

The School Board of Clay County 2007
08C402-Enhanced Instructional Opportunities For Recently -
Arrived Immigrant Children and Youth

Project Design-Narrative

1. Please identify the number of immigrant child and youth by country of birth in the following table:

ALBANIA	2	ENGLAND	7	MALAYSIA	1	VIETNAM	4
ANTILLES	2	GERMANY	3	MEXICO	10		
ARGENTINA	1	GREEECE	3	NETHERLANDS ANTILLES	2		
ARMENIA	1	GUATEMALA	2	NIGERIA	2		
BERMUDA	1	GUYANA	1	PANAMA	1		
BOLIVIA	1	HAITI	27	PARAGUAY	2		
BRAZIL	3	HONDURAS	6	PHILIPPINES	18		
BURMA	1	INDIA	11	RUSSIAN FEDERATION	6		
CANADA	6	IRAN	3	SOUTH AFRICA	1		
CHINA	10	ITALY	4	SRILANKA, CEYLON	2		
COLOMBIA	6	JAMAICA	1	THAILAND	3		
CUBA	10	JAPAN	10	UNITED KINGDOM (GREAT BRITIAN)	1		
DOMINICAN REPUBLIC	5	KOREA- REPUBLIC OF (SOUTH)	3	UNITED STATES	4		
ECUADOR	1	KUWAIT	1	VENEZUELA	4		

Total Immigrant Students: 193

2. Measurable goals, objectives and strategies:

GOALS

- a. To provide supplemental instructional support for immigrant students via additional teacher aides who have been specially trained to provide services for immigrant children and youth. Job duties and responsibilities are as follows:
 - i. Primary role will be to serve as instructional support for immigrant students in the classroom as documented by classroom logs.
 - ii. Tracking academic achievement through standardized tests, ThinkLink, and student grades. As documented in a Data Base spread sheet.
 - iii. Tracking student attendance and serving as the parent liaison when needed as documented with call logs of parent contact.
- b. To identify and acquire curricular materials, educational software and technologies to be used in the program carried out with funds
 - i. Additional computers in classroom with Rosetta Stone for supplemental instruction in language acquisition.
 - ii. Provide supplemental computers for classroom instruction of immigrant students.
- c. To provide professional development for both teachers and teachers' aides, and grant manager to assist with the needs to immigrant students.
- d. To provide the payment of cost of providing supplemental classroom supplies to assist in educating immigrant students.
- e. To properly identify immigrant students and assess the needs of the individual immigrant student.

OBJECTIVES

- a. To identify all students who qualify for immigrant status across the district as evidenced by TERMS reports.
- b. Student attendance of immigrant populations will results in the decrease in the number of missed days by 5%.
- c. Immigrant student performance will increase on standardized tests by 5% from 2008-2009.
- d. To hire a minimum of ten teachers' assistants to assist in the education of immigrant students.
- e. To have 100% of the teachers' aides and teachers participate in professional development relevant to the needs of the immigrant student.

STRATEGIES

- f. To hire and provide ten additional teacher aides to assist in classrooms across the district with the highest population of immigrant students and/or the greatest academic needs.
- g. To conduct a needs assessment for supplemental classroom materials for immigrant students through their teachers recommendations.

- i. To place computers and Rosetta Stone software directly in classroom with the greatest need of immigrant students in the language acquisition phase.
 - ii. To provide supplemental reading, civics and science materials for immigrant students.
 - h. To hire a grants manager for 300 hours to analyze the data and identification of all immigrant students across the district, so that there is an accurate reporting and needs assessment of student learning. During this process the grants manager will pull the students report cards and standardized tests to analyze academic history.
 - i. To provide professional development to serve the needs of immigrant students.
3. Describe how the district will build capacity at both the district and school levels to address the needs of and to provide enhanced instructional opportunities for immigrant children and youth.
 - a. The Grants Administrator and the Supervisor of ESOL will both attend a celebrating cultural diversity class along with the teachers and teachers' assistants.
 - b. Teachers and teachers' assistants will attend the effective teaching strategies professional development in-service to learn appropriate strategies for teaching immigrant students.
4. Indicate how the activities proposed are supplementary and do not supplant activities and services funds under state or other deferral funds.
 - a. All materials are in addition and serve as supplemental materials specifically to address the individual needs of immigrant students.
5. Identify the unique needs of recently arrived immigrants. Describe how the proposed activities will increase immigrant student achievement. How will this be measured?

Newcomer programs, though many don't use this term, share common assumptions about the needs of recently arrived immigrant students, including that they:

- May be of limited English proficiency (LEP) (Supplemental Computers in the classroom to assist with supplemental instruction in English)
- Need a period of adjustment to both school and society (Teachers' aides will serve in an assistive role).
- Need an emotionally safe atmosphere to make these adjustments (Professional development will enhance sensitive and celebrating diversity).
- Need to be able to rapidly learn English, become acculturated, and reaffirm their self-esteem (Rosetta Stone).
- Unfamiliarity with the U.S. school system—being thrown into a classroom with no preparation can be one of the most traumatic things an immigrant student faces. Things established students take for granted not only are unfamiliar to an immigrant student, but such lack of familiarity can set the immigrant student up for ridicule by peers: the grading system, school routine, social customs, how to use school facilities, and how to get help. (Teachers' Aides will be checking on students and assisting them when needed).

■ Personal trauma—many refugee students bring with them the scars of personal traumas that their peers cannot imagine and will never know. Almost all immigrant students have been affected by the experience of leaving their home, family, and friends, and settling in a new place with new customs and a new language. Rebuilding their trust and confidence can be a key factor in their later success in the regular classroom. (The teachers' aides will provide additional support for immigrant students).

In addition to the goals and objectives discussed above, many newcomer programs reach beyond academics and school adjustment to address many of the techniques recommended in this guide:

■ Reaching out to and communicating with immigrant families in their own languages as much as possible (Teachers' aides will serve in this role).

■ Referring immigrant families to community services and resources to ease their transition to the community (Professional development will include services available and referrals to resources for immigrants and their families).

■ Offering specialized programs, extracurricular activities, and career guidance to help students succeed in school and beyond (Provide opportunities to explore our career academics and college information opportunities).

Newcomer programs must meet the educational opportunity requirements of *Lau v. Nichols* (1973) and avoid discrimination on the basis of race, color, or national origin (Title VI, Civil Rights Act of 1964). In general, newcomer programs have been found in compliance with Title VI by the Office for Civil Rights if they meet the guidelines outlined in its memorandum of December 4, 1990.

6. Describe how your district will evaluate the outcomes and services provided. Measurable goals and objectives associated with the anticipated outcomes as specific data that will be collected and analyzed to evaluate achievement of those goals and objectives.

- a. Data analysis of AYP, individual test scores and student grades will be evaluated at the close of this project period.
- b. The Grants Manager will collect data from schools, teachers, and district data bases and analyze data based on the previous baseline data for immigrant students impacted by this program.
- c. Recommendations for continuance and/or modifications to strategies and delivery methods.

Support for Reading/Strategic Imperatives

- The goal of increasing reading achievement is to increase the progress of the low achievement in minority subgroups at a faster rate than the overall state average.

- Immigrant Students are counted in multiple minority categories which are considered low achieving in the AYP calculations.
 - Students who are identified as Non-English speaking in the elementary schools will be provided with supplemental ELL Treasures reading kits to
 - Immigrant Students who are identified as limited English speaking students will receive supplemental age-appropriate reading materials.
 - Both middle and high school immigrant students who are non-English speaking will have access to the Rosetta Stone program for language acquisition.

Dissemination/Marketing

Information about the application will be disseminated and marketed to appropriate populations, including, state, district, school staff, parents, and the community as follows:

The School District of Clay County website (www.clay.k12.fl.us) (August-June) to disseminate information about the Project Application, Parent Involvement Policy, Annual Report Card, FCAT Report, Sunshine State Standards and Choice Options. Target audience: parents, school staff, and community.

Public School Television Broadcasting (Channel 29) (August-June) to disseminate contact information about the Application and Choice Options. Target audience: parents, school staff, and community.

School website (August-June) to disseminate links to Application information, the School Improvement Plan, Parenting Websites, Sunshine State Standards, Curriculum, etc.

School Annual Meetings (August) to disseminate information about the Title programs and parent involvement opportunities. Target audience: parents and school staff.

District Annual Meeting to disseminate to information about the Title I Project and schoolwide programs. Target audience: community members, Title I parents (public and private), and school staff.

All communications will be disseminated in a language (Spanish) other than English if needed.

Reporting Outcomes

The School District of Clay County will report the progress made in attaining the district's goals and objects for 2008-2009 using the following mechanisms:

The Annual Report Card, Adequate Yearly Progress Reports and Performance Indicators as required by the No Child Left Behind Act of 2001, are all available at the district and

school websites on a continuing and updated basis targeting the community, parents, and school staff. In addition, the local paper and district newsletters make public these reports as soon as they are released by the Florida Department of Education also targeting the community, parents, and school staff.

Mid-year: submission of a midyear report to the State on reading and math achievement of all subgroups and their progress towards making adequate yearly progress, professional development activities and the status of highly qualified personnel, and parent involvement strategies used to increase student achievement. This report is available as a posting on the internet and targets the community, parents, and school staff.

August-June: Progress Monitoring Plans for students with reading, math and writing deficiencies notifying parents of student progress.

All communications will be disseminated in a language (Spanish) other than English if needed.

For Federal Programs – general Education Provisions Act (GEPA). Steps proposed to ensure equitable access to and participation of students.

The District School Board Policy 1.07 states the following directive: Discrimination on the basis of race, religion, color, sex, marital status, age, national origin or disability is prohibited in the employment of personnel, in the provision of educational programs, and in the conduct of the business affairs of the Clay County School System.

During June-July 2008, the Grants Administrator will research and collect data to make sure all immigrant students across the district are properly coded and identified in our State Data Management System. The immigrant students test scores, and report card data will be pulled to assess the students with the greatest need to additional resources and personnel.

In addition, consultation with the teachers of eligible students and review of academic assessments will further serve to accurately identify students in need of academic intervention. All resources available will be used in making academic decisions for the eligible students.

Equitable Services for Private School Participation

The District is aware of the updated guidance concerning new deadlines for the purpose of consultation with Private School Officials. For the purpose of this Grant the following timeline will be adhered to for the 08/09 school year:

August: A certified letter is sent to all non-public schools offering the opportunity to participate in Federal Programs.

September: Meeting is held with private school officials to review timeline and consultation process. Establish a procedure for collecting poverty data.

September: Planning meetings are held with all interested non-public schools to design and develop equitable services for the 08/09 school year. Topics of consultations are addressed during this planning meeting. The consultation (see attachments) includes:

- The method or sources of data that the LEA will use to determine the number of private school children from low-income families residing in participating public school attendance areas
- how the children's needs will be identified
- what services will be offered
- how, where, and by whom the services will be provided
- how the services will be assessed and how the results of the assessment will be used to improve those services
 - the size and scope of the equitable services to be provided to the eligible private school children, teachers and other educational personnel and the amount of funds available for those services
- how and when the district will make decisions about the delivery of services
- the districts provisions for disagreements regarding delivery of services
- the districts procedures for control of funds used to provide services, title to materials, equipment, and property purchased.
- consultation on district wide activities which will include professional development activities and the parent involvement (District Parent Advisory Council) in which private school participation will be encouraged.
- consideration of the views of the private school officials on whether the LEA should contract with a third part provider.
- complaint procedures

October: Meet with Private School Officials to make any minor revisions to plans discussed in February in meeting the needs of eligible students.

September-May: The District Parent Advisory Council of which the non-public schools are represented, meet on a regular basis to provide parental input of the Title programs and projects.

September-May: On-site visits by district personnel to monitor student achievement, communicate opportunities for parent involvement and professional development.