

**Florida Department of Education 2008-2009 No Child Left Behind Monitoring- Title III, Part A-Language Instruction for English Language Learner (ELL) and Immigrant Students
(I) Programmatic Use of Funds: Compliance Item IIIA-1**

**Analysis of 2007-08 Title III Principal's Survey
Kristin Nichols-Lopez, M.S.**

The following provides an overview of the 2007-08 Title III Principals Survey results. Respondents answered a series of questions regarding services provided to schools through Title III funds and were asked to provide comments regarding each service they received. Principals were notified of this survey through the Weekly Briefings and asked to navigate to the Bilingual Education and World Languages website to complete the survey online. A copy of the weekly briefing appears in Appendix A, and a copy of the survey appears in Appendix B. Data was available for 138 of the 335 schools serving students in grades K-12. Of the 63 charter schools, only one responded to the survey. Appendix C contains a listing of all schools that submitted surveys along with their responses to the following question, "What other needs does your ELL population have that are not being currently being addressed by Title III services and programs in place at your school?"

I. Curriculum Support Specialists

Ninety-five participants submitted responses to the open-ended question regarding the school-site visits made by the Curriculum Support Specialists (CSS). An overwhelming majority of these responses were positive (n = 91) while a small number (n = 4) were negative or neutral. Fifty participants indicated that CSS provided direct assistance to teachers, 24 participants indicated that CSS helped train staff on proper documentation and procedures, 3 participants indicated that CSS provided help with technology. Finally, two participants indicated that the CSS served as an evaluator of the ELL program. One school, Herbert Ammons Middle, indicated that there was not much interaction as their ELL program is very small. Three of the comments indicated a need for improvement. These comments are listed below.

Did a Curriculum Support Specialist (CSS) from the Division of Bilingual Education and World Languages come to your school?

	Frequency	Percent
1 Yes	98	70.5
2 No	41	29.5
Total	139	100.0

Did you find the assistance provided by the CSS to be helpful?

	Frequency	Percent
0	41	29.5
1 Yes	95	68.3
2 No	3	2.2
Total	139	100.0

School Name	Comment
Dante B. Fascell Elementary	On site support to teachers was not provided by the support specialist. Instead she pointed us back to the Waterford trainer.
Hialeah Middle	More follow up sessions would have helped ensure implementation of suggested strategies.
Homestead Senior High	CSS should have visited the school more frequently.

II. Technology

Thirty-six participants submitted responses to the open-ended question regarding kinds of technology available to ELL students. An overwhelming majority of these responses were positive (n = 35) while only one was negative. Twenty participants indicated that technology helps students make learning gains. Specifically, respondents believed that gains could be seen in reading, writing and language acquisition as a consequence of the use of technology. Other respondents indicated that the use of technology allowed for individual attention and it provided a different way for children to learn. Some respondents commented that both students and teachers enjoy using technology. Finally, all respondents who indicated that technology was being used in their school commented that this technology was helpful.

Were Title III funds used to purchase hardware, software, or both?

	Frequency	Percent
0 N/A	96	69.1
1 Hardware only	7	5.0
2 Software only	8	5.8
3 Both	28	20.1
Total	139	100.0

Were Title III funds used to purchase technology for your school?

	Frequency	Percent
1 Yes	43	30.9
2 No	96	69.1
Total	139	100.0

Please specify the specific software programs that have been purchased by Title III and are available to ELL students at your school by checking the boxes below.

	Responses	
	N	Percent of Cases
1 Brainchild (Grades 3-5)	5	13.9%
2 Compass Learning (Grades K-12)	12	33.3%
3 Compass Odyssey (Grades K-12)	7	19.4%
4 ELLIS Essentials (Grades K-5)	4	11.1%
5 ELLIS (Grades 6-12)	7	19.4%
6 KidBiz/Achieve 3000 (Grades 3-5)	8	22.2%
7 Learning Today (Grades K-5)	10	27.8%
8 My Reading Coach (Grades K-5)	3	8.3%
10 TeenBiz/Achieve 3000 (Grades 6-12)	12	33.3%
11 Waterford Math & Science program (Grades K-2)	7	19.4%
12 Waterford Early Reading (Grades K-2)	16	44.4%

III. Supplementary Materials

Were Title III funds used to purchase supplementary materials for your school (besides technology) in 2007-08?

	Frequency	Percent
1 YES	42	30.2
2 NO	97	69.8
Total	139	100.0

Please specify the specific supplementary materials that have been provided to your school through Title III funds by checking the boxes below.

	Responses	
	N	Percent of Cases
1 Content Area Books in Haitian Creole	4	10.8%
2 Focus on Grammar	7	18.9%
3 Houghton Mifflin leveled and vocabulary readers	26	70.3%
4 Houghton Mifflin leveled readers in Haitian Creole	6	16.2%
5 Let's Talk About It! Let's Sing About It!	2	5.4%
6 Shining Star	5	13.5%
7 Visions	6	16.2%

IV. Tutoring

Ninety-three participants submitted a response to the open-ended question regarding tutoring services provided through Title III. An overwhelming majority of these responses were positive (n = 91) while a small number (n = 2) were neutral. Sixty-seven participants indicated that tutoring was helpful for students. Specifically, respondents noted that the tutoring helped students make gains in general, on statewide assessments, and with language acquisition. In addition, 12 schools advocated for these services to be provided again in the future. Other comments noted that the extra funding provided for tutoring was helpful for the schools given the financial situation impacting M-DCPS. Finally, a few respondents indicated that the tutoring actually provided support to the teachers in their efforts.

Did your school offer tutoring to ELL students through the Tutoring Academy available during the 2007-08 school year?

	Frequency	Percent
1 YES	92	66.2
2 NO	47	33.8
Total	139	100.0

Which subjects were ELL students tutored in through this academy?

	Responses	
	N	Percent of Cases
1 Reading	85	92.4%
2 Mathematics	77	83.7%
3 Science	45	48.9%
4 Social Science	27	29.3%

The two neutral comments were not related to the tutoring itself. Two schools, Ponce de Leon Middle school and another that did not provide their school name, indicated that transportation for students to be able to receive tutoring either before or after school was an issue that may have prevented some students that needed tutoring from receiving it.

Did you find the Tutoring Academy to be helpful to your ELL students?

	Frequency	Percent
0 N/A	47	33.8
1 YES	91	65.5
2 NO	1	.7
Total	139	100.0

V. Counseling Services

Thirty-two participants submitted a response to the open-ended question regarding the counseling services provided by Title III. The majority of the respondents indicated that the children and families who received services benefited. Specifically, a few respondents mentioned that improvements in attendance and academic/behavioral progress were noted after counseling was received. Three schools indicated that they preferred to use in-house counselors, while two schools indicated that even though they contacted the agencies but the families never received help.

Did you refer ELL students to Title III Counseling Services offered for students who may have experienced trauma in their home country?

	Frequency	Percent
1 YES	33	23.7
2 NO	106	76.3
Total	139	100.0

Please select the specific agencies that ELL students were referred to for counseling.

	Frequency	Percent
0 N/A	106	76.3
1 The Bertha Abbess Children’s Center Inc.	7	5.0
2 Institute for Child and Family Health	20	14.4
3 Jewish Community Services of South Florida, Inc.	6	4.3
Total	139	100.0

Did you find these Counseling Services to be helpful to your ELL students?

	Frequency	Percent
0 N/A	106	76.3
1 YES	31	22.3
2 NO	2	1.4
Total	139	100.0

VI. Bilingual Parent Outreach Program

**Has your school made use of the
Bilingual Parent Outreach Program
(BPOP)?**

	Frequency	Percent
1 YES	102	73.4
2 NO	37	26.6
Total	139	100.0

**Were the facilitators conducting the
sessions provided by the BPOP
program well prepared and
knowledgeable about the topics
covered?**

	Frequency	Percent
0 N/A	37	26.6
1 YES	99	71.2
2 NO	3	2.2
Total	139	100.0

**Were the topics covered in sessions
provided by the BPOP program of
interest to the parents in attendance?**

	Frequency	Percent
0 N/A	37	26.6
1 YES	96	69.1
2 NO	6	4.3
Total	139	100.0

VII. Close-up Mentoring Program

**Did ELL students from your school participate in the
Close-up Mentoring Program for New Americans? (high
schools only)**

	Frequency	Percent
1 YES	8	5.8
2 NO	21	15.1
3 Not a high school principal	110	79.1
Total	139	100.0

VIII. School and Respondent Information**School Level**

	Frequency	Percent
0 Did not respond	12	8.6
1 Elementary	83	59.7
2 Middle	27	19.4
3 K-8 Center	8	5.8
4 High School	9	6.5
Total	139	100.0

Region

	Frequency	Percent
0 Did not respond	8	5.8
1 I	24	17.3
2 II	15	10.8
3 III	30	21.6
4 IV	23	16.5
5 V	21	15.1
6 VI	18	12.9
Total	139	100.0

Is your school a Charter School?

	Frequency	Percent
0 Did not respond	8	5.8
1 YES	1	.7
2 NO	130	93.5
Total	139	100.0

What is your position at your school?

	Frequency	Percent
0 Did not respond	10	7.2
1 Principal	98	70.5
2 Assistant Principal	31	22.3
Total	139	100.0

Appendix A

Weekly Briefing

Briefing ID #: 4080

ALL PRINCIPALS/APs: Title III Principals Survey

Category:

Audience: All Principals/APs

Due Date: Jun 01, 2008

Meeting Date: n/a

To evaluate services and programs provided by the Title III: Language Instruction for Limited English proficient and Immigrant students.

- A survey is being conducted as part of an evaluation of services and programs provided for English Language Learners (ELLs) by the Division of Bilingual Education and World Languages through Title III funds. As a school principal, your opinions regarding the Title III services and programs are an important part of the evaluation.
- You will find the survey on the Bilingual Education and World Languages home page, <http://bilingual.dadeschools.net>. Please click on the link "Complete Survey", which can be found towards the bottom of the page under the heading "Title III Principals' Survey". Surveys should be completed no later than June 1, 2008.
- For questions regarding this survey, please contact Mrs. Kristin Nichols-Lopez, Office of Program Evaluation, at 305-995-7544 or at knichols@dadeschools.net

Contact: Kristin Nichols-Lopez (305-995-7544)

Department: Division of Bilingual Education and World Languages

Appendix B

Title III Principals Survey

This survey is being conducted as part of an evaluation of services and programs provided by the Division of Bilingual Education and World Languages for English Language Learners (ELLs) through Title III funds. As a school principal, your opinions regarding the Title III services and programs are an important part of the evaluation. Your responses will remain confidential, as the results will be reported in aggregate form only. If you have any questions regarding this survey, please contact Mrs. Kristin Nichols-Lopez, Office of Program Evaluation, at 305-995-7544 or at knichols@dadeschools.net.

Please read each item and select your response by checking the appropriate boxes or providing the information requested, based on your knowledge and experiences regarding the services and programs offered to ELLs at your school. Please consult with members of your ESOL support staff in order to provide the most complete responses possible.

Curriculum Support Specialists

1. Did a Curriculum Support Specialist (CSS) from the Division of Bilingual Education and World Languages come to your school during the 2007-08 school year to work with the ESOL teachers?

(Select only one.)

Yes (Skip to Q. 2)

No

2. Did you find the assistance provided by the CSS to be helpful?

(Select only one.)

Yes

No

3. Please provide a comment to support your answer to question 2.

(Provide one response only.)

Technology

4. Were Title III funds used to purchase technology for your school?

(Select only one.)

Yes

No

5. Were Title III funds used to purchase hardware, software, or both?

(Select only one.)

Hardware only (PCs, Monitors etc.)

Software only (instructional programs)

Both hardware and software

**6. What kind of software is currently available to ELL students in your school?
Please check all that apply.**

(Select three.)

Reading programs

Language development programs (ESOL)

Mathematics programs

7. Please specify the specific software programs that have been purchased by Title III and are available to ELL students at your school by checking the boxes below.

(Select all that apply.)

Brainchild (Grades 3-5)

Compass Learning (Grades K-12)

Compass Odyssey (Grades K-12)

ELLIS Essentials (Grades K-5)

ELLIS (Grades 6-12)

KidBiz/Achieve 3000 (Grades 3-5)

Learning Today (Grades K-5)

My Reading Coach (Grades K-5)

Reading Horizons (Grades K-5)

TeenBiz/Achieve 3000 (Grades 6-12)

Waterford Math & Science program (Grades K-2)

Waterford Early Reading (Grades K-2)

Other Software:

8. Do you think the software available to ELL students has been an effective teaching tool?

(Select only one.)

Yes

No

9. Please provide a comment to support your answer to question 9.

(Provide one response only.)

Supplementary Materials

10. Were Title III funds used to purchase supplementary materials for your school (besides technology) in 2007-08?

(Select only one.)

YES

NO

11. Please specify the specific supplementary materials that have been provided to your school through Title III funds by checking the boxes below.

(Select all that apply.)

Content Area Books in Haitian Creole by Gumdrop Publishing (Grades 6-12)

Focus on Grammar by Pearson (Grades 6-12)

Houghton Mifflin leveled and vocabulary readers (Grades K-5)

Houghton Mifflin leveled readers in Haitian Creole (Grades K-5)

Let's Talk About It! Let's Sing About It! by Mondo Publishing (Grades K-2)

Shining Star by Pearson (Grades 9-12)

Visions by Thomson Learning (Grades 6-8)

Other:

Tutoring Academy

12. Did your school offer tutoring to ELL students through the Tutoring Academy available during the 2007-08 school year?

(Select only one.)

YES

NO

13. Which subjects were ELL students tutored in through this academy?

(Select all that apply.)

Reading

Mathematics

Science

Social Science

14. Did you find the Tutoring Academy to be helpful to your ELL students?

(Select only one.)

YES

NO

15. Please provide a comment to support your response to Question 17.

(Provide one response only.)

Counseling Services

16. Did you refer ELL students to Title III Counseling Services offered for students who may have experienced trauma in their home country or who may have had trouble adjusting to their life in the US?

(Select only one.)

YES

NO

17. Please select the specific agencies that ELL students were referred to for counseling.

(Select only one.)

The Bertha Abess Children's Center Inc.

Institute for Child and Family Health

Jewish Community Services of South Florida, Inc.

18. Did you find these Counseling Services to be helpful to your ELL students?

(Select only one.)

YES

NO

19. Please provide a comment to support your response to Question 21.

(Provide one response only.)

Bilingual Parent Outreach Program

20. Has your school made use of the Bilingual Parent Outreach Program (BPOP)?

(Select only one.)

YES

NO

21. Were the topics covered in sessions provided by the BPOP program of interest to the parents in attendance?

(Select only one.)

YES

NO

22. Were the facilitators conducting the sessions provided by the BPOP program well prepared and knowledgeable about the topics which they presented?

(Select only one.)

YES

NO

Close Up Mentoring Program

23. Did ELL students from your school participate in the Close-up Mentoring Program for New Americans? (high schools only)

(Select only one.)

YES

NO

Not a high school principal

Comments

24. What other needs does your ELL population have that are not being currently being addressed by Title III services and programs in place at your school? Please use this opportunity to make suggestions for improvements to services offered by Title III.

(Provide one response only.)

School Information

Please provide a little information about your school.

25. School Name

(Provide one response only.)

26. School Number

(Provide one response only.)

27. School Level

(Select only one.)

Elementary

Middle

K-8 Center

High School

Other Configuration:

28. Region

(Select only one.)

I

II

III

IV

V

VI

29. Is your school a Charter School?

(Select only one.)

YES

NO

30. What is your position at your school?

(Select only one.)

Principal

Assistant Principal

Other:

Appendix C

Responses to Question 24: What other needs does your ELL population have that are not being currently being addressed by Title III services and programs in place at your school? Please use this opportunity to make suggestions for improvements to services offered by Title III.

School Name	Comment
Arcola Lake Elementary	None.
Arthur & Polly Mays Middle	Provide more technology funding for hardware.
Auburndale Elementary	All needs are being met.
Banyan Elementary	Mathematics would be helpful if services could be provided.
Bel-Aire Elementary	N/A
Ben Sheppard Elementary	N/A
Bent Tree Elementary	In spite of the budget crisis, it is of extreme importance that we should continue offering tutoring services to our students.
Biscayne Elementary	More bilingual assessors in order to reduce the amount of time from the referral to the report.
Biscayne Gardens Elementary	None at this time.
Bowman Foster Ashe Elementary	Brainchild
Broadmoor Elementary	N/A
Brownsville Middle	Compliance support
Bunche Park Elementary	The School currently has 9 ELL students.
Campbell Drive Elementary	Tutoring Academy would definitely benefit the kids all year long, even after testing has been completed.
Campbell Drive Middle	None at this time.
Caribbean Elementary	Many of our newly arriving students need more counseling services along with more guidance with their parents. Hopefully, there would be a service provided for the family to help their transition to the United States be smoother.
Carol City Middle	N/A
Carrie P. Meek/Westview Elementary	ESOL Classes for interested parents conducted at the school site.
Charles R. Hadley Elementary	Assistance with acquiring computers for home use.
Citrus Grove Elementary	Counseling for newly arrived children and parents
Citrus Grove Middle	None, Bilingual is always extremely supportive, available and involved in helping the students achieve success.
Coconut Grove Elementary	N/A
Comstock Elementary	The Title III services and programs in place at my school have assisted the ELL population with all their needs.
Coral Way K-8 Center	They are being met
Country Club Middle	Software for the developmental language arts classes needed.
Dante B. Fascell Elementary	A Reading, Math, Science software program for 3-5th grade students.
Design and Architecture Senior High	None
Dr. Carlos J. Finlay Elementary	Please continue to provide funding for tutorial programs as well as counseling services.
Dr. Henry W. Mack/West little River Elementary	More counseling services for the elementary level are needed for ELL students that have experienced trauma and difficulty adjusting to their new life.

School Name	Comment
E.W. F. Stirrup Elementary	Please continue the tutoring program for students!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
Edison Park Elementary	N/A
Eneida M. Hartner Elementary	SES tutoring programs need the ELL component.
Ethel K. Beckham Elementary	We have no further needs at this time. Thank you.
Eugenia B. Thomas K-8 Center	Utilize compass learning in the classroom.
Fairlawn Elementary	Just keep on providing tutoring services.
Fienberg-Fisher K-8 Center	For students who come from non-Hispanic countries, it would be a great benefit to have help in their native language more often. Extending tutorial to those students would also be of great help.
Flagami Elementary	None
Flamingo Elementary	Our students may benefit from software that addresses vocabulary development and reading fluency. Consideration should be given by the district to continue the purchase of the Spanish version of content area instructional materials.
Florida City Elementary	None
Frances S. Tucker Elementary	None at this time.
Frederick Douglass Elementary	None at this time.
Glades Middle	I felt supported by the District in regards to providing an excellent education for our ELL student population.
Gratigny Elementary	I would like for my ESOL Computer Lab to be updated so we may provide additional student services via the internet.
Hammocks Middle	Funds should be allocated to support smaller classes as necessary. These classes are early developmental stages and often grow to detrimental numbers.
Henry E.S. Reeves Elementary	Additional support is needed throughout testing.
Henry H. Filer Middle	Services at this point are satisfactory, a less is more approach should be taken with emphasis placed on necessary and essential skills.
Herbert Ammons Middle	Everything is fine.
Hialeah Elementary School	None at this time.
Hialeah Middle	Additional professional development opportunities would help teachers of ELL students bridge the gap from instruction in language acquisition to instruction that prepares students for FCAT and grade-level work.
Holmes Elementary	Very little if any services are provided to schools with a small ELL population.
Homestead Middle	N/A
Homestead Senior High	There is a lack of resources which limits our students learning. It would be nice to have more funds available to purchase additional instructional materials. These items will enhance the learning process for our ELL students. Also additional funds need to be allocated to provide tutoring programs at all grade levels.
Howard D. McMillan Middle School	More programs like New Beginning, for many of the students who are struggling in their primary language as well.

School Name	Comment
James H. Bright/J.W. Johnson Elementary	More funds needed for purchase of technology software to meet the specific needs of the ESOL population. SUCCESSMAKER is an AMAZING research based program that has had great results for our ESOL population but unfortunately we do not have enough site licenses to offer it to all of the ESOL classes. This is an area where I feel the funds can be greatly utilized: to purchase additional licenses for SUCCESSMAKER.
Joe Hall Elementary	Software for guided reading groups.
Joella C. Good Elementary	Expanded opportunities to parental involvement.
John F. Kennedy Middle	District bilingual staff has been very helpful.
John G. DuPuis Elementary	To continue providing our tutorial program and also provide funds to have a facilitator at the school site to assist with the various programs offered by the Bilingual Program.
John I. Smith Elementary	Since we have a large ELL population, I would like to see the tutoring program extended for next year.
Jose De Diego Middle	None! Please continue the tutoring program since it is very beneficial to all of our ELL students.
Juvenile Justice Center School	Many immigrants come to us undocumented and parents are hard to find in the Juvenile Justice system and then require Guardian ad Litem services.
Kendale Lakes Elementary	Classes for parents to help them adjust to the new culture and expectations.
Key Biscayne K-8 Center	At this time the program is meeting all of our needs.
Lake Stevens Middle	No suggestions.
Lakeview Elementary	Technology is needed to assist with intervention programs.
Lawton Chiles Middle	None
Linda Lentin K-8 Center	N/A
Little River Elementary	None
Ludlam Elementary	N/A
M. A. Milam K-8 Center	I think we could target our parents and their children more effectively if we could be funded similar to the family type grants that the state provides allowing schools to create the programs.
Mae M. Walters Elementary	We would like to see more academics-oriented workshops for our parents.
MAST Academy	None.
Meadowlane Elementary	To assist in providing a list of web site links for ELL students.
Melrose Elementary	Funding for technology programs which can be used as remediation and before/after school tutorial services was not awarded.
Miami Central High	Additional instructors are always needed.
Miami Gardens Elementary	Most of the ELL students come from homes where the parents are monolingual; therefore, it is difficult for these students to receive assistance with the home learning from the parents. It would be very beneficial if there was an afterschool program to help
Miami Heights Elementary	None

School Name	Comment
Miami Norland Senior High	Students would benefit by having Bilingual Curriculum Content (BCC) classes in their home language. This is not happening because we have a small ELL population of about 50 students.
Miami Northwestern Senior High	N/A
Miami Palmetto Senior High	None
Miami Southridge Senior High	Providing more services for parents and students about immigration laws, citizenship, etc.
Miami Springs Middle	N/A
Natural Bridge Elementary	Our students could benefit if we could receive more ESOL web based software. Would like to be able to renew our Learning Today license for the 2008-2009 school year.
Nautilus Middle	Parent workshops.
Norma Butler Broussard Elementary	Needs are being addressed.
North Glade Elementary	N/A
North Twin Lakes Elementary	Additional hardware and software.
Norwood Elementary	N/A
Oliver Hoover Elementary	Continue to provide funding to have tutoring programs.
Orchard Villa Elementary	I have .0002% ELL students.
Palm Lakes Elementary	Interventions for math during the school day. Additional personnel are needed to set up a program similar to the reading interventions offered.
Palm Springs Elementary	None
Palm Springs Middle	None
Palmetto Middle	None
Parkway Elementary	N/A
Paul W. Bell Middle	No needs at this time.
Phyllis Wheatley Elementary	We have a very small ELL population of students.
Poinciana Park Elementary	The needs of the school are currently being met by Title III services and program.
Ponce de Leon Middle School	The ELL parents need to have more assistance.
Rainbow Park Elementary School	None.
Redondo Elementary	Funding for tutorial services throughout the entire school year (after FCAT) would be great.
Rockway Elementary	None at this time.
Royal Palm Elementary	ELLs need to have more opportunities for tutoring during after school hours.
Ruben Dario Middle	All needs are being addressed.
Ruth K. Broad Bay Harbor K-8 Center	More computers so more children have access to the programs.
Santa Clara Elementary	Currently our needs are being met.
Seminole Elementary	Perhaps funds for hourly assistance during the school day.
Shenandoah Middle	The counseling services offered by Title III should be readily available to new entrants.
Silver Bluff Elementary	Not at this time. Continue to renew the Learning Today contract.
Skyway Elementary	Provide more PD for teachers.
South Dade Middle	Continued counseling services to ease the transition to the country/school.

School Name	Comment
South Hialeah Elementary	None. You guys are doing an EXCELLENT job in trying to help all these students and their families as new comers that they are.
South Miami Heights Elementary	N/A
South Miami K-8 Center	The needs of our students are currently being met.
South Pointe Elementary	The ELL population is being adequately served.
Springview Elementary	The Title III grants have addressed all the needs at our school.
Sunset Elementary	None. Our ELL students do very well academically in our International Studies magnet program. Many are also in the Gifted program.
Sunset Park Elementary	I wish we had tutoring the entire school year.
Sweetwater Elementary	None
Sylvania Heights Elementary	No other needs.
Thomas Jefferson Middle	The ELL students are in need of Visions Introductory for ELL 1 student textbooks and supplementary materials.
Toussaint L'Ouverture Elementary	None
Tropical Elementary	The most important service was the Tutoring Academy. Both parents and teachers were disappointed that funding was terminated before the school year was concluded.
Van E. Blanton Elementary	Nothing at this time.
Virginia A. Boone/Highland Oaks Elementary	Unfortunately, this year we were not awarded any grant funding. We use the Waterford program which is an excellent support to our ESOL students.
W. R. Thomas Middle	None
Wesley Matthews Elementary	We find the Title III services met the needs of our students, and we hope that these services are continued next year as well.
William H. Turner Technical High	Improved technology based reading programs (besides Teenbiz), computers or a computer lab for ELLs, alternative tutoring programs due to small ELL enrollment, and funding for supplies and field trips.
Young Men's academy for Academic and Civic Development @ Miami Douglas Macarthur Senior High North	None
Zora Neale Hurston Elementary	I would like to see the tutoring program expanded.

Note: 130 of the 139 schools that responded answered this question and identified their school name.