

**FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION**

TAPS Number:
1. 19A014

Please return to:

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496

A) Name and Address of Eligible Applicant:

Charlotte County District School Board
1445 Education Way
Port Charlotte, FL 33948

DOE USE ONLY

Date Received

B) Applicant Contact Information

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DUNS Number: 796112662

FEIN Number: 596000539

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Project (DOE USE ONLY):
1. Title III, Part A: English Language Acquisition 2018-2019	080-1029B-9C001	\$67,054.68	

CERTIFICATION

I, Steve Dionisio, (*Please Type Name*) as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

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

E) [Signature] Superintendent 6-11-18
Signature of Agency Head Title Date



General Assurances

FDOE has developed and implemented a document entitled, **General Terms, Assurances and Conditions for Participation in Federal and State Programs**, to comply with:

2 C.F.R. 200, Uniform Grant Guidance (UGG) requiring agencies to submit a common assurance for participation in federal programs funded by the United States Department of Education (USDE); Applicable regulations of other Federal agencies; and State regulations and laws pertaining to the expenditure of state funds.

In order to receive funding, **applicants must have on file with the FDOE, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs.** The complete text may be found in Section D of the Green Book.

New: The UGG combines and codifies the requirements of eight Office of Management and Budget (OMB) Circulars: A-89, A-102 (former 34 CFR part 80), A-110 (former 34 CFR part 74), A-21, A-87, A-122, A-133, A-50. For the FDOE this means that the requirements in Education Department General Administration Regulations (EDGAR) Parts 74 and 80 have also been subsumed under the UGG. The final rule implementing the UGG was published in the Federal Register on December 19, 2014, and became effective for new and continuation awards issued on or after December 26, 2014.

Technical assistance documents and other materials related to the UGG, including frequently asked questions and webinar recordings, are available at The Chief Financial Officers (CFO) Council web site:

<https://cfo.gov/cofar>.

LEAs, Community Colleges, Universities, and State Agencies

- X** The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application, unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance or condition.

Program Specific Assurances

Title III, Part A English Language Acquisition:

- X** 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.
- X** 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.
- X** The LEA will be of sufficient size and scope to support high-quality programs.
- X** 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.
- X** The LEA will annually assess the English proficiency of all students identified as ELLs.
- X** The activities funded with this project will not be in violation of any State law, including State constitutional law, regarding the education of ELLs.
- X** The LEA evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.

- X** 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.

 - X** The LEA will provide the following information to parents of ELLs: 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. 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.

 - X** 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.
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Needs Assessment

Provide evidence of need for each of the services that will be funded through this project application. Describe the method(s) used to conduct the needs assessment (e.g. surveys, interviews) and the kinds of data and information analyzed (the most current state assessment 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 new programs that the LEA will implement with this grant for the 2018-2019 school year as a result of the previous year's outcomes. Summarize results and list proposed needs in order of priority.

Response:

The Needs Assessment (NA) for services in support of the achievement of the English Language Learners (ELLs) in Charlotte County Public Schools (CCPS) involves multiple sources for information and data, modes of input and communication, and opportunities for reflection and evaluation as part of each school's and the LEA's Improvement Planning process. Major components of the Needs Assessment process are:

Multiple sources for information and data:

- Analysis of 2018 ACCESS results as available.
- Analysis of 2018 FSA/NGSSS summative data;
- Analysis of 2017-18 progress monitoring assessments and data for performance and growth through
- i-Ready (Reading and Math, K-8)
- USATP (Reading – Grades 9-11, Science – Grades 5 & 8, Algebra I & II, Geometry, Biology, Civics, US History)
- Analysis of student data and performance indicators related to student achievement through EDIS School Portal, the LEA's supplemental student data warehouse and reporting system;
- Title I Parent Survey – provided for in Spanish;
- Title I Teacher Survey
- School Climate Surveys; and
- School Principal Feedback

Modes of input and communication:

- LEA provided Data Days at the beginning, middle, and end of the year to review student data by individual, class, grade, and school level;
- i-Ready and USATP reports that identify individual gaps in learning and inform instruction;
- LEA school-based allocations of funds for teacher-designed programs selecting supplemental instructional aids targeted to individual or small groups of ELL students;
- LEA and school Family Engagement Plans that are collaborative efforts among school and parent stakeholders;
- Feedback and qualitative data from the Title III ELL Achievement and Parent Liaison; and
- Collaboration among the Director of Elementary Learning and ELL, the Curriculum & Instruction Specialist for ELA K-5 & ELL, the Coordinator of State & Federal Programs, the Title III/ELL Achievement & Parent Liaison, and the Title I Resource & Family Engagement Liaison.

Opportunities for reflection and evaluation:

- Schools conduct their initial Needs Assessments during the school improvement 8-Step Problem Solving process as part of their School Improvement Plans;
- Evaluation of school requests for use of Title III school allocation funds for resources and programs for improved student achievement and program effectiveness – may include qualitative data of programs and activities;
- Review of school and LEA Family Engagement Plans;
- Review of systemic data during the needs assessment process in applying for similar grants, particularly for student sub-group progress and achievement; and
- The LEA's improvement model that aligns School LEA Improvement Plans with the District Improvement and Achievement Plan, which in turn serves as the annual component of the District Strategic Plan; all with the common goal of CCPS becoming the #1 district in the state

The prioritized needs based on data review are as follows:

1. Continue focused data analysis within progress monitoring programs that identify EL students to identify gaps in domain knowledge, and monitor growth towards individual learning targets.
2. Continue to use state and district assessment data, and district performance indicators, to identify the specific needs of EL students regarding English language acquisition, development and fluency, content and subject area knowledge, and learning needs that support achievement.
3. Improve the identification and implementation of grade-level strategic actions to engage EL students in learning activities that support EL language acquisition within standards-based content and instruction;
4. Provide supplemental staff support for classroom teachers and leaders to ensure that all EL students are receiving the additional resources and support necessary for successful language acquisition and academic achievement and successful school experiences.
5. Promote even higher levels of teacher and school leader involvement in professional development activities that improve their capacity to support EL student success.
6. Continue and add to already successful strategies to engage parents of EL students as partners in their children's education, encouraging parents to motivate their children to experience growth and achievement in English language acquisition and academic success.

Activities

List and describe each of the LEAs 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 evidence based. Also, describe how the activities will enable districts to close the achievement gap and meet all ELL achievement targets. Activities must include professional development and parental involvement.

Response:

During SY2017-18 the LEA continued with the collaborative and continuous improvement process that involves all stakeholders at
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the school and district levels to align School Improvement Plans, which frames the District Improvement and Achievement Plan, which annually supports the District Strategic Plan (DSP). This process relies on analyzing student data both individually and as subgroups and cohorts, observing trends in growth and achievement, identifying the barriers most common to student achievement, and sharing the strategic actions that schools found most effective in reducing the barriers to either language acquisition or academic achievement. For the 2018-19 school year, school improvement teams will be asked to analyze their progress in closing achievement gaps among sub-groups, one of which is ELL students. The schools and LEA will plan strategic actions to reduce the achievement gap by LEA determined points. The goal for the 2018-19 school year is to reduce the achievement gap between ELL and non-ELL students from 25 to 22.

To do this, the LEA has identified 4 major programs, services and activities to assist schools to continue increasing ELL achievement and English proficiency while also reducing the achievement gap which include:

1. Continued in-depth i-Ready data analysis per ELL subgroup, ELL growth within subgroups, and comparison to grade level peers. Teachers may create instructional groups with similar learning profiles to target learning gaps. i-Ready provides for gap analysis in reading and math domains, per state standards, for teachers to target areas of weakness. i-Ready diagnostic and reading directly supports core standards-based instruction and assessment based on research that strongly correlates with core-based state assessments. CCPS K-5 state ELA assessment scores have had a significantly strong correlation with i-Ready end-of-year, on-grade-level percentages for the past three school years. This in-depth analysis will include the increased use of EDIS school and family portal as a medium for enabling teachers to create custom reports to compare student state assessment scores with district progress monitoring data, ACCESS, and other performance indicators such as attendance, behavior, and interventions and enabling parents to view their students' performance in each of these areas.
2. Extend and expand activities collaboratively developed by the LEA ELL/Immigrant Team, including the Title III ELL/Immigrant Achievement & Parent Liaison, the Title I Resource & Family Engagement Liaison, the Curriculum & Instruction Specialist for ELL, the Director for Elementary Learning and the Coordinator of State and Federal Programs. These team members meet quarterly to align support and resources focused on ELL students, families, teachers, and schools. The team works collaboratively to analyze student data, monitor the usage of LEA programs, determine effectiveness of LEA programs, plan and implement ELL professional development for ELL contacts, ELL paras and ELL teachers, and to facilitate parent engagement activities and workshops. The team will also work to include ELL contacts and ELL paras in professional development conferences to enhance the relationship between school ELL teams and district ELL teams to increase articulation about ELL student achievement.
3. Targeted use of supplemental subscriptions with fidelity to increase language development and English proficiency as well as support academic achievement of ELL students. To ensure programs are being utilized to the fullest extent possible, the LEA will purchase licenses on a school-by-school basis for the 2018-19 school year. Teachers, in consultation with ELL contacts, will choose the program that will best align with their instruction, time, and resources. The LEA will facilitate the professional development for the programs and monitor the usage reports and growth of ELL students. Based on the 2017-18 usage reports and needs assessments, the LEA chosen resource was not utilized by all schools. Although the growth shown by students who consistently used the program were significant enough to support the continued use, the overall usage reports did not demonstrate evidence to support the renewal of a district-wide subscription. To better assist teachers and students, materials purchased will be by request during consultation from an LEA approved list of resources. The district ELL/Immigrant Team will also work to provide professional development to ELL contacts, ELL paras and teachers to increase the use of the programs and encourage the purchase of additional materials to be used with students based on evidence and student data gathered during use with specific students.
4. Increase ELL parent outreach efforts to obtain their input on various issues affecting their children's education. Multiple ELL Parent meetings are held during the year, facilitated by the district ELL/Immigrant Team, including the Title III ELL/Immigrant Achievement & Parent Liaison, the Title I Resource & Family Engagement Liaison, the Curriculum & Instruction Specialist for ELL, the Director for Elementary Learning and the Coordinator of State and Federal Programs. Extend ELL parent outreach efforts that provided parents with information and materials to assist in their own language acquisition process with special emphasis on school house vocabulary needed to communicate with school and district personnel. The Title III ELL/Immigrant Achievement & Parent Liaison will continue to provide resources to parents and encourage the use of the EDIS family portal as a means to stay informed on their child's progress and open lines of communication with teachers and staff.

English Language Learner Achievement Targets

Percent Proficient in English Language Acquisition

Increase the percentage of ELLs becoming proficient on the ACCESS for ELLs 2.0 by **5%** with 2018 as the baseline year. If the LEA's percentage of ELLs is at or above the state percentage of ELLs becoming proficient, then the LEA must increase the percentage of ELLs becoming proficient on the ACCESS for ELLs 2.0 by **2%**.

Based on the most recent assessment results for Charlotte County,

the LEA will increase the percentage of ELLs becoming proficient from 22.00 to 27.00

by the end of 2019.

Describe how grant activities will be used to achieve the above goal. Include how these activities provide documentation that measurable objectives will be met. If Title III funds are not being directed towards this goal, outline district initiatives that are addressing or will address measurable objectives.

Grant activities include district initiatives and school action plans focused on achieving the proficiency targets for English language acquisition. Starting with a review of FSA scores and ACCESS results, then in conjunction with progress monitoring data for i-Ready Math and Reading and USATP for Science and Social Studies, the data reported through the FOCUS and EDIS School Portal student information systems are key indicators for student progression.

- The LEA will provide schools with site-based funds for ELL classroom teachers based on PPA to offer the opportunity to select resources and materials that meet the individually identified needs of ELL student in their own classrooms, provides better means of differentiated instruction, and improves documentation of student growth through available progress monitoring data, and teacher-based evidence and observations.
 - The Coordinator of State & Federal Programs will work with district-level personnel including the psychometrician, Director of Elementary Learning who oversees ELL for pre-K-12, the Curriculum & Instruction Specialist for Arts and Languages, and the Title III ELL/Immigrant Achievement and Parent Liaison to review ELL student assessments and ELL progress monitoring data to assess their progress in meeting measurable objectives.
 - The Director and C&I Specialist will work with the Title III ELL/Immigrant Achievement and Parent Liaison at the district level in communicating with school-based Lead Teachers/Instructional Coaches and ELL contacts to provide assistance in accessing and reviewing ELL data and growth.
 - The Title III ELL/Immigrant Achievement and Parent Liaison will actively monitor ELL student progression in overall proficiency in collaboration with ELL contacts, ELL teachers and school leaders.
 - The Title III ELL/Immigrant Achievement and Parent Liaison and the Title I Resource & Family Liaison will collaborate on parent meetings and workshops that educate parents of ELL students on understanding and preparing for state assessments.
 - The Title III ELL/Immigrant Achievement and Parent Liaison and the Title I Resource & Family Liaison will collaborate on parent meetings that support ELL parents' English language development as a means of support for student English language acquisition.
 - The Title III ELL/Immigrant Achievement and Parent Liaison and the Title I Resource & Family Liaison will collaborate on teacher and school leader training for effective communication with ELL parents.
 - Increased PD opportunities will be provided by the ELL team, the Title III ELL/Immigrant Achievement and Parent Liaison, Director of Elementary Learning, Title I Resource and Family Engagement Liaison, and the Curriculum and Instructional Specialist for Arts and Languages, as well as the district psychometrician to target ELL needs that include:
 - Accessing EL student data through the district's student information systems, FOCUS and EDIS School Portal;
 - Effectively using EDIS School Portal to create custom reports to compare student state assessment scores with district progress monitoring data, ACCESS, and other performance indicators.
 - Effectively using school purchased online resources including Renaissance Learning's English in a Flash, Language Live, MindPlay Virtual Reading Companion for ESOL, and MyOn News for ELL and accessing data reports for student growth analysis.
- These programs support student learning gains in the specific domains of listening, speaking, reading, and writing, as well as overall proficiency.

Progress in Graduation Rate and Content Areas

Increase the graduation rate of ELLs and the percentage of ELLs achieving satisfactory or higher in English Language Arts, Mathematics, Science, and Social Studies by **5%** as measured by the Florida Standards Assessment with 2018 as the baseline year. If the LEA's percentage of ELLs graduating and achieving satisfactory or higher in English Language Arts, Mathematics, Science, and Social Studies is at or above the state percentage or ELLs achieving satisfactory in these areas, then the LEA must increase the percentage of ELLs graduating and achieving satisfactory or higher by **2%**.

Based on the most recent graduation and assessment results for Charlotte County, the LEA will increase by the end of 2019.

59.00 to 64.00 the percentage of ELLs graduating,

29.00 to 31.00 the percentage of ELLs achieving satisfactory or higher in English Language Arts,

42.00 to 44.00 the percentage of ELLs achieving satisfactory or higher in Mathematics,

26.00 to 28.00 the percentage of ELLs achieving satisfactory or higher in Science,

47.00 to 49.00 the percentage of ELLs achieving satisfactory or higher in Social Studies

Describe how grant activities will be used to achieve the above goal. Include how these activities provide documentation that measurable objectives will be met. If Title III funds are not being directed towards this goal, outline district initiatives that are addressing or will address measurable objectives.

Grant funded school or teacher-based activities will focus on differentiated instructional approaches to improve the graduation rate, and achieve the proficiency targets for ELA, math, science, and social studies content areas. Progress monitoring data from i-Ready and USATP, as well as data collected through the online resources, English in a Flash, Language Live, MyOn, and Mindplay, and through the FOCUS and EDIS School Portal student information systems are key indicators for student progression. These progress monitoring programs are specifically aligned to the content areas of the Florida standards and state assessments and to English acquisition, and have settings that enable ELL sub-groups to be specifically selected for review.

- Providing schools with site-based funds will provide teachers the opportunity to select resources and materials that meet the individually identified needs in their own classrooms, specific to their content areas. School-selected resources are particularly effective for co-curricular content areas that identify resources specific to their subject areas. Teacher selected resources and materials will include:
 - Multimedia technology with recording features to enhance listening and speaking, useful for subject area vocabulary that are typically more complex;
 - Supplemental language acquisition and development programs that highlight content specific topics and vocabulary; and
 - Software programs that integrate content-related topics to promote student interest in the subject area.
- Supplemental instructional materials, kits and center activities for individualized and small group instruction.
- The Coordinator of State & Federal Programs will work with district ELL personnel including the psychometrician, Director of Elementary Learning (oversees ELL for pre-K-12), the Curriculum & Instruction Specialist for Arts and Languages, and the Title III ELL/Immigrant Achievement and Parent Liaison to review ELL student assessments and monitor ELL student progression.
- The Director and C&I Specialist communicate with school principals, ELL Contacts, and Lead Teachers/Instructional Coaches on accessing and reviewing ELL data and progress, and assist teachers with action plans and differentiated instruction based on data.
- The Title III ELL/Immigrant Achievement & Parent Liaison and the Title I Resource & Family Liaison will collaborate to help middle and high schools apply the safety nets within the Early Warning System to identify ELL students at risk for not graduating, and to differentiate among academic and other support needs.
- The Title III ELL/Immigrant Achievement & Parent Liaison will actively monitor ELL student progression in collaboration with ELL teachers and school leaders.
- The Title III ELL/Immigrant Achievement & Parent Liaison and the Title I Resource & Family Liaison will collaborate on teacher and school leader training for effective communication with ELL parents to monitor and support student progression in all content areas, with focused explanation of 3rd grade promotion, middle school completion, and graduation requirements. Increased professional development opportunities will be offered including:
 - Accessing ELL student data through the district's student information systems, FOCUS and EDIS School Portal;
 - Effectively using EDIS School Portal which enables teachers to create custom reports to compare student state assessment scores with district progress monitoring data that are specific to content areas; and
 - Developing action plans and preparing differentiated instruction based on data.
- School sites will utilize English Language Learning software for K-12 ELL students evaluated as essentially monolingual. These programs are selected by classroom teachers in assisting students with the more complex vocabulary associated with specific content areas.
- Grant funded supplements will be paid to personnel at schools with higher reported ELL student enrollment to provide additional support to teachers of ELL students for academic progress, proficiency measures, positive performance indicators, and information and resources as appropriate such as middle school completion and high school graduation requirements.
- The schools will include, as part of the school improvement plan, the strategies and action plan for reducing the achievement gaps among sub-groups which includes ELL/Non-ELL. Schools will identify specific strategic actions and supports to increase language proficiency and FSA ELA proficiency for ELL students to close the achievement gap.

Increasing Supplemental Professional Development Activities

This application must include 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 accountability and transfer of skills and knowledge to the job will be addressed and how the professional development activities will supplement, not supplant, existing district programs.

Response:

During SY18-19, the LEA will use Title III - ELL and Title III – Immigrant funds to support the efforts of the Title III ELL/Immigrant Achievement & Parent Liaison, the Title I Resource & Family Engagement Liaison, and the Curriculum & Instruction Specialist for Arts and Languages in increasing the opportunities for professional development for teachers, leaders, and parents of ELL students. These team members combine efforts to seek input and identify the needs for professional development in support of ELL achievement. This team will continue to developing a comprehensive program throughout the school year that encompasses opportunities for teachers, administration, and families.

The team will facilitate two professional development days for ELL contacts during the school year, one in semester one and one in semester two, to provide ongoing support for WIDA testing, acquiring and using ELL resources and materials with students, communicating with parents and families, strategies to reduce the achievement gap, and to evaluate progress toward meeting LEA ELL goals.

The Title III ELL/Immigrant Achievement & Parent Liaison has evolved as the district resource for the language acquisition programs such as Renaissance Learning's English in a Flash and Language Live and as an additional support for ACCESS. The liaison provides professional development for classroom teachers, school leaders, and other ELL support using these and other Title III purchased programs directly with students. Title III funds provide for the three primary team members listed to attend ELL professional development opportunities such as the 2018 Sanibel Leadership Conference, the Hooked on Family Engagement Conference, i-Ready's Using Data for ELL Students, and similar programs. The LEA will continue to encourage and incentivize teachers to complete ELL endorsements through the online platform Beacon Educator. The LEA will increase, within the embedded professional development opportunities of school and district Data Days and PLCs and school improvement planning days, the accessing of ELL subgroup data for teachers and administrators to analyze and differentiate for increased ELL student achievement.

Increasing Parental and Community Participation in the Educational Experience of ELLs

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

Response:

In the needs assessment, a targeted area was to continue and add to already successful strategies to engage parents of ELL students as partners in their children's education, encouraging parents to motivate their children to experience growth and achievement in English language acquisition and academic success. Based on this need, the LEA will initiate the following strategies for the 2018-19 school year:

- The Title III ELL/Immigrant Achievement & Parent Liaison will facilitate formal and informal communication with parents and cultivate relationships with ELL families by engaging them as active partners in their students' progress;
- The Title III ELL/Immigrant Achievement & Parent Liaison will facilitate child-friendly English classes for the parents of ELL students at either multiple schools or a central location;
- The Title III ELL/Immigrant Achievement & Parent Liaison and Title I Resource & Family Engagement Liaison will hold child-friendly meetings with the ELL Parent Advisory Council to identify and discuss concerns of ELL families; these concerns will be shared with school leaders to target with teachers for improved communication.
- Promote Family Portal, the district student information program, providing achievement, attendance, and behavior information available in four languages;
- Provide transportation and registration costs for ELL parents to attend the Hooked on Family Engagement Conference in November 2018 in the Tampa/St. Petersburg area. ELL parents are able to attend this conference with the Family Engagement specialists at each Title I school, facilitating a direct partnership for ELL parents.
- Ensure that ELL parents have the opportunity and are encouraged to participate in each school's Parent and Family Engagement Planning Team (PFEPT) in the spring to provide input on issues specific to ELL students and families
- Make available the LEA Family Engagement Plan and Parent Guide in multiple languages through the Parent Guide on the district and school websites, and in each school's Family Resource Center.
- Pursue continued and added partnerships with local community partners (including radio stations and churches) to disseminate information and provide translation services to area ELL families;
- Extend the list of local translators to include access for parent events and informal materials, promote the use of translation programs such as Google Translate and TransAct, and use contracted services for larger projects and materials as needed;
- Upon new student registration, ELL families are contacted by Achievement & Family Associates in Title I schools to welcome them and provide information on their school and family engagement, including ways they can be involved through school activities, teacher conferences, websites, and other resources. The Title III ELL/Immigrant Achievement & Parent Liaison follows up with these families as well to ensure information and communication is provided in a language understood by the families. Additionally, the Title III ELL/Immigrant Achievement and Parent Liaison will meet with each parent to encourage communication and to provide each family with an ELL resource kit; and
- The ELL Achievement Team works together to keep ELL parents updated on general school and ELL program information and resources through a variety of communication mediums in supporting ELL academic achievement and language acquisition.

Consultation with Private School Officials (Equitable Services for Private School Participation)

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 within 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 of how timely, meaningful, and ongoing 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 and assessing ELLs, and services provided.

Response:

Private Schools in Charlotte County receive invitations (via Certified Mail with Return Receipt) to meet with CCPS' State & Federal Program Administrator, Title I Private School Coordinator, and Title I Resource & Family Engagement Liaison to determine their students' eligibility and needs, and the option available to them per the Equitable Services of federal grant programs. The meetings deliver all required information per statute, additional LEA information, and provide for further consultation as needed by the private schools.

At the meeting, the CCPS Federal Program Administrator explains about the Title I, II, and III federal programs and how they can serve their schools and students. The administrator and Private School Coordinator facilitate discussion with private school officials to help determine whether any of their students qualify for the services provided through the different federal programs, and in which programs the private school may wish to participate.

If a private school desires to participate with the LEA in a federal program, the Private School Coordinator schedules additional consultation meetings with the private school to:

- Review each federal programs' eligibility criteria and identify qualifying students (if any);
- Create a Service Delivery Plan for the school providing equitable services to the eligible students attending the private school; and,
- Establish an implementation plan schedule.

For SY2017-18, the Private School Consultation Meeting was held on November 2, 2017. For the 2018-19 school year, these schools have indicated, in writing, their intent to participate in Title III- ELL

- St. Charles Borromeo School
- Port Charlotte Adventist School
- Charlotte Preparatory School

To determine equitable services amounts for the ELL students in the private schools, a formula is used to compute a per pupil allocation (PPA) for Title III services. The formula divides the total dollars available for classroom materials and supplies by the total number of ELL students; the PPA for all ELL students for the 2018-19 school year is \$45.87. This figure will be used when creating individual student service delivery plans for the private school ELL students.

Process for identifying eligible private school EL students:

- Private school registration staff identify students who need to be tested for EL services;
- Private school registration staff administer the Home Language Survey (available in multiple languages, HLS are provided by the LEA to private schools in the district);
- During consultation with the private school officials, LEA verifies student eligibility for assessment from HLS forms completed for new or current private school students;
- Test private school students for ELL eligibility using the same screening and assessment instruments as used in the LEA schools [IPT testing (aural/oral, reading, writing)] within 2 weeks of the student's initial attendance at school;
- Send parent(s) of tested students the Eligibility Determination Form;
- Arrange with private school officials to provide services for eligible EL students as agreed upon during consultation and as included in the Service Delivery Plan;

Note: Parents sometimes misinterpret the questions on the HLS, and may answer the questions incorrectly. Prior to administering the Aural/Oral test, the private schools 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 LEA has been intensely diligent in establishing collaborative partnerships with the private schools in the community. In addition to meeting with the Private School Coordinator monthly, CCPS also hosts quarterly meetings for all the private school leaders and the federal programs staff.

Collaborative Partners

Identify federal/state/local and community based collaborative partners; describe in a narrative the types and benefit to the students or programs of the collaborative activities; include the program(s) and primary target group(s).

Response:

The LEA's Coordinator of State and Federal Programs facilitates the collaborative relationship among the federal program team members and related divisions and departments. A formal federal program meeting is part of the LEA district kickoff for the new school year, and informal meetings among all or groups are ongoing. Both the LEA and individual schools have Partnership and Performance Councils (PPCs) that continuously target barriers to student achievement that will be a focus at the school level through identified strategic actions. Beyond school and district personnel for student services and achievement, the LEA maintains a strong collaborative relationship with the teacher and support staff unions.

The LEA has an ELL Team that works to strengthen existing relationships, and develop further collaborative relationships within the schools and the community. Additional collaborative partners include:

- Parental Involvement activities targeted to ELL families, both uniquely and in combination with the Title I sponsored Family Center programs at each Title I school;
- The Adult and Community Education program provides educational opportunities for ELL parents and older students in the family;
- The LEA's website provides current and relevant information, resources, and community links for ELL families which can be translated into multiple languages;
- Titles I and III and the LEA facilitates the attendance of translators for numerous school and district programs and activities to assist ELL families;
- The Parent Guide provided to all LEA families includes detailed information for ELL and immigrant families. The Parent Guide is distributed to all families annually and is available in English and Spanish (Spanish is overwhelmingly the county's second major language). The Parent Guide may be translated into other languages by accessing it through the LEA's website.
- Title I continues to fund a subscription to Parent Institute, an online program in which parents can read brief segments and view videos in English or Spanish for hundreds of topics related to helping their children be successful;
- Through the school and district school improvement process and district strategic planning, the LEA is able to meet with school and community stakeholders to receive input on the needs and concerns of ELL students and families.
- The LEA is very active with community stakeholders who support our students and schools in a variety of ways; many of these groups direct efforts specifically to ELL students and families. Such groups include:
 - The Charlotte County Family Services Center is located directly in the center of the county, and houses multiple nonprofit organizations that serve EL students and their families through after school tutoring, parenting classes, youth leadership and development, homework assistance, adult and family literacy, social services, housing assistance, juvenile diversion and re-entry programs, community health services, and service learning opportunities;
 - The Suncoast Credit Union Foundation provides grant funds to the LEA each year to meet specific student and teacher needs through a mini-grant program for innovative classroom projects;
 - The Charlotte Local Education Foundation (CLEF) sponsors the "Teacher Depot," where teachers can select from donated items for their classrooms and their students free of charge. Items include books and textbooks, backpacks, shoes, classroom and art supplies, instructional materials, and more. CLEF sponsors an annual "Back to School Fair" where families can obtain free school supplies, physicals, and related information;
 - Big Brothers and Big Sisters provides mentors for students to help them with academic/affective needs, and strives to provide EL appropriate mentors;
 - The Boys and Girls Club provides after school activities and tutoring through their own grant programs and in partnership with the LEA and county government;
 - The "Ya-Ya Girls" is a grassroots local organization that provides backpacks of food to last an entire weekend to students in the LEA's Title I elementary schools.
- Across the community multiple local Rotary groups sponsor the annual drive for new athletic shoes for students. The shoes are collected over the summer, and provided free to students throughout the school year;
- The LEA fosters a strong collaborative relationship with the Haitian American organization within the community, whose members are generous in volunteering to assist both students and programs;
- The Charlotte County Imagination Library (CCIL), an affiliate of the Dolly Parton Imagination Library, partners with CCPS to bring books into the homes of pre-k children and to encourage early literacy; with the success of CCIL in SY2015-16, the program is being further supported by the LEA through Title I Part A, but is specifically incorporating EL components with its outreach efforts;
- The Community Health Department provides nutrition education, BMI screening, Dental Sealants, Flu Vaccines, Tdap vaccines, and Sexual Risk Avoidance Education programs to Charlotte County students free of charge; and
- The Charlotte County Computer Group Corp provides desktop computers with LCD monitors, keyboards, and mice to Charlotte County students and families free of charge.

Accountability for Schools with ELLs

Describe how the district will hold elementary and secondary schools accountable for meeting the goals and measurable 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 achievement of ELL students, and their accountability is through the State of Florida's Differentiated Accountability Model. In redesigning the District Strategic Plan (DSP) during the SY2015-16, the LEA built its foundation for improving student achievement on the barriers identified by teacher and schools through their data and experience, and the strategic actions the schools selected and developed to reduce these barriers. The barriers and strategic actions are the content of their School Improvement Plans (SIPs), which drive the District Improvement & Achievement Plan (DIAP), which in turn is the annual component of the DSP. This aligned system of action planning makes all within the schools and district accountable for meeting goals and objectives.

Each school's SIP address the needs of ELL students and the strategic actions in providing effective instruction and appropriate support. SIPs are collaborative plans developed through school-based teams that include administrative and instructional staff as well as parent membership. SIPs are reviewed/revised by each school's local School Advisory Council (SAC) per state statute, as well as the school's Partnership and Performance Council (PPC) according to the partnership agreement between the district and the teachers' union. When plans are approved by the School Board, they are posted on the LEA's website for public viewing. This transparency increases the accountability for the education of all students. For the 2018-19 school year, schools will be required to include their plan for reducing the achievement gaps present among subgroups. Schools will determine their own points to decrease based upon the LEA goal for 2020 as outlined in the LEA's reading plan.

Throughout the school year progress monitoring data and both teacher and administrator observations are used to track ELL student progress. Grades K-5 will use the i-Ready diagnostic and instruction program which provides individual growth targets for students in reading and math, and by domain for each area. Secondary schools use USA Testprep and other formative assessment models within reading, math, social studies and science for progress monitoring. Using the LEA's student data program School Portal (by EDIS), ELL student data within all these programs can be easily accessed to monitor growth and target instruction, and can also be viewed alongside state-assessment data. The district psychometrician dissects student data, identifying both learning gains within achievement levels in state assessment data, as well as learning gaps as indicated by progress monitoring assessments. Data is reviewed by principals and with the appropriate Division of Learning Directors, as well as with the Superintendent who directly supervises all principals in the LEA.

District staff responsible for ELL programs meet with school staff to ensure both required and supplemental supports are being utilized for student achievement. The Director of Elementary Learning supervises the ELL program Pre-K through 12 in the district, alongside the Title III ELL Team who collaborate on ELL programs. They ensure that the LEA's LEP Plan is properly implemented and followed. The district ELL Team - consisting of the Curriculum & Instruction specialist for Arts and Languages, the supplemental Title III ELL/Immigrant Achievement & Parent Liaison, the Title I Resource and Family Engagement Liaison, and the Coordinator of State and Federal Programs - facilitate the school purchases for teachers of ELL students and work with each school's ELL contact on the proper applications, documentation, and final evaluations. The Coordinator of State and Federal Programs is active in ensuring that all components of the grant application are implemented properly and effectively, and has the fiduciary responsibility for monitoring all expenditures.

The LEA's educator evaluation model ties student achievement directly to their teachers, school leaders, and district level educators. Teachers whose evaluations fall into the Needs Improvement or Unsatisfactory categories participate in the Coaching, Assisting & Supporting Teachers (CAST) program for targeted interventions to improve their professional practice, or if that is unsuccessful, to be counseled into a different profession. Administrators whose evaluations or work falls below the level of expectations of the superintendent receive support, coaching, and possibly a different position, including the possibility of a non-administrative role.

Dissemination of Information

Describe the LEAs dissemination 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 or guardians home language unless clearly not feasible.

Response:

The LEA has a comprehensive approach to disseminating information and promoting communication through print and electronic media that informs and advocates for ELL activities and programs.

- The Director of Elementary Education who oversees ELL grades pre-K-12, along with the Curriculum & Instruction Specialist for Arts and Languages, directly communicate with school principals and teachers not only about required components of the district ELL plan, but also of supplemental resources and opportunities;
- The district ELL Team, in combination with Title I, Part A efforts, communicates ELL activities and programs to parents in writing through the Parent Guide, which is available in Spanish in print, and in multiple languages through the LEA website;
- The district ELL Team, in combination with Title I, Part A efforts, will coordinate outreach for ELL parents to attend meetings specifically for addressing their communication and information needs and providing them opportunities for input;
- The Title III ELL/Immigrant Achievement & Parent Liaison will assist schools in ensuring that regular school-to-home communication is in the home language as appropriate and feasible;
- Schools provide information to parents and the community through annual open houses, monthly newsletters, school websites, parent conferences per request, monthly advisory groups (including SAC committees and Parent Teacher Organizations) and through school social media accounts including Facebook, Remind, and Twitter;
- The LEA uses ParentConnect telephone communications as appropriate or necessary to disseminate information from the district and the schools. ParentConnect is available in several languages for messages sent to the parents of ELL students;
- ELL data and updates are shared monthly, and are provided as requested at School Board meetings and workshops;
- The LEA's home page at www.yourcharlotteschools.net houses 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, ELL and Immigrant families, ELL teachers and administrators, LEA staff, and any interested stakeholder. The entire website can be translated into more than 40 languages at the click of a button on the Website's home page;
- FOCUS and EDIS Family Portal, the LEA's student information systems, have parent accounts that provide parental access to their students' grades, diagnostic and state test scores, attendance and discipline information at any time. Both programs are parent-friendly and can be viewed in multiple languages; and
- Translators are utilized when possible/available for ELL parents. The LEA has been diligent in translating common information, forms, and regular communications into Spanish and French/Haitian Creole, with the most used documents already translated in other languages such as German and Vietnamese. The LEA's contract with TransAct provides for additional translation services as needed.

Reporting Outcomes

Each applicant is required to describe the methods that will be used to report student and program outcomes resulting from projects funded through this application to parents and other district and school stakeholders. Note - Per the Every Student Succeeds Act of 2015, Section 3121:

" Each eligible entity that receives a subgrant from a State educational agency under subpart 1 shall provide such agency, at the conclusion of every second fiscal year during which the subgrant is received, with a report, in a form prescribed by the agency, on the activities conducted and children served under such subpart that includes—

1. a description of the programs and activities conducted by the entity with funds received under subpart 1 during the 2 immediately preceding fiscal years, which shall include a description of how such programs and activities supplemented programs funded primarily with State or local funds;
2. the number and percentage of English learners in the programs and activities who are making progress toward achieving English language proficiency, as described in section 1111(c)(4)(A)(ii), in the aggregate and disaggregated, at a minimum, by English learners with a disability;
3. the number and percentage of English learners in the programs and activities attaining English language proficiency based on State English language proficiency standards established under section 1111(b)(1)(G) by the end of each school year, as determined by the State's English language proficiency assessment under section 1111(b)(2)(G);
4. the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency;
5. the number and percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are no longer receiving services under this part, in the aggregate and disaggregated, at a minimum, by English learners with a disability;
6. the number and percentage of English learners who have not attained English language proficiency within 5 years of initial classification as an English learner and first enrollment in the local educational agency; and
7. any other information that the State educational agency may require. "

Response:

The LEA uses a variety of methods to report student and program outcomes resulting from the implemented programs and projects funded through Title III.

- The LEA communicates official student grades to parents quarterly with informal mid-quarter progress reports at three-to-four week intervals, with the exception of the three Year-Round elementary schools which operate on a trimester schedule. All school levels schedule parent conferences per school or parent request. Elementary schools host annual student-led conferences that may be requested more frequently.
- FOCUS and EDIS Family Portal, the LEA's student information systems, have parent accounts that provide parental access to their students' grades, attendance and discipline information at all times. Parents can view daily assignments, homework, and grades across subject areas and teachers. . Both programs are parent-friendly and can be viewed in multiple languages. *Using EDIS Family Portal, parents can view progress monitoring assessments in addition to daily work, term grades, and state assessments. The links to FOCUS and EDIS Family Portal are prominently displayed on the home page every school's website as well as for the LEA. Parents are given information to create their accounts upon registration.
- The Title III ELL/Immigrant Achievement & Parent Liaison collaborates with the Title I Resource & Family Engagement Liaison to host parent workshops on understanding state assessments and provide resources to help parents assist in preparing their students for these assessments. Workshops include translated documents and presentation as necessary.
- The Title III ELL/Immigrant Achievement & Parent Liaison collaborates with the Title I Resource & Family Engagement Liaison to host parent workshops on effective communication with teachers and schools along with information about student-friendly English classes for parents. Workshops will include translated documents and presentation as necessary.
- In addition to the federal programs website available through the home page of the LEA website at www.yourcharlotteschools.net, there are links to other helpful sites where stakeholders can access information and data, including state assessment and school accountability data.