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## Charlotte County District School Board

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### 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 **Charlotte 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:

*This application reflects the needs identified in individual School Improvement Plans (SIP) and Parental Involvement Plans (PIP). The SIP plans were created by representative groups from each school's School Advisory Council (according to state statute) and site Partnership and Performance Council (according to the partnership agreement between the district and the teachers' union). The PIP plans were the result of consultation and on-going meetings of each school's Parent Involvement Planning Team (PIPT), which consists of parents and school staff. The ELL Parent Leadership Team also consulted through meetings that took place during the school year, as well as through communication between group members and LEA staff. Data was received from an Immigrant Parent Survey [approximately 75% of Immigrant Students are ELLs] in Dec. 2010, as well as annual Title I Parent Surveys that were conducted during SY2010-11. LEA demographic data was analyzed, and data regarding ELL student academic and affective achievement benchmarks was disaggregated and studied during the needs assessment process by various stakeholders listed above.*

*LEA Federal Programs staff consulted with identified private schools within the boundaries of Charlotte County, Florida, to discuss needs and access to services. District leadership and school board participation is included through the district strategic planning process and related school board actions and district initiatives. In addition, the contact persons of other federal grants including Title I Part A, Title II Parts A & D, Homeless, Head Start and Early Head Start collaborated to coordinate goals and objectives found in the respective grant applications. Also, the Coordinator of State and Federal Programs participated in the development of several competitive grants with community and LEA representatives; during this process many additional community factors and data were studied and researched.*

*According to the most recent AYP data available (2010) 90% (9 of 10) of the elementary schools and 100% of the secondary schools in the LEA did not make AYP.*

*Analysis of the 3 Year Trend in CELLA scores (2008-2010) shows dismal to mixed results regarding proficiency and improvement from Beginning toward Proficient levels in Listening/Speaking, Reading and Writing. Scores posted in the table are percentages of overall improvement or decline in the 3 year window.*

*Listening/Speaking Reading Writing*

*Beginning .01 Improvement .05 Improvement .03 Improvement*

*Low Intermediate .00 Improvement .06 Improvement .11 Decline*

*High Intermediate .04 Improvement .14 Decline .00 Improvement*

*Proficient .02 Decline .01 Decline .07 Decline*

*HOWEVER, as the grant instructions request an analysis of what is/is not working, and what changes the LEA will make, it is important to note that the standardized testing data (CELLA and FCAT) does not tell the whole story. The ELL population is a constantly moving target. An analysis of the students served during the 3 year window from 2009-2011 showed only 62 ELL students in grades 3-12 with matched FCAT reading scores, and who took the FCAT at a Charlotte County school. Of these 62 students:*

- 68% of those students showed an increase either by achievement level or by a DSS change of 200+ points.*
- 6% of students moved from "risk" (level 1 or 2) to "proficient" (level 3, 4 or 5)*
- 34% moved up at least one achievement level during the 3 year period*

- 13% are level 3 after the 3 years
- 6% are level 4 after 3 years
- 3% are level 5 after 3 years

*Therefore, we know that there are many more success stories than the data indicates, and that, for the students who come to CCPS schools and remain with us, they are seeing success over time. There is still a long way to go, but the strategies that we are implementing are helping our students.*

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## Activities

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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 provides a very minor funding portion which, when added to the resources committed by the LEA, allows us to continue working with our ELL students toward the ultimate goal of their academic success as measured by FCAT and/or CELLA, so that we will meet all three AMAOs. HQ paraprofessionals will continue to assist with tutoring students needing additional assistance, monitoring their progress, and ensuring that they access supplemental instructional aids and programs that will help in their language acquisition process.

Through this grant we will continue to fund 1 supplementary HQ bilingual paraprofessional to work with middle school ELL students on their academic needs in Reading and core academic classes. This supplementary paraprofessional will add to the core group of ELL paraprofessionals provided by LEA and Title I funds, and is a position that is supplemental to what the LEA is required to provide by statute. This paraprofessional will be scheduled to work with students according to their greatest need, and according to the students' schedules. She will join students in their classrooms through a 'push-in' model of instructional support, and will also work with the teachers to provide services for students if there are situations where pull-out tutoring is necessary.

With the remaining funding we will purchase the subscription to the ELL portion of BrainPop software, a research based supplemental program which the ELL students can access both at school and at home, and which has proven popular and successful in helping many students during SY2010-11.

All of our elementary schools will remain Title I schoolwide programs for SY2011-12. Through the Title I program our ELL students will receive additional support, as will their families.

Supplemental activities funded through other resources that will support our ELL students include, but are not limited to:

- Extended day programs in some of the elementary Title I schools;
- ALL elementary schools will have a dedicated Title I paraprofessional to staff the school's Family Center, and establish relationships with parents to encourage and teach them how to be a partner with the school in the education of their children;
- Rosetta Stone program;
- Brain POP's program for ELL students;
- Literacy labs and/or reading room programs in some schools;
- Education City's ELL student learning and support program;
- Use of the Radius Interactive Learning System language building program in primary grades at all elementary schools;
- Computer aided instructional programs such as Larson's Math, Compass Learning, SuccessMaker, Waterford;
- LightSpan reading and math program kits that can be checked out for home use in grades K-5;
- Parent access to the Sed de Saber Spanish to English Family Literacy Program for at-

home language learning in some schools, as well as community and school based literacy programs for adult family members.

- There are two 21st Century Community Learning Center grants that serve all the schools in our community.

Activities and objectives identified above are designed to eliminate the achievement gap that separates ELL, low-income, minority, and other below proficient groups from other students through the use of research-based practices specifically designed to address identified needs. This includes:

- Professional development in the analysis of disaggregated data;
- Identification of struggling students;
- Placement of supplemental personnel;
- Development and implementation of professional development and staff training programs;
- Implementation of differentiated learning strategies;
- Development of career/technical education programs;
- Implementation of ICLE research; and,
- Continuous monitoring of performance indicators to adjust strategies.

In addition, all activities are aligned to larger federal, state, and district efforts designed to eliminate the achievement gap including No Child Left Behind (NCLB), Rtl, state accountability, and district programs. Measurable objectives and performance indicators are also aligned to federal, state, and district accountability efforts specifically designed to eliminate performance gaps.

The above activities are either directly aligned to state academic content standards as found in the Next Generation Sunshine/Common Core State Standards and benchmarks, student achievement standards as established in the state accountability system, and/or state assessments including the FCAT system, CELLA, FAIR, and related alternate assessments, or indirectly supportive of the same.

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## 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](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:**

*Support for Reading/Strategic Imperatives:*

*Student Success! is the vision of CCPS, and reading is the foundation of that vision. In all our schools and programs we continuously work with students to increase reading skills. Research based reading programs and initiatives are utilized as part of our balanced literacy focus to work with all students, and especially with struggling readers. Specific programs and initiatives include, but are not limited to: The Harcourt Reading Program; and, several supplemental reading programs and materials such as: Scholastic's Read 180 Program; Just Read; Tuned Into Reading; Waterford; SuccessMaker; Compass Learning; SpellRead; Harcourt Intervention Readers; Spaulding Phonics; Guided Readers; Readers' Toolkit; and, leveled readers.*

*Students participate in a variety of progress monitoring assessments, depending on their grade level. These assessments include, but are not limited to: Harcourt assessments, DIBELS, DRA, and FAIR. Teachers are taught through formal and informal professional development and coaching activities to use reading strategies throughout the curriculum and in their classroom assessments. Teachers, administrators and support staff also regularly review the progress monitoring data and teachers use the information in making decisions about general classroom instruction and differentiated instruction for individual students.*

*Through this grant and other LEA resources committed to supporting the ELL students, we will be able to provide additional reading/academic support through close monitoring of their academics, attendance, behavior, and progress monitoring assessments, and additional assistance from school staff and/or the ELL paraprofessional as needed.*

*This project incorporates multiple FLDOE strategic imperative goals, especially highest student achievement. Our priority – our vision – is Student Success! That vision is for all students!*

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## 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).**

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**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 68.00% in the 2009-2010 school year to 72.00%
- By the end of the 2011-2012 school year, the percent of ELLs making progress on the CELLA writing assessment will increase from 55.00% in the 2009-2010 school year to 59.00%
- By the end of the 2011-2012 school year, the percent of ELLs making progress on the CELLA reading assessment will increase from 53.00% in the 2009-2010 school year to 57.00%

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

### Response:

*As the Title III grant provides very minor funding, the LEA is committing significant additional resources to allow us to continue working with our ELL students toward the ultimate goal of their academic success as measured by FCAT and/or CELLA, so that we will meet all three AMAOs. Supplemental HQ paraprofessionals (1 funded by Title III) will continue to assist with tutoring students needing additional assistance, monitoring their progress, and ensuring that they access supplemental instructional aids and programs that will help in their language acquisition process.*

*One of the programs, which will be funded through this grant, is the computer-aided instructional program BrainPop - a highly interactive, research based, learning resource which the students love! They have access to it both at school and at home.*

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**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 68.00% in the 2009-2010 school year to 73.00% 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 29.00% in the 2009-2010 school year to 34.00% 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 18.00% in the 2009-2010 school year to 23.00% 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 4.00% in the 2009-2010 school year to 9.00% 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:**

*As the Title III grant provides very minor funding, the LEA is committing significant additional resources to allow us to continue working with our ELL students toward the ultimate goal of their academic success as measured by FCAT and/or CELLA, so that we will meet all three AMAOs. Supplemental HQ paraprofessionals (1 funded by Title III) will continue to assist with tutoring students needing additional assistance, monitoring their progress, and ensuring that they access supplemental instructional aids and programs that will help in their language acquisition process.*

*One of the programs, which will be funded through this grant, is the computer-aided instructional program BrainPop - a highly interactive, research based, learning resource which the students love! They have access to it both at school and at home.*

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## 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.

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**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 25 % in the 2010-2011 school year to 30 % based on the FCAT.
- By the end of the 2011-2012 school year the percent of ELLs attaining math proficiency will increase from 44 % in the 2010-2011 school year to 49 % based on the FCAT.
- By the end of the 2011-2012 school year the percent of ELLs attaining writing proficiency will increase from 80 % 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 12 % in the 2010-2011 school year to 17 % based on the FCAT.

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

### Response:

*As the Title III grant provides very minor funding, the LEA is committing significant additional resources to allow us to continue working with our ELL students toward the ultimate goal of their academic success as measured by FCAT and/or CELLA, so that we will meet all three AMAOs. Supplemental HQ paraprofessionals (1 funded by Title III) will continue to assist with tutoring students needing additional assistance, monitoring their progress, and ensuring that they access supplemental instructional aids and programs that will help in their language acquisition process.*

*One of the programs, which will be funded through this grant, is the computer-aided instructional program BrainPop - a highly interactive, research based, learning resource which the students love! They have access to it both at school and at home.*

**OPTIONAL: District-Derived Goal—Must include SMART goals**

### Response:



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## 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:**

*Due to the very limited funding of the 2011-12 Title III grant for Charlotte County Public Schools, we will not use these funds to increase supplemental PD. However, through other LEA funds committed to the success of the ELL students, a variety of PD will be introduced or continued. AS Title III funds will not be used for PD, the supplement/supplant issue is not problematic.*

*Emerging PD in the LEA includes, but is not limited to:*

- Lesson Study*
- Professional Learning Communities*
- School based Lead Teachers - trained coaches who work with teachers to improve instruction in multiple ways*
- Data analysis within school site data teams*

*A new course implemented in our district for teachers and paraprofessionals entitled Using Cultural Proficiency to Address Changing Student Demographics.*

*Also, through Titles I and II, Part A, the broader professional development needs for teachers and paraprofessionals working with ELL students will be addressed and will be met. These activities will be supplemental to the required statutory ESOL mandate. Professional development as described above will enable teachers to diagnose student language acquisition/academic/social/cultural needs, learning styles, and specific learning needs through the use of diagnostic instruments and data analysis. This will enable them to develop effective instruction, assessments, and progress monitoring strategies to meet individual student needs. Personnel serving ELL students will be recommended to professional development in research based best practices for ELL student language acquisition and reading instruction. Paraprofessionals working with ELL students will also be recommended to participate in professional development in instructional assistance strategies and data analysis, in order to better assist the students.*

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## **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:**

*The very limited funding provided by this grant will not be used to support parental involvement activities. However, through other LEA resources and a community that is committed to the success of ELL students, the following activities are planned:*

- Through the Title I parental involvement plan, Title I schools will continue to reach out to all parents, including ELL families;*
- The ELL parent leadership team will continue to meet and to consult with the LEA on a variety of issues involving ELL students;*
- ALL schools in the LEA have Parent Involvement Planning Teams (PIPTs) which are comprised of school staff and parents. These teams participated in training on 4/28/11 to evaluate their activities during SY2010-11, and to draft their plans for SY2011-12;*
- The LEA plans to continue the Sed De Saber English acquisition program for parents – an at-home program for learning English. During SY2010-11, parent volunteers were trained and began to assume the responsibility for this program;*
- Other opportunities for parents who wish to learn English are marketed to the families through community resources and the LEA's Adult and Community Education Dept.; and,*
- Through district resources we will continue to expand our Federal Programs Website during SY2011-12, and include more multi-lingual information as feasible. The Website was developed during SY2008-09 and continues to be a work in progress. Currently a number of sections are provided in English, Spanish and Haitian Creole.*

## 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:

*Private school officials are invited (by Certified Mail, Return Receipt) to meet with Charlotte County Public Schools' Federal Program Administrators twice a year to determine their students' eligibility and needs for federally grant funded services and the options available to them. The meetings are designed to be informative and to lead to further consultation if desired.*

*During the meetings, the CCPS Federal Program Administrators explain about the various Federal programs, and participate in discussions with the private school officials to help them determine whether any of their students qualify for the services provided through the Federal programs, and in which programs, if any, the private school may wish to participate.*

*If a school is interested in participating with the LEA in a Federal Program, the Director of that program arranges further consultative meetings with the private school officials to:*

- *Identify eligible students;*
- *Create the plan for providing services to the eligible students attending the private school; and,*
- *Establish an implementation plan / schedule.*

*For SY2011-12, the first Consultation Meeting was held on 11/19/10. The second meeting was held on 2/25/11.*

*After the February 25, 2011 meeting, St. Charles School notified the LEA of their desire to participate in Title I Part A for SY2011-12.*

*No Private Schools chose to participate in any other Federal Programs for SY2011-12*

*Process for identifying private school ELL students:*

- *Private school registration personnel identify students who need to be tested for ELL services;*
- *Obtain Home Language Surveys (available in multiple languages; will be provided by the LEA to schools wishing to participate in Title III services for their students) ;*
- *Work out a procedure with the private school officials during consultation to*

*get HLS forms completed for new or current private school students;*

- *Test private school students for ELL eligibility using the same assessment instrument as used in the LEA schools [IPT testing (aural/oral, reading, writing)] within 2 weeks of their first day in school;*
- *Arrange with private school officials to begin services as agreed upon during consultation for eligible ELL students;*
- *Send parent(s) of tested students the Eligibility Determination Form*

*Note: Parents sometimes misinterpret the questions on the HLS, and therefore answer the questions incorrectly. Prior to administering the Aural/Oral test, the registrar will*

*inform the parent that testing will take place because a "yes" was indicated on the Home*

*Language Survey. If the parent/student expresses concern that there is not another*

*language spoken at home, the registrar will verify the information in person or via phone. The school is legally bound to test a student for whom there is a "yes" response on the HLS.*

*The list of schools that were invited to attend each meeting is uploaded with other documentation for this segment.*

**Upload samples of Private School Documentation:**

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

[LEA's Intent to Participate \(includes participation in needs assessment process\)](#)

[LEA's Meeting Notice\(s\)](#)

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

[List of private schools notified](#)

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## 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:**

*Strong collaboration exists within the LEA among the program directors of all the Federal programs. With the establishment of the position of Coordinator of State and Federal Programs in 2008, the working relationship among all the program directors has strengthened. They meet formally at least 3 times annually, and informally much more often. The LEA's vision statement is "Student Success!" and all decisions are made with the needs of ALL students as the central component of the decision.*

*The LEA has established strong collaborative relationships with the teachers' and support staff unions. The LEA, schools and departments have Partnership and Performance Councils, where decisions are made that keep the focus on what is in the best interest of students. Collaboratively, the teachers' union and the LEA bargained language that includes ESOL certification as a component of certification, which has implications for teachers maintaining their positions in the situation where a reduction in force is needed. Thus, many teachers who have not been required to obtain ESOL certification or endorsement under the law are now receiving that professional development; this builds capacity for better education for ALL.*

*There are many community stakeholders who support our students and schools in a variety of ways. They include, but are not limited to:*

- 1. The Charlotte County Family Services Center - in a centralized location in our community - houses an umbrella of organizations that students and parents can access: after school tutoring; parenting classes; youth leadership and development; homework assistance; adult / family literacy; social services; housing assistance; juvenile diversion and re-entry; community health services; and service learning opportunities.*
- 2. Suncoast For Kids Foundation provides grant funds to the LEA each year to meet specific student and teacher needs. Their support funds a mini-grant program for innovative classroom projects, literacy and arts programs, and financial support for students who cannot afford to pay for their Industry Certification Exams at CTC. They were a major donor for the Adaptive Playground at Charlotte Harbor Center, for severely handicapped students.*
- 3. The Charlotte Local Education Foundation sponsors a teacher depot, where teachers can get donated items for their classrooms and their students free of charge. In addition to classroom supplies, available items include just about anything that students and teachers might need or be interested in. They sponsor a Back to School Fair before the new school year begins; families can come for free school supplies, physicals, and information about where to receive services for their children. Translators are available for ELL families.*
- 4. The YMCA provides the after school "READS" program in some schools. Students who are below proficiency in reading are targeted for this program.*
- 5. The Big Brothers and Big Sisters organization provides mentors for students who come from single parent families to help them with reading and math during the school day, and also provide fun activities on the weekends.*
- 6. The Boys and Girls Club and New Operation Cooper Street provide after school activities and tutoring for those students who are below proficiency in reading and math through their 21st Century Community Learning Centers Grants.*
- 7. Rotary groups sponsor an annual drive for new athletic shoes that are provided free to students throughout the school year. Before SY2010-11, more than 4000 pairs of new shoes were donated for our students.*
- 8. We collaborate with Wal-Mart, Publix, Outback Steakhouse, Pizza Hut, and other businesses in the community that support programs in our schools. They may provide food at our nighttime programs, lunches for our safety patrol students, and backpacks for needy students. At Thanksgiving, our Rotary clubs provide dinners for needy families in our schools. Many parents work more than one job; by providing food for our activities, the parents can come directly from work and not have to provide dinner for their children. This helps with our evening parent*

*involvement participation.*

*9. Volunteers who are parents or community members work with students in the classrooms, or in other areas of the schools. All of these people help target AYP subgroups [LEP, Black, Hispanic and Students with Disabilities] so they can meet the proficiency targets determined by NCLB.*

*10. A local band sponsors a fundraiser annually for our highest poverty school, in order to provide additional supplemental materials for their students.*

*11. The `YaYa Girls` is a local group of women who have begun providing backpacks of food for low income students to take home so they will have sufficient food for the weekend. In SY11-12 they will provide for students in 4 elementary schools. The children pick up their full backpacks on Friday afternoons, and return them on Monday mornings.*

## 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:**

*All schools are responsible for the education of ELL students, and their accountability is through the State of Florida's Differentiated Accountability Model. The instructional achievement needs and expectations of the ELL students are addressed in each school's Student Success Plan (the CCPS version of School Improvement Plan). These are collaborative plans which are created by cross-representational writing teams at each school, and reviewed/revised by each school's local School Advisory Council (according to state statute) and site Partnership and Performance Council (according to the partnership agreement between the district and the teachers' union).*

*Once the plans are approved by the School Board each year, they are posted on the LEA's website and electronically viewable by all. This transparency increases the accountability for the education of all students.*

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## 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:**

*Internal LEA communication is ongoing and is provided in print communications to individuals and groups (paper and/or electronic) and on our Federal Programs Website. Information is shared at district and school-based leadership meetings monthly from July through June. Information is provided as requested at School Board meetings and workshops, usually two or three times throughout the year.*

*The Federal Programs Website was established as a new communications tool during SY2008-09, and is updated regularly. ALL stakeholders have continual access to the site through the home page of the LEA website [www.yourcharlotteschools.net](http://www.yourcharlotteschools.net). There are specific segments for Titles I, II, and III, as well as Head Start and Early Head Start. In addition to program specific information, there are links to related sites that are valuable sources of relevant information for parents, LEA staff, and any interested stakeholder. During SY2011-12 the LEA began to post information in the Federal Programs website in Spanish and Haitian Creole. This is a work in progress, which will continue.*

*FOCUS, the LEA's student information systems, has parent accounts that provides parental access to their students' grades, attendance and discipline information at any time.*

*Schools provide information to parents and the community through annual open houses, monthly newsletters, continually available websites, parent conferences on request, monthly advisory groups (including SAC committees and Parent Teacher Organizations). ParentLink telephone communications are also used as appropriate or necessary to disseminate information from the district and the schools. There are several languages in which these messages can be sent to the parents of ELL students; Spanish and Haitian Creole are the primary bilingual populations, and translators are available to families upon request. During SY2010-11 booklets were compiled and distributed to schools with common phrases translated into Spanish and Haitian Creole. These are for use by school staff who communicate with the families of ELL students.*

*Translators are utilized when possible/available for ELL parents. Numerous communications and forms have been translated into Spanish and French or Haitian Creole, and some documents are also available in other languages through the LEA's contract with TransAct. Also, our Parent Guide and School Calendar, published annually and given to each family with all important school information contains numerous pages published in Spanish.*

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## 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:**

*Official student grades are generally sent to parents at 9 or 12 week intervals, with the exception of our 2 Year-Round elementary schools which operate on a trimester schedule. Parent conferences are scheduled upon request. Informal progress reports are sent home at 3-4 week intervals.*

*Through the LEA's FOCUS system, parents can access their children's grades through private, on-line accounts, as often as desired. Parents may also request reports from the school for any of the progress monitoring assessments taken by their children. FCAT reports are made available to parents when they arrive at the school. Many documents are available in Spanish, and translators and interpreters are available to parents at the schools or upon request.*

*The Federal Programs Website is available to ALL stakeholders through the home page of the LEA website [www.yourcharlotteschools.net](http://www.yourcharlotteschools.net) Program information and data are posted on the website, and there are links to other helpful sites where stakeholders can access information and data, including all the FCAT and AYP data for the LEA and individual schools. Whenever possible, information is translated into Spanish and/or Creole.*

*Annually, the LEA publishes its Report Card of AYP and Florida A+ Program School Grade information in the local newspaper, prior to the opening of the new school year. This information is also published on the District Website. If the LEA is in corrective action status, the LEA provides a letter explaining that status to parents per the instructions of the State Commissioner of Education. This letter is sent in English and Spanish.*

*Each year parents of ELL students receive a letter within 30 days of the LEA's receipt of AMAO (Annual Measurable Achievement Objectives) data from the state. The letter informs the parents of the LEA's achievement of the objectives. If the LEA does not make all 3 AMAOs an improvement plan is created. All information is posted on-line in the Federal Programs website, and the letters are sent in English and Spanish.*