

# District English Language Learners (ELL) Plan

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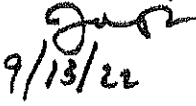
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Rule 6A-6.0905  
Form ESOL 100  
(May 2017)

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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<b>(1) NAME OF THE DISTRICT:</b>	<b>(2) CONTACT NAME/TITLE:</b>	<b>(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:</b>
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<b>(4) MAILING ADDRESS:</b>  St. Lucie Public Schools 9461 Brandywine Lane Port St. Lucie FL 34986		<b>(5) PREPARED BY: (If different from contact person)</b> First Name: Last Name: Mailing Address: Phone No:
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>		
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, _____, 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.		
	9-13-22	 9/13/22
Jon R. Prince, Superintendent Signature of Superintendent or Authorized Agency Head		Date Signed
Governing Board Approval 9-13-22		Date of
<b>(7) Chairperson representing the District ELL Parent Leadership Council (PLC)</b>		
Name of Chairperson representing the District ELL PLC: Faten Mustafa		
Contact Information for District PLC Chairperson:		
Mailing address: 5420 NW Consumer Ave PSL FL 34983		
E-mail Address: phatfatima@hotmail.com	Phone Number: 772-359-7967	
Date final plan was discussed with PLC:		
01-25-22		
Faten Mustafa		08-09-2022
Signature of the Chairperson of the District PLC Signed by PLC Chairperson		Date

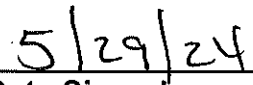
**DISTRICT ENGLISH LANGUAGE LEARNERS PLAN  
ASSURANCES AND CERTIFICATION**

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, Jon Prince, 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?

Enrollment of students in St. Lucie Public Schools (SLPS) takes place through the Student Assignment office. Parents or guardians complete the enrollment application and students are assigned to a school, based on the zone in which the student resides. Registration procedures for English Language Learners (ELLs) and non-English Language Learners (ELLs) in SLPS are equal. The district does not impose different and/or additional requirements upon students who may be classified as an English Language Learners (ELLs) or their parents. The registration process is completed in the school where the Home Language Survey is provided to parents/guardians. Affirmative answers to any of the three questions below will result in testing for English language proficiency by the school's English for Speakers of Other Languages (ESOL) Contact.

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

Once registration is completed the school's Data Specialist enters all student's demographic information in our information and reporting system (Skyward).

#### Into what languages are the HLS translated?

St. Lucie Public Schools Home Language Survey is available in English, Spanish and Haitian-Creole.

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

St. Lucie Public Schools' Student Assignment office has bilingual personnel in place to assist parents who do not speak English. Assistance is available in Spanish, Haitian-Creole, French and Italian. The school registration process is supported by the school's bilingual paraprofessional. In cases where such personnel are unavailable, the Student Assignment office support staff and school personnel seek assistance from the ESOL and/or Federal Programs offices to communicate with parents/guardians of English Language Learners (ELLs) in their home-language, when clearly feasible.

#### How do you identify immigrant students?

The term immigrant children and youth mean individuals who: (a) are ages 3 through 21; (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. Immigrant students are identified at the district level through SLPS student information and reporting system (Skyward). ESOL Department personnel activates the indicator on the Immigrant records of students who enter the district from countries outside the United States. ESOL Department personnel track the years of enrollment to ensure accurate reporting. Three full academic years are determined based on the student's initial enrollment date and attendance at a St. Lucie school or any school in the US.

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

Date Entered in a U.S. School (DEUSS) is requested through the Home Language Survey. DEUSS is a required field in the Home Language Survey form. The DEUSS date - the month, day, and year the student entered a school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions). If a student enters our schools from another district in Florida or state within the U.S., records are requested from the previous school, and the original DEUSS date is entered into our student information system. Please include a link to your HLS. [FED0023A.pdf \(stlucie.k12.fl.us\)](#)

## Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

### 1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

- Registrar  
 ESOL Coordinator/Administrator  
 Other (Specify) ESOL Contact and/or ESOL Paraprofessional

### 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.

1. WIDA Screener
2. Initial Placement Test (IPT Test, Ballard & Tighe)

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 ESOL Contact at the school level obtains a list of students with affirmative answers in the Home Language Survey from the district's information and reporting system, Skyward. The ESOL Contact runs the *Potential ELL Report* frequently to ensure students are tested within 20 school days. The ESOL Compliance support staff at the district level monitors that students are tested for initial placement and communicates with the site-based ESOL Contacts to provide additional support and guidance.

Students who are not proficient on the language assessment qualify for ESOL services and are coded as LY (WIDA Screener scores Reading Level 3 or lower and Composite level 3 or lower - IPT score 0001/NES & 0003/LES). Students enrolled in kindergarten through second grade who score within the fluent English speaking range are determined as non-ELL (WIDA Score Listening and Speaking Level 4 or higher - IPT score 0006/FES).

When using IPT to determine eligibility, students in grades 3-12 who score proficient in L/S for IPT Test (IPT score 0006/FES) are then administered a reading and writing assessment which must be completed as soon as possible after initial enrollment, but no later than 30 days after enrollment.

K-2 Grade		3-12 Grade	
<i>What Test to use?</i>		<i>What Test to use?</i>	
Kindergarten WIDA Screener		WIDA Online Screener	
<i>Scores Interpretation</i>		<i>Scores interpretation</i>	
1.0 – 3.5 in Listening <b>OR</b> Speaking student qualifies for ESOL <i>Complete Initial Form</i>	4.0 – 6.0 in Listening <b>AND</b> Speaking student does not qualify for ESOL. <i>Complete FES Forms</i>	1.0 – 3.5 in Reading <b>OR</b> Composite Student qualifies for ESOL. <i>Complete Initial Placement Form</i>	4.0 – 6.0 in Reading <b>AND</b> Composite Student does not qualify for ESOL <i>Complete FES Form</i>

K-2 Grade		3-12 Grade	
<i>What Test to use?</i>		<i>What Test to use?</i>	<i>Scores interpretation</i>
IPT Oral <i>only</i> K-2		Step 1: IPT Oral	NES Or LES Stop process. Student qualifies for ESOL. <b><i>Complete Initial Placement Form</i></b>
<b><i>Scores Interpretation</i></b>			FES: Go to Step 2
NES Or LES qualifies for ESOL <b><i>Complete Initial Form</i></b>	FES: Stop process student does not qualify for ESOL. <b><i>Complete FES Forms</i></b>	Step 2: IPT Reading & Writing if student score FES on Oral part.	32 Percentile or below for any one Reading or Writing student qualifies for ESOL. <b><i>Complete Initial Form</i></b>
			33 Percentile or higher stop process. Student does not qualify for ESOL. <b><i>Complete FES Form</i></b>

### 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.

WIDA Screener:

WIDA screener assesses students on Listening, Speaking, Reading and Writing. All four domains will be administered and scored. Reading and Composite scores will be considered when determining entry in the ESOL program for students in 3-12 grades. Students who score a level 4 or higher in Reading and Composite are considered proficiency and will not be placed in the ESOL Program.

Initial Reading and Writing (IRW Test, Ballard & Tighe):

Students who demonstrate proficiency in Listening and Speaking in the Initial Placement Test from grade levels K-2 (IPT score 0006) are not placed in the ESOL Program. Students who demonstrate proficiency in Listening and Speaking in the Initial Placement Test from grade levels 3-12 are administered the Reading and Writing portion of the Initial Placement test to determine proficiency in the English language. Students who score 32<sup>nd</sup> percentile or below on the Reading or Writing portions of the Initial Placement Test are placed in the ESOL Program.

### 3. ELL Committee

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

The ELL committee makes placement decisions when a grade **K-2 student** scores Fluent English Speaker in the initial test language placement assessment, but as the student interreacts with the academic curriculum a school staff or parent states that the student is not making appropriate academic progress that may be due to English language proficiency. Academic interventions are reviewed and documented in order for a student to be considered eligible for services from the ESOL program. The ELL Committee meeting takes place with parental participation and is documented on an *ELL Committee Form for Initial Placement*. An *ELL Plan for Initial Placement* is developed and placed in the student's ESOL folder.



### **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 student entering St. Lucie Public Schools from schools located in other Florida districts or from out-of-state schools is admitted to the grade level designated by the educational institution from which the student is transferring, in accordance with the reciprocal agreement (Student Progression Plan). The student's age and previous school records are used to determine the student's proper academic placement when entering from schools located in countries outside the United States. School Counselors are responsible for evaluating and seeking support for translating students' transcripts, when clearly feasible. If all documented attempts to translate the transcript are unsuccessful, parents may be requested to provide a verified translation of the transcript from a qualified translation service provider. School Counselors use the *SLPS Manual for Evaluating Foreign Transcripts*. This manual includes guidelines and additional resources for assisting school staff with evaluation of foreign transcripts.

When a student of limited English proficiency (ELL) enrolls in a school with limited records or when no prior academic experience has been documented, the site-based ESOL Contact interviews parents, with the assistance of an interpreter if necessary and when clearly feasible, to determine the student's prior schooling experience. The site-based ESOL Contact completes the *Programmatic Assessment and Grade Placement Checklist* (FED 0098) to assist in determining appropriate grade level placement. Students may be assessed for skills and school-readiness competencies, in addition to English language assessments. ELLs are then placed accordingly, and academic success is monitored to ensure accurate placement decisions were made. The site-based principal has the authority to place the student at the grade level most appropriate for the student, based on age, educational background, and maturity. Students cannot be denied access to free and appropriate education due to lack of academic records.

#### **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 9<sup>th</sup>-12<sup>th</sup> grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

The School Counselor evaluates the transcript or other records of a transfer-student enrolling in an SLPS high school. Based on the student's transcript or other records, the counselor awards the appropriate units of transfer credit toward a high school diploma. Schools Counselors are advised to:

- Carefully examine all official documents for authenticity
- Ensure translations are provided by qualified sources
- Interview entering students and their parents/guardians
- Contact the sending school, embassy, Ministry of Education, or other authorized agencies when necessary
- Consult with available resources and the ESOL Department

If a student lacks an official transcript resulting in a need for validation, successful completion of courses shall be validated through performance during the first grading period. Validation is based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and earn a grade of C or better to receive a Pass (P) grade on the academic history of the validated courses. Students who do not meet the validation based on the performance requirement will have courses validated using the alternative assessment. Students must be provided at least 90 days from the date of transfer to prepare for the assessment if required.

Students who enter a Florida public school at the 11<sup>th</sup> or 12<sup>th</sup> grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state or country from which they are transferring. However, to receive a standard high school diploma, a transfer student must earn at least a 2.0 grade point average and pass the required state assessment or an approved alternative assessment.

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).

St. Lucie Public Schools awards equal credit for courses taken in another country or a language other than English, as they would for the same courses taken in the United States or taken in English. Language Arts credits are awarded 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, which may be transferred as waivers.

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

School Counselors are responsible for evaluating foreign transcripts. School Counselors are provided with the *Manual for Evaluating Foreign Transcripts*. Training of School Counselors periodically throughout the school year on transcript evaluation resources, such as acceptable websites and guides, is documented through sign-in sheets. When school staff have questions or need clarification, they contact the School Guidance Coordinator of SLPS.

### **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.

Students are re-evaluated for language proficiency using WIDA Screener or IPT/IRW assessment upon returning to St. Lucie Public Schools from another state or a country outside of the United States, if they have been absent at least six calendar months. Assessment results will determine if students will continue receiving services from the ESOL program. An *ELL Plan for Continuation* is written, and electronic records are updated. The original HLS, entry, classification, and DEUSS dates remain the same.

#### Moving from one Florida LEA to another:

The School ESOL contact makes every effort to obtain ESOL records from previous schools for ELL students who return to St. Lucie after having attended a school in another district in Florida. ESOL records include information on the latest language proficiency assessment and ELL Committee decisions. The ESOL Contact reassess language proficiency within 10 school days if assessment of language proficiency is not available or outdated. Assessment results determine if the student will continue receiving services from the ESOL program. An *ELL Plan* is written, and electronic records are updated. The original HLS, entry, classification, and DEUSS dates remain the same.

#### Moving from another state to Florida LEA:

An ELL student returning after three or more months of absence, is reassessed using WIDA Screener or IPT/IRW assessment to determine the student's current English language proficiency level. Assessment results determine if the student will continue receiving services from the ESOL program. The student's prior educational performance is reviewed to determine if additional support is needed. An *ELL Plan* is written, and electronic records are updated. The student's enrollment and withdrawal dates are recorded and taken into account to ensure proper reporting of years in the ESOL program due to the interruption of ESOL services. The original HLS, entry, classification, and DEUSS dates remain the same.

#### Moving from another country to Florida LEA:

An ELL student returning after six or more months of absence is reassessed using WIDA Screener or IPT/IRW assessment to determine student's current English language proficiency level. Assessment results determine if the student will continue receiving services from the ESOL program. The student's prior educational performance is reviewed to determine if additional support is needed. An *ELL Plan* is written, and electronic records are updated. The students' enrollment and withdrawal dates are recorded and considered to ensure proper reporting of years in the ESOL program due to the interruption of ESOL services. The original HLS, entry, classification, and DEUSS dates remain 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.

The site-based ESOL Contact develops the *ELL Plan in our electronic system (Ellevation)* once a student is found eligible to receive services from the ESOL program. The ESOL Contact is responsible for developing the student ELL plan based on assessment data and prior educational performance with guidance from the classroom teacher to determine additional services based on educational needs. The Data Specialists at each school site are responsible for entering ELL plan information into the district's student information system (Skyward). The ELL plan will reflect the student's instructional program or schedule designated by the Program 130 code which will include programs other than ESOL and the documentation of the use of appropriate ELL strategies and services. The ELL plan can include specific accommodation procedures for state assessment programs, as well as classroom assessments. Additional information, such as language assessment scores and current state assessment data, is included on the ELL plan. The ELL plan will be updated at the beginning of every school year, when changes to the plan are necessary to reflect the most current ELL plan date and services. The ELL plan will be updated and maintained in the student information system and cumulative record folder.

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 *ELL Student Plan* contains the following:

- Student's name, grade level, school name, language spoken at home, and DEUSS
- Classification date
- Referral date
- Assessments, Accommodations and Instructional Model
- Assessment data used to classify or reclassify a student as ELL
- FTE Summary Schedule (130 funding must be reflected)

The *ELL Plan* must have the following documents attached;

- Programmatic assessment
- Copy of *Parent Notification of Program Placement*, in English and in the parent's home language, when clearly feasible
- Copy of *Delay of Testing Notification* (if applicable)

The teacher is notified of students' language proficiency scores. The student's academic progress may be reviewed, and records from previous schools are examined, if available. The ELL Plan information will include previous and current teacher input through interviews to gain information on socialization and participation in the general classroom setting.

Please include a link to the ELL Student Plan. [FED0052.2.pdf \(stlucie.k12.fl.us\)](#)

## 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)

X Sheltered English Language Arts

X Sheltered Core/Basic Subject Areas

X Mainstream-Inclusion English Language Arts

X Mainstream-Inclusion Core/Basic Subject Areas

Maintenance and Developmental Bilingual Education

Dual Language (two-way) Developmental Bilingual Education

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

### Elementary Grades (K-5)

Elementary schools offer the Mainstream-Inclusion Core/Basic Subject Areas model. ESOL Contact's make every effort to enroll ELL students in classrooms with a teacher who has the ESOL Endorsement or a teacher enrolled in courses to obtain the ESOL endorsement in accordance with timelines specified in the *Consent Decree*. Teachers provide intensive English language instruction and basic subject instruction which is understandable, equal, and comparable in amount, scope, sequence, and quality to that provided to English proficient students. ESOL bilingual paraprofessionals provide additional support by making the content accessible in the students' home language, when clearly feasible. Student academic achievement data is used to track student progress and determine any additional supporting services to ensure the academic success of ELL students.

### Secondary Schools

Secondary schools have the option to choose a combination of the following instructional models:

#### 1. **Inclusion Model**

Basic ESOL Instruction provided by an English teacher trained in ESOL strategies consistent with the Consent Decree in a regular English class with other non-ELL students

#### 2. **Sheltered Core/Basic Subject Areas**

The sheltered model is a means to provide mainstream academic curricular offerings which are more comprehensible to the ELL student. Instruction and content provided to ELL students in sheltered courses are parallel and comparable to what is provided to non-ELL students in regular mainstream courses. Bilingual paraprofessionals provide appropriate native language support at the ELL's individual proficiency level. It is possible for an ELL student to be enrolled in some sheltered and some regular mainstream

courses at the same time.

### **3. Language Arts through ESOL – English**

Sheltered English ELLs are grouped by grade level in grades 6-12 based on English proficiency levels indicated on the entry assessment or ACCESS for ELL scores. These students receive comprehensible instruction from teachers in English through ESOL. These courses are designed for non-English speakers or very limited English speakers. As ELLs become more proficient in English, they move to mainstream classrooms. ELLs in mainstream-inclusion English and core subject area classes receive comprehensible instruction through ESOL strategies, supplemental materials, and language support in classes comprised of both ELLs and non-ELLs.

### **4. Developmental Language Arts through ESOL**

This reading course is a means to provide mainstream academic curricular content which is more comprehensible to ELL students. Student placement in this course is based on English language proficiency level. The instruction and content in this course is parallel and comparable to what is provided to non-ELL students in regular mainstream courses.

### **5. English Language Development**

The purpose of this course is to enable high school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity. Texts used for instruction focus on a wide range of topics in Language Arts, Mathematics, Science, Social Studies and academic language to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities, as well as cite evidence when answering text-dependent questions orally and in writing. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text. Explicit support is decreased or removed progressively as the reading and writing abilities of the students improve over time. The course will also provide extensive opportunities for students to learn English by communicating and collaborating with their teachers and peers for social and acculturation purposes.

The multiple credit course is a multi-grade-level elective that should be designed with the following student considerations:

- grade-level content
- proficiency level in English
- instructional needs

Teachers in all instructional models have the appropriate training requirements, are required to document ESOL strategies, and monitor ELLs language acquisition progress.

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

In order to ensure equal access to instruction by ELLs in grades K-12, the latest class schedules are maintained and reviewed on the student information system (Skyward) and on teacher schedules. Regardless of the instructional approach implemented, ELLs receive instruction which is aligned to state standards, and is comprehensible, equal, and comparable in amount, sequence, quality, and scope to their non-ELL peers. Equal access evidence will be observed by school site administrators through classroom visits, lesson plan review, and teacher interviews. Although supplemental instructional materials can be used, textbooks for ELLs are the same as those used for non-ELLs. ELLs in grades 9-12 must have access to and receive credit toward graduation in core subject areas of English Language Arts, mathematics, science, social studies, and computer literacy.

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

The academic performance of ELLs is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff review the success of the instructional model through teacher observations, ELL participation, attendance, grades, and statewide assessments - specifically ACCESS for ELL. Teacher input is also requested. If the instructional model does not show positive student performance goals are being met, then a different model may be considered if clearly feasible.

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

The school-based administrator(s) and ESOL Contacts are responsible for ensuring ELLs have equal access to all school programs, services, and facilities and that ELLs are afforded the same rights as their non-ELL peers. The Coordinator of English Learners Services advocates for ELLs and their families to ensure equal access and is responsible for providing information and training to school-based personnel, including bilingual paras regarding equal access to all programs and services for ELLs.

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

Teachers of ELL students in St. Lucie Public Schools use academic and language proficiency development strategies and document such strategies in their lesson plans. School-based administrators monitor the documentation and implementation of these strategies. The SLPS ESOL Department offers teacher training in the areas of differentiated instruction and ESOL strategies. Students are supported, either individually or in small groups, based on student need, in order to target specific weaknesses identified by the data from Access for ELL, IPT, *iReady*, ELA progress monitoring, EOC, and unit assessments.

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

Ensuring the delivery of comprehensive instruction to ELL students in St. Lucie Public Schools is a joint effort between ESOL program district staff and school-based ESOL staff. The ESOL program

district staff monitors the delivery of comprehensive instruction and supplemental services provided to ELL students. Each staff member has a designated role and responsibility in this process. The process which has been implemented to verify that instruction provided to ELLs is comparable to that provided to non-ELLs is consistent with the Consent Decree requirements. The Coordinator of English Learners Services continually monitors the program effectiveness and includes a review of data including:

- ELL students are acquiring English language skills within a reasonable amount of time.
- ELL students are learning and progressing toward completion of requirements specified in the district Student Progression Plan as evidenced by a comparison of ELL and non-ELL students.
- Comparison of ELL and non-ELL students (by race/ethnic group, national origin and district) on: (a) Retention Rates; (b) Graduation Rates; (c) Dropout Rates; (d) Grade Point Average; and (e) state assessment test scores

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

The administrators and ESOL Contact of each school meet with the teacher(s) of ELL students to ensure equal access to all programs, as well to ensure students are receiving comprehensive instruction. The school administrators conduct classroom observations and the evaluation of instructional materials to monitor the appropriateness of the student's program to ensure that comprehensible instruction is achieved. District ESOL staff also conduct support visits and provide coaching and mentoring sessions to support instruction.

#### Role of the School Principal

The principal, as the school leader, facilitator, and innovator, is the single most influential person in the development, management, and success of the ESOL academic program in the school. While district administrative staff assist in monitoring the academic progress of students, the principal is the key leader in implementing and monitoring program design and resources. To ensure proper and efficient administration of the ESOL Program requirements, the Coordinator of English Learners Services and the school-based ESOL Contact work directly with the principal to ensure the program is designed, implemented, and evaluated in accordance with the approved ELL Plan and applicable guidelines.

#### Role of the ESOL Contact

The ESOL Contact serves as a resource to school staff in identifying appropriate support for ELL students. Additionally, the ESOL Contact is a liaison to the district level to ensure all services are provided in accordance with the Consent Decree.

#### Role of the Classroom Teacher

The classroom teacher implements strategies, monitors student progress, and develops meaningful lessons with intentional support.

#### Role of the ESOL Program District Support Staff

The Coordinator of English Learners Services and ESOL Instructional Specialist provide schools with support in developing a comprehensive program and monitoring student academic progress. ELL students' assessment data is used to determine student language and academic needs. The ESOL Compliance Specialist supports and monitors each school's process of identification of



students and maintenance of compliance paperwork.

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)

X Student Portfolios

Other Criterion Referenced Test (Specify) \_\_\_\_\_

Native Language Assessment (Specify) \_\_\_\_\_

X LEA/school-wide assessments (Specify) \_\_\_\_\_

X Other (Specify) Computer based programs to track academic achievement and language proficiency progress.

### **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?

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

<https://www.stlucie.k12.fl.us/pdf/StudentProgressionPlanElementary.pdf>

<https://www.stlucie.k12.fl.us/pdf/StudentProgressionPlanMiddle.pdf>

<https://www.stlucie.k12.fl.us/pdf/StudentProgressionPlanHS.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.

ELLs who have been enrolled for less than two years based on DEUSS are exempt from third grade mandatory retention. The school principal reviews ELL student's documentation and makes a written recommendation to the Assessment and Accountability Department Director. The Assessment and Accountability Director, in conjunction with the Promotion and Retention Committee, makes promotion recommendations based on Good Cause to the school district's Superintendent. Parents are notified in writing by the school principal.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

An ELL committee convenes to review documentation and data prior to making a promotion/retention recommendation for each ELL. An ELL student's academic progress, based on formal and informal assessments and statewide assessment scores, will be reviewed and documented in on an *ELL Committee Meeting Form*. When determining promotion/retention for ELLs, information and documentation may include but are not limited to: classroom performance, benchmark testing results, statewide assessment data, English Language progress, and

parent/student interview. The committee makes a recommendation to the principal. The principal sends the final decision to the Superintendent.

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

### **Statewide Assessment**

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

St. Lucie Public Schools' Assessment and Accountability Department staff provide training to Testing Coordinators and School Administrators on the administration of the specific content area assessments with an emphasis on testing accommodations. Each school testing coordinator and school administrator is responsible for providing training to school staff who assess students. The school's ESOL Contact generates and disseminates digital rosters of all ELLs who will be assessed at the school site, as well as guidelines and materials used by school-based testing coordinators to cross-reference and ensure all ELLs are appropriately assessed. ELL students are provided the required accommodations in the administration of FSA, EOC, and ACCESS for ELLs following guidelines as specified in the respective assessment manuals.

#### Statewide content area assessments:

All ELLs in SLPS participate in statewide assessments. The Assessment and Accountability Coordinator works with school-based assessment coordinators and administrators to ensure that all ELLs participate in the Statewide Assessment program and provide appropriate testing accommodations. The school ESOL Contact ensures ELLs receive the accommodations for statewide assessment which are indicated in the TAM and include flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, and the use of the English-to-Heritage-Language dictionaries. Additionally, these accommodations are used within the classroom and with regular classroom assessments. The parents are notified of the different testing accommodations in a letter sent by the school. Parents have an option to determine if a flexible setting is the best testing option for their child.

#### ACCESS for ELLs assessment programs:

ACCESS for ELLs is a paper-based assessment for students in grades 1–12.

- Students are administered the Speaking section of the test, one-on-one, with a test administrator
- The Listening, Reading, and Writing sections may be administered in a group setting
- 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 test administrator.
- Alternate ACCESS for ELLs is a paper-based assessment for students in grades 1–12 who have significant cognitive disabilities. Students are administered all sections of the test, one-on-one, with a test administrator.

St. Lucie Public Schools Assessment and Accountability Department and district ESOL Department staff provide training for testing coordinators and school administrators in the administration of Access for ELLs. Certification sessions are provided by the district ESOL Program staff at the district level to ensure all personnel administering Access for ELLs at the school level are properly trained and certified. Students coded LY on the first day of the ACCESS for ELL test administration are tested for language proficiency.

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

The ESOL Contact and the Testing Coordinator at the school level are responsible for ensuring appropriate testing accommodations are provided to ELL students and are documented.

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.

At the beginning of the school year, ESOL Contacts provide written notification to parents of ELL students regarding the accommodations provided during the statewide assessments. These accommodations are documented in the students' ELL Plans. School and district staff provide parent workshops during the school year to educate parents on Florida statewide assessment policies, mandates, and student outcome. The parent is notified of outcomes on assessments through individualized student score reports which indicate the performance level of the student, as well as interpretive guides. These guides are made available in multiple languages, when clearly feasible. Parent/teacher conferences may be convened, with a translator present if requested by the parent or teacher, to discuss the assessment policies, mandates, and results.

## 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.

Once Access for ELLs scores have been received for the current school year, the ESOL Contact reviews scores to determine if ELL students are proficient in English and meet exit criteria based on grade level requirements.

### *Grades K-2 – Exit Code H*

The English Language Proficiency Assessment is the only assessment required for this grade level cluster. ELL students shall obtain a 4.0 composite score or greater **and** at least a 4.0 in the reading domain.

### *Grades 3-9 – Exit Code I*

Passing scores on two different assessments are required to determine exit criteria for this grade level cluster. ELL students shall obtain a 4.0 composite score or greater **and** at least a 4.0 in the reading domain in Access for ELLs assessment. ELL students must also earn a passing score in the grade level ELA FAST or a score on the FAA as applicable to Rule 6A-1.09430.

### *Grades 10-12 – Exit Code J*

Passing scores on two different assessments are required to determine exit criteria on this grade level cluster. ELL students shall obtain a 4.0 composite score or greater **and** at least a 4.0 in the reading domain in Access for ELL assessment. ELL students must also earn a passing score on the 10<sup>th</sup> grade ELA FAST, or a score on the FAA as applicable to Rule 6A-1.09430 **or** concordant score on the SAT or ACT pursuant to Section 1008.22, F.S.

For students with significant cognitive disabilities taking any administration of the Alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater. Once the student meets the exit criteria, the ESOL Contact notifies the data specialist of exit data and the student code is changed from LY to LF. Students are subsequently monitored for two years. Parents are provided with written notification of exit through a letter in the child's native language, unless clearly not feasible.

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 ESOL Contact and/or SLPS ESOL Compliance Specialist

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 may be involved in making exit decisions when assessment results do not fully capture the student's academic or linguistic needs. An ELL Committee will convene to allow for input from parents, teachers, and support staff to discuss placement decisions. An ELL Committee may recommend that the student be exited from the program with consideration of data other than

from statewide assessments, such as student portfolios or alternative evaluations. 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 interfering with the student achieving proficiency either on the Statewide English Language Proficiency Exam or the Statewide Academic Assessment. The student may have another documented disability which is being met through an IEP or other student plan. Regardless of reason for exit, an ELL Committee reviews the student's academic and English language proficiency, records and documents *at least two of the five* criteria listed below to exit a student:

- a. Extent and nature of prior education or academic experience, social experience, and a student interview
- b. Written recommendation and observation by current and previous instructional and supportive services staff
- c. Level of mastery of basic competencies or skills in English and heritage language according to local, state, or national criterion-referenced standards
- d. Grades from the current or previous years
- e. Test results other than the entry assessments

Each student is regarded individually by the ELL Committee and any decision is made in the best interest of the child.

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

Access for ELLs and ELA FSA are generally used as the instruments from which data is considered to make the exit decisions. This data is typically received during the summer. ELLs exit the ESOL program when exit criteria is met through assessment, however ELLs can be referred for exit at any time during the school year. An ELL student who meets exit criteria in the middle of a grading period exit through an ELL Committee meeting may remain in any Sheltered Instruction program in which the student is currently enrolled until the grading period is over. ESOL Contacts communicate with parents and teachers to determine if it is in the best interest of the student's social-emotional and academic well-being to remain in the current course enrollment or to be placed in the equivalent mainstream course.

The ELL committee decision is based on a current data analysis and student evaluations. A current listening, speaking, reading, and writing English proficiency assessment will be administered, along with a review of report card grades, benchmark test scores and portfolio data. Input from parents, teachers, and support staff will also be requested. The exit code will be L, and the student code will change from LY to LF. The student will be monitored for two years after

## 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? ESOL Contact

Updating the student ELL plan? ESOL Contact

Reclassification of ELL status in data reporting systems? Data Specialist

The ESOL Contact is responsible for monitoring students who have exited from the ESOL Program. The ESOL Contact maintains accurate records of students' academic performance and communicate with the students' teacher to ensure academic progress. The student's academic performance is reviewed four times in the two-year period following mandated timelines and recorded in the student's ELL Plan for Exit, as well as in the student information and reporting system (Skyward).

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

X Report Cards

X Test Scores

X Classroom Performance

X 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?

The academic progress of former ELL students' is monitored using multiple data points. Informal and formal assessments and progress monitoring assessments are reviewed to determine if students are progressing academically. When former ELL students are not meeting grade-level expectations, the ELL Committee convenes to pinpoint any consistent pattern of continued underperformance on assessments and grades. The ELL Committee reviews the data collected throughout the monitoring period. The need for interventions, which could include reclassification into the ESOL program, will be determined by the ELL Committee.

The procedures followed when the academic performance of former ELLs is not on grade level is:

- a) The student is referred to the ELL Committee.
- b) The ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in ESOL Program and language acquisition proficiency assessment data.
- c) ELL Committee makes a determination about whether the student continues in

the regular program or needs to be reclassified as an ELL, coded LY, and re-entered into the program (or be referred for further evaluation).

The site-based ESOL Contact is responsible for developing a new Student ELL Plan, providing the Data Specialist with the student data and ensuring appropriate placement after the student has been assessed. Original student data remains the same. If a student was not reported for six years he/she may be reported with 130 funding for additional years, extended annually, for a period not to exceed a total of six years based on the Florida start date. Lack of ELL funding eligibility does not relieve the district of providing services beyond the six years of state ELL program funding.

### **Compliance of ELL Plan and Student Performance**

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

The Coordinator of English Learners Services is responsible for monitoring ESOL program compliance with state rules governing ESOL and the Florida Consent Decree. The Coordinator of English Learners Services analyzes ELL students' performance data on a quarterly basis, maintains records of program reporting, and involves district and community stakeholders in conversations to improve services and increase student academic achievement. At the end of the school year, the Coordinator of English Learners Services monitors and evaluates services provided and analyzes students' performance data. During the pre-school planning period, the Coordinator of English Learners Services meets with school-based administrators to discuss ELL students' data to celebrate successes and develop a plan to meet ELL students' academic and language needs in the upcoming school year.

For paperwork compliance, the ESOL Program Specialist provides professional development support and on-site monitoring to ensure compliance paperwork is completed on time and that accurate records are kept in the student's ELL folder. Student ELL plans and schedules are updated annually and monitored by the ESOL Administrator to ensure ELLs are being provided the appropriate program 130. Comprehensible instruction is monitored through classroom observations and review of teacher lesson plans by school-based administrators.

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

The SLPS ELL plan is available on the district's website. The link is provided during ESOL PLC meetings. Parents can request copies of the plan at any time. Although the *District ELL Plan* is in English, bilingual district and school-based staff will help translate components of the plan.



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

The Coordinator of English Learner Services and the program specialists are responsible for the implementation of the *District ELL Plan*. The Coordinator of English Learner Services meets with school-based administrators at each school to ensure appropriate instructional practices and procedures are in place. The school-based administrator conducts classroom walk-throughs, observations, and reviews compliance documentation to ensure schools are implementing the *District ELL Plan*. The district plan is discussed during ESOL PLC meetings, with translators available. Parent input and feedback is encouraged so there is successful implementation. Professional development is provided to administrators, teachers, and parents to ensure understanding of state rules governing ESOL as explained in the *District ELL Plan*.

## **Section 8: Parent, Guardian, Student Notification and Rights**

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program.

Per the *Every Student Succeeds Act* (ESSA) 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, districts are required to notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those children identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the child being placed in the ESOL program. Letters will be mailed to parents, notification will be maintained in student folders and will be monitored by Title I staff. All letters, as well as all home-school communication, must be provided to parents in a language they can understand, unless clearly not feasible.

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

School personnel provide assistance to parents or guardians through their school's bilingual paraprofessional or any other school staff available to communicate with the parents/guardians in their home language, when clearly feasible. In cases where such personnel is unavailable, school personnel seeks assistance from the ESOL Program Office to communicate with parents/guardians of ELLs in their home language, when clearly feasible.

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

The St. Lucie Public Schools ESOL Department conducts parent engagement activities on a quarterly basis to inform parents of support available to their children. The ESOL Resource and Education Center is open and allows for parents/guardians to check out materials to support students in learning academic content and increasing language proficiency. The school-site ESOL Contact develops outreach activities to inform parents/guardians of ELL students' academic needs and available support. Some of those activities may include ESOL educational nights and learning events. Teachers post students' assignments and current progress in our secure parent-teacher portal and parents are encouraged to request resources to support their children.

Four English Learning Centers have been established throughout St. Lucie County. These centers are conveniently located throughout the district to ensure parents have access to at least one center within a reasonable distance to their home. The English Learning Centers provide parents with opportunities to learn English while their ELL students receive tutoring. Parent workshops are also provided at these centers. A Summer Slide web page provides parents with specific resources to increase academic achievement and language acquisition. This page is available through the summer months to support academic and English language skill retention during the summer vacation period.

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.):

- X Results of language proficiency assessment
- X Program placement
- X Program delivery model option(s)
- X Extension of ESOL instruction
- X Exit from ESOL program
- X Post-reclassification of former ELLs monitoring
- X Reclassification of former ELLs

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

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

SLPS teachers provide parents who speak a language other than English with support in understanding students academic progress. Bilingual staff in the school support schools communicating with families to ensure parents are aware of students academic progress.

**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 ESOL PLC are to support parents in understanding the ESOL program, rules governing services, and support provided through SLPS. It also provides parents of ELLs with an opportunities to: (a) take an active role in the decisions impacting the education of their children and (b) consult with district/school personnel and give input on goals related to the program. The majority of the ESOL PLC is composed of parents of current and former ELLs, but also includes community stakeholders and key district personnel. The primary function of the ESOL PLC is to make recommendations for the *District ELL Plan* and to review policies which are instrumental in the approval process.

The PLC is composed in the majority of parents of limited English proficient students. If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.

The ESOL Parent Leadership Council is composed of parents of ELL students who are encouraged to become part of other district and school level committees. Community stakeholders and key district personnel also participate in the ESOL PLC.

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

PLC members are recruited from other committees in St. Lucie Public Schools.

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

The St. Lucie Public Schools *District ELL Plan* is developed under the advice of the ESOL Parent Leadership Council. The St. Lucie Public Schools ESOL PLC members provide input during the development of the *District ELL Plan* and review the final *District ELL Plan* at a scheduled PLC meeting which is also conducted via conference call to facilitate strong attendance. Translators are available to provide language assistance and clarification. ESOL PLC members may request an emailed version of the plan if they are unable to attend the meeting. Parental feedback is encouraged and will be addressed in subsequent meetings, if necessary. Upon completion of the review by the members of the PLC, the Chairperson signs and approves the *District ELL 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 SLPS Teacher Certification Specialist notifies teachers of training requirements while the Coordinator of Talent Development notifies teachers of training opportunities. Training notifications are posted in the district's Professional Development calendar and notices are sent via email to all teachers. Course completion is documented through the district information systems – Skyward and Frontline.

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 SLPS Teacher Certification Specialist notifies teachers of training requirements while the Coordinator of Talent Development notifies teachers of training opportunities. Training notifications are posted in the district's Professional Development calendar and notices are sent via email to all teachers. Course completion is documented through our information systems – Skyward and Frontline.

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 SLPS Teacher Certification Specialist notifies teachers of training requirements while the Coordinator of Talent Development notifies teachers of training opportunities. Training notifications are posted in the district's Professional Development calendar and notices are sent via email to all teachers. Course completion is documented through our information systems – Skyward and Frontline.

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

Category I teachers are reported out-of-field for ESOL every quarter through a newsletter developed by the Director of Human Resources. Teachers are then reported to the School Board for approval and a newsletter is sent to each school principal, who sends the notification to the parents of ELL students whose teacher is out-of-field. A link is available in the SLPS website. Although weighted FTE 130 may be claimed for teachers responsible for teaching Category II, core courses of Math, Science, Social Studies, and Computer Literacy, teachers are not considered out-of-field and no notification letter or School Board approval is necessary. All teachers must document

that ESOL strategies are being used to ensure comprehensive instruction is provided to ELLs.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

The Talent Development Administrator on Special Assignment provides *ESOL for Administrators* to administrators via the online Canvas platform at the district level. ESOL for Administrators' course completion is documented through the district's information systems – Skyward and Frontline.

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

Guidance Counselors are provided with ESOL Courses via the online Canvas platform at the district level. Course completion is documented through the district's information systems – Skyward and Frontline.

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 Instructional Support Staff provides ongoing professional development on ELD standards, best practices, and data analysis. Training sessions are provided during the school year and during the first two weeks of June.

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.

During the summer, bilingual programs are provided for ELL students. Teacher proficiency in the targeted languages (Spanish and Haitian-Creole) is determined through a language proficiency screener conducted through the district ESOL Department. The screener includes an oral and written assessment.

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.

ESOL Bilingual Paraprofessional Qualifications:

- High School Diploma or equivalent, plus either AA/AS, sixty (60) hours of college credit, or a passing score on a rigorous locally identified test.
- Proficiency in English and the targeted Language home language
- Ability to communicate effectively with parents, teachers, students and others in their native language. Ability to perform essential job functions.

Job Description and Primary Responsibilities:

- To assist ELL students by assisting teachers with basic subject area instruction (math, science, social studies, and computer literacy)
- To provide encouragement and positive reinforcement to ELL students to develop and maintain an environment conducive to learning
- To develop and prepare instructional materials and creative activities as directed by the teacher
- To administer tests to individuals and groups of students
- To assist students in various learning situations
- To provide assistance with interpreting the district school program to parents
- To provide assistance in communicating all pertinent school information to parents in the targeted home language.

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

ESOL Bilingual Paraprofessionals participate in district- and school-based professional development provided by the ESOL Instructional Support Specialist and other professional developers. ESOL bilingual paraprofessionals participate in professional development sessions where they develop skills to support ELL students with the general curriculum and programs to support ELL students' language proficiency development. Participation is documented on sign-in sheets and in the online training tracking system, Frontline.

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

ESOL Paraprofessional English and heritage language proficiency is determined through a language proficiency assessment provided by ESOL Department staff. The Language Proficiency screener assesses each candidate's ability to demonstrate proficiency in English and heritage languages, both orally and in writing. To assess proficiency in Writing, candidates are asked to translate a letter from English to their heritage language as well as heritage language to English. To assess oral proficiency, applicants will engage in a collegial conversation with the screening panel in both English and heritage language. Targeted questions will be asked to identify the applicant's ability to communicate fluently in English as well as the heritage language. A minimum of two screeners will compose the screening panel and score the language proficiency assessment using a rubric to determine candidates' language proficiency. Candidates interested in becoming ESOL Paraprofessionals apply to the ESOL Bilingual Aides position and once candidates are cleared by the Human Resources Department they complete the language screener. After successfully passing the language screener, candidates are placed in the ESOL Paraprofessional pool list. The list is distributed to school principals by the SLPS Coordinator of English Learners Services when positions become available.

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 ESOL Contact uses Date Entered in a U.S. School (DEUSS) to determine when Extension of Services re-evaluation and the ELL Committee meeting will take place. Scores from current Access for ELL 2.0 and Alternate Access for ELLs are used at the time of the ELL Committee meeting if a student's anniversary date is between **June 1<sup>st</sup> and Oct. 1<sup>st</sup>**. Aural/Oral IPT and IRW (Reading & Writing) are used if the student's anniversary date is between **October 2<sup>nd</sup> and May 31<sup>st</sup>**. Testing and ELL Committee meetings take place **on or 30 days before** student's DEUSS. The ESOL Contact invites parents, teachers, and other school staff who can contribute to the conversation regarding ELL students' academic progress. The ELL Committee reviews assessment data, makes determination of extension of services, and identifies supports which will be provided to increase academic and language proficiency.

### **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 2.0  
Alternate Access for ELLs  
Initial Placement Test (IPT Test, Ballard & Tighe)

### **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 2.0  
Alternate Access for ELLs  
Initial Reading and Writing Test (IRW Test, Ballard & Tighe)