

TITLE III GRANT NARRATIVE

2015-2016

NEEDS ASSESSMENT

Numerous methods were used to conduct the needs assessment for this application in order to ensure that our focus accurately reflects the needs of our ELL population. Stakeholders such as parents and teachers of ELL students, as well as guidance counselors and administrators were surveyed to determine the needs of our ELL students. Results from the 2014-2015 CELLA assessment were also examined to determine specific academic needs in the area of listening, speaking, reading and writing. Finally, communication and collaboration amongst district level administrators helped to provide direction for the coming year.

The 2014-2015 CELLA scores reflected growth when compared to scores from 2013-2014 in grades 1,2,3 6, 9 and 11. Slight decline was noted in grades K, 4, 5 and 10. Scores remained constant in grades 8 and 12. On average, ELL students in our district scored higher on the listening/speaking sections of the CELLA and lowest on the writing portion. A detailed breakdown of all four domains of the CELLA data will be used to gather additional information on specific school needs. 2014-2015 End-of-Course (EOC) exam data and Florida State Assessment (FSA) data will be analyzed to further identify specific areas of focus for our ELL students.

Based upon the needs assessment (climate survey) from teachers, guidance counselors and principals and feedback from parents, as well as assessment data referenced above, there are six specific areas in which we need to focus our efforts upon for the 2015-2016 school year:

1. In-school tutoring opportunities need to be expanded for our ELL students.
2. Additional supplementary reading materials are needed to better support our ELL students.

3. Increased professional development focusing on effective instructional strategies and the use of technology with ELL students should be offered to ELL teachers and assistants.
4. Provide greater focus on writing skills with ELL students.
5. Increased communication with parents of ELL students.
6. Increased support for ELL parents in the form of literacy training, helping parents connect with community resources and helping ELL parents learn how to best support their children in school.

In the 2014-2015 Title III grant our district met with success in several areas. The ESOL parent liaison provided greater support to parents than compared to previous years. The increase in contracted hours enabled the liaison to work more closely and more often with parents. To promote communication with parents of ELL students, grade band-specific brochures written in Spanish were purchased and placed at schools with high concentration of ELL students. These brochures target areas such as academic support at home, volunteering at school, health tips, accessing community resources and supporting the social and emotional needs of ELL students. Also this past year on-site professional development was offered to ELL teacher assistants. This resulted in stronger support for ELL students and an increase in performance on the CELLA in the majority of grade levels. Finally, a significant amount of literacy support was provided to teachers in the form of supplemental texts, translation devices, iPads, books on tape, and other instructional resources. We will continue to focus on providing these types of resources to teachers in the coming school year.

Our district did face several challenges in carrying out the provisions of our 2014-2015 Title III grant. For several years we have been using *Rosetta Stone* as a technology support to assist non-English speaking students in learning the English language. This year *Rosetta Stone* switched to a web-based platform and no longer supported the licenses we had previously purchased and planned to use with our ELL students. We purchased some of the new *Rosetta Stone web-based* licenses but did not have the funds to build capacity with our students. Another challenge was gaining parent support in the form of parent council meetings and our parent literacy night. Neither of these events were well attended. One other

challenge we encountered was the level of proficiency on the part of guidance counselors when using the ELLevation program to track ELL students' progress towards learning goals. The level of proficiency varied widely among schools. Finally, it was difficult to provide training for ELL teachers due to the lack of funds for substitutes. Most of the training that was offered was voluntary on in-service days and planning days.

New programs planned for the 2015-2016 school year include:

- *Imagination Learning* – a technology –based instructional resource geared towards non-English speaking elementary students will be purchased to assist these younger students in the acquisition of the English language.
- *DynED* – a technology-based instructional resource for non-English speaking students will be purchased to promote English language acquisition in older students.
- Increased focus on writing at all grade levels.
- Robust parent involvement plan will be in place, based upon positive ideas gleaned from other Florida school districts.
- Targeted professional development will be provided to ELL teachers and assistants. This professional development will be school-specific and will be based upon results from the CELLA and FSA assessments.
- *Achieve 3000* will be used by ELL students in intensive reading classes. With this reading comprehension technology resource passages and questions can be presented in Spanish or Haitian Creole. The level of bilingual support can be scaffolded to meet the needs of the ELL student and to promote English language acquisition.

ACTIVITIES

School administrators will examine their master schedule to determine when in-school tutoring support can be provided for ELL students. This additional support will not replace initial instruction. This will address the climate survey needs of teachers and administrators.

1. ELL teachers will be surveyed to determine specific types of supplemental materials needed to support ELL students in reading, writing and math. Materials will be purchased to meet the specific needs of ELL students at their respective schools. This will address the climate survey needs of teachers and administrators and will support ELL students' progress towards meeting grade level academic standards.
2. In order to address the need for ELL students to meet grade level academic standards, Title III funds will be used to provide supplementary professional development targeted towards the needs of ELL students and teachers. To address the issue of the cost of substitutes, the majority of this professional development will be job-embedded.
3. For the 2015-2016 school year the contract for our Title III specialist will be increased from a .5 to a 1.0 allocation. This will enable the specialist to spend much more time in the classrooms, modeling and teaching effective instructional strategies to use with ELL students.
4. Training for guidance counselors will be provided during pre-planning. The focus of this training will be on the effective use of ELlevation and monitoring the status/progress of all ELL students. The ESOL specialist will collaborate with counselors throughout the school year to address any issues that may arise with ELL student status or services.
5. In order to address the need for ELL students to make progress in acquiring proficiency in listening, speaking, reading and writing in English, the district

will purchase licenses for *Imagine Learning* for non-English speaking elementary ELL students and DynEd licenses for non-English speaking secondary ELL students.

6. To assist ELL students in acquiring the English language at a more rapid pace, iPads with ELL specific apps and hand held translators will be provided on a check-out basis.
7. To address the climate survey need of strengthening school/home communication and assisting parents in accessing community resources, a well-planned, robust parental involvement plan will be implemented in the 2015-2016 school year. Each school will designate at least one ELL parent to serve on a Parent Advisory Committee (PAC). The PAC will meet at least quarterly at school locations that represent the highest concentration of ELL students.
8. The district ESOL specialist will conduct parent involvement workshops in addition to the required PLC meetings. The purpose of these workshops will be to increase parental involvement, empower parents to partner with schools for decision making, problem solving and to promote student achievement. The ESOL specialist will maintain the district ESOL website to assist in disseminating information to parents of ELL students.
9. The contract for the ESOL parent liaison will continue to support 3 days per week in order to provide much-needed support for ELL parents and students. The liaison will serve as an interpreter at PAC meetings and will communicate with parents during report card conferences and other meetings between school staff and parents by providing translation assistance and by ensuring that parents receive notice of meetings and events. While the liaison is bilingual in English and Spanish, she will be learning Haitian Creole in order to provide support to a greater number of families. (Note: In Clay County these are the two largest groups of ELL students.)

SUPPLEMENTARY INSTRUCTIONAL SERVICES TO INCREASE ENGLISH PROFICIENCY OF ELLS

AMAO1 – Making Progress Performance Indicator

Goal: The percentage of K-12 students making gains (moving up at least one proficiency level) or proficient in each of the four domains will increase.

Objectives:

- By the end of the 2015-2016 school year, the percent of ELLs making progress on the listening and speaking portion of the state-mandated English language proficiency assessment will increase from 63% in the 2014-2015 school year to 68%.
- By the end of the 2015-2016 school year, the percent of ELLs making progress on the reading portion of the state-mandated English language proficiency assessment will increase from 36% in the 2014-2015 school year to 38%.
- By the end of the 2015-2016 school year, the percent of ELLs making progress on the writing portion of the state-mandated English language proficiency assessment will increase from 35% in the 2014-2015 school year to 38%.

Strategies:

1. Supplemental materials will be purchased to meet the specific needs of ELL students at their respective schools.
2. Title III funds will be used to provide supplementary job embedded professional development targeted towards the needs of ELL students and teachers and assistants. The focus will be on learning strategies and techniques for making content comprehensible for ELL students.

3. For the 2015-2016 school year the contract for our Title III specialist will be increased from a .5 to a 1.0 allocation. This will enable the specialist to spend much more time in the classrooms, modeling and teaching effective instructional strategies to use with ELL students.
4. The district will purchase licenses for *Imagine Learning* for non-English speaking elementary ELL students and *DynED* web-based licenses for secondary non-English speaking ELL students.
5. iPads with ELL specific apps and hand held translators will be provided on a check-out basis for independent student practice.
6. "Little Book Houses" (free book repositories) located throughout the county will be monitored and replenished as needed for ELL students.

AMAO2 – Language Proficiency Performance Indicator

Goal: The percentage of ELLs who have attained English proficiency by the end of the school year by grade clusters (K-2, 3-5, 6-8, 9-12) will increase.

Objectives:

- By the end of the 2015-2016 school year, the percent of ELLs in K-2 attaining English proficiency will increase from 25% in the 2014-2015 school year to 28% based upon the state-mandated English language proficiency assessment.
- By the end of the 2015-2016 school year, the percent of ELLs in 3-5 attaining English proficiency will increase from 29% in the 2014-2015 school year to 32% based upon the state-mandated English language proficiency assessment.
- By the end of the 2015-2016 school year, the percent of ELLs in 6-8 attaining English proficiency will increase from 28 % in the 2014-2015

school year to 30% based upon the state-mandated English language proficiency assessment.

- By the end of the 2015-2016 school year, the percent of ELLs in 9-12 attaining English proficiency will increase from 28% in the 2014-2015 school year to 30% based upon the state-mandated English language proficiency assessment.

Strategies:

1. Materials that provide opportunities for listening activities will be purchased as supplemental classroom supplies. Examples may include, but are not limited to, listening centers, books on tape, electronic phonics and vocabulary tools, and other materials that will build ELL students' oral language skills.
2. *Imagine Learning* licenses will be purchased for non-English speaking elementary students and *DynEd* licenses will be purchased for non-English speaking secondary students and will be used as a supplemental tool to build ELL students' English language proficiency.
3. Title III funds will be used to provide supplementary job embedded professional development targeted towards the needs of ELL students and teachers and assistants. The focus will be on learning strategies and techniques for making content comprehensible for ELL students.
4. iPads with ELL specific apps and hand held translators will be provided on a check-out basis.
5. Supplemental materials will be purchased to meet the specific needs of ELL students at their respective schools.
6. Supplemental materials focusing on writing prompts, grammar support, story starters and paragraph construction specifically designed for ELL students will be purchased. Additionally, supplementary materials focusing

on vocabulary and fluency designed for ELL students, including picture cards, will be purchased.

INSTRUCTIONAL SERVICES TO INCREASE THE ACADEMIC ACHIEVEMENT OF CURRENT AND FORMER ELLS

AMAO3 – Content Achievement Performance Indicator

(Awaiting data from the Department of Education)

Goal: The percentage of ELLs who score below the proficiency level in ELA and mathematics will decrease by 50% by the end of the 2016-2017 school year. In addition, the percentage of ELLs proficient in science must show an increase.

ELA Objective: By the end of the 2015-2016 school year, the percent of ELLs scoring proficient in ELA will increase from ___% to ___%.

Strategies:

Mathematics Objective: By the end of the 2015-2016 school year, the percent of ELLs scoring proficient in mathematics will increase from ___% to ___%.

Strategies:

Science Objective: By the end of the 2015-2016 school year, the percent of ELLs scoring proficient in science will increase from ___% to ___%.

Strategies:

INCREASING SUPPLEMENTAL PROFESSIONAL DEVELOPMENT

- The district ESOL specialist will offer supplemental coaching and support to teachers, assistants and administrators throughout the school year. This support will in in the form of modeling within the classroom, sharing information through a district ESOL newsletter, providing workshops on targeted teaching strategies, and collaborating through webinars.
- The district ESOL specialist will provide a model for lesson preparation and delivery and will work collaboratively with teachers to ensure effective instruction is taking place. (S)he will observe in classrooms and will provide feedback on instructional practices.
- The district will continue to provide professional development on the use of reading, math and science materials and for using data to inform instruction. The ESOL department will supplement district training by providing training specific to the supplemental materials purchased by the ESOL department.
- The ESOL specialist will provide technical support for *Imagine Learning* (elementary) and *DynEd* (secondary). These programs will be purchased with Title III dollars and will only be used by ELL students.
- The ESOL specialist will continue to maintain an ESOL website to feature strategies and best practices for working with ELL students and will highlight exemplary models of ELL instruction.

INCREASING PARENTAL AND COMMUNITY PARTICIPATION IN THE EDUCATIONAL EXPERIENCE OF ELLS

- In response to the needs assessment/climate survey, our Parent Advisory Committee (PAC) will be restructured. The PAC will meet at least quarterly at school locations that represent the highest concentration of ELL students. Each school will be required to identify one parent of an ELL student to serve on the committee. Leadership positions within the committee will be selected by a voting process.

- The district ESOL specialist will conduct parent involvement workshops in addition to the required PAC meetings. The purpose of these workshops will be to increase parental involvement, empower parents to partner with schools for decision making, problem solving and to promote student achievement. The ESOL specialist will prepare presentations for ELL parents that will assist them in understanding the assessment plan in our district. Parents will learn how to interpret data from state high stakes testing and district progress monitoring assessments.

- The district ESOL specialist will maintain the district ESOL website to assist in disseminating information to parents of ELL students.

- The contract for the ESOL parent liaison will be increased to 4 days per week in order to provide greater support for ELL parents and students. The liaison will serve as an interpreter at PAC meetings and will communicate with parents during report card conferences and other meetings between school staff and parents by providing translation assistance and by ensuring that parents receive notice of meetings and events. While the liaison is bilingual in English and Spanish, she will be learning Haitian Creole in order to provide support to a greater number of families. (Note: In Clay County these are the two largest groups of ELL students.)

- Brochures will be available to ELL parents at schools in the front office and will be replenished on a regular basis by the ESOL department. These brochures highlight ways for parents to be involved in their ELL student's education; how to help with homework; how to identify when an ELL student is experiencing emotional or social turmoil; and ways to keep their children healthy.
- Parents (and students) without internet access at home can utilize computers at the Clay County Public Library through a partnership between the Clay County School District and the Clay County Public Library System.
- The district will continue to promote relationships with community outreach programs that can be of benefit to ELL parents and students. Examples of current partnerships with the Clay County ESOL Department include Clay County Literacy Coalition, Adult and Community Education Department, Baptist Medical Center, Clay County Public Libraries, the City of Green Cove Springs and the Town of Orange Park. The focus of these partnerships will be to promote literacy and mentoring for citizenship for both ELL parents and students.
- The district ESOL specialist will work closely with the schools as a liaison between the school and the parental community to answer questions and clarify decisions made pertaining to the education of their children in the parents' heritage language when feasible.

CONSULTATION WITH PRIVATE SCHOOL OFFICIALS
(EQUITABLE SERVICES FOR PRIVATE SCHOOL PARTICIPATION)

- The Clay County School District works with private education entities in the district's service area to provide consultation for equitable services to ELL students, their teachers and guidance counselors in private schools. The district uses the Florida Department of Education Directory of Private Schools to invite officials representing all private schools in the district.
- In the fall of 2015, the district will hold its annual Grants Fair for non-public schools. At this event, Title III district staff will assist private school entities by offering guidance for the identification and placement of ELL students. Upon verification of eligibility, Title III district staff will hold consultations with each private school eligible to receive Title III services. At this consultation, assistance will be given in the areas of identification, placement, instruction and evaluation of ELL students. Assistance will also be provided in the area of instruction and assessment of ELLs and training that fosters ELL student achievement. Private schools will receive guidance in bilingual translator/interpreter support and services.
- Participating schools contact the district when a student whose primary home language other than English is enrolled. A Title III district staff member will visit the private school to administer the qualifying assessment (IPT/RW). If the student is eligible for services, district staff conducts a needs assessment in order to match services to specific student needs. The district's Private School Liaison visits private schools monthly to track progress of all eligible students.
- Educational services or other benefits, including materials and equipment provided under this section are secular, neutral and non-ideological.

- Education services and other benefits provided under this section for private school children, teachers and other educational personnel are equitable in comparison to services and other benefits for public school children, teachers and other educational personnel participating in the program are provided in a timely manner.
- Note: In a typical year there are three or less requests from private schools for ESOL support.

COLLABORATIVE PARTNERS

- The Clay County Education Foundation (CCEF) is the official direct support organization for the School District of Clay County. Its mission is to enhance the curriculum in order to promote excellence in education in our public schools. The CCEF provides financial support for both ELL and non-ELL teachers in the form of mini-grants, monetary awards, medical supplies, enrichment materials and school supplies.

- The Clay County Public Library System is another partner with our ESOL program. The Clay County Public Libraries provide current high-demand, high interest and popular materials in a variety of formats for patrons of all ages. It assists students in grades pre-kindergarten through twelve in meeting educational objectives established during their formal course of study and supports individuals of all ages who are pursuing a sustained program of study independent of any educational provider. The libraries provide space for English Language Learner labs. The district maintains control of all equipment and software associated with the labs.

- The Clay County School District Title I department also supports the ESOL department by conducting joint meetings with Title III staff to meet the needs of our ELL students in Title 1 schools.

- The Clay County School District Title II department funds and provides training for all teachers of ELL students in the area of improving foundational skills and using newly adopted materials and technology that supports academic instruction. Title III staff collaborates by providing training in areas not covered by Title II funds and that are specific to the needs of ELL students.

- The Clay County Literacy Coalition assists in mentoring ELL students at off-campus locations when feasible for both parties. The focus of these

mentoring sessions is literacy. Representatives from the Clay County Literacy Coalition attend and support parent functions and solicit participation in voluntary programs to increase literacy.

- Baptist Wolfsons Fleming Island Medical Center also participates in the mentoring of ELL students. Other services offered to our ELL families are programs regarding health care benefits and services.
- Episcopal Childrens' Services/Head Start of Green Cove Springs, Florida also partners with the Clay County ESOL department. This group participates in mentoring our Pre-K ELL students and parents in preparation for formal entrance into the public school system.

ACCOUNTABILITY FOR SCHOOLS WITH ENGLISH LANGUAGE LEARNERS

- The district will continue to hold schools accountable for meeting the goals and objectives of this grant through frequent collection of data and discussions with teachers and principals.
- ESOL department representatives will go out to the schools to spot-check the records and progress monitoring data of ELL students.
- Progress monitoring data of ELL students will be compiled for the three assessment periods using the *Performance Matters* assessment and data bank.
- On-going professional development continues to support effective strategies and best teaching practices in every classroom. The teacher evaluation system holds principals and teachers accountable for student growth and learning through a direct correlation between assessments, teacher professional development, professional learning communities and principal observations.
- The district ESOL specialist will support all schools through providing professional development, coaching, mentoring and modeling services to teachers with ELL students. This specialist will also assist teachers in analyzing data and tracking ELL student academic achievement.
- District ESOL staff will provide technical assistance in the form of additional training and support for schools whose ELLs are not meeting proficiency goals in reading, writing, math and English language acquisition.

DISSEMINATION/MARKETING

- The district ESOL specialist will develop and deliver a quarterly newsletter that will be sent to the families of ELL students informing them of the educational and community opportunities available to them through the Title III grant. This newsletter will be sent home in student backpacks/homework folders. The newsletter will also be available on the district ESOL website. It will be translated into Spanish and other languages when clearly feasible.
- The district ESOL specialist will maintain the district ESOL website. This website will announce any upcoming ESOL related events and will provide information for supporting ELL students.

REPORTING OUTCOMES

- FSA scores and *Performance Matters* progress monitoring data will be monitored for learning gains by district ESOL personnel.
- Interpretive guides for FSA will be provided to ELL parents in their native language when feasible. The parent liaison will be available to meet with parents upon request to interpret results.
- Parents will have access to the District Accountability, Research and Assessment website found on the FOCUS parent portal.
- Annual Measurable Achievement Objectives (ASAO) information letters will be sent to all ELL parents.
- Annual school district reports will provide families with information on the academic progress of sub groups such as ELL. These reports are sent home or distributed in the local press and can also be accessed through the district website. Summaries and highlights will also be printed in the quarterly ESOL newsletter which will be available at schools and online.
- School-based staff, including Title III-supported bilingual paraprofessionals and ESOL resource teachers will provide translations/explanations of student outcomes (i.e. FSA, *Performance Matters* scores) when needed.