2016-2019

District
English Language Learners (ELL) Plan

Contact Person: Lyndsay Tolerton
LEA: FAU Lab
Email: tolerton@fau.edu
Phone: 561-297-0959

Rule 6A-6.0905
Form ESOL 100
(February 2016)
January 10, 2017

Ms. Valerie J. Bristor  
Florida Atlantic University  
A.D. Henderson School  
777 Glades Road  
Boca Raton, Florida 33431

Dear Director Bristor:

The Florida Department of Education’s (FDOE) goal of *Highest Student Achievement* is one of the top priorities for K-12 schools. In order to reach this goal, the department’s review of the District English Language Learners (ELL) Plan for Florida Atlantic University, A.D. Henderson School focused on student outcomes and compliance with state and federal laws.

We are pleased to inform you that the District ELL Plan for Florida Atlantic University, A.D. Henderson School has been reviewed and approved for implementation. This approval extends through June 30, 2019. It is expected the Florida Atlantic University, A.D. Henderson School ELL Plan will be implemented as approved.

The plan may be revised through an amendment; however, such a revision may not be implemented until the amendment has been approved by FDOE.

Please accept our congratulations on your efforts. As always, the Bureau of Student Achievement through Language Acquisition is available to assist your district or schools in their services to ELLs. If you have any questions or comments, please contact Ginger Alberto at ginger.alberto@fldoe.org or 850-245-0894.

Sincerely,

Chane Eplin

Chane Eplin  
Bureau Chief, Student Achievement through Language Acquisition
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<td>Lyndsay Tolerton</td>
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<th>(6) CERTIFICATION BY SCHOOL DISTRICT</th>
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<td>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.</td>
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I, Valerie J. Bristor, 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.

Valerie J. Bristor Date Signed: 9/14/16 9/13/2016 Date of Governing Board Approval

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<th>(7) Chairperson representing the District ELL Parent Leadership Council (PLC)</th>
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<td>Name of Chairperson representing the District ELL PLC: Dr. Michael Boyle</td>
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<th>Contact Information for District PLC Chairperson:</th>
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<tr>
<td>Mailing address: A.D. Henderson/FAU High School, 777 Glades Road, Boca Raton, FL 33431</td>
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<th>E-mail Address: <a href="mailto:condaelu@gmail.com">condaelu@gmail.com</a></th>
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Date final plan was discussed with PLC: 9/13/2016

Michael J. Boyle M.D. Date Signed by PLC Chairperson: 9/13/16
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 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, **Valerie J. Bristor**, 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.

Valerie J. Bristor
Superintendent's Signature

9/4/16
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?

The Home Language Survey (HLS) is included in the registration form for each student in all schools. Students are invited to attend A.D. Henderson University School and Palm Pointe Educational Research School based on participation in a demographically representative school lottery. Students attending FAU High School's dual enrollment program meet the entrance criteria for the program. When the student receives his/her letter of invitation, the parent reports to the school to receive a registration packet or accesses the forms from the schools' websites. Upon submission of the registration packet, it is checked for completion by the registrar. The registrar officially registers the student and adds the information into the school's student management system (FOCUS/Skyward). This includes adding the answers to the HLS for each student.

Once school begins, the school-based ELL Coordinator then pulls a report from FOCUS/Skyward to determine all new students with any positive responses to the HLS. The ELL Coordinator then schedules the district-approved assessment of English language proficiency to determine eligibility in the school/district ELL program. Affirmative responses to HLS questions 2 and 3 result in a student automatically being placed in the ESOL Program until completion of the eligibility assessment. The HLS are then filed in the students' CUM folder. A copy is also added to the student's ESOL folder.

The same procedures are used for ELL and non-ELL students with the exception of the initial ESOL testing as a result of the positive responses on the HLS.

Into what languages are the HLS translated?

The HLS is available in Spanish, Portuguese, Haitian Creole, and Russian.

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

Parents that do not speak English will be provided assistance from a school representative who speaks their native language if available. In addition, translation web sites and apps can be used to assist parents when needed.

How do you identify immigrant students?

During the student registration process, the registrar of each school collects and reviews a student's birth certificate, registration form (which includes DEUSS date) previous school transcripts, report cards, and other records as applicable to determine whether or not a student meets the definition as an Immigrant Child and Youth. These same records will be used to determine if the student has been attending one or more schools in any State for less than three full academic years.

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

During the student registration process, the registrar of each school collects and reviews a student's birth certificate, registration form, previous school transcripts, report cards, and other records as applicable to determine the students DEUSS date.

http://applypk12.fau.edu/site.php
http://www.fauhigh.fau.edu/admissions/index.php
Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

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

☐ Registrar
☒ ESOL Coordinator/Administrator
☒ Other (Specify) - School-based support staff who have been trained in administering the district-approved language assessments

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.

- IDEA Proficiency Test I Form G (grades K-5)
- IDEA Proficiency Test II Form E (grades 6-12)
- WIDA MODEL (kindergarten)
- WIDA Screener (grades 1-12)
- WIDA – APT (grades K-12)

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

Once school begins, the school-based ELL Coordinator then pulls a report from FOCUS/Skyward to determine all new students with any positive responses to the HLS. The ELL Coordinator schedules the student(s) for testing. The ELL Coordinator frequently monitors the testing schedule and revises as needed. If the student is not assessed within 20 school days, this period is extended for an additional 20 days and parents are notified in their native language (unless clearly not feasible).

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?

K-12 students who score English proficient on the Listening and Speaking assessment are interviewed informally for further proficiency. In grades 3-12, students who are proficient on the district-approved Listening and Speaking assessment are administered a Reading and Writing assessment to determine if a student needs ESOL services. Any students in grade 3 or above, who scores at or below 32nd percentile on the IPT Reading and Writing test or scores below the English proficient level on a district-approved WIDA assessment in reading and writing shall be classified as ELL and provided ESOL services.

Reading and Writing Proficiency Assessment

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

- IDEA Proficiency Test I, 2, and 3
- WIDA Screener
- WIDA – APT
Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

The ELL coordinator is responsible for coordinating and tracking students in grades 3-12 who need the Reading and Writing assessment administered. The ELL Coordinator is also responsible for tracking timelines to ensure this testing is administered within 20 days of the listening and speaking test. If a student is not assessed within the 20 days, the period is extended to an additional 20 days as long as the parents are notified in their native language. The ELL Coordinator is responsible for adding information into FOCUS/Skyward. The parents of students who have not been given the reading/writing test by the required timeline will be notified in the language they understand, unless clearly not feasible.

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?

For students in grades K-12 with inconsistent test data to meet the entry criteria, an ELL Committee is convened to determine if the student should enter the ESOL Program. Parents are invited to attend this meeting. For students in grades K-12, the ELL Committee may determine a student to be ELL or not to be ELL according to consideration of at least two of the following criteria in addition to the results of the assessment of English language listening/speaking proficiency and/or reading and writing:
- extent and nature of prior educational and social experiences; and/or student interview;
- written recommendations and observations by current and previous instructional and supportive services staff;
- level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
- grades from the current or previous years;
- test results other than those from the district assessment of listening/speaking/reading/writing.

ELL Committee decisions are documented in the ELL Plan under ELL Committee recommendations. ELL Committee members sign the plan for documentation purposes.

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.

The ELL Coordinator will assess the records of all new ELL students. The records will be analyzed to determine the appropriate placement and support for ELL students in addition to determining testing needs for placement in the ELL program. The district will make every effort to obtain transcripts and prior educational records. However, if a student cannot provide such records a reading and language assessment will be provided to determine present level of performance. Students will be placed in an age-appropriate grade level unless records provided indicate a different placement or recommendation.

Because A.D.-Henderson School and Palm Pointe Educational Research-School utilize a lottery system for admittance and FAU High School is a selective dual enrollment program, it would be improbable that a student would have had no prior schooling. However, if an instance should occur, the school/district would employ the following guidelines to address the placement of a student with limited or no prior school experience:
- Interview parents/guardians regarding the student’s previous schooling.
- Generate a general profile of the student using target questions such as:
  - What grade was the student in during the previous year?
  - What courses did the student take?
  - How did the student perform in the prior school setting?
  - At what age did the student start school?
What is the total number of years the student has been in school? Was the student ever retained? Were there excessive absences or special circumstances affecting achievement? Check the age of the student to determine approximate grade placement. Administer placement tests to assess student's academic skills. An ELL committee may meet to determine best placement for students.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student’s native language and for foreign languages the student may have taken (this may include English).

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

The FAU High School program is a targeted selection dual enrollment program. Students must apply, successfully interview, and meet strict academic criteria to be accepted. Students in 9th grade are taught by FAU High School Instructors. Students in grades 10-12 are based on the university campus at Florida Atlantic University and take college level classes. The academic criteria for FAU High School Grade 9 are below. In grades 10-12th the criteria becomes even more rigorous.

Recommended Criteria for Admissions Consideration

Un-weighted GPA: 3.6 (minimum)

High School Math Courses

Algebra I Honors successfully completed with A or B grade.

Completion of Geometry with grade of A or B is strongly recommended.

School Based Standardized Tests: (minimum)

FSA Reading Level 4
FSA Mathematics Level 4
Florida End of Course (EOC) Assessments Level 4

Students without Florida Assessment Scores should submit other school based standardized test scores (e.g. Stanford 10, Iowa Test of Basic Skills, TerraNova)

Accuplacer College Readiness Test: (minimum)
Due to the unique nature of FAU High School's aggressive dual-enrolment program, it is highly improbable that students would apply for 9th-12th grades, with completed credits in countries outside of the United States, but for which there is no documentation. Students transferring from other countries with credits for language arts courses taken in the student's native language and for world language courses (including English) may apply to FAU High School. Translations of transcripts will be used to determine if the student meets the minimum eligibility criteria for FAU High School. The registrar and the director of the high school program are responsible for evaluating foreign transcripts. Copies of all records are kept in each student's cum. Information specifically related to FAU High School's application process can be found at [http://fauhigh.fau.edu/admissions/newstudents.php](http://fauhigh.fau.edu/admissions/newstudents.php)

Re-evaluation of ELLs that Previously Withdraw from the LEA

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

Moving from one Florida LEA to another:

Moving from another state to Florida LEA:

Moving from another country to Florida LEA.

Students are invited to attend A.D. Henderson University School and Palm Pointe Educational Research School based on participation in a demographically representative school lottery. Students attending FAU High School's dual enrollment program meet the entrance criteria for the program. If an ELL student leaves the district, they would need to reapply and be selected in the lottery again or be selected again to attend FAU High School. It is improbable that this scenario would happen. In the rare instance that it would happen, ELLs who leave the district for another state or country for a period longer than 90 school days and then return and re-enroll, should be reassessed for English language proficiency due to an interruption of ESOL services. As a result of this reassessment of the student, a new home language survey, classification, original entry date and test date will be reflected in the ELL Plan. All prior documentation shall be maintained in the ELL Plan and/or cumulative folder with an explanation of new data. If a student has been withdrawn but attended another Florida school district, no interruption of ESOL services should occur.
ELL Student Plan Development

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

The ELL Coordinator is responsible for overseeing the development and updating of the English Language Learner Plan. The ELL Plan is updated as follows:
- whenever an ELL Committee is held
- annually at the beginning of each school year to reflect current services
- on/before the anniversary date of student’s entry into the ESOL Program, if applicable
- any other time when there is a change in the student’s educational plan

All ELL Plans are reviewed annually, at the beginning of each school year, to reflect current services. Assessment data (i.e. achievement test results, class performance, grades, language proficiency) are considered when conducting the review. The documentation of the recommendations is part of the student ELL Plan. The plan can also be updated on the student’s anniversary date of entry into the ESOL program for a recommendation for continued placement in the ESOL program. The 2nd and 3rd year recommendations are documented by the ELL coordinator in the appropriate section of the ELL Plan. In addition, the ELL Coordinator informs the teachers of students who have completed a 3-year base period in the ESOL program. If the student does not meet the re-evaluation criteria after 3 years in the ESOL program, the ELL Committee is convened to make a recommendation for a 4th, 5th or 6th year of continued ESOL program placement. Recommendations for an extension of the ESOL program are documented on the ELL Plan by the ELL Coordinator.

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 Coordinator works collaboratively with the classroom teacher to gather information for the development of the plan:
- Demographics
- Parent Signature
- Initial Placement Information
- Language Classification
- Instructional Program Recommendations/Continuation of Program Service Letter
- Programmatic Assessment and Academic Placement Review
- Annual Reviews
- Reevaluations
- ELL Committee Meetings
- Program Exit Information
- Post Exit Information
- Post Reclassification Information
- Home School Communication
- Test Protocols/Results
- Student Schedules
- Accommodations

Please include a link to the ELL Student Plan.

Due to the small size of FAU Lab School, A.D. Henderson and FAU High School uses the ELL plan and forms from a surrounding large district.

Palm Pointe Educational Research School uses the ELL Plan and forms from St. Lucie County Schools
http://www.stlucie.k12.fl.us/forms/ (go to Federal to find 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.

All ELL students at FAU Lab are taught in mainstream inclusion classes. The administration team at each school (School-based Principal and Assistant Principals) is responsible for monitoring fidelity of instruction. Monitoring occurs through classroom walk-throughs, formal classroom observations as well as monitoring of lesson plans to document ESOL strategies.

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

FAU Lab uses an inclusion model to deliver instruction to ELL students with ESOL strategies incorporated within each lesson. This means the instruction for ELL students is equal in amount, sequence, quality, and scope to that provided to non-ELL students.

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

The ELL Coordinator at each school works collaboratively with school administration teams to monitor data, scheduling, and the identification of the appropriate instructional model. If the instructional model implemented does not show positive student performance, additional supports will be considered.

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

ELL students have equal access to all programs and facilities at FAU Lab School. To ensure ELL students are afforded quality instruction where the intensity matches the need, the administrative team at the school conducts classroom walk-throughs as well as review of lesson plans. Professional development is provided to teaching staff to help meet student needs.
Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

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.

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans which are checked by school administrators during ongoing classroom walk-throughs, formal and informal teacher evaluations. Teachers are evaluated by school administration using the Marzano Teacher Evaluation System. A part of that system includes providing evidence of planning and preparing for the needs of English Language Learners (Domain 2, Element 47).

Program goals and objectives for ELLs are the same as the program goals and objectives for all students. ELL students must meet the Florida State Standards established by the Florida Department of Education. The content of the curriculum for ELLs in each of the basic subject areas is the same in scope, sequence and quality as the instruction provided to non-ELLs. This is accomplished by following the curricula frameworks and by the utilization of the following materials:

- Grade level State/District adopted materials
- District-recommended supplementary ESOL materials
- ESOL Instructional Strategies Matrix
- WIDA Framework and Resources available at www.wida.us
- CPALMS

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) iReady Reading and Math
☑ Other (Specify) Universal Screening Assessment Data such as FAIR (Florida Assessments for Instruction in Reading) for 3-8th grade, Reading Running Records

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.

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 in third grade who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Parents must be notified in their home language, when feasible.

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.

ELL students may not be retained based solely on lack of language proficiency in English. An ELL Committee may be convened to determine whether a student may be considered for retention. The ELL Committee, including the principal will make decisions regarding the proper placement of ELL Students. It should be noted that there must be documentation of interventions implemented throughout the school year if an ELL student is to be considered for retention. ESOL instruction is not an intervention. It is considered part of comprehensible instruction.

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:

Because all ELLs are instructed in mainstream inclusion classes, they participate in all required statewide assessments. The ELL Coordinator and the Testing Coordinator at each school oversee the inclusion of all students in the statewide assessment program as well as ACCESS for ELLs. School Assessment Coordinators provide annual training to all personnel involved in administering state assessments. The School Assessment Coordinator maintains all assessment documentation.

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 ELL Coordinator is responsible for documenting and ensuring that each eligible ELL is provided with appropriate test accommodations.

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

A letter is sent home to parents of ELLs informing them if their child will be receiving allowable accommodations on statewide testing. A copy of this letter is kept in each student's ELL folder. The same accommodations are provided on a regular basis during classroom instruction and documented as ESOL Instructional Strategies in the teacher's plan book. Information about the ACCESS for ELLs assessment is sent home in the student's native language (from the WIDA website).
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.

Students in K-2 are eligible for exit from the ESOL program upon scoring proficient at the applicable grade level on ACCESS for ELLs assessment. Proficient on ACCESS for ELLs means a 5.0 overall (composite score) score or greater AND at least 4.0 score in all domains of Listening, Speaking, Reading and Writing.

Students in grades 3-10 eligible for exit from the ESOL program must score an achievement level of three (3) or greater on the Florida Standards Assessment in ELA AND students must score a level of proficient on the ACCESS for ELLs assessment.

Students in grades 11-12 must be proficient in the ACCESS for ELLs assessment and one of the following graduation requirements: Level 3 on 10th grade FSA in ELA OR a score of 19 on the ACT (Reading) OR a score of 430 on the SAT (Reading).

Upon receipt of the ACCESS and FSA scores, the ELL Coordinator shall exit students no later than the last school day of the school year. If ACCESS or FSA ELA scores are received after the end of the school year, students will be exited within two weeks after the beginning of the next school year. The last day of the school year in which the FSA examination was administered will be used as the exit date.

The ELL Coordinator in collaboration with teachers follows the procedures below to exit students from the ESOL program:

- Identifies students who are eligible to exit the ESOL program based on the exit criteria.
- Updates the exit information on the ELL Plan for exiting students.
- Completes the appropriate section of the ELL Plan with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents must be invited and all members of the committee must sign.
- Updates the data on the school's student information system (FOCUS/Skyward).

Parents must be notified by the school that the student is exiting the ESOL program. The student is then monitored for two years from the exit date in order to ensure success.

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

☐ School/LEA based testing administrator
☒ ESOL Teacher/Coordinator
☐ Other (Specify)

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

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

Any student being considered for exit mid-year by an ELL Committee will first be assessed using a district-approved assessment in the four domains of listening, speaking, reading and writing. Students with inconsistent ACCESS for ELLs data will be tested using the district-approved assessment mentioned previously in the domain needed to show proficiency.

All data related to the student's academic performance will be reviewed. If the student is exited via ELL Committee, the student's language classification will not change; however the ELL Code in the student information system (FOCUS/Skyward) will be updated to LF. When a student exits the ESOL program, parents are notified via a Parent Notification letter.
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?
Updating the student ELL plan?
Reclassification of ELL status in data reporting systems?

The ELL Coordinator, with input from classroom teachers and any other applicable staff, is responsible for monitoring the performance of former ELL students. The ELL plan includes a section for documenting the exited ELL’s progress. Exited student’s academic performance is monitored on an on-going basis and is documented on the ELL Plan at four specific times after exiting: first report card; end of first semester; end of first year; and end of second year. The ELL Coordinator is responsible for data entry into the student information system (FOCUS/Skyward) and works with the district’s MIS contact to report ESOL data to the FLDOE during survey periods.

If a former ELL student’s performance is unsatisfactory, the ELL Coordinator convenes an ELL Committee meeting to determine the reason(s) for the student’s lack of progress and to recommend appropriate alternative interventions, including possible re-entry into the ESOL Program. If re-entered into the ESOL program, the ELL Coordinator initiates a new ELL Plan. Appropriate placement is made based on the recommendations of the ELL Committee. All post-reclassification information is documented on the student’s ELL Plan. As appropriate, referrals for additional services are made as well as additional interventions. The student will be provided with additional state or district approved diagnostic assessments in Reading, Writing, Science and/or Math to determine the nature of the student’s difficulty and areas of academic needs.

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

☑ Report Cards
☑ Test Scores
☑ Classroom Performance
☑ Teacher Input
☑ Other (Specify) Diagnostic assessments, Universal Screening Data (FAIR), Reading Running Records

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

If the student’s performance is unsatisfactory, the ELL Coordinator convenes an ELL Committee meeting to determine the reason(s) for the student’s lack of progress and to recommend appropriate alternative interventions, including possible re-entry into the ESOL Program. If re-entered into the ESOL program, the ELL Coordinator initiates a new ELL Plan. Appropriate placement is made based on the recommendations of the ELL Committee. All post-reclassification information is documented on the student’s ELL Plan. As appropriate, referrals for additional services are made as well as additional interventions. The student will be provided with additional state or district approved diagnostic assessments in Reading, Writing, Science and/or Math to determine the nature of the student’s difficulty and areas of academic needs.
Compliance of ELL Plan and Student Performance

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

The District ELL Coordinator as well as the Assistant Dean of PK-12 Schools and Educational Programs monitors the ESOL program for compliance and student academic performance. They visit schools regularly and communicate via email and phone calls. Students' academic performance is monitored quarterly when reports are disseminated.

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

The approved District ELL Plan is given to each school and is available for all ELL parents to access in hard copy.

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

FAU Lab School's Assistant Dean of PK-12 Schools and Educational Programs at FAU will monitor schools' implementation of the District ELL Plan.
The school-based administrative team (Principal and Assistants) is responsible for monitoring instructional practices related to the district ESOL Program. In addition to this the school's leadership teams meets monthly and reviews testing data, and student performance data.

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.
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.

From the time of students' registration every effort is made to inform and orient parents to FAU Lab School through the use of translated materials or the use of interpreters. Every effort is made to provide services to parents in their heritage language when feasible. Interpreters assist at parent conferences, ESE staffing, ELL Committee meetings and other pertinent meetings where heritage language assistance might be needed. The Title 1 Parent Liaison also provides additional community resources and outreach.

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) Any communication from the FLDOE available in multiple language such as Notification of the McKay Scholarship Program

*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:

Because the FAU Lab district's ELL population is very small, it is impossible to get enough ELL parent participation on a committee to comprise a majority. The district uses its School Advisory Body to represent the PLC. The Advisory Board is used in a similar capacity for various other programs such as the Title 1 program and the ESE program. This Advisory Board makes recommendations about any aspect of the district's ELL Plan and may make suggestions for changes or improvements in the program. This group meets monthly to discuss current and future school related topics. All meetings are noticed and any parent may attend. The Advisory Board is composed primarily of parents, one high school student, community representatives, and school and district personnel.
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.

Teacher certification at the school/district level is reviewed annually. The Certification Specialist is responsible for evaluating teachers' certification, and notifies teachers of updates and renewal information. If a teacher is missing ESOL and other requirements or is at risk of falling out of compliance, the school principal/director is notified. Notifications to teachers and administrators may be through email and/or written correspondence. Teachers are provided ongoing information for ESOL training leading to the compliance in the appropriate category. When teachers have completed the necessary training they must provide a certificate of completion to the Certification Specialist who determines if all ESOL requirements have been met and will verify the teacher's training. The Certification Specialist will assist the teacher in obtaining the necessary ESOL Endorsement for Category I teachers or verify the compliance for teachers who fall in Category II, III, or IV. All documentation will be held in the district's professional development/certification office.

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.

Teacher certification at the school/district level is reviewed annually. The Certification Specialist is responsible for evaluating teachers' certification, and notifies teachers of updates and renewal information. If a teacher is missing ESOL and other requirements or is at risk of falling out of compliance, the school principal/director is notified. Notifications to teachers and administrators may be through email and/or written correspondence. Teachers are provided ongoing information for ESOL training leading to the compliance in the appropriate category. When teachers have completed the necessary training they must provide a certificate of completion to the Certification Specialist who determines if all ESOL requirements have been met and will verify the teacher's training. The Certification Specialist will assist the teacher in obtaining the necessary ESOL Endorsement for Content Area teachers (60 hours) or verify the compliance for teachers who fall in Category II, III, or IV. All documentation will be held in the district's professional development/certification office.

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.

Teacher certification at the school/district level is reviewed annually. The Certification Specialist is responsible for evaluating teachers' certification, and notifies teachers of updates and renewal information. If a teacher is missing ESOL and other requirements or is at risk of falling out of compliance, the school principal/director is notified. Notifications to teachers and administrators may be through email and/or written correspondence. Teachers are provided ongoing information for ESOL training leading to the compliance in the appropriate category. When teachers have completed the necessary training they must provide a certificate of completion to the Certification Specialist who determines if all ESOL requirements have been met and will verify the teacher's training. The Certification Specialist will assist the teacher in obtaining the necessary ESOL Endorsement for all other instructional staff (18 hours) or verify the compliance for teachers who fall in Category II, III, or IV. All documentation will be held in the district's professional development/certification office.
Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

<table>
<thead>
<tr>
<th>If a teacher is deemed to be out-of-field, including ESOL compliance, the following procedures are followed.</th>
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<tbody>
<tr>
<td>-The teacher meets with an administrator and the certification specialist to determine the requirements for obtaining certification and/or meeting ESOL endorsement or coursework.</td>
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<tr>
<td>-The teacher is provided with a list of pathways to obtain full credentials including:</td>
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<tr>
<td>-Courses offered at FAU that can be taken with the Employee Educational Scholarship Program (fee free)</td>
</tr>
<tr>
<td>-Online courses available through PAEC or NEFEC</td>
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<tr>
<td>-Information about the Subject Area Exam (SAE) when appropriate</td>
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<tr>
<td>-Parents of students in a class taught by a teacher who is out-of-field are notified of the teacher’s certification area.</td>
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<tr>
<td>-The teacher is provided with a letter from the administration acknowledging the teacher’s deficit and develop a plan toward full certification/endorsement/compliance.</td>
</tr>
<tr>
<td>-Every effort is made to place ELL students in a class with an ESOL endorsed/certified teacher. In the event that this is not possible, FAU Lab will claim FTE at the basic funding level.</td>
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</table>

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

Administrators who are in need of the 60-hour ESOL training have several options. They can take a course at FAU through the Employee Educational Scholarship Program (fee free). They also can take an online course through NEFEC. When teachers have completed the necessary training they must provide a certificate of completion to the Certification Specialist who determines if all ESOL requirements have been met and will verify the administrator’s training. The Certification Specialist will verify that the administrator has met Category IV compliance for ESOL. All documentation will be held in the district’s professional development/certification office.

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

Guidance counselors who are in need of the 60-hour ESOL training have several options. They can take a course at FAU through the Employee Educational Scholarship Program (fee free). They also can take an online course through NEFEC. When teachers have completed the necessary training they must provide a certificate of completion to the Certification Specialist who determines if all ESOL requirements have been met and will verify the guidance counselor’s training. The Certification Specialist will verify that the counselor has met Category IV compliance for ESOL. All documentation will be held in the district’s professional development/certification office.

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 Professional Development Team and ELL Coordinator provide supplemental in-service on best practices and share information such as webinars, web sites, CPALMS self-paced PD training, WIDA Online Professional learning with all instructional staff.

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

All instruction for ELL students at FAU Lab School is 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.

Due to the small number of ELLs in FAU Lab, the district does not have any bilingual paraprofessional for ELLs and as such has no specific qualifications for bilingual paraprofessionals. Should this change, the district will make every attempt to hire highly qualified paraprofessionals in keeping with requirements. General job descriptions for the paraprofessional positions can be found at the University's website: [www.fau.edu](http://www.fau.edu)

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

See above

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

See above

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.
Assurance Letter for FAU Lab School’s District English Language Learners (ELL) Plan 2016-2019

This letter is included in FAU Lab School’s District ELL Plan as an assurance that the district is in compliance with all ESOL training requirements.

Valerie J. Bristor
District Superintendent

Date: 9/14/16
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.

For Students Entering Years 2 and 3
The ELL Coordinator, with feedback from the teacher, recommends continued placement within 30 days prior to the DEUSS.
For students who entered prior to the 2012-13 school year and have no DEUSS date, the initial ENTRY Date is used. The ELL Plan is updated. An ELL Committee meeting is not required. An approved English Language Proficiency Assessment may be administered to update language classification for students in years 2 and 3. This information may also be used to inform continued placement. The ELL Plan is updated to reflect changes in language classification codes.

For Students Entering Years 4, 5, 6 and beyond
An ELL Committee makes recommendations for extension of services no earlier than thirty (30) school days prior to the DEUSS unless the student’s anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1.
For students who entered prior to the 2012-13 school year and have no DEUSS date, the initial ENTRY Date is used to determine continued placement. Any student considered for extension of services is assessed with an approved English Language Proficiency Assessment (L, S, R, W) no earlier than 30 days prior to the DEUSS. If the student’s date falls between the administration of the ACCESS for ELLs 2.0 and October 1 of the following school year, the ACCESS for ELLs 2.0 and applicable FSA scores will suffice, and a more recent assessment is not required. The ELL Committee reviews the student’s academic record holistically and makes a final recommendation. The committee documents recommendations for extension of services on the ELL Plan and maintains information in the ELL Folder.

Listening and Speaking 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.

- IDEA Proficiency Test I, 2, and 3
- WIDA Screener
- WIDA Model
- WIDA – APT
- ACCESS for ELLs

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.

- IDEA Proficiency Test I, 2, and 3
- WIDA Screener
- WIDA Model
- WIDA – APT
- ACCESS for ELLs