee may be convened upon request of a student's parent/legal guardian, the ELL Chairperson, the student's teacher, guidance counselor, and/or administrator, in order to further discuss the need for ESOL services. Recommendations regarding entry (placement) decisions are made in light of at least two of the following criteria:

- Prior educational and social experiences*
- Written recommendations and observations by current and previous instructional and support service staff*

- *Level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national tests*
- *Grades from current or previous years*
- *Other test results*

The rationale for the recommendation is recorded in narrative form in the minutes. A copy of the minutes is provided to the parent/legal guardian at the conclusion of the meeting. The meeting minutes are placed in the ELL student folder by the ELL chairperson, or compliance teacher. The ELL Committee shall not be required to convene for routine assessment, placement, and reclassification determinations.

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.

ELLs who have limited or no prior schooling experience are placed in an age-appropriate manner to ensure equal access to academic and social models within their peer group. Parent/legal guardian and student interviews are conducted to clarify the prior formal educational history of those students with limited classroom exposure. The guidance counselor, compliance teacher, registrar and/or administrator confer to complete a "Programmatic Assessment" on behalf of ELLs. This is conducted in accordance with the District School Board of Pasco County "Student Progression Plan". (<http://www.pasco.k12.fl.us/library/cis/spp.pdf>)

Students with incomplete records or without records shall be placed in an age-appropriate manner to ensure equal access to academic and social models with their peer group. For student who enter without records or with incomplete records, the school registrar will contact by fax, phone and/or email the last reported school of attendance for the student in order to request official records. Incomplete records shall be evaluated to the extent possible and credits recorded in accordance with the District School Board of Pasco County "Student Progression Plan". (<http://www.pasco.k12.fl.us/library/cis/spp.pdf>)

Parent/legal guardian and student interviews shall be conducted to describe and document the scope of educational history of students whose records are incomplete or unobtainable. Where available, students shall be offered the opportunity to sit for equivalent end-of-course exams to demonstrate proficiency with the standards and benchmarks of the courses being claimed. The guidance counselor, compliance teacher, registrar and/or administrator confer to complete a "Programmatic Assessment" on behalf of ELLs. This is conducted in accordance with the District School Board of Pasco County "Student Progression Plan". (<http://www.pasco.k12.fl.us/library/cis/spp.pdf>)

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.

Assessment for English language proficiency (ELP) of students with at least one affirmative response on the Home Language Survey is conducted, and once determined to be an English Language Learner (ELL), students are placed in an age-appropriate manner to assure equal access to academic and social models with their peer group. A document review is conducted at the school for students presenting record of academic history. If presenting foreign transcripts, correlation of the sending country's educational system with the U.S. education system is carried out using the "Guide to the Placement of Student Presenting Foreign Transcripts". For those students presenting transcripts or report cards, the documents are evaluated and credits recorded in accordance with the District School Board of Pasco County "Student Progression Plan".

(<http://www.pasco.k12.fl.us/library/cis/spp.pdf>)

The guidance counselor, compliance teacher/ELL chairperson, registrar, and/or administrator confer to complete a Programmatic Assessment on behalf of ELLs.

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).

Assessment for English language proficiency (ELP) of students with at least one affirmative response on the Home Language Survey is conducted, and once determined to be an English Language Learner (ELL), students are placed in an age-appropriate manner to ensure equal access to academic and social models within their peer group. A document review is conducted at the school for students presenting record of academic history. If presenting foreign transcripts, correlation of the sending country's educational system with the U.S. education system is carried out using the "Guide to the Placement of Student Presenting Foreign Transcripts". For those students presenting transcripts or report cards, the documents are evaluated and credits recorded in accordance with the District School Board of Pasco County "Student Progression Plan"

(<http://www.pasco.k12.fl.us/library/cis/spp.pdf>) and the guideline to place the student with attention to the grade articulation that the student would have received and the student remained in the previous school setting. For those students who enter with no or incomplete records, the school registrar will contact by fax, phone and/or email the last reported school of attendance for the student in order to request official records. Incomplete records shall be evaluated to the extent possible and credits shall be recorded in accordance with the District School Board of Pasco County "Student Progression Plan". Students with incomplete records or without records shall be placed in an age-appropriate manner to assure equal access to academic and social models with their peer group. Parent/legal guardian and student interviews shall be conducted to describe and document the scope of educational history of students whose records are incomplete or unobtainable. Where available, students

shall be offered the opportunity to sit for equivalent end-of-course exams to demonstrate proficiency with the standards and benchmarks of the courses being claimed.

For grades 9-12, students' heritage language and literature courses from their home country are credited as English Language Arts, and their studies of English or language other than their heritage language are credited as World Languages.

What is the title of person(s) responsible for evaluating foreign transcripts? How are they trained? How is documentation maintained? *The guidance counselor, registrar, and principal are responsible for evaluating foreign transcripts. The School Counseling Program Coordinator trains on this with new counselors each year, and provides the option for a breakout session on this topic during the HS level meetings throughout the year. Sign-in sheets to trainings are kept for each training provided.*

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:

If an ELL has been away in another Florida school district for more than one school year (or equivalent semesters), all efforts shall be made by the registrar to secure records related to ELL testing and services provided in the other district. The Compliance Teacher shall review these records to determine appropriate services, and, if necessary, schedule additional assessments as detailed in Sections 1 and 2 of this "District Plan for Services to English Language Learners" The original data reporting dates, including the DEUSS remain the same.

Moving from another state to Florida LEA/ Moving from another country to Florida LEA:

If an ELL has been away in another state or country for more than one school year (or equivalent semesters), the Compliance Teacher or ESOL Instructional Assistant shall conduct new aural/oral and reading/writing assessments as detailed in Sections 1 and 2 of this "District Plan for Services to English Language Learners". The original DEUSS date remains the same.

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.

- Students who are found eligible for ESOL services will receive a MIS 582 Notification of Eligibility Determination letter. The compliance resource teacher will complete the following and Submit completed 706 to data entry operator.
 - Make 1 copy of MIS 582 and print pages 1 – 4 of the student's Diagnostic Score Report from the IPT online.
 - Send copy of MIS 582 to the parent
 - File Original MIS 582 and pages 1- 4 of the score report in the ESOL folder.
 - Print 706 screen off of TERMS and enter fields below:
 - Referral is date of HLS
 - Code 130
 - Languages (see list)
 - LP is LY
 - Class date of test
 - Entry date of test
 - Plan date of test
 - Basis of Entry
 - A for Oral
 - R for reading or writing
 - Test information

Compliance resource teachers, school administrator, ESOL resource teacher and basic education teacher(s) participate in the process of developing an ELL student plan. ELL Plans are for learners who do not score proficient in all areas and ESOL services are appropriate for the student's learning needs. Data needed to make this determination must be supported from multiple sources:

Grade level assessment data
Current classroom assessments
Teacher input
Grades
Work Samples

The committee develops the written ELL student plan and the compliance resource teacher enters the data reporting elements. The ELL plan is done annually to consider current data; which supports the student's learning needs.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

The Student ELL Plan consists of a Parent/Legal Guardian Notification of Eligibility Determination available in both English and Spanish. This notification describes the instructional model and services to be received by the student. Student schedules and classes are printed from our student database system at each semester and updated in the Plan. Progress monitoring is done using the Progress Monitoring form. Interventions,

assessments, ELL Committee Meeting minutes, Programmatic Assessments, Strategy Sheets, Teacher Surveys and other evaluations are also included in the Student ELL Plan.

Please include a link to the ELL Student Plan.

The Student ELL Plan consists of a Parent/Legal Guardian Notification of Eligibility Determination available in both English and Spanish. This notification describes the instructional model and services to be received by the student. Student schedules and classes are printed from our student database system at each semester and updated in the Plan. Progress monitoring is done using the Progress Monitoring form. Interventions, assessments, ELL Committee Meeting minutes, Programmatic Assessments, Strategy Sheets, Teacher Surveys and other evaluations are also included in the Student ELL 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.

ELLs in grades K-12 are served in the grade level inclusion classes for English Language Arts, Reading, and core-content. These courses are offered to ELLs and Non-ELLs alike. All students – ELL and non-ELL – study together in these classes, which are developed using Florida's State Standards and Common Core State Standards. NES and LES ELLs in grades 6-12 may be offered courses in Developmental Language Arts through ESOL. School administrators monitor fidelity of curriculum, standards, and inclusion or sheltered instructional models by conducting reviews of teacher lesson plans and classroom walk-throughs.

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

The District School Board of Pasco County Student Progression Plan (<http://www.pasco.k12.fl.us/library/cis/spp.pdf>) mandates that the instruction provided to ELLs attending District schools be equal in amount, sequence, quality, and scope to that provided to non-ELLs, and that the required program of study reflect state and local requirements for elementary and secondary education grounded in the Florida State Standards. Through the

inclusion instructional model, ELL and non-ELL students together learn the identical curriculum with ELLs being afforded appropriate modifications and accommodations for comprehensible instruction. School administrators monitor lesson plans documenting ELL modifications and accommodations.

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

There is continuous progress monitoring through report cards, district assessments, FSA, classroom performance, progress reports, and WIDA ACCESS 2.0.

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

All ELL students are assured equal access to all programs and facilities that are available to non-ELL students. This is done via the instructional models that are adopted for use by our district and monitored by school and district administrators.

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

ESOL instructional strategies are documented in lesson plans. School administrators monitor fidelity of curriculum, standards, and inclusion or sheltered instructional models by conducting reviews of teacher lesson plans and classroom walk-throughs.

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.

Teachers must document intentional planning for their language learners in their lesson plans. ELLs will be provided appropriate scaffolds and differentiated instruction by the classroom teacher based on English levels. The use of ESOL instructional strategies to deliver comprehensible instruction to ELLs is verified by the designated ESOL school administrator. All content area teachers receive training aligned to the ESOL Teacher Standards based on their category. Each school site has a designated ESOL administrator contact to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction.

School	LEA personnel responsible
0021 Rodney B. Cox Elementary	All content area teachers are responsible for ensuring comprehensible instruction.
0032 Trinity Elementary	
0059 Denham Oaks Elementary	
0060 Chester W. Taylor Elementary	
0061 Pasco Elementary	
0065 James M. Marlowe Elementary	
0070 Chasco Elementary	
0072 Sunray Elementary	
0082 Oakstead Elementary	
0083 Gulf Highlands Elementary	

0084 Double Branch Elementary	All content area teachers are responsible for ensuring comprehensible instruction.
0085 Trinity Oaks Elementary	
0091 West Zephyrhills Elementary	
0092 New River Elementary	
0093 Gulf Trace Elementary	
0110 Veterans Elementary	
0112 Watergrass Elementary	
0117 Odessa Elementary	
0119 Sanders Memorial Elementary	
0120 Quail Hollow Elementary	
0121 Shady Hills Elementary	
0122 Wiregrass Elementary	
0132 Woodland Elementary	
0201 Connerton Elementary	
0211 Mitty P. Locke Elementary	
0251 San Antonio Elementary	
0271 Richey Elementary	
0301 Hudson Elementary	
0311 Cotee River Elementary	
0321 Lacoochee Elementary	
0341 Schrader Elementary	
0351 Fox Hollow Elementary	
0401 Centennial Elementary	
0411 Seven Springs Elementary	
0421 Deer Park Elementary	
0451 Dr. Mary Giella Elementary	
0501 Northwest Elementary	
0701 Cypress Elementary	
0901 Anclote Elementary	
0902 Pine View Elementary	
0911 Gulfside Elementary	
0932 Calusa Elementary	
0941 Moon Lake Elementary	
0961 Lake Myrtle Elementary	
2061 Sand Pine Elementary	
2071 Wesley Chapel Elementary	
2081 Longleaf Elementary	
2091 Seven Oaks Elementary	
Middle Schools	All content area teachers are responsible for ensuring comprehensible instruction.
0057 Seven Springs Middle	
0069 Chasco Middle	
0071 Pasco Middle	
0074 Centennial Middle	
0086 Dr. John Long Middle	
0089 Paul R. Smith Middle	
0100 Charles S. Rushe Middle	
0102 R.B. Stewart Middle	
0103 Crews Lake Middle	
0261 Gulf Middle	

0342 Bayonet Point Middle	
0461 Thomas E. Weightman Middle	
0472 River Ridge Middle	
0921 Pine View Middle	
0951 Hudson Middle	
High Schools	All content area teachers are responsible for ensuring comprehensible instruction.
0031 Pasco High	
0063 Wesley Chapel High	
0073 J.W. Mitchell High	
0090 Wiregrass Ranch High	
0101 Sunlake High	
0113 Anclote High	
0114 Fivay High	
0131 Zephyrhills High	
0331 Gulf High	
0471 River Ridge High	
0521 Hudson High	
0801 Land O' Lakes High	
0931 Ridgewood High	
Educations Centers	
0242 Harry Schwettman Education Center	
7071 James Irvin Education Center	
0991 Marchman Technical College	

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? *(Check all that apply)*

- Student Portfolios
- Other Criterion Referenced Test (Specify) _____
- Native Language Assessment (Specify) _____
- LEA/school-wide assessments (Specify) _____ District Quarterly Checks _____
- Other (Specify) WIDA ACCESS 2.0__and FSA _____

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.
<http://www.pasco.k12.fl.us/library/communications/documents/2015-16-student-progression-plan.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.

Limited English proficient students (ELLs) who have had less than two years of instruction in U.S. Schools based on their Date Entered U.S. Schools(DEUSS) are exempt from mandatory retention. Written notification is provided to parents or guardians of good cause decisions.

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 Chairperson, the student's teacher, guidance counselor, parent or guardian, and administrator meet to look at the student's data. Recommendations regarding retention or promotion are made in light of, at least two of the following criteria is:

- *Prior educational and social experiences*
- *Written recommendations and observations by current and previous instructional and support service staff*
- *Level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national tests*
- *Grades from current or previous years*
- *Other test results*

The rationale for the recommendation is recorded in narrative form in the minutes. A copy of the minutes is provided to the parent/legal guardian at the conclusion of the meeting. The meeting minutes are placed in the ELL student folder by the ELL chairperson, or compliance teacher. The ELL Committee shall not be required to convene for routine assessment, placement, and reclassification determinations.

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 School Board of Pasco County requires that all ELLs participate in FSA assessments appropriate to the grade of student enrollment. Each school's Testing Coordinator schedules assessments for the building. The Testing Coordinator consults with teachers and school administrators to determine best grouping arrangements for ELLs and to plan for the appropriate, allowable test accommodations.

All students classified as ELLs (LY) whose dates of receipt of ESOL services/exit from ESOL services fall within those parameters published by FDOE as being required to take the ACCESS for ELL 2.0 shall be assessed annually on the ACCESS for ELL 2.0. The school administrator ensures that all ELLs are assessed for English language proficiency using the ACCESS for ELL 2.0.

Statewide content area assessments: [FSA](#)
ACCESS for ELLs assessment programs:

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 Coordinator and school based administrator](#)

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

The school based administrator at each school completes and provides to the parent/legal guardian of each ELL a "Notification of State Assessment" form that indicates the recommended, allowable test accommodations to be employed. These forms are used to determine the grouping of ELLs into flexible settings wherein additional appropriate, allowable test accommodations are provided (e.g., flexible time, heritage language support with instructions, access to a word-to-word English ⇄ heritage language dictionary). On each student's test materials, the test administrator/proctor fills in the oval indicating that test accommodations were provided. On the WIDA, use of a dictionary is not an allowable accommodation. For ELLs with an Individual Education Plan (IEP), Transitional Individual Education Plan (T/IEP), or 504, appropriate and allowable accommodations are made if addressed within those documents (e.g., Braille or large-print materials).



Pasco County Schools

Kurt S. Browning, Superintendent of Schools
7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) Notification for Administration of Statewide Assessment!

Date: _____
To the family of: _____
Your student will be participating in statewide assessment tests!!!

Name of Test	Date(s) of Test Administration
FSA LA Writing (Grades 4-7 Paper Based) Grades 8-10 & Retake Paper Based Accommodations	February 29 - March 4, 2016
FSA LA Writing (Grades 8-10 & Retake Computer Based)	February 29 - March 11, 2016
FSA LA Reading (Grade 3 Paper Based) FSA Mathematics (Grade 3 and 4 Paper Based)	March 30 - April 8, 2016
FSA LA Reading Retake * (Grade 10 Computer & Paper Based Accom.)	March 30 - April 8, 2016
FCAT 2.0 Reading Retake * (Paper Based Accommodations)	March 30 - April 1, 2016
FCAT 2.0 Reading Retake * (Computer Based)	March 30 - April 8, 2016
FSA LA Reading (Grades 4-10 Paper Based Accommodations) FSA Mathematics (Grades 5-8 Paper Based Accommodations)	April 1 - 22, 2016
FSA LA Reading (Grades 4-10 Computer Based) FSA Mathematics (Grades 5-8 Computer Based)	April 1 - May 6, 2016
NGSSS statewide science Assessment	April 25 - May 6, 2016
ACCESS for ELLs (Grades 7-12)	February 25 - March 5, 2016
* and 1 st and 2 nd graders who have not yet passed this portion of FCAT or FSA	

In order to address language level needs, test accommodations, which are listed on the reverse side, will be implemented.

We recommend that:

- !!!!!!a.!! your student take the test with accommodations in a regular classroom.
- !!!!!!b.!! your student be tested apart from his/her regular class.
- !!!!!!c.!! your student be exempt from testing at this time based on an individual ELL committee recommendation. (An alternative evaluation will be used to assess your student's progress.)

If you have any questions or concerns about this recommendation please contact the school's Administrative Contact for ESOL at the school.

Sincerely,

(Name of Principal)!!

(Principal's signature)!

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.

The District School Board of Pasco County will use the following criteria as its standards for student exit from ESOL services:

Grades K-2. *Have no domain (Reading, Writing, Listening, Speaking) with an individual score of less than 4.0 and an Overall Composite Score of 5.0.*

Grades 3-12. *FSA ELA achievement level of proficient (3 or greater), and have no domain (Reading, Writing, Listening, Speaking) with an individual score of less than 4.0 and an Overall Composite Score of 5.0.*

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

- School/LEA based testing administrator
- ESOL Teacher/Coordinator
- Other (Specify) *School based Administrator designated as ESOL Administrator*

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 meeting may be convened to discuss the reassessment of an ELL. The parent/legal guardian, ELL Chairperson, other teacher, guidance counselor, or administrator may request that the ELL Committee meet. Recommendations regarding exit from ESOL services are made in light of at least two of the criteria listed below, which must be documented in the ELL Committee Minutes.

- Prior educational and social experiences*
- Written recommendations and observations by current and previous instructional and support service staff*
- Level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national tests*
- Grades from current or previous years*
- Other test results*

Though not required to attend, the parent/legal guardian is invited to the meeting by phone or in writing. A copy of the minutes is provided to the parent/legal guardian. The rationale for the recommendation is recorded in narrative form in the minutes. The meeting minutes are placed in the ELL student folder by the ELL chairperson, or compliance teacher. The ELL Committee shall not be required to convene for routine assessment, placement, and reclassification determinations.

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period. *For an ELL whose exit determination is made in the middle of a student grading-period, the ESOL administrator and/or the ELL Committee shall make recommendations for the programmatic needs of the student. A current L/S/R/W assessment must be given to determine exit criteria. As appropriate, language arts and core-academic classes shall be maintained, though without additional ESOL modifications/accommodations. If necessary, recommendations for referral to other instructional programs (or a combination thereof) shall be made. Attention will be paid to the Student Progression Plan. For students in grades 9-12, a focus will remain upon the ability to earn credits toward fulfilling graduation requirements.*

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? *Compliance Resource Teacher*

Updating the student ELL plan? *Compliance Resource Teacher*

Reclassification of ELL status in data reporting systems? *Compliance Resource Teacher*

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

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

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

For a former ELL whose performance is not on grade level or for whom there is an academic concern, the parent/legal guardian, compliance Teacher, ELL Chairperson, other teacher, guidance counselor, or administrator may request to convene the ELL Committee. With parent participation by telephone or in person, the ELL Committee shall consider recommendations for additional appropriate programming such as ESOL or other needed programs.

The school's compliance teacher is responsible for initiating a new Student ELL Plan for those former ELLs reclassified as ELL for re-entry to the receipt of ESOL services. The compliance teacher, in conjunction with the school's data entry operator, makes notations on the Student ELL Plan with corresponding electronic entries to the student data management system. As a result of the recommendations of the ELL Committee meeting held to reclassify the student as ELL, programmatic assessment is conducted to ensure appropriate academic placement.

Inclusion language arts, reading, and core academic classes with teacher-implemented ESOL modifications and accommodations shall be established in order to provide the delivery of comprehensible instruction. A focus on English language proficiency development will be instituted – where appropriate – through inclusion or sheltered instruction. Interventions

targeting the student's identified needs (e.g., reading skills development) will be implemented for differentiated learner support.

Compliance of ELL Plan and Student Performance

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

There are quarterly data reviews. Through the data reviews ESOL Instructional Coaches prioritize schools to provide coaching to school-based administration and/or teachers. School administrators monitor fidelity of curriculum, standards, and inclusion or sheltered instructional models by conducting reviews of teacher lesson plans and classroom walk-throughs.

How do school sites, parents and stakeholders have access to the approved District ELL Plan? *The approved District ELL plan is can be found on the ESOL website*

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

The district ensures that schools are implementing the District ELL Plan through both formal and informal assessments of the program throughout the year.

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.

All schools maintain a copy of the School Opening Alert in English and Spanish, which details the right to enroll in public school and to receive a free, appropriate, public education as guaranteed under Plyler v. Doe (1980) and related judicial decisions and legislative requirements. Throughout the school year, parent/legal guardian notification and communication is conducted in English and in a language understood in the home, where feasible. For day-to-day communication needs at school, administrators call upon the ESOL Bilingual Instructional Assistant, where available, to translate materials and interpretation. For meetings or other events, ESOL staff members provide heritage language support, where feasible. The district-level ESOL supervisor or designee arranges for heritage language interpretation services, unless otherwise not feasible. The District provides a phone interpreter and document translation service via an outside vendor to assist communication in languages not spoken by school staff. This service may be used for home-school communications.

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.

Schools and/or regions host an ESOL Parent Leadership Council meeting twice annually. Parents are informed about relevant educational issues and how they can support their children's achievement academically and linguistically. The ESOL web page is continually being updated to provide parents resources to support their children's success. Additionally, schools host family events throughout the year. ESOL parents are encouraged to participate by the ESOL instructional assistants who are available to provide language support at the events.

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 organized by the Regional ESOL Instructional Trainer Coach and held once each semester. The PLC is composed of school-based personnel and the parents/legal guardians of ELLs enrolled at the school.

The functions of the PLC may include the following.

- Inform parents/legal guardians of their students' educational rights under state and federal law;*
- Provide information on school and district initiatives, meetings, and workshops relevant to the development of educational programs for ELLs and non-ELLs;*
- Guide parents/legal guardians to support services, courses, and Title III programs that are of benefit to their students and families;*
- Provide a link between district, school, administration, teachers, and the home;*
- Address parent/legal guardian concerns regarding ELL education; and*
- Offer guidance on advocacy needs on behalf of ELLs.*

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.

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

Families of ELLs are encouraged to participate in a variety of committees. The District and schools provide information on parent involvement activities through newsletters, announcements, flyers, web site postings, and telephone communication. Communications are produced in English and in a language understood by families, where feasible

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

Input from parents is solicited at the school/regional parent advisory councils as well as at the district level advisory council. Parents are given opportunities to provide feedback and recommendations.

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 Human Resource Department ESOL certification specialist tracks teachers' completion of the ESOL training, endorsement and/or certification requirements. The district awards credit in a staff development database system (myPGS) upon successful completion of any ESOL training course. The certification specialist additionally keeps a database of teachers' training needs.

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 Human Resource Department ESOL certification specialist tracks teachers' completion of the ESOL training, endorsement and/or certification requirements. The district awards credit in a staff development database system (myPGS) upon successful completion of any ESOL training course. The certification specialist additionally keeps a database of teachers' training needs.

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 Human Resource Department ESOL certification specialist tracks teachers' completion of the ESOL training, endorsement and/or certification requirements. The district awards credit in a staff development database system (myPGS) upon successful completion of any ESOL training course. The certification specialist additionally keeps a database of teachers' training needs.

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

Teachers receive a letter from the Human Resources Department informing them of their out-of-field status and the need to complete ESOL endorsement courses. Teachers who are out of field in Pasco County are reported publicly via the school newsletter. The teacher is coded as the student's ESOL English teacher in TERMS. The student receives a code of 130 for ESOL weighted funding.

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.

Human Resources maintains a database of administrators and their date of hire and timeline of completion of the required 60-hour training. The district pays for administrators to take their course through an online consortium called Center for Technology and Education (CTECHED.org)

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

Human Resources maintains a database of guidance counselors and their date of hire and timeline of completion of the required 60-hour training. The district pays for counselors to take their course through an online consortium called Center for Technology and Education (CTECHED.org)

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices. *Professional development in the WIDA English Language Development Standards framework will be offered to teachers, coaches, administrators, and content area supervisors.*

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 is only 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.

An ESOL bilingual instructional assistant must have the following qualifications:

- 1. High School Diploma or equivalent;*
- 2. Instructional Assistants (ESOL/Bilingual) must be bilingual and biliterate in English and the language represented by at least 15 students of the same language background; and*
- 3. Associate's Degree; or*
- 4. 60 hours of college/university level course work; or*
- 5. Demonstrated proficiency on district assessment.*

The school board approved job description may be viewed at the District School Board of Pasco County Employment Opportunities web page

http://www.pasco.k12.fl.us/library/hr/job_descriptions/srp/para_esol.pdf

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

Bilingual Instructional Assistants receive ongoing professional development in the form of face-to-face quarterly meetings and monthly technical assistance meetings. Sign-In sheets document training participation.

- Understanding the scope of ESOL services*
- English language proficiency assessments (e.g., IPT, WIDA)*

- *Strategies for supporting the classroom teacher in the use of appropriate ESOL modifications and accommodations*
- *Heritage language instructional support in the content classroom*
- *State assessments (e.g., FSA) and allowable heritage language support*
- *Interpreting for the parent/legal guardian*
- *Translation skills to support school-to-home communications*

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

During the interview process, the paraprofessional will speak in the target language as well as take a written assessment that demonstrates the bilingual reading and writing communication skills required for the position. The District Translator/Interpreter will evaluate the reading, writing and speaking of the paraprofessional and will make a recommendation to the principal regarding the candidates' target language proficiency.

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 Committee must convene and must meet annually starting at the end of the 3rd year for ESOL students not meeting proficiency criteria. The ELL committee will convene to determine appropriateness of extending ESOL service beyond the 3rd year. The anniversary date of the student is the date the student entered a US school (DEUSS date). The district will use the IPT language assessment if FSA and WIDA scores are not available or if the DEUSS is after October 1.

Listening and Speaking Proficiency Assessment*please add IPT scores****

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

WIDA ACCESS Listening and Speaking domain score of no less than 4

Students in grades K – 2 will be screened using the Oral assessment of the IPT online.

- If the oral score is fluent the student is found ineligible.

- If the oral score is limited or beginning, the student is eligible for ESOL services

Reading and Writing Proficiency Assessment*please add IPT scores**

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

WIDA ACCESS Reading and Writing domain score of no less than 4

If the student scores above 32% on the Reading and Writing the student is ineligible for ESOL services

If the student scores below 32% on the Reading and/or Writing the student is eligible for ESOL services.