

Needs Assessment

Briefly 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, document reviews, etc.) and the data and information analyzed (e.g. CELLA, FCAT, Florida Standards Assessment, 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 new programs that the LEA will implement with this grant for the 2015-2016 school year as a result of the previous year's outcomes. Summarize results and list proposed needs in order of priority.

Response:

To determine research-based supplementary services and materials needed to provide high quality education to English Language Learners (ELLs) and former ELLs, the ESOL/World Languages staff along with the Office of Assessment & Accountability analyzed student performance data available on Florida Standard Assessments (FSA) in Reading, Math, Writing, Science, as well as EOCs and CELLA data. The results of the data meetings helped determine the needs and priorities at each school. The Continuous Improvement Model and Discovery Education, the district's progress monitoring tool that is aligned to the Florida Standards, are used to evaluate the success of ESOL programs, services, and activities at the elementary, middle and high school levels.

Although Seminole County Public Schools (SCPS) has exceeded the state's goals for AMAOs 1 and 2, all ELLs need to become English proficient to be successful 21st century students. Our goal is to ensure that all ELLs attain the highest level of academic success and language proficiency, regardless of their individual educational backgrounds and socioeconomic needs. Educational opportunities (such as ePathways, AP, IB, and honor courses) are provided to ELLs to lead them to college and career readiness.

Qualitative data further indicates that specific attention to increasing ELL academic achievement is necessary to make AMAO 3. ELLs face the challenge of developing proficiency in English while simultaneously mastering grade level academic content. As ELLs are developing these skills, they require appropriate instructional modifications and supports to make academic content comprehensible. Therefore, SCPS services provided by the Title III grant will include hiring one ESOL district Teacher on Assignment (TOA) (1.0 FTE), a (0.5 FTE) ESOL Instructional Coach, and one Parent Involvement Instructional Coach (1.0 FTE) (above and beyond the META Consent Decree). The TOA will provide instructional and technical support services to the schools, monitor ESOL certification and endorsement of teachers, and provide Professional Development workshops that will assist teachers who work with ELLs. The TOA will analyze data to provide information on district and student ELL AMAOs and for services above and beyond the META requirements. The ESOL Instructional Coach will analyze school data and provide strategic trainings and instructional support to ESOL and content area teachers that will address the unique needs of ELLs. Based on CELLA, FSA, EOC exam scores, the Teacher on Assignment and ESOL Instructional Coach will monitor and provide ESOL support and professional development workshops that assist teachers with scientifically research-based strategies in the classroom. This model was successful last year due to the specific instructional strategies and support provided to teachers by the TOA and ESOL Instructional Coach. These strategies met the unique needs of ELLs and learning gains were indicated on Discovery Education.

The Parent Involvement Instructional Coach will provide parent trainings and organize tutorial services to assist ELLs with language proficiency and in academic classes in order to increase reading, math, and science achievement and English language acquisition. In addition, Title III grant funds will be used to purchase materials and supplies, scientific research-based programs for academic achievement and English language proficiency, IPADS/Tablets/Computers to use with scientific research-based programs that work for ELLs, travel and registrations for professional development and conferences, and consultants for professional development opportunities for teachers and administrators on best practices and English Language Development Standards and Florida Standards for ELLs. ESOL and dual language teachers, as well as paraprofessionals will use resources in the classroom. Due to an

increase of newcomers, a supplementary curriculum will be added in secondary schools to assist with language and content proficiency.

Furthermore, a parent needs assessment conducted at the Family Leadership Institute provided input from parents and community. Using Title III funds, instructional programs and materials will be purchased that are proven to impact the linguistic, social/cultural, and academic needs of ELLs/former ELLs. All parents and families of ELLs are partners in education and effectively involving them will have a positive impact on their children's academic success. Based on the data and positive feedback, the Newcomers Program will continue to assist recently arrived ELLs in all four domains: listening, speaking, reading, and writing. A research-based curriculum will be purchased to meet the needs of recently arrived ELLs.

Priority 1: ELLs are not meeting the state proficiency target in Reading. The number of ELLs scoring proficient or above on the 2015-2016 Reading state assessment will increase by 2%. (AMAO 3)

Priority 2: ELLs are not meeting the state proficiency target in Mathematics. The number of ELLs scoring proficient or above on the 2015-2016 Math state assessment will increase by 2%. (AMAO 3)

Priority 3: ELLs are not meeting the state proficiency target in Science. The number of ELLs scoring proficient or above on the 2015-2016 Science state assessment will increase by 1%. (AMAO 3)

Priority 4: ELLs are not meeting the state proficiency target in Writing. The number of ELLs scoring proficient or above on the 2015-2016 Writing state assessment will increase by 2%. (AMAO 3)

Priority 5: Increase the number of ELLs making gains in listening, speaking, reading, and writing. ELLs will make gains in learning English as indicated by increases on the 2015-2016 CELLA: from 80% to 82% for listening and speaking, from 71% to 73% for writing, and from 67% to 69% for reading. (AMAO 1)

Priority 6: Increase the number of ELLs who attain proficiency in listening, speaking, reading, and writing. ELLs will maintain proficiency or increase English proficiency as indicated by an increase in the 2015-2016 CELLA Grade Level Scores: from 63% to 65% for K-2; from 29% to 31% for 3-5; from 33% to 35% for 6-8; and from 26% to 28% for 9-12. (AMAO 2)

Data will be updated upon State release of 2014-15 CELLA data.

Priority 7: Increase the number of ELLs who attain English proficiency on state standardized assessments by:

A. Continuing to offer high quality research-based professional development opportunities that include best practices for teachers and administrators working with ELLs/former ELLs. The ESOL Instructional Coach, ESOL staff, and consultants will provide trainings above and beyond district professional development for administrators, ESOL teachers, and content area teachers to improve reading, writing, math, and science strategies, including Culturally Responsive Teaching, Creating Strategic Readers, Keys to Building Vocabulary, Research Based ELL Strategies, English Language Development Standards (WIDA), and Thinking Maps.

B. Expanding the Dual Language program at six current Dual Language schools and by adding the next grade level at each school. Based on data, the Dual Language Program at the six schools has shown ELLs are making learning gains in acquiring the language and in their content area classes.

C. Continuing parent and youth trainings at the Family Connection Center.

Based on data from the parent needs assessment, staff concluded that parents need training/information opportunities that address family literacy, adult English classes,

understanding the school system, and how these parents can guide children in good study habits that will result in linguistic and academic success. Parent awareness and involvement are strongly tied to student success in school. SAT and ACT prep classes are needed for ELLs that did not pass FCAT 2.0 re-takes and FSA 2014-15 and can be successful with a concordant score on these assessments to obtain a high school diploma.

Activities

Briefly list and describe each of 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/cala/amao.asp>

Response: The ESOL/World Languages Department has identified the following activities to be carried out for all ELLs and former ELLs under Title III in 2015-16 to assist with closing the achievement gap.

1. Continue to offer supplemental high quality ESOL Professional Development opportunities for staff. These trainings have been beneficial to teachers and administrators. Trainings will be offered throughout the year. These trainings will include strategies that work for ELLs to improve in reading, writing, math, and science, research based ESOL strategies, Culturally Responsive Teaching, Creating Strategic Readers, Keys to Building Vocabulary, Writing strategies, Thinking Maps, English Language Development Standards, research-based practices in the field of educating ELLs/former ELLs, best practices in Dual Language Classrooms and Inclusion Model - Collaboration & Co-Teaching for elementary and content area teachers. These opportunities will help close the achievement gap and enhance instructional practices for ELLs to meet their unique needs in increasing English language proficiency on the new English Language Proficiency Assessment and increase academic performance on FSA and EOCs). (Priorities 1, 2, 3, 4, 5, 6, 7.)
2. Continue to provide professional development opportunities in conferences and symposium such as FABES Symposium, SITESOL and National TESOL, ACTFL, FFLA, ALAS, HACU, Sanibel Leadership Conference, WIDA, Council of the Great City Schools, and NABE. All training programs are supplementary in nature and do not supplant required ESOL training paid by the operating budget or Title II funds. (Priorities 1, 2, 3, 4, 5, 6, 7.)
3. Increase ELLs academic achievement (AMAO 3) and mastery of Florida Standards through participation in supplementary services focused on research-based instructional programs such as a Dual Language Program, Inclusion Model and Co-Teaching Model. ESOL Newcomers for ELLs (summer camp and during school year) will have a research-based curriculum and participate in field trips aligned to standards and college and career readiness. Academic tutorials for ELLs before or after school, Saturdays, and in the summer will also be implemented. Reading, writing, math, science, vocabulary, and oral language development activities will assist ELLs in meeting expectations for acquiring English language skills in all academic areas. The ESOL Department will organize and monitor the implementation of these activities. Collaboration and partnerships will continue to be developed with administrators, school leadership teams, and the Department of Teaching and Learning to achieve Title III goals and objectives. (Priorities 1, 2, 3, 4, 5, 6, 7.)
4. Provide supplementary instructional materials/programs as follows (not limited to): Language Live! Imagination Station; E-Books Library; I-Ready; Imagine Learning; Reading Eggs; Thinking Maps; and supplemental resources to assist ELLs with academic and language proficiency, as well as preparing for the PSAT, SAT and ACT. This year 2015-16, ESL Smart will be added to the newcomers' classes at the high schools. In addition, Project ELL will be added to assist with ESOL data collection aligned to English Language standards that will assist teachers with strategies to use in their classrooms. This program is above and beyond the use of the district's student information system. These materials will enhance the English learning experience by increasing supplementary English resources available such as heritage language resource books, flash cards for vocabulary development, e- books, and heritage language content texts for the student, teacher, and parent. These resources will foster faster development of the English language to impact

academic achievement. (Priorities 1, 2, 3, 4, 5, 6, 7.)

5. All Title III grant funded district positions are supplementary in nature and go above and beyond what SCPS has already implemented to meet the Consent Decree requirements. These positions are needed to achieve the goals and objectives described herein. (Priorities 1, 2, 3, 4, 5, 6, 7.)

6. The ESOL department will conduct parent involvement activities aimed at increasing family literacy, parent understanding of the school system and awareness of community resources, and increasing parent skills in community leadership. These opportunities, as well as trainings to assist parents in guiding their children in good study habits, are vital because parent awareness and involvement are strongly tied to students' academic and language achievement (AMAOs 1, 2, & 3). Activities and resources include Family and Youth Leadership Institute training modules (consultant trainer, training materials, and travel for Career Day modules). (Priorities 1, 2, 3, 4, 5, 6, 7.)

7. Funding will be allocated for the purchase of materials, equipment and technology that will supplement the services provided to ELLs. These may include (not limited to): (1) Subscription software/APPs to aid in language acquisition, core content subjects, and parent involvement, such as I-Station, I-Ready, Imagine Learning, Reading APPs (Reading Eggs), and InSync Education (Parent/Teacher online resources). (2) Instructional materials will be purchased for the sole use of ELLs to enhance their language acquisition and academic performance. These will include dictionaries, native language versions of textbooks, visual aids, classroom supplies, supplemental book, /e-books, and dual language materials to enhance instruction in the content area, and reading materials that focus on vocabulary development and reading comprehension. (3) Additional hardware and equipment will be purchased to enhance the services and instruction provided to ELLs. These include IPADS/Tablets/Computers. (Priorities 1, 2, 3, 4, 5, 6, 7.)

Special Initiatives:

1. Expansion of the Dual Language Programs at six elementary schools. This model was successful last year. As a result, SCPS will continue to add a grade level to the six schools in 2015-16. (Priorities 1, 2, 3, 4, 5, 6, 7.)

2. Youth Leadership Institute: Long-term ELLs will be targeted for success not only through before- and after-school tutoring at the school sites, but also through Saturday academies/Youth Leadership Institute. College and Career Readiness will also be addressed in these sessions.