

Board Meeting Agenda Item Executive Summary

Supt.'s Office Use Only

Board Meeting 7-15-08

Agenda Consent

Item No. F.7.

Board Meeting Date:	July 15, 2008
Submitted By:	Everett Caudle
Item Description:	Title III: English Language Acquisition

Purpose and Explanation:

A proposal has been prepared for submission to the Florida Department of Education for a Title III, English Acquisition grant.

This grant funds a variety of activities for students who are classified as having limited English proficiency. Proposed program activities include teacher training in strategies designed to improve academic performance of students with limited English ability. Funds are also utilized to provide tutoring, mentoring, and other academic services for immigrant students. Grant funds also enable the district to purchase appropriate supplemental consumable supplies, books, dictionaries, software, and other materials for use in the enhancing curricular offering for immigrant students.

The grant period for this program is July 1, 2008 through June 30, 2009.

BUDGETARY IMPACT

Funding Source (Description): Federal Projects	Amount: \$66,810.98
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Staff Attorney Review & Approval <i>(For Contracts Only)</i>	Date: _____ Initial: _____	ADDITIONAL INFORMATION Yes: _____ No: _____
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Alachua

**FLORIDA DEPARTMENT OF EDUCATION
Project Application**

TAPS Number

09A014

Return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496 Suncom: 205-0496	A) Program Name: Title III Part A: English Language Acquisition Project Applications	<i>DOE USE ONLY</i> Date Received						
B) Name and Address of Eligible Applicant: Alachua, 620 E UNIVERSITY AVENUE, GAINESVILLE, FL 32601		Project Number (DOE Assigned) 010-1029A-9C001						
C) Total Funds Requested: \$ 66,810.98 Estimated Roll Forward: \$ 0.00 <hr/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact Information <table border="1"> <tr> <td data-bbox="591 1247 1008 1402"> Contact Name: First Name: Everett MI: Last Name: Caudle </td> <td data-bbox="1013 1247 1498 1402"> Mailing Address: Address 620 East University Ave City: Gainesville State: FL Zip: 32601 </td> </tr> <tr> <td data-bbox="591 1409 1008 1486"> Telephone Number: 352-955-7605 Ext: </td> <td data-bbox="1013 1409 1498 1486"> SunCom Number: </td> </tr> <tr> <td data-bbox="591 1493 1008 1625"> Fax Number: 352-955-7619 </td> <td data-bbox="1013 1493 1498 1625"> E-mail Address: caudleew@gm.sbac.edu </td> </tr> </table>		Contact Name: First Name: Everett MI: Last Name: Caudle	Mailing Address: Address 620 East University Ave City: Gainesville State: FL Zip: 32601	Telephone Number: 352-955-7605 Ext:	SunCom Number:	Fax Number: 352-955-7619	E-mail Address: caudleew@gm.sbac.edu
Contact Name: First Name: Everett MI: Last Name: Caudle	Mailing Address: Address 620 East University Ave City: Gainesville State: FL Zip: 32601							
Telephone Number: 352-955-7605 Ext:	SunCom Number:							
Fax Number: 352-955-7619	E-mail Address: caudleew@gm.sbac.edu							

CERTIFICATION

I **W. Daniel Boyd, Jr.** do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records

necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
Signature of Agency Head



DOE 100A

Dr. Eric J. Smith, Commissioner

General Assurances

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, to comply with:

- A. **34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;**
- B. **applicable regulations of other Federal agencies; and**
- C. **State regulations and laws pertaining to the expenditure of state funds. In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at <http://www.fldoe.org/comptroller/gbook.asp>**

School Districts, Community Colleges, Universities and State Agencies

The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on this application, I hereby certify that the **Alachua** District will comply with the following requirements of the No Child Left Behind Act of 2001:

- The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone

numbers, unless a parent has "opted out" of providing such information.

The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

Persistently Dangerous Schools

The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptroller's Office.

Program Specific Assurances - Title III, Part A – English Language Acquisition

The Local Educational Agency (LEA) will use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for English Language Learners (ELLs) once the project funds are no longer available.

The LEA will include in its District ELL Plan a certification that all teachers in a Title III language instruction educational program for limited English proficient children are fluent in English and any other language used for instruction.

The LEA will be of sufficient size and scope to support high-quality programs.

The LEA will administer an annual reading or language arts assessment in English of all children who have been in the United States for one or more consecutive years.

The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of English language learners.

LEA evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.

LEA evaluations will include a description of the progress made by children in meeting State academic content and student academic achievement standards for each of the two years after these children no longer participate in a Title III language instruction educational program.

An LEA that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the objectives are met.

The LEA will provide the following information to parents of English language learners selected for participation in a language instruction educational program: How the educational needs of their children will be met. Available options of various instructional delivery models. The right to comprehensive instruction cannot be waived. If applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children and what those objectives are.

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:

<http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

FLORIDA DEPARTMENT OF EDUCATION BUDGET DESCRIPTION FORM

A. NAME OF THE NCLB PROGRAM: **Title III Part A: English Language Acquisition**

TAPS Number 09A014

B. NAME OF ELIGIBLE RECIPIENT: **Alachua**

C. Project Number (DOE USE ONLY): **10-1029A-9C001**

(1) Function	(2) Object	(3) Description	(4) FTE	(5) Amount
6150	390	Online annual subscription to TransACT (parent notification system with over 20 languages)	0.000	8,000.00
6300	120	Salaries/Stipends - The district will provide stipends for teachers to attend trainings designed to provide methods and strategies for increasing student literacy skills and the academic achievement of elementary ELLs. Stipends are calculated @ \$15/hour x 117 hours x up to 10 teachers who will provide supplementary after school program at six or more ELL non-center schools. Additional stipends for other teachers to provide supplemental services at ELL center schools or other non-after school sites. Calculated at \$15/hour x 24 hours x 25 teachers	0.000	26,550.00

6300	160	Title III Support Services Clerk @ 25% of time	0.250	8,500.00
6300	210	Retirement is calculated @ 9.85% on teacher stipends and Title III Support Services Clerk salary	0.000	3,452.00
6300	220	Social Security for stipends and Title III Support Services Clerk salary is calculated @ 7.65%	0.000	2,681.00
6300	230	"Group Insurance for 12 month employee for Title III support Services Clerk - 25% x \$4,343"	0.000	1,086.00
6300	290	Early Retirement is calculated @ 0.40% on teacher stipends and Title III Support Services Clerk salary	0.000	140.00
6300	291	Terminal Pay is calculated @ 1.25% on teacher stipends and Title III Support Services Clerk salary	0.000	438.00
6300	510	"Materials and Supplies - The district will purchase materials and supplies (such as colored paper for foldables, ink cartridges for printers, etc.) to support the programs used by ELL students. Additional supplies may be purchased to support the summer language program. Purchase of Santillana curriculum for use throughout district."	0.000	7,671.58
6400	220	Social Security for the substitutes calculated @ 1.16 per day x 20 days.	0.000	23.20
6400	330	Travel - The district will provide opportunities for teachers and administrators to attend trainings or conferences.	0.000	2,500.00
6400	520	Supplemental Dictionaries - Picture dictionaries to supplement required word-to-word dictionaries. These are needed to assist reading instruction for ELLs.	0.000	2,500.00
6400	612	"Library Books -The district will develop a resource library of supplemental materials and professional books that will be used to enhance the ability of teachers and administrators to understand and use curricula, assessment measures, and instructional strategies with ELL students. "	0.000	200.00
6400	730	"Dues and Fees- for teachers and administrators to attend conferences that will enhance the instruction of ELL students including TESOL, FABES and Sanibel Leadership Conference. "	0.000	500.00
6400	750	Substitutes -The district will provide substitutes to allow teachers to attend trainings or conferences in order to enhance the instruction of ELL students. Subs calculated @ \$80.01/day x 20 days.	0.000	1,600.20
7200	790	Indirect Costs are calculated at 2%	0.000	969.00
			TOTAL:	66,810.98



Activities

For: Title III Part A: English Language Acquisition

Describe the major activities to be carried out by the LEA and how these activities will be aligned with the needs assessment. Please describe how these activities will contribute to closing the achievement gap and are based on scientific research.

Response: The district will improve instructional programs for ELLs through a number of activities designed to increase English proficiency, improve student academic achievement in core subject areas, and improve the graduation rate of ELLs. The following activities are designed to address academic needs:

--Improve academic programs through instructional materials, technology, and assessment resources designed to identify deficiencies in student achievement. The goal of improved instructional programs is improved English proficiency, increased student achievement on FCAT, and on closing the achievement gap between ELLs and the overall student population.

--Provide specific English proficiency-building materials and curricula to classrooms with ELLs (e.g., Read 180). These materials are based on scientifically based research and will be used to enhance ELL learning and to supplement district-adopted materials. These tools will assist in improving instruction for the ELL student and develop reading and writing skills to improve performance on FCAT.

--Provide educational software for use with ELLs (e.g., ELLIS) in order to build skills in key academic areas and to increase performance on FCAT.

--Implement supplementary afterschool instructional programs at a number of non-center schools with growing ELL populations. The Title III district ESOL Specialist will continue to monitor and make periodic school visits to ensure supplementary instructional services funded under Title III are implemented with fidelity as required by federal mandates.

The following activities are planned to improve teacher knowledge and to increase teacher qualifications:

--Provide high-quality professional development to classroom teachers, principals, and other school personnel in ESOL-specific inservice throughout the year. These inservice

trainings will provide supplemental strategies for ELLs to perform at or above grade level and become English proficient.

--Provide training in research-based strategies designed to increase academic performance of ELLs (particularly in reading, math, and science, SSS).

--The district will provide on-going training to teachers and to staff responsible for contributing to the education of ELLS. This will include new curriculum training in Santillana.

The district will also raise parental involvement among parents of ELLs through a variety of activities including:

--Purchase a supplemental translations program subscription (TransACT) to assist the district in translating material for parents whenever feasible.

--Develop and implement a parent survey that will be used to improve the program and to further support student success in the program.

Consultation with Private School Officials

To ensure timely and meaningful consultation, the local education agency shall consult with appropriate private school officials for the design and development of programs [NCLB: section 9501] for **2009-2010**. Include the timeline and frequency of activities that outline the plan of action for providing timely and meaningful consultation, and equitable services, to children, teachers, and parents in private schools within the local education agency (ies') service area.

For details, refer to the US Department of Education's Non-Regulatory Guidance for Private Schools:

Title I, Part A: <http://www.ed.gov/programs/titleiparta/psguidance.doc>

Title IX – General Provisions:

<http://www.ed.gov/policy/elsec/guid/equitableserguidance.doc>

Response:

Early each spring, the district sends information to each private school in the area informing them of the availability of federal education programs and inviting them to participate in the planning and implementation of these initiatives. Subsequently, a meeting is held during the design and development stage, at which representatives of the private schools are provided an opportunity to discuss, provide input, and otherwise consult on needs to be addressed, program development, services to be provided, and program assessment strategies. As of this date, there were no private schools that had expressed interest in participating in any Title III projects for their ELL students.

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Collaborative Partners

Identify federal(non-NCLB)/state/local collaborative partners; describe in a narrative, the type and benefit of the collaborative activities; include the type of program(s) and the primary target group(s).

Response: The district operates a variety of NCLB programs designed to improve the academic achievement of students and to improve the effectiveness of teachers and administrators. Resources and services provided by these resources are coordinated to assure supplementation across the district. Title I-A funds, for example, are directed to schools with high poverty rates and are used principally to fund scientifically-based programs designed to raise student achievement (particularly among subgroups - including ELL students - who are not meeting requirements for AYP).

The district provides training in scientifically-based teaching methods for teachers supporting ELL students with Title II-A funds. These trainings are addressed primarily toward raising student achievement and increasing the effectiveness of instruction with all students, but especially among those deemed to be at a disadvantage. Title II funds also provide reading coaches for individual schools. The reading coaches are very effective in efforts to coordinate the District Literacy Plan prescribed by Just Read! Florida with the goals for all learners, including ELL students.

In addition, the district also coordinates services provided under Title II with services provided under Title I-C (Migrant Education) and Title X (Homeless Education) to assure effective use of resources and inclusion of ELL students in all district education programs.

As of this application, there are no business partners to report as collaborative partners for Title III activities and/or resources.

Needs Assessment

Briefly provide evidence of need for each of the services that will be funded through this project application. In the description, include reference to the method used to conduct the needs assessment and the data and information analyzed to determine the need for supplementary services. Summarize results and prioritize.

Response: The Alachua County school district determined English Language Learner (ELL) needs based upon results obtained from a number of tests, including placement tests

-the IPT (Idea Oral Language Proficiency) , the IRW (Idea: Reading and Writing) – and academic achievement tests – the FCAT and CELLA. Results from these tests, along with classroom walkthrough observations and feedback from periodic meetings with ESOL teachers and Curriculum Resource Teachers (CRTs) from the schools, were used to determine such needs as classroom materials, training, and expanded services critical to successful program outcomes. Based on this data, the following needs were identified:

Need 1: Based upon the district’s Adequate Yearly Progress (AYP) Report for 2006-2007, ELLs are not attaining minimum proficiency levels in reading and mathematics.

Evidence: The district’s Adequate Yearly Progress (AYP) Report for 2006-2007 shows only 35% of ELLs were scoring at or above grade level in reading and 54% of ELLs were scoring at or above grade level in mathematics. According to the annual proficiency objectives for 2006-2007, ELLs should meet the state’s acceptable AYP percentages: 51% for reading and 56% for mathematics. This shows there remains a need for comprehensive support to ELLs in core academic areas. The district will continue to provide support services to center schools and to ESOL teachers throughout the district, with the plan to further enhance this support with several afterschool programs as outlined in Need 2 (below).

Need 2: As a general trend, more ELLs are opting to stay at their zoned schools as opposed to district ELL center schools. As a result, there is a greater need for additional services, such as an afterschool program, at these non-center schools.

Evidence: According to district LY enrollment data from May 2008, there are 6 schools (five elementary and 1 middle school) that have at least 15 or more ELL students who would benefit from an afterschool program. They are:

Ft. Clarke Middle School – 20 LY students

Hidden Oak Elementary – 32 LY students

Idylwild Elementary – 19 LY students

Talbot Elementary – 22 LY students

Terwilliger Elementary – 24 LY students

Wiles Elementary – 16 LY students

The district will provide more resources to non-center schools with a growing population of ELLs to more significantly impact ELL academic achievement and skills progress. This would entail setting up an afterschool program at the six sites listed above where an “ESOL Specialist” will provide supplementary core academic support to ELLs located at the school. Only students enrolled at the school with the afterschool program will be

invited to attend. This will, in turn, create an ELL "small learning community" that not only will promote greater academic achievement, but also provide a social support network where these students may help each other learn critical skills.

Need 3: With the addition of an ELL afterschool program to six mainstream schools, teachers will need additional training and coaching on effective practices with ELLs and with curriculum designed to enhance ELL academic achievement.

Evidence: District ESOL teachers are either ESOL-endorsed or are in the process of obtaining the endorsement. These teachers are meeting endorsement training needs through state allocation funds; however, these same teachers need supplemental training for assisting ELLs with academic achievement in the areas of educational strategies in core academic areas and in new curriculum for use in the classroom.

Need 4: Parent involvement needs to be increased throughout the district for parents of ELLs.

Evidence: Parent participation by traditional means is less than 1%. The district has determined that at least one additional measure will be taken to reach ELL parents, even if parents are unable or unwilling to show up at their student's school to parent workshops or other parent-oriented meetings. For the 2008-2009 school year, the district will start sending parent surveys home with the ELL, in the language of their choice (if reasonable and feasible), to garner input from the parents on the program, the progress of their students, any barriers that may keep them from attending parent meetings and workshops, and any other comments/feedback they'd like to submit to the district for consideration. This information will be analyzed and used to strengthen the tie between parent involvement and student success in the program.

Supplementary Instructional Services to Increase English Proficiency of ELLs

Identify the district goals, objectives, and strategies for increasing the English proficiency of English Language Learners by the end of the 2007-08 school year at the elementary, middle, and high school levels. Goals/objectives must include baseline data from the 2007 administration of the Comprehensive English Language Learning Assessment (CELLA).

Performance Goal 2(a): By 2013-2014, all English language learners will become proficient in English.

- 2.1 Language Proficiency Performance Indicator: The percentage of ELLs, determined by cohort, who have attained English proficiency by the end of the school year. [It is expected that LEAs will include baseline data from 2007 administration of Comprehensive English Language Learning Assessment

(CELLA).]

Response: Due to the fact that a standard setting process for CELLA has not been completed, the percent of ELLs who have attained proficiency as measured by CELLA may not be provided at this time. However, the Alachua County school district has chosen to use IPT data (that is measured along with CELLA data) to provide a clearer picture of ELL proficiency gains by cohort.

The following percentages of ELLs that attained proficiency (entering and exiting the program) during the 2007-2008 school year as measured by through IPT (and CELLA) data are as follows:

PK 0/15 = 0%

KG 12/64 = 19%

1 13/57 = 23%

2 9/41 = 22%

3 9/39 = 23%

4 9/40 = 23%

5 5/37 = 14%

6 2/36 = 6%

7 2/28 = 7%

8 5/39 = 13%

9 8/27 = 30%

10 10/39 = 26%

11 10/26 = 38%

12 7/19 = 37%

- 2.2 Making Progress Performance Indicator: The percentage of students making progress in learning English. [It is expected that LEAs will identify the percentage of ELLs moving from one proficiency level to the next; data on percentages of ELLs at the beginning, intermediate and advanced levels should be included.]
Response: The Alachua County school district has chosen to use district summary

data for 2007 CELLA average scale scores. The baseline data on average scale scores (with corresponding cut scores) is as follows:

Grade * Lstning/Spking * Reading/Writing

K * 637 * 515/627 (*Low Intermediate* Beginning/Beginning)

1 * 679 * 664/673 (*Proficient* High Intern./High Intern.)

2 * 695 * 685/694 (*Proficient* High Intern./Proficient)

3 * 707 * 703/701 (*High Intern.* Low Intern./Low Intern.)

4 * 722 * 730/718 (*Proficient* High Intern./High Intern.)

5 * 727 * 737/721 (*Proficient* Proficient/High Intern.)

6 * 740 * 743/737 (*Proficient* High Intern./ High Intern.)

7 * 720 * 716/716 (*High Intern.* Low Intern./Low Intern.)

8 * 739 * 735/722 (*Proficient* Low Intern./High Intern.)

9 * 731 * 733/719 (*High Intern.* Beginning/Low Intern.)

10 * 742 * 740/723 (*Proficient* Beginning/High Intern.)

11 * 769 * 778/747 (*Proficient* Proficient/Proficient)

12 * N/R * N/R / N/R

- 2.3 Annual Measurable Achievement Objectives Performance Indicator: The percentage of schools that have met Florida's Annual Measurable Achievement Objectives (AMAOs). [It is expected that the LEA will address the additional services that will be provided to schools that have not met Florida's AMAOs.]
Response: The AMAOs established in Florida in 2003 indicate an annual growth rate in percent of students attaining proficiency of 5%. CELLA 2007 scores (as noted above) for reading and writing for ELLs in grades K-8 indicate that supplemental services should be focused on assisting ELLs in these grades to master the academic English necessary to attain academic achievement.

Note: Description of how this project will incorporate reading initiatives must also be included in this section. Districts with very few ELLs may elect to focus services at one or more grade cluster. For example, a district may choose to focus services only at the

elementary level.

ELEMENTARY SCHOOL LEVEL

Goals:

Response: Afterschool services will be provided to ELLs at five mainstream elementary schools with significant ELL populations to supplement existing programs, promote retention of skills gained during the regular school day, and build greater English proficiency.

Data indicates that services should be focused on elementary grades, particularly grades K and 3, where cut scores reveal these students are still trying to understand what is being taught in class, still developing as independent readers and still learning to write in a way that they may be understood. The supplementary services provided under this grant will focus on specific assistance to teachers, students, and parent involvement with the goal of increasing the average cut scores from one category to the next, such as from “beginning” to “low intermediate,” etc.

Objectives:

Response: ELLs involved in afterschool programs will increase their abilities in reading, writing, and spoken English as demonstrated through classroom assessment with district assessment materials and materials that accompany Santillana curriculum. By the end of the 2008-09 school year, the percent of ELL students increasing their English language proficiency will increase by at least 5%.

Strategies:

Response: Supplemental scientifically-based curricula, instructional materials, and assessment strategies will be utilized during an afterschool program to assist in improving English proficiency among high-need ELLs and on raising achievement in core areas, including reading and writing.

ESOL specialists at all district schools will work with reading coaches and reading teachers to specifically address reading performance of ELLs and to raise reading achievement on FCAT.

The district ESOL Specialist will work directly with ESOL Specialists at individual schools to improve communication between home, school, and the ESOL department. The ESOL Specialists will inform parents of school-related activities, make them aware of helpful services, and will work to increase parental involvement in their children’s education. In addition, the district will provide supplemental translations and assure accommodations, when necessary, and explain state testing and state standards to parents of ELL students.

MIDDLE SCHOOL LEVEL

Goals:

Response: Data indicates that services should be focused also on the middle school level, particularly grades 7 and 8, where CELLA cut scores reveal ELL students are still in need of developing “academic English,” the kind of language that is encountered in middle and high school textbooks. Because proficiency in academic language is “arguably the single most important determinant” of individual students’ mastery of academic content, the supplementary services provided under this grant will focus on specific assistance to teachers and students in order to increase English proficiency and student achievement in core areas (including reading).

Objectives:

Response: By the end of the 2008-09 school year, the percent of ELL students increasing their English language proficiency will increase by at least 5%.

Strategies:

Response: Supplemental scientifically based curricula, instructional materials, and assessment strategies will be acquired in order to assist in improving English proficiency among ELLs and on raising achievement in core areas, including reading.

ESOL specialists at all district schools will work with reading coaches and reading teachers to specifically address reading performance of ELLs and to raise reading achievement on FCAT.

The district ESOL Specialist will work directly with ESOL Specialists at individual schools to improve communication between home, school, and the ESOL department. The ESOL Specialists will inform parents of school-related activities, make them aware of helpful services, and will work to increase parental involvement in their children’s education. In addition, the district will provide supplemental translations and assure accommodations, when necessary, and explain state testing and state standards to parents of ELL students.

HIGH SCHOOL LEVEL

Goals:

Response: Due to limited resources this project will focus supplementary instructional services at the middle school level.

Objectives:

Response: N/A

Strategies:

Response: N/A

Instructional Services to Increase the Academic Achievement of Current and Former ELLs

Identify the overall district goals, objectives, and strategies for increasing current and

former ELLs achievement in reading, mathematics and science by the end of the 2008-09 school year at the elementary, middle, and high school levels. **At a minimum, goals should address student proficiency in reading and mathematics (at the subgroup level) and the provision of highly qualified staff and include baseline data from the 2007-08 school year.**

This section must address required activities and must clearly document that the proposed activities are supplementary and do not supplant existing State and locally funded activities and required services. Note: Description of how this project will incorporate reading initiatives must be included in this section.

For additional assistance in developing goals, objectives and strategies, Click on this link: [Developing Measurable Program Goals and Objectives \(PDF\)](#).

Performance Goal 2(b): By 2013-2014, all current and former English language learners will reach high academic standards, at a minimum attaining proficiency or better in reading/language arts, mathematics, and science.

- 2.4 Content Achievement Performance indicator: The percentage of ELLs who are at or above the proficient level in reading/language arts, mathematics and science on the state's assessment, as reported for performance indicator 2.1.

Response:

Reading Goal: Increase the percentage of current and former ELLs who are reading on grade level as measured by FCAT reading.

Reading Objective: The percent of current and former ELL students scoring proficient on the reading portion of the 2009 FCAT will increase by 5% or from 30.88% to 32.42%.

Math Goal: Increase the percentage of current and former ELLs who are performing on or above grade level as measured by FCAT math.

Math Objective: The percentage of ELL students scoring proficient on the math portion of the 2009 FCAT will increase by 5% or from 52.49% to 55.11%.

Science Goal: Increase the percentage of current and former ELLs who are performing on or above grade level as measured by FCAT science.

Science Objective: The percentage of current and former ELL students scoring proficient on the science portion of the 2009 FCAT will increase by 5% or from 17.55% to 18.42%.

Achievement Performance Strategies: The district will offer an afterschool program

at six mainstream schools with growing ELL populations to bolster academic performance and to increase the rate of ELLs attaining proficiency and successfully exiting the ESOL program.

The district will purchase supplemental research-based curriculum programs, technology, and classroom supplies to supplement and provided additional support for ELL students in core academic subject area. The district will also provide opportunities for teachers and other staff to monitor progress of students in reading and language development, math, and science through the acquisition and implementation of supplemental assessment instruments. High-quality professional development will be provided to classroom teachers, principals, and other school personnel in areas needed for ESOL certification as well as training in research-based strategies designed to increase academic performance of ELLs in core academic areas.

- 2.5 District-derived Performance Indicator [It is expected that LEA will identify performance goal(s) that focus on either increasing the language proficiency of ELLs; the academic achievement of ELLs; increasing the effectiveness of professional development activities for teachers assigned to teach ELLs, or increasing parental involvement].

Response:

Increasing the language proficiency of ELLs Goal: Increase the percentage of current ELLs that attain proficiency as measured by CELLA and IPT assessments.

Increasing the language proficiency of ELLs Objective: The percentage of ELLs exiting the ESOL program as measured by CELLA and IPT data will increase by 5% for all cohorts during the 2008-2009 school year.

Increasing Professional Development for School Personnel

Please identify specific, measurable, attainable, realistic, and time-bound goals and objectives for increasing professional development opportunities for school personnel. When identifying strategies, districts are required to describe the specific, research-based professional development that will be offered to personnel that is supplemental to state requirements. Professional development must be designed to increase English language proficiency or substantially increase subject matter knowledge, pedagogy, or teaching skills of such personnel. Personnel include teachers, administrators, and other support services.

Response: Goal: Increase the number of teachers who participate in research-based professional development activities designed to improve English and academic proficiency of ELL students when comparing participation in 2007-08 with participation in 2008-09.

Objective: Increase the number of teachers who participate in ESOL-specific professional development during the 2008-09 by at least 10%. In 2007-08, 88 teachers participated in training; by the end of 2008, it is expected that 97 teachers will have participated. (Previous reported teacher counts included duplicates that have been removed and therefore an accurate count is significantly lower than listed in previous grant applications.)

Strategies: The district ESOL specialist will work with district staff and school-based administration to design trainings and to offer numerous opportunities for teacher participation in ESOL-specific in-service throughout the year. Training in ESOL strategies that are supplemental to state requirements and the Consent Decree will be offered (examples: assessment trainings, annual TESOL workshops - particularly in relation to Sunshine State Standards (SSS); ESOL process trainings, Santillana curriculum training, etc.). Teachers who teach ELLs will be encouraged to participate.

The district ESOL specialist will monitor attendance rates for ESOL staff development. The ESOL specialist will also use periodic district ESOL specialist meetings to gather feedback from school ESOL specialists to determine and to adjust trainings needed and offered throughout the year.

Increasing Parental and Community Participation in the Educational Experience of ELLs

Please identify specific, measurable, attainable, realistic, and time-bound goals and objectives for increasing parental and community involvement. When identifying strategies, please describe the specific activities that are supplemental to state requirements in terms of frequency and duration that will be conducted to involve parents of students in their education, including, but not limited to, family literacy programs and/or training activities designed to improve English proficiency and academic achievement.

Response: Goal: Increase parent participation of ELL students in parent trainings and in parent surveys designed to help parents take an active role in determining student and program needs and adjustments as well as to bolster their child's academic achievement.

Objectives: The following objectives are being proposed for the 2008-09 school year:

--Provide at least three parent trainings at ESOL center schools and two parent trainings at

ESOL after school locations during the school year.

--Create and administer a parent survey designed to determine ELL parent needs and concerns. An return rate of at least 50% will be targeted for these surveys. Surveys will be sent home with identified ELLs throughout Alachua county.

--Increase volunteer participation at school by parents of ELLs by an additional 10%. Currently, volunteer participation among ELL parents averages 10 parents at each meeting. Participation will continue to be documented by sign-in sheets.

Strategies:

The district ESOL specialist will work with district ESOL specialists to implement at least one parent-training activity at each center school and at two of the after school locations. District ESOL specialists will contact parents directly to encourage participation. Similarly, parent volunteerism among ELL parents also will be encouraged by the district ESOL specialists.

District staff will use TransACT and other translation services to make reasonable and feasible accommodations necessary to create not only a parent survey, but also to improve communication with ELL parents in inviting them to participate in parent meetings and to provide support as volunteers. Surveys will be created to reach those ELL parents who may not participate in school meetings in order to gather their input for refining the program to make it even more successful. Surveys will gather information such as awareness of the program and services available to them and their children, parents and students needs that may not have been identified, and other general feedback/comments for program improvement.

Accountability for Schools with English Language Learners (ELLs)

Please describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives outlined in this proposal in terms of increasing the English proficiency of current ELLs, and the academic achievement of all current ELLs and former ELLs.

Response: The Title III program proposal is placed before the School Board of Alachua County for discussion and approval. The Superintendent, along with the district ESOL specialist, makes every effort to hold school principals accountable for meeting the goals outlined in an approved proposal. ESOL is a standing agenda item for weekly principal meetings as well as for elementary curriculum resource teacher meetings. Progress and/or struggles in meeting district Title III goals are discussed with the Superintendent, district curriculum directors, curriculum supervisors, as well as with school-level administrative

staff. If warranted, district administration and the ESOL specialist will meet with staff from any school identified as struggling to increase the English proficiency and academic achievement of ELL students, struggling to meet the requirements of ESOL highly qualified teachers, or experiencing difficulties with parent involvement among ELL parents. Specific school-based goals, objectives, strategies for improvement will be designed to address difficulties in meeting district goals and objectives. Additional district resources may be provided to schools and to teachers who are struggling to meet goals and objectives.

Dissemination/Marketing

Describe how information about this application will be disseminated and advocated to appropriate populations. Description should include how LEA will ensure that all school-to-home communication will be in the parents' home language, unless clearly not feasible.

Response: The Title III program proposal is placed before the School Board for public discussion, input, and approval. Information regarding the proposal is also provided on the district's website. School-based dissemination regarding ESOL goals, objectives, program requirements, and program activities are distributed via parent meetings, newsletters, phone calls home, parent/teacher meetings, and through direct contact with parents by ESOL school contacts. ESOL goals, objectives, and requirements are also discussed and taken into consideration during School Advisory Council (SAC) meetings and in the development of individual School Improvement Plans (SIPs).

The district parent leadership council meetings (at least three per school year) provide a forum for disseminating and discussing general information regarding Title III program services. If needed, translators are provided at these meetings in the top four non-English languages of ESOL students in Alachua County. Meetings are advertised in school newsletters and may be further supported by letters to the parents.

Parents choose upon registration of their children in school whether they prefer correspondence in their native language. The district will notify parents in their native language, when feasible, and, if not, the district will make every effort to contact a source to translate information about any program or activity sponsored by the district or its schools.

Reporting Outcomes

Each applicant is required to describe the methods that will be used to report student and program outcomes to parents and other district and school stakeholders.

Response: Information will be shared through school and district ELL parent meetings.

Each student`s parents receive progress reports throughout the year and individual FCAT scores. Student progress is made available to parents/guardians in a language they understand, unless clearly not feasible. All achievement information on identified ELL students is shared with school administrators, who in turn share this information with their School Advisory Councils (SAC). This information is also addressed in individual School Improvement Plans (SIP).