
Clay County District School Board

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 **Clay County District School Board** will comply with the following requirements of the Elementary and Secondary Education Act (ESEA) as reauthorized as No Child Left Behind (NCLB) 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 the subgrant to build capacity to continue to provide high-quality language instruction educational programs for 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 ELLs 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 consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and non-profit organizations, and institutions of higher education in developing this program plan.

☑The LEA will assess annually the English proficiency of all students identified as ELLs.

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

☑The 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 (former ELLs) no longer participate in a Title III language instruction educational program.

☑A 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 School District meets those objectives.

☑The LEA will provide the following information to parents of ELLs selected for participation in a language instruction educational program: How determination of the need for ESOL services was made, how the educational needs of their children will be met, including available options of various instructional delivery models and if applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children. Information will be provided to parents in a language that they can understand, unless clearly not feasible. The right to comprehensible instruction cannot be waived.

☑The LEA will employ teachers in the proposed program who, individually or in combination, are proficient in 1) English, with respect to written as well as oral, communication skills, and 2) the native language of the majority of the children who the teachers teach, if instruction in the program is in the native language as well as English.

☑The LEA will ensure that no more than 2% of the Title III grant will be allocated towards administrative (direct and indirect) costs and that documentation to support these costs will be maintained.

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>

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 (e.g. CELLA, FCAT, ELL demographic data) to determine the need for supplementary services. The description must also include an analysis of which programs, services, and activities were successful in the previous grant, which ones were not, and what the LEA will do differently with this grant. Summarize results and prioritize.

Response:

On the 2011 CELLA, the district found fewer ELL students in the “Beginning Range”. In kindergarten, the total number of ELL students dropped from 82 to 61 and the percentage scoring “Proficient” increased from 29% to 43%. The percentage of students in the two lower ranges remained steady but the significant growth came in the percentage of students moving from the “High Intermediate” to the “Proficient” level. In grade 1 where the number of ELL students doubled, the percent “Proficient” remained high at 72%. Looking at groups comparatively from

2010 to 2011, and knowing that the ELL student groups remained somewhat constant, we noted that students in grades 7-12 showed the greatest increase in the percentage of students showing gains and moving from “High Intermediate” to the “Proficient” level. Students moving from grade 2 to grade 3 saw the opposite trend. This is attributed in large part to the intensive interventions placed on reading achievement of all students and a lack of truly differentiated instruction and implementation of ELL strategies.

The area of reading reported the most significant growth in regards to AMAO1 for the ELL students. The highest percentages remained in the two lower proficiency levels although a move was seen from “Beginning” to “Low Intermediate”. Looking comparatively, grade K students in 2010 who moved to grade 1 in 2011 showed the greatest gains in the levels from “Low Intermediate” to “High Intermediate”. Grade 2 students increased from 63 percent scoring proficient in 2010 to 78 percent proficient in 2011. Grades 3 and 5 remained almost identical in at all levels but in grade 5, the percentage of students in the “Beginning” level decreased in 2011 to 3 % as compared to 27 percent in 2010. In grade 7, 32% of the students scoring in the “High Intermediate” level in 2010 increased to “Proficient” in 2011. As with prior years, ELL students in the high school do significantly better on CELLA in both reading and writing as compared to their younger subgroup members.

Writing overall showed the area of greatest growth for the ELL students. This is in large part to the emphasis on writing in many of our schools and ongoing professional development on the 6-Traits of Writing. The highest percentage of the ELL population in Kindergarten fell into the “Beginning” level with only 2% score “Proficient” in 2011. These percentages were consistent with 2010. Students in K in 2010 moving to grade 1 in 2011 did however increase significantly with approximately 30 percent of the group increasing to “Low Intermediate” and moving from 17% in “High Intermediate” in 2010 to 50% “High Intermediate” in 2011. Over half of the students in grade 2 scored “Proficient”. Once again, grade 3 saw the least among of growth. In 2010, 49% of the grade 3 students scored in the lowest two levels. In 2011, these same students now in grade 4 increased to 76 percent scoring in the two highest levels. Grade 7 saw a decline in the percent scoring “Proficient” and an increase in the percent scoring in the “Beginning” level. Scores in grades 8-12 showed growth in the levels but none significant. The reading and writing scores in these higher grades are almost identical in percentages at each level showing the strong correlation between reading and writing at these levels. The use of the new computer software Grammar Gallery is expected to help increase performance at all levels in the area of writing and help to better prepare the ELL students for the new Common Core standards and the related FCAT changes in writing.

Activities

Briefly describe the LEA’s major proposed programs, services, and activities and include how they are aligned with the needs assessment, state content standards, student achievement standards, and state assessments. If applicable, indicate how the included activities are

scientifically research based. Also, describe how the activities will enable districts to close the achievement gap and meet all Annual Measureable Achievement Objectives (AMAOs). Please refer to the SALA website for more information on AMAOs:

<http://www.fldoe.org/aala/amao.asp>

Response: This grant will support the following activities for ELL students:

(1) Employ a 0.2 part-time parent coordinator/liaison to work with families in educational training and assistance with community services.

(2) Employ a 1.0 technical assistant to work with teachers of ELL students across the district. The technical assistant will provide network and technical services with Rosetta Stone for ELL students and parents across the district and at community project locations.

(3) Purchase supplemental classroom supplies to assist ELL students in the classroom in the form of manipulatives, technology and supplementary books for reading, math and science.

(4) The LEA has established a partnership with the Clay County Public Library System. The libraries will provide space for the English Language Learners Labs, but the LEA maintains control of all equipment and software associated with the initiative. Only ELL families that are registered with the LEA and use the labs have access to the equipment. The library monitors-maintains usage records to ensure that there is no unauthorized use. Expanding the English Language Learning Labs to more ELL parents/students will further support the LEA commitment to Parent-School connection.

(5) Purchase reading materials for parent night to distribute to our ELL student that support the District`s initiative for Reading.

(6) Develop and distribute a quarterly ELL family newsletter for to all ELL students. These will be sent home via the ELL students` backpack/homework folders. Additional newsletters are distributed to the Library and local community centers. This newsletter will also be posted on the newly constructed ELL webpage for our district.

(7) Purchase additional educational materials for the teachers of ELL students, including downloadable books, supplemental math, science and social studies materials to be utilized with the ELL students in the classroom.

(8) Develop a webpage on the LEA`s Blackboard site to be called "ELL Connections". This page will contain information about services and resources available to parents and teachers of ELL students. LEA staff will create and maintain the page.

Support for Reading/Strategic Imperatives

Incorporate one or more of the Areas of Focus included in Florida's Next Generation PreK-20 Education Strategic Plan,

http://www.fldoe.org/Strategic_Plan/pdfs/StrategicPlanApproved.pdf

This application requires each LEA to indicate any strategy that incorporates reading initiatives. This application additionally requires each LEA to align their needs with the Next Generation Strategic Plan.

Response:

The proposed LEA projects support the District's initiatives, and the School District of Clay County strategic plan. The LEA will accomplish this by providing effective individual instruction to ELL students.

The specific area of focus to be supported via the reading initiative is:

Improve foundation skills. Implement the research-based strategy of developing learning experiences utilizing a variety of instructional strategies and resources, including appropriate technology that requires students to demonstrate a variety of relevant skills and competencies.

School based administrators will conduct classroom walk through to ensure the ELL teacher is covering the Next Generation Pre K-12 standards and the Common Core standards (Kindergarten only) for his/her ELL students. LEA personnel will analyze FCAT and CELLA data and conduct a needs assessment based on gap analysis. If necessary, curriculum will be adjusted to meet the needs of the ELL students.

Supplementary Instructional Services to Increase English Proficiency of ELLs

Identify the district goals, objectives, and strategies for increasing the English proficiency of ELLs by the end of the 2011-2012 school year. **Goals/objectives must include the most current data from the administration of the Comprehensive English Language Learning Assessment (CELLA).**

AMAO1--- Making Progress Performance Indicator: The percentage of K-12 students making gains (moving up a proficiency level(s) or proficient in each of the CELLA three domains. Applications should include the most recent data by domains: Listening/Speaking, Writing, and Reading.

ELLs will make progress in learning English. It is the state objective to have at least 75% of ELLs making gains in Listening/Speaking, 59% in Writing and 61% in Reading.

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

Objectives:

- By the end of the 2011-2012 school year, the percent of ELLs making progress on the CELLA listening and speaking assessment will increase from 63.00% in the 2010-2011 school year to 75.00%
- By the end of the 2011-2012 school year, the percent of ELLs making progress on the CELLA writing assessment will increase from 69.00% in the 2010-2011 school year to 71.00%
- By the end of the 2011-2012 school year, the percent of ELLs making progress on the CELLA reading assessment will increase from 60.00% in the 2010-2011 school year to 62.00%

Strategies (activities): must be aligned to needs assessment and budgeted items; resources may focus on a specific domain, if applicable.

Response:

Rosetta Stone will continue to be implemented across the district and accessible to all ELL students. This program addresses speaking, reading and writing skills.

The technical support assistant will train all ELL teachers on the Rosetta Stone program. All highly trained personnel will be responsible for the delivery of the Rosetta Stone curriculum to the ELL student (s).

The LEA has established a partnership with the Clay County Public Library System and the Rosetta Stone Curriculum will be delivered via the Internet. The libraries will provide space for the English Language Learner Labs, but the LEA maintains control of all equipment and software associated with the initiative. Only ELL families that are registered with the LEA may use the lab and have access to the Rosetta Stone program. This lab will not be accessible to non ELL students/parents. The public library will maintain usage records to ensure that there is no unauthorized use. Monitoring of progress will be maintained by the ELL office administrative support personnel. Accessibility of the program to be used at home by ELL parents that have internet access will be supported by the parent coordinator/liaison.

Grammar Gallery, a supplemental internet based toolbox that was purchased with 2010 - 2011 funds, will be implemented to build vocabulary, teach grammar, and develop academic language proficiency for ELL students across the district. Support will be given to the teachers of ELL students on how to effectively to use this program via a Webinar that was included in the purchased price.

ELL parents will be given several opportunities to participate in parent workshops that will focus on how they can assist their children at home. These workshops will be conducted by the parent coordinator/liaison.

Apple technology training will be conducted by the technical support assistant from the district. There is no additional cost for this training. This technology will be made available to the schools with the highest number of ELL students. Increasing academic achievement in language acquisition, reading, math and science will be the focus of the highly trained personnel.

AMAO2--- Language Proficiency Performance Indicator: The percentage of ELLs, determined by cohort, who have attained English proficiency by the end of the school year.

ELLs will become proficient in English. It is the state objective to have at least 18% of K-2 ELLs, 21% of 3-5, 16% of 6-8, and 17% of 9-12 students score proficient in all four domains.

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 2011-2012 school year, the percent of ELLs in K-2 attaining English proficiency will increase from 19.00% in the 2010-2011 school year to 21.00% based on CELLA.
- By the end of the 2011-2012 school year the percent of ELLs in 3-5 attaining English proficiency will increase from 13.00% in the 2010-2011 school year to 21.00% based on CELLA.
- By the end of the 2011-2012 school year the percent of ELLs in 6-8 attaining English proficiency will increase from 19.00% in the 2010-2011 school year to 21.00% based on CELLA.
- By the end of the 2011-2012 school year the percent of ELLs in 9-12 attaining English proficiency will increase from 26.00% in the 2010-2011 school year to 28.00% based on CELLA.

Strategies (activities): must be aligned to needs assessment and budgeted items; resources may focus on a specific grade cluster, if applicable.

Response:

Rosetta Stone software will continue to be implemented across the district and accessible to all ELL students. This program addresses speaking, reading and writing skills.

Grammar Gallery, a supplemental internet based toolbox that was purchased with 2010 - 2011 funds, will be implemented to build vocabulary, teach grammar, and develop academic language proficiency for ELL students across the district. Support will be given to the teachers of ELL students on how to effectively to use this program via a Webinar that was included in the purchased price.

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

By 2013-2014, all current and former ELLs will reach high academic standards, at a minimum attaining proficiency or better in reading, mathematics, science, and writing.

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 2011-2012 school year at the elementary, middle, and high school levels. **At a minimum, goals should address student proficiency in reading, mathematics, writing and science and include baseline data from the 2010-2011 school year or most current data.**

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.

AMAO3 ---Content Achievement Performance indicator: The percentage of current and former ELLs who are at or above the proficient level in reading, mathematics, and writing on the Florida Comprehensive Achievement Test (FCAT). (Although not included in AYP, science academic goals must be addressed.)

All students will become proficient in Reading and Mathematics. It is the state objective for the 2011-2012 school year to have at least 86% of all students become proficient in reading and mathematics

Goal: The percentage of ELLs who score at or above the proficiency level on the state assessment in reading, math, science and writing will increase.

Objectives:

- By the end of the 2011-2012 school year the percent of ELLs attaining reading proficiency will increase from 26 % in the 2010-2011 school year to 32 % based on the FCAT.

- By the end of the 2011-2012 school year the percent of ELLs attaining math proficiency will increase from 50 % in the 2010-2011 school year to 54 % based on the FCAT.
- By the end of the 2011-2012 school year the percent of ELLs attaining writing proficiency will increase from 82 % in the 2010-2011 school year to 85 % based on the FCAT.
- By the end of the 2011-2012 school year the percent of ELLs attaining science proficiency will increase from 14 % in the 2010-2011 school year to 21 % based on the FCAT.

Strategies (activities): must be aligned to needs assessment and budgeted items; resources may focus on a specific subject..

Response:

Rosetta Stone will continue to be implemented across the district and accessible to all ELL students. This program addresses speaking, reading and writing skills.

Grammar Gallery, a supplemental internet based toolbox that was purchase with 2010-2011 funds, will be used to build vocabulary, teach grammar, and develop academic language proficiency for all ELL students across the district. Training for ELL teachers will be via a Webinar that was included in the purchase price.

Increase ELL student performance in math by developing and implementing supplemental instruction aimed at students scoring at levels 1 and 2 in math. Supplemental instruction will consist of prescriptive intervention activities and multi-step problem solving strategies. Pacing guides, curriculum maps, and assessment tools developed by the LEA`s Curriculum Department will be used to maximize mastery of tested math skills prior to the Florida Comprehensive Assessment Test.

Increase ELL student knowledge of science concepts by integrating and aligning science skills with the reading content area, via the use of nonfiction text. The use of science materials as the supplemental texts for immediate intensive reading interventions (iii) will be encouraged.

OPTIONAL: District-Derived Goal—must include SMART goals

Response:

Increasing Supplemental Professional Development

Please describe the supplementary professional development activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the professional development activities the LEA will conduct to address the issues identified in the needs assessment and to increase student achievement and language acquisition. Include in the description how the professional development activities will supplement, not supplant, existing district programs.

Response:

The district is providing professional development on the use of new science materials, and using data to inform instruction via the newly purchased student tracking system. The ELL office will supplement district training by concentrating on developing teacher's technology skill and skills needed to implement teaching strategies described in AMAO 1 & 2.

The technology support assistant will provide the technical support for Rosetta Stone and any other web based program introduced by the grant. The technology support assistant will travel to schools to meet with ELL teachers and provide training or updates as necessary.

Increasing Parental and Community Participation in the Educational Experience of ELLs

Please describe the parent involvement activities supported by Title III. Specifically, in accordance with applicable statutory and regulatory guidelines, describe the major parent involvement activities the LEA will conduct to address the issues identified in the needs assessment and increase student achievement and language acquisition.

Response:

LEA will conduct ELL Parent nights twice per year. Parents will be notified by a flyer (available in native languages when feasible) via backpack/homework folder; posted in libraries and community centers; and posted on the newly created ELL webpage for the district.

Funds from this grant will partially fund a position for a parent coordinator/liaison to work with the parents of ELL students. The coordinator/liaison will assist ELL parents in accessing community services available to them in Clay County at the two ELL parent nights.

The LEA will offer assistance in expanding the Rosetta Stone Language Learning Labs into additional community libraries. One of the primary reasons for developing this initiative is to provide services to parents who do not have internet access.

The LEA will assist in developing more relationships with community outreach programs to enhance opportunities for ELL students and ELL parents (e.g. Clay County Literacy Coalition). The LEA will assist by providing materials to these agencies for promoting literacy and citizenship mentoring for ELL students and ELL parents in our district.

Consumable materials (take home books, math manipulative, science activities, practice materials and educational games) will be distributed to parents and students at the ELL parent nights.

Consultation with Private School Officials

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers with the LEA service area. For details, refer to URL: <http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Include a description and complete plan of action on how the consultation with private schools has been and will continue to be implemented to address equitable services to eligible students in private schools. Please list individual schools contacted, process for identifying ELLs, and services provided.

Response:

The LEA conducts a group meeting each November during which all non-public schools are given information about available federal funding opportunities for the following school year (for example, the meeting in 10-11 discusses funding for the 11-12 year). The LEA uses the Florida Department of Education Directory of Private Schools to invite officials representing all schools in the district. During this meeting a representative of the LEA goes over all relevant information specific to Title III.

An individual meeting is conducted at each participating private school in February (for the following school year). A plan for identifying, assessing and serving ELL students is developed.

Participating schools contact the LEA when a student whose primary home language other than English is enrolled. A district staff member visits the school to administer the qualifying assessment (IPT). If the student is eligible for services, district staff conducts a needs assessment in order to match services to specific student needs. The LEA's private school liaison visits participating private schools monthly to track progress of all eligible students.

Materials and support are provided by the ELL department following consultation and collaboration between the LEA and private school teachers and administrators.

Education 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.

During the 2010-2011, the LEA had no (0) requests for services under Title III. In a typical year, there are fewer than 3 requests.

Upload samples of Private School Documentation:

[LEA's Notification/Invitation Letter\(s\) to Private Schools regarding 2011-2012 SY Services](#)

[LEA/Private School Meeting Agenda\(s\) and Consultations topic](#)

[List of private schools notified](#)

Collaborative Partners

Identify federal/state/local collaborative partners; briefly describe in a simple narrative the types and benefit of the collaborative activities; include the program(s) and primary target group(s).

Response:

The Clay County Education Foundation 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. This is accomplished in a variety of ways: Bright Ideas Mini-Grants; enrichment; medical; monetary awards; Shoe Fund; matching funds and school supplies.

The Clay County Public Library is our second partner. The Clay County Public Library System provides current high-demand, high interest, and popular materials in a variety of formats for patrons of all ages, assists students pre-school through grade 12 in meeting educational objectives established during their formal source of study, and supports individuals of all ages who are pursuing a sustained program of learning independent of any educational provider. The Clay County Public Library in Green Cove Springs, Florida currently houses the Rosetta Stone Language Learners Lab. The School District of Clay County currently has 74 students in the web-based program.

The LEA has established a partnership with the Clay County Public Library System. The libraries provide space for the English Language Learners labs, but the LEA maintains control of all equipment and software associated with the initiative. Only ELL families that are registered with the LEA to use the Labs have access to the equipment and program. The library monitors-maintains usage records to ensure that there is no unauthorized use.

Title II funds and personnel provide training for all teachers of ELL students in the area of improving foundation skills and using newly adopted materials and technology that supports academic instruction. Title III staff collaborate by providing training in areas not covered by Title II staff members that are specific to the needs of ELL students.

The Title I Department is also a partner in conducting joint parent meetings with Title III staff to serve the needs of our ELL students in Title 1 schools.

The Clay County Literacy Coalition is our newest partner and will participate in mentoring our ELL students and ELL parents to promote literacy. Representatives from the Coalition attend the parent night functions and solicit participation in voluntary programs to increase literacy.

Accountability for Schools with English Language Learners

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 and former ELLs.

Response:

The LEA will hold schools accountable by ensuring that the proficiency targets of the ELL populations are addressed in each School Improvement Plan. This shall include monitoring of student achievement via the LEA's newly purchased Performance Matters student tracking system (paid for with Race to the Top dollars), tracking how the schools spend their ELL dollars, meet next generation standards, and align goals to AYP requirements.

Performance Matters, available for all students, allows for disaggregation of student data so that the progress of ELL students can be tracked as a group and individually.

LEA district personnel will analyze FCAT and CELLA data and conduct a needs assessment based on gap analysis once a year. In addition, benchmark assessment (in Performance Matters) will allow for more frequent data analysis so that curriculum and instruction can be adjusted in a timely manner.

LEA district personnel will provide technical assistance in the form of additional training and support for schools who's ELLs are not meeting proficiency goals in academics and English.

Dissemination/Marketing

Describe the LEA's dissemination and marketing plan for communicating and advocating the

activities and programs addressed in this application to schools and stakeholders. The description should include how the LEA will ensure that all school-to-home communication will be in the parents'/guardians' home language unless clearly not feasible.

Response:

The LEA 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 this grant. The newsletter will be delivered to the parents of ELL student via backpacks/homework folders; newsletters will be made available in libraries and community centers. The newsletter will also be made available on the newly created ELL webpage on the districts website.

The newsletter will be translated into Spanish and other languages when feasible.

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:

FCAT scores of ELL students across the district will be monitored for learning gains by LEA district personnel.

LEA will compare CELLA scores to baseline date to determine ELL student proficiency and individual learning gains.

Interpretive Guides of FCAT and CELLA data will be provided to the ELL parent in the native language whenever practicable. The interpretive guides are available at the Spring parent night and available at the school sites.