



Marva Johnson, *Chair*
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Ben Gibson
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June 14, 2019

Sandra C. Himmel, Superintendent
Citrus County Public Schools
1007 West Main Street
Inverness, Florida 34450

Dear Superintendent Himmel:

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 Citrus County focused on student outcomes and compliance with state and federal laws.

We are pleased to inform you that the District ELL Plan for Citrus County Public Schools has been reviewed and approved for implementation. This approval applies to July 1, 2019 through June 30, 2022. It is expected that the Citrus County 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, Chief
Bureau of Student Achievement through Language Acquisition

2019-2022 Citrus County District English Language Learners (ELL) Plan

Contact Person: Trish Douglas
LEA: Citrus
Email: DouglasT@citrus.k12.fl.us
Phone: (352) 726-1931 EXT. 2227

**Rule 6A-6.0905
Form ESOL 100
(May 2019)**



SANDRA "SAM" HIMMEL – SUPERINTENDENT OF SCHOOLS

*"Where Learning is the Expectation
And Caring is a Commitment"*

THOMAS KENNEDY
DISTRICT 1

VIRGINIA BRYANT
DISTRICT 2

DOUGLAS A. DODD
DISTRICT 3

SANDRA COUNTS
DISTRICT 4

LINDA B. POWERS
DISTRICT 5

February 15, 2019

To Whom It May Concern,

This serves as assurance that Citrus County Schools in in compliance with all ESOL Training Requirements. The district offers all required trainings for Category I-IV as outlined in the Meta Consent Decree.

Sincerely,

A handwritten signature in black ink that reads 'Sandra Himmel'. The signature is written in a cursive style.

Sandra "Sam" Himmel
Superintendent of Schools

1007 West Main Street • Inverness, Florida 34450-4625

TEL: (352) 726-1931

www.citruschools.org

Equal Opportunity Employer

Date Received by FDOE

Original signatures on Signature Pages are to be submitted to:

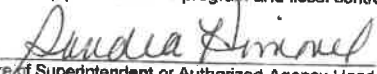
Bureau of Student Achievement through Language Acquisition
Florida Department of Education
325 West Gaines Street
444 Turlington Building
Tallahassee, Florida 32399-0400

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT: Citrus County Schools	(2) CONTACT NAME/TITLE: Trish Douglas/Director of Elementary Education	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS: douglast@citrus.k12.fl.us 352-726-1931 ext 2227
(4) MAILING ADDRESS: 1007 W. Main St. Inverness, FL 34450		(5) PREPARED BY: (if different from contact person) First: Lela Last Name: Swiggett Mailing Address: 1007 W. Main St., Inverness, FL 34450 Phone No: 352-726-1931 ext 2247

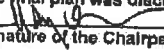
(6) CERTIFICATION BY SCHOOL DISTRICT
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.

I, Sandra "Sam" Himmel, 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.


3/12/19
03/12/2019
 Signature of Superintendent or Authorized Agency Head Date Signed Date of Governing Board Approval

(7) Chairperson representing the District ELL Parent Leadership Council (PLC)
 Name of Chairperson representing the District ELL PLC: Mayol Gutierrez

Contact information for District PLC Chairperson:
 Mailing address: 150 W Citrus Springs Blvd, Citrus Springs, FL 34434
 E-mail Address: GutierrezM@citrus.k12.fl.us Phone Number: 352-344-2244

Date final plan was discussed with PLC: February 13, 2019

Feb 19th 2019
 Signature of the Chairperson of the District PLC Date Signed by PLC Chairperson

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

Date Received by FDOE

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(4) MAILING ADDRESS: 1007 W. Main St. Inverness, FL 34450	(5) PREPARED BY: (if different from contact person) First: Lela Last Name: Swiggett Mailing Address: 1007 W. Main St., Inverness, FL 34450 Phone No: 352-726-1931 ext 2247	

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

Signature of Superintendent or Authorized Agency Head Sandra Himmel Date Signed 3/12/19

Date of Governing Board Approval

(7) Chairperson representing the District ELL Parent Leadership Council (PLC)
 Name of Chairperson representing the District ELL PLC: Mayol Gutierrez

Contact Information for District PLC Chairperson:
 Mailing address: 150 W Citrus Springs Blvd, Citrus Springs, FL 34434

E-mail Address: GutierrezM@citrus.k12.fl.us Phone Number: 352-344-2244

Date final plan was discussed with PLC: February 13, 2019

Signature of the Chairperson of the District PLC [Signature] Date Signed by PLC Chairperson Feb 19th 2019

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 on each school's registration form and is a required part of the procedure for all PK12 students entering the Citrus County School District. Registration for all students is completed at the home school by personnel such as, the registrar, guidance counselor, receptionist, etc. If necessary, school personnel will obtain assistance from someone with the ability to communicate with the parent if language is a barrier in the registration process.
- All families registering to attend any school in the district are asked to complete the registration documentation by the individual (s) who handle this process at the home school. Our district HLS is embedded into the school registration form.

Into what languages are the HLS translated?

- Yes. Spanish

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

- School personnel will obtain assistance from someone with the ability to communicate with the parents and students at the time of registration if language is a barrier in the registration process, if necessary and feasible.

How do you identify immigrant students?

- The Home Language Survey is included on each school's registration form and is a required part of the procedure for all PK-12 students entering the Citrus County School District. Registration for all students is completed at the home school by personnel such as, the registrar, guidance counselor, receptionist, etc. If necessary, school personnel will obtain assistance from someone with the ability to communicate with the parent if language is a barrier in the registration process. The ESOL contact, principal, assistant principal, or registrar at each school will review registration forms that had affirmative answers on the HLS and ensure assessment takes place within the required timelines. The ESOL contact, principal, assistant principal, or registrar at each school will also review the Date of Entry into a US School (DEUSS) and records of academic history to determine whether a student meets the criteria for immigrant status or has completed their three full academic years as an immigrant student.

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

- The Date Entered US School (DEUSS) is included on the district's registration form. If the parent or guardian does not provide the DEUSS upon registration, the ESOL contact, principal, assistant principal, registrar, and district program specialists review academic records, contact prior schools, and/or interview parents to obtain the DEUSS.

Please include a link to your HLS.

- http://www.citruseducation.com/news/Registration_Form.pdf

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.

- Programmatic assessment of each ELL student will occur to ensure that instruction that is comprehensible and commensurate to his/her achievement in each subject area is provided, irrespective of the student's English proficiency. This review will include an analysis of the student's transcripts/records, previous courses taken, grades earned, etc. and is completed by the guidance counselor, curriculum specialist, classroom teacher, ELL committee and/or other appropriately designated personnel at the school when a student is registered to insure appropriate academic placement. The W-APT Screener, the WIDA Screener, and review of cumulative file will take place to collect additional information regarding the ELL student's academic knowledge and abilities. For students with limited or no prior school experience (s), parent/student interviews will be conducted to determine prior school experience. Teacher-made assessments to determine prior academic knowledge will be given. With no prior academic records, students in grades K-8 will be placed age accordingly.

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.

- In grades 9-12, students will be placed age accordingly. Programmatic review of each ELL student will occur to ensure that instruction comprehensible and commensurate to his/her achievement in each subject area is provided, irrespective of the student's English proficiency. This review will include an analysis of the student's transcripts/records, previous courses taken, grades earned, interview of the student, etc. and is completed by the guidance counselor, curriculum specialist, classroom teacher or ELL committee and/or other appropriately designated personnel at the school when a student is registered to insure appropriate academic placement. With no prior academic records, the student will be provided the most feasible course schedule to ensure their ability to graduate with their cohort.

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).

- In order to apply credits earned for courses completed outside of the United States, discipline specific assessments may be given to the student in order to determine proficiency within the course.

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

- A guidance counselor will be responsible for evaluating foreign transcripts. The guidance counselor will be provided resources such as course code directories with which to evaluate foreign transcripts. If questions arise, the district program specialist may be consulted for further clarification or assistance in the transcript evaluation. The guidance counselor works closely with the school data secretary to ensure that proper documentation of credits earned via foreign transcripts is maintained.

- The teacher will serve as a ELL committee member and provide feedback on student performance in class. Teacher's observational data will contribute to the development of the instructional strategies that will best support the ELL student.

Please include a link to the ELL Student Plan.

https://www.citruschools.org/UserFiles/Servers/Server_737617/Image/Student%20ELL%20Plan.pdf

and monitoring delineated in each program plan/manual will be equitable applied to ELL students as well as their non-ELL peers.

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

- ESOL School Coordinators as well administrative staff review teacher lesson plans as well as observe through classroom walkthroughs to ensure that teachers serving ELLs are including appropriate ESOL strategies in their instruction. This information is reported to the district contact.

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 ELL student enrolled in any program in Citrus County is entitled to equal access to programming which is appropriate to his or her level of English proficiency, academic achievement, and special needs. If a student is believed to be in need of another program's services and the language barrier may result in the student not testing out as such, alternative testing measures (e.g., native language assessment, alternative psychological evaluations, etc.) will be used to determine placement or non-placement into the program. The goals, objectives, eligibility, criteria, identification, appropriate placement, programmatic assessment and monitoring delineated in each program plan/manual will be equitable applied to ELL students as well as their non-ELL peers. District and school level administrators are responsible for ensuring comprehensible instruction for all learners.

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) FastBridge (K-5), Citrus Formatives (6-12)

X Other (Specify) FSA Assessments, ACCESS for ELLs, Classroom Assessments/Course Grades, Rosetta Stone Courses

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.

http://www.citrus.k12.fl.us/UserFiles/Servers/Server_737617/File/District/2018-19%20Pupil%20Progression%20Plan.pdf

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No (Specify) _____

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

Statewide Assessment

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

Statewide content area assessments:

- The Research and Accountability department and/or the school testing coordinator is responsible for training staff to administer and maintain documentation of the statewide content area assessments.
- District and School ESOL coordinators, along with the testing coordinator, are responsible for ensuring that ELL students are assessed and participate in state-wide assessment. ELLs are provided appropriate accommodations as stated in the ELL's student plan.

ACCESS for ELLs assessment programs:

- District program specialists are responsible for training school ESOL coordinators and appropriate staff to administer and maintain documentation of the ACCESS for ELLs assessment.

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 School Coordinator is responsible for listing the appropriate accommodations in the student's ELL Plan.

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

- Parents of ELLs are notified of assessments and testing accommodations through participation in the ELL Committee meetings. The testing accommodations are documented in the student ELL plan. Parents must sign the student ELL plan. Parent resources from the FSA Portal are shared with parents to help them understand the statewide assessment policies, mandates, and student outcomes. FSA Parent Letters are sent home in advance of statewide assessment windows.
- FSA Parent Letter:
https://www.citruschools.org/departments/citrus_esol/translated_letters
- ELL Student Plan:
https://www.citruschools.org/UserFiles/Servers/Server_737617/Image/Student%20ELL%20Plan.pdf

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? ELL Committee

Updating the student ELL plan? ELL Committee

Reclassification of ELL status in data reporting systems? School data secretary

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

Report Cards

Test Scores

Classroom Performance

Teacher Input

Other (Specify) _____

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

- At any time during the first or second year after program exit, the student may be referred to the ELL Committee for reconsideration or reclassification back into the ESOL program. Special weight will be given to a serious decline in grades and/or assessment performance after reclassification and to parental preference. The parent will be invited to participate in the meeting. Grades, statewide assessment data, FastBridge data and teacher observations will be shared to determine the need for reclassification into the ESOL program.

Compliance of ELL Plan and Student Performance

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

- On a quarterly basis, school ESOL Coordinators must submit compliance documentation to district program specialists for review. District program specialists work closely with personnel from the information services department to ensure accurate reporting of data elements for ELL students. District program specialists also conduct mock audits by visiting the school sites to review ELL student records and documentation housed in the cum folders.

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

- The approved District ELL Plan will be posted to the district website for parents and stakeholders to access. The plan will be shared with school sites and ESOL contacts at the beginning of each school year. The district program specialists will answer any questions or concerns about the district ELL plan.

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

- District Program Specialists for ESOL provide an annual review of the District ELL Plan with all ESOL School Coordinators. All schools provide updated compliance reports throughout the school year which captures placement and program services to ELLs. District Program Specialists for ESOL provide quarterly review of ELL student files. District Program Specialists for ESOL meet with ESOL coordinators monthly to ensure the District ELL Plan is being implemented at each school site.

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: <https://www.wida.us/membership/states/Florida.aspx>

- 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

X State and/or LEA testing: <https://www.wida.us/membership/states/Florida.aspx>

- Accommodations for testing (flexible setting)

X Annual testing for language development: <https://www.wida.us/membership/states/Florida.aspx>

X Growth in language proficiency (Listening, Speaking, Reading, Writing):

<https://www.wida.us/membership/states/Florida.aspx>

- 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

X Free/reduced price lunch <https://sfsonlinemealapp.citrus.k12.fl.us/>

- Parental choice options, school improvement status, and teacher out-of-field notices

X Registration forms and requirements

https://www.citrussschools.org/UserFiles/Servers/Server_737617/Image/Student%20Registration%20and%20Information%20Forms%20-%20Spanish.pdf

- Disciplinary forms

X Information about the Florida Standards and the English Language Development (ELD) Standards:

<https://www.wida.us/downloadlibrary.aspx> & <http://www.fsassessments.org/>

- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Report Cards*
- Other (Specify) _____

X

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

Report Cards are not available in other languages. Therefore, when necessary, the ESOL school contact and/or committee will meet with the parent to explain the student's academic progress. When feasible and interpreter will be utilized.

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.

- ESOL coursework leading to an endorsement/certification is provided free of charge by the district via Canvas. The district program specialists organize and share the course schedule with teachers via email. The course schedule is also posted on the district website. ESOL school contacts submit a record of ESOL courses completed by the staff to the district program specialists quarterly.

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.

- ESOL coursework that meets the compliance requirement of 60 hours is provided free of charge by the district via Canvas. The district program specialists organize and share the course schedule with teachers via email. The course schedule is also posted on the district website. ESOL school contacts submit a record of ESOL courses completed by the staff to the district program specialists quarterly.

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.

- ESOL coursework that meets the compliance requirement of 18 hours is provided free of charge by the district via Canvas. The district program specialists organize and share the course schedule with teachers via email. The course schedule is also posted on the district website. ESOL school contacts submit a record of ESOL courses completed by the staff to the district program specialists quarterly.

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

- Per state rule, reading teachers and language arts teachers are required to obtain full English for Speakers of Other Languages certification or endorsement to teach reading to an English Language Learner student. If they fail to do so, they are considered out-of-field. Teachers who teach ESOL to students identified as ELLs, and who are complying with the requirements of rules and statutes and court orders but do not have coverage yet, are in compliance but out-of-field. Similarly, individuals teaching reading to ELLs, who are in the process of obtaining coverage, and who are complying with the requirements of rules and statutes and court orders but do not have coverage yet, are in compliance but out-of-field. When a teacher is reported as out of field, their name is listed in their school newsletter at least once during the school year, as well in compliance documents that are submitted to district ESOL staff quarterly.

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.

- ESOL coursework that meets the compliance requirement of 60 hours is provided free of charge by the district via Canvas. The district program specialists organize and share the

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 ELL students who complete three calendar years from the Date of Entry into US Schools in an ESOL program, school ESOL coordinators will convene an ELL Committee meeting to determine if the ELL qualifies for an extension of instruction in ESOL. The ELL committee reviews current progress in academic achievement and English proficiency, reviews annual assessment data, and collects feedback from teachers in order to determine if an extension of instruction would best fit the needs of the student. The decisions of the ELL committee are recorded in the student's ELL Plan and is updated every year until student is exited from ESOL.

Listening and Speaking Proficiency Assessment

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

- ACCESS for ELLs and/or the WIDA screener will be used to determine if a student is in need of an extension of services.

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 and/or the WIDA screener will be used to determine if a student is in need of an extension of services.