



AMAO: TITLE III IMPROVEMENT PLAN

August 2011

Section (3122(b) (2) of Title III requires States to apply accountability measures to district that have not met one or more of the AMAO targets for two consecutive years. This plan specifically address the factors that prevented the district from meeting its objectives.

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Title III Improvement Committees

District ABC Team

Superintendent Douglas E. Wright
Lance Hatch, Elementary Supervisor
Ron Nielson, Secondary Supervisor
Kit Mantz, Human Resources Director
Anthony Done, Special Ed./Assessment
Director
Lynnette Johnson, Student Service Director
Clayton Long, Bilingual Director
Bonnie Purcell, Title III Specialist
Marla Atkinson, Elementary Literacy
Specialist

Elementary Principals Meeting for Input:

August 3, 2011

Secondary Principals' Meeting for Input:

July 19th, 2011

Teacher ELL Curriculum/Planning Committee

Yadira Rice, ELL Para-professional
Amanda Bouchard, Kindergarten
Robin Burand, 1st grade
Rebecca Larsen, 2nd grade
Betty Pehrson, 3rd grade
Jenny Atcitty, 4th grade
Linda Smith, 4th grade
Tina Crofts, 6th grade
Marissa Merrett, 7th grade
Matt Baldwin, 7th & 8th grades
Layne Nielson, 8th grade
Cassy Moon, 9th grade
Linda Whitehead, 9th & 10th grades
Ed Reynolds, 11th & 12th grades
Rebecca Cochran, ELL 9-12th grades
Ann Jennings, ELL 9-12th grades
David Pugh, ELL 9-12th grades

BACKGROUND INFORMATION

San Juan School District has worked for many years to address concerns regarding services for Native American students raised in 1974 and again in 1997 in the landmark Sinajini suit. A primary focus of this suit was services for Navajo ELL students. The District, in a spirit of resolving differences and seeking to find best solutions for students, settled the suit resulting in a Federal Consent Decree. The District is still bound by and remains committed to honoring this Decree.

The Consent Decree requires the District to provide services for Navajo students who are found to be Limited English Proficient. In 1997, a committee consisting of District representation as well as Plaintiffs, developed a Language Development Plan and a Curriculum Plan to address needs of Navajo students. Both plans have been substantially implemented.

The District revised the previous Language Development Plan and Curriculum Plan for English Language Learners (LDCP) and is incorporating ELL requirements into the District Consolidated plan (UCA).

San Juan District must attend to legal and historical agreements regardless of changing State guidance regarding Title III. Because the majority of our ELL students are not immigrant, but rather native students, our approach to providing services has differed from immigrant ELL programs.

The framework for these plans include:

- 1) An emphasis on providing Navajo (Heritage Language) instruction as well as cultural education. Navajo Language teachers are required to hold a Bilingual endorsement.
- 2) A model of mainstreaming ELL students into heterogeneous Language Arts classrooms, with an emphasis on requiring teachers to use ESL and SIOP strategies.
 - a) All elementary, Special Education, secondary language arts, and reading teachers are required to hold an ESL endorsement.
 - b) Secondary content teachers are required to have SIOP training.

In an effort to become compliant with State requirements, the District directed schools to provide designated ELL instruction time for all identified students. Schools are grappling with incorporating separate periods of ELL instruction and services within the other requirements and services they provide for struggling students including:

1. Elementary schools have a 3 hour literacy block of time as well as intervention periods for students who do not master concepts. Navajo students are also required to be involved in daily Navajo language instruction.
2. In secondary schools, the plans require students reading below proficiency to take a reading class. We also provide a mandatory intervention period. Navajo language instruction is a mandatory elective.

The District Improvement Plan gives the district an opportunity to develop a more coherent and effective way to deliver ELL instruction and services to our students. This new model will provide for a system of Tiered services for ELL students.

**Present/Future District Initiatives:
Common Core Curriculum and WIDA Standards**

The District is committed to quality implementation of the Common Core Standards and will be especially mindful of the challenges our ELL students will have learning more rigorous curriculum. Although these standards are higher than the previous State Standards, our goal will still be to narrow the gap between proficient and limited speakers. This will require teachers to align the Common Core to WIDA Standards and then to curriculum resources.

Professional Learning Communities (PLCs)

A major district initiative is development of teacher collaborative groups whose purpose is to analyze student achievement data and provide timely, targeted interventions for students who do not master essential standards.

“A PLC is composed of collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. The team is the engine that drives the PLC effort and the fundamental building block of the organization. It is difficult to overstate the importance of collaborative teams in the improvement process. It is equally important, however, to emphasize that collaboration does not lead to improved results unless people are focused on the right issues. Collaboration is a means to an end, not the end itself. In many schools, staff members are willing to collaborate on a variety of topics as long as the focus of the conversation stops at their classroom door. In a PLC, collaboration represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school. Therefore their collaboration centers around certain critical questions:

1. *What knowledge, skills, and disposition must each student acquire as a result of this course, grade level, and/or unit of instruction?*
2. *What evidence will we gather to monitor student learning on a timely basis?*
3. *How will we provide students with additional time and support in a timely, directive, and systematic way when they experience difficulty in their learning?*
4. *How will we enrich the learning of students who are already proficient?*
5. *How can we use our SMART goals and evidence of student learning to inform and improve our practice?”*

All Things PLC: <http://www.allthingsplc.info/about/aboutPLC.php>

The District believes the PLC framework with a three tiered intervention system (RTI) is the best model to provide services for our ELL students. The District Title III Improvement plan will be embedded within this model.

NEEDS ASSESSMENT

1. LEP student performance data

Describe an analysis of data based on LEP students' performance on the UALPA (Utah Academic Language Proficiency Assessment) for the most recent two year period.

The chart below shows our current status. We are improving our screening and identification of students. As this continues to stabilize, we should be able to provide a more complete analysis.

Grade Span	Year	AMAO #1		AMAO #2		AMAO #3	
		% of Students making progress learning English (32.5%-2009) (35%-2010)	District made the AMAO target for making progress learning English	% of Students Attaining English Proficiency (28.2%-2009) (30%-2010)	District made the AMAO target for Attaining English Proficiency	District made AYP for ELL Subgroup in Language Arts	District Made AYP for ELL Subgroup in Math
K-12	2007-08	Appealed	YES	Appealed	YES		
	2008-09	28.5%	NO	26.1%	NO	YES	YES
	2009-10	36.1%	YES	18.8%	NO	YES	NO (grades 10-12 only)
	2010-11	Appealed		Appealed		Appealed	

ELL numbers reported for 2007 are not correct which make the comparison between 2007 results and 2008 results impossible. The data indicates a large increase in the number of ELL students, from 260 in 2007 to 721 in 2008. This error in reporting is due a transition from alternative methods of determining ELL status to adopting the USOE UALPA assessment. Given that the district administered the UALPA for the first time in 2008, student classifications of P – Pre-emergent, E – Emergent, I – Intermediate, A – Advanced, and F – Fluent between the 2 years are comparing two different testing situations, causing the results to be impossible to validate.

In 2008-09 students did not make enough progress learning English or met the AMAO target as measured by the UALPA. Interestingly though, these same students did show AYP as measured by the CRT.

2009-10 students made progress on the UALPA, but did not met the target for proficiency. They made AYP for Language Arts on the CRT, but did not for math in grades 10-12 only.

The charts below show comparisons between Non-ELL and ELL populations for Language Arts and Math; breakdowns by grade levels; and a look at the gap between Non-ELL and ELL students.

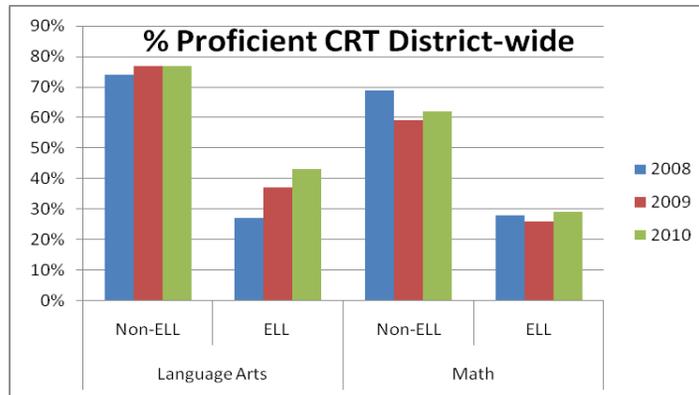
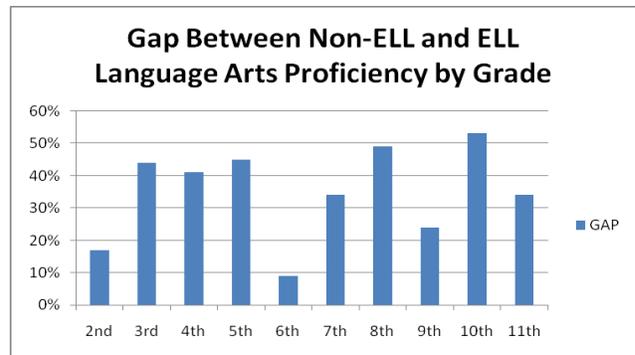
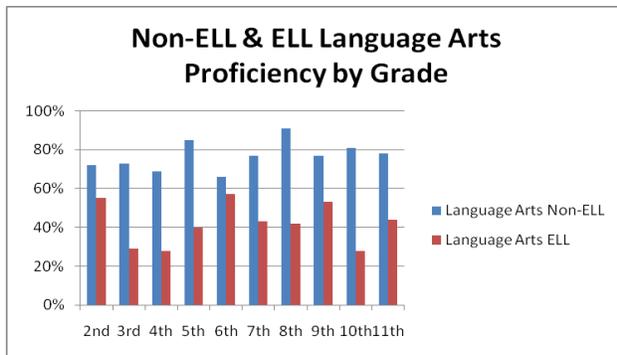
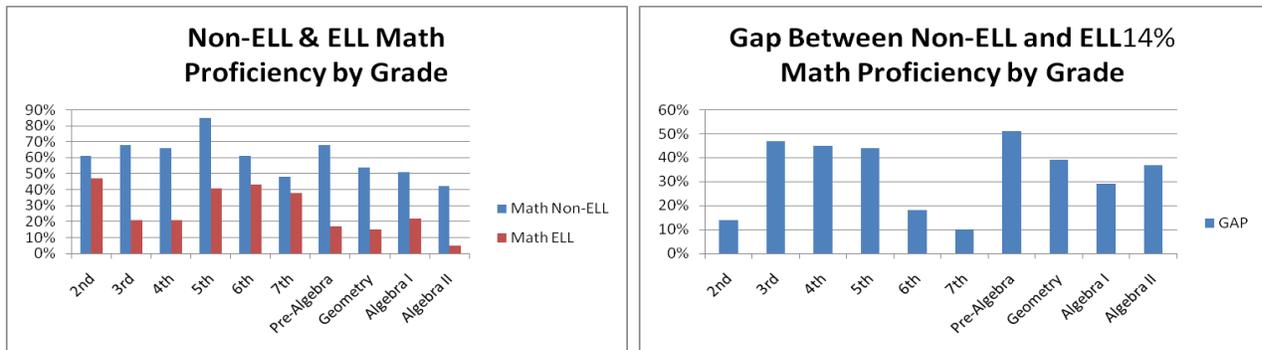


Chart shows the percentage of ELL proficient students in Language Arts consistently improving the past three years an impressive 16 percentile points. We believe this is due to our RTI/PLC tiered intervention services. Math proficiency is somewhat stagnant, but overall is lower than Language Arts. Improving math instruction as well as interventions for struggling students will be a focus for improvement.



Language Arts by grade level shows 2nd, 6th, and 9th grades as most proficient. Upper elementary, 8th and 10th grades are concerns.



With the exception of 7th grade and Pre-Algebra, Math proficiency mirrors Language Arts by grade level. 7th grade math is a lower level math course. On track students would be registered in Pre-Algebra. The smaller gap might be an indication that the Non-ELL students are those who are academically behind and are more similar to the ELL population.

2. Factors that prevented the district from achieving the Annual Measureable Achievement Objectives (AMAO)

Describe factors that contributed to failure to meet one or more of the following AMAO targets:

- **(2008-09) AMAO #1:** Percentage of LEP students making progress in achieving English language proficiency as measured by the administration of the LEP Utah Academic Assessment.
 1. *Lack of a consistent Scientifically Research Based Language Development program.*
 2. *Due to swings in student identification procedures, teachers were not given needed information about LEP students who needed appropriate differentiated instruction.*
 3. *Inadequate monitoring of SIOP implementation.*
 4. *Need for more SIOP training for both new teachers and those who are not implementing strategies consistently.*
- **(2009-10) AMAO #2:** Percentage of LEP students attaining English language proficiency (meeting Utah's criteria for exiting the LEP program);
 1. *We are unclear as to why LEP students are showing growth in CRT measures, but not on the UALPA. We would appreciate some technical assistance as to why this might be a problem.*
 2. *Possibly ELL students are navigating content curriculum better despite obvious language challenges that the UALPA is identifying.*
- **(2009-10) AMAO #3:** LEP student subgroup making Adequate Yearly Progress (AYP) targets in reading and mathematics. APPLICABLE FOR MATHEMATICS ONLY.
 1. *Historically Language Arts has been a bigger challenge for our ELL students as mathematics is considered to be less language based. However, the district has made significant literacy support efforts and mathematics is becoming increasingly more complex and vocabulary specific.*

DESCRIPTION OF PROGRAM

Overview:

The San Juan Improvement Plan’s direction will focus on serving students with a 3 Tiered Intervention model, using best practices and teacher collaborative groups. The plan encompasses a five year period, which will move schools from present practices to fully trained and operational program. The first year will focus with ongoing input from various stakeholders, training of expectations and transition into the tiered model of interventions for ELL students.

Plan Implementation Timeline

Year	Activities	Professional Development	Annual Reviews
2011-12	<p>Communication of expectations to all schools.</p> <p>Development of transition protocols, rubrics and recordkeeping</p> <p>Classroom coaching and support</p>	<p>WIDA-USOE onsite training 50+ teachers/administrators</p> <p>WIDA-training of Title III Specialist to be a trainer</p> <p>SIOP-Secondary Math</p> <p>Common Core Literacy Academy for math</p>	<p>Ongoing process of refinement of plan.</p> <p>Involvement of diverse stakeholders, including Indian Education Committee.</p> <p>Review of achievement results for ELL</p>
2012-13	<p>Evaluation of schools’ readiness for model, using rubrics.</p> <p>Implementation of model for schools trained and ready to succeed.</p> <p>Training for protocols, rubrics and recordkeeping</p> <p>Classroom coaching and support</p> <p>Monthly district review of data and rubrics (ABC Support Team).</p>	<p>WIDA—onsite training 50+ teachers/administrators (using district trainer).</p> <p>SIOP-ongoing for content teachers</p>	<p>Annual review of plan</p> <p>Revisions submitted to USOE.</p>

2013-14	<p>Full implementation of model for all schools.</p> <p>Ongoing monitoring of model using protocols, rubrics, student records and achievement data.</p> <p>Classroom coaching and support</p> <p>Monthly district review of data</p>	<p>WIDA—onsite training 50+ teachers/administrators (using district trainer).</p> <p>SIOP-ongoing for content teacher</p>	<p>Annual review of plan</p> <p>Revisions submitted to USOE.</p>
2014-15	<p>Full implementation of model for all schools.</p> <p>Ongoing monitoring of model using protocols, rubrics, student records and achievement data.</p> <p>Classroom coaching and support</p> <p>Monthly district review of data</p>	<p>WIDA—onsite training 50+ teachers/administrators (using district trainer).</p> <p>SIOP-ongoing for content teacher</p>	<p>Annual review of plan</p> <p>Any revisions submitted to USOE.</p>
2015-16	<p>Full implementation of model for all schools.</p> <p>Ongoing monitoring of model using protocols, rubrics, student records and achievement data.</p> <p>Classroom coaching and support</p> <p>Monthly district review of data</p>	<p>90% + teachers/administrators WIDA trained.</p>	<p>Final review of plan.</p> <p>Data report submitted to USOE</p>

3. Scientifically-based research instructional strategies for English language acquisition

Describe specific strategies that the district will use to improve LEP students' English language acquisition. If the district failed to meet AMAO#1 and/or AMAO #2, review the current LEP program design and determine where improvements can be made, indicating a timeline and person(s) responsible.

Curriculum adoption:

In the spring of 2009-10, the District held ELL curriculum adoption meetings for both elementary and secondary schools. Regular Education & Heritage Language teachers were represented as well as building principals and district administrators. The committees used a matrix to narrow their choices. Sales representatives presented programs to both groups. The following adoptions were made:

Elementary: Rigby, “On Our Way” and Imagine Learning software (provided by USOE).

Secondary: Pearson, “Keystone” and DYNED software. DYNED will be discontinued for 2011-12.

Curriculum was ordered and delivered to schools. Training for Rigby, Pearson and DYNED were held in August and early September. This was complete by September 3, 2010.

Professional Learning Communities/Response to Intervention:

The District has implemented an **ABC model of interventions** for all schools. District administration is monitoring and supporting schools as they develop **Professional Learning Communities** and a system of interventions which includes ELL support. This Title III Improvement plan will center on providing appropriate interventions for each ELD student within the context of the ABC model.
(see attachments: 1,3)

4. Scientifically-based research instructional strategies for reading and mathematics

Describe specific strategies that the district will use to improve LEP students' academic achievement in reading and mathematics. If the district failed to meet AMAO #3, review the current LEP program design and determine where improvements can be made, indicating a timeline and person(s) responsible. Refer to LEP-related goals and strategies in the district's overall improvement plan.

AMAO #3—The Curriculum Director is responsible for mathematics instruction and curriculum. The elementary just completed a program adoption. The Director will be working with both district and building level administration to upgrade secondary mathematics instruction. The Bilingual and Student Services Director will be working with him to look at possible improvements for ELL students.

While the district has held SIOP training in the past, we will provide resources for new teachers or who didn't participate in the past to attend SIOP training. We will especially target secondary mathematics teachers for this training.

PROFESSIONAL DEVELOPMENT

5. Research-based professional development

Describe professional development activities, based on scientifically-based research, of sufficient intensity and duration that will have a positive effect and long-term impact on teachers and administrators in acquiring the knowledge and skills necessary to improve the educational program for LEP students. Refer to district's current overall professional development plan and determine where improvements can be made. Indicate a timeline and person(s) responsible. Describe Professional Development strategies that focus on ELL needs with different learning styles and or with special learning needs, including gifted and talented. The PD trains teachers to use assessment results to inform instructions and coach educators in designing standards-based content instruction.

San Juan School District provides extensive professional development for its teachers. Following are descriptions of required ELL training:

1. All elementary, Special Education, secondary language arts and reading teachers are required to have an ESL endorsement.
2. All heritage language teachers are required to have a bilingual endorsement.
3. All secondary core content teachers are required to have SIOP training.
4. All teachers and administrators will become trained in use of the WIDA standards.
5. Extensive literacy training and coaching support will be provided to all language/reading teachers.
6. All core content teachers will be trained in the PLC process and will participate in a collaborative teacher group that will focus on student learning and providing timely, targeted interventions using common assessments and other data.

PARENT INVOLVEMENT

6. Parent involvement and outreach

Describe parent involvement and outreach activities that will promote greater participation of parents of LEP students in their children's education. Review the current effective parent involvement activities and determine where improvements can be made, indicating a timeline and person(s) responsible. Refer to effective parent involvement goals and strategies in the district's overall improvement plan. Describe strategies used in working with students' families towards maximizing school success. Include addressing diverse student needs by way of creating effective learning communities environments and working with parents to achieve maximum student success in all contents.

Fall 2011—The District will hold a “School Planning Parent Involvement Training”. State level parent experts will present. Parents and administrators will work on developing Title 1 school-wide plans.

Monthly—Each school will have a School Community Council comprised of both teachers and parents, with parents having the majority. This council will advise the school on plans, parent needs and any concerns. SCC's will help plan parent trainings and engagement strategies.

Monthly—Indian Education Committee/JOM committees will guide use of resources designated for American Indian students as well as give voice to any concerns or suggestions parents may have. This committee will be involved with the ongoing review and plan revisions.

Biannually—Student Education Plan/Student Education and Occupation Plans (SEP/SEOP) and Parent Conferences. Each school will hold 2 SEP/SEOP meeting days as well as other “back to school” nights and parent conferences.

7. Parent Notification of the School Improvement (SPI) status.

Provide written notice about the identification of the school for SIP to parents of each student in a format and language that the parents can understand to include what the identification means, how the school compares to other schools in the LEA and SEA, reasons for the identification and what the school and LEA are doing to address the problem of low achievement, and an explanation of the parent's Public School Choice and Supplemental Educational Services options.

Montezuma Creek is the only school in this status. Parent notification letters were mailed out on August 9, 2011

GOALS FOR IMPROVEMENT

Five-Year Goal (2011-12 through 2016)

Goal #1-By 2016, all students (including ELLs) will reach proficiency or better in Reading/Language Arts.

Objective #1-ELL students will improve 7% or more each year making progress learning English as measured by the UALPA .

Objective #2—ELL students will increase 10% or more each year in the category of attaining English Language proficiency as measured by the UALPA.

Objective #3—Schools will make AYP for the sub-category of ELL Language Arts each year.

Application of Common Core State Standards for English Language Learners--

<http://www.corestandards.org/assets/application-for-english-learners.pdf>

To help ELLs meet high academic standards in language arts it is essential that they have access to:

- Teachers and personnel at the school and district levels who are well prepared and qualified to support ELLs while taking advantage of the many strengths and skills they bring to the classroom;
- Literacy-rich school environments where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELLs to participate fully in grade-level coursework;
- Coursework that prepares ELLs for postsecondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are well-designed to enable ELLs to develop communicative strengths in language arts;

Activities to Implement Common Core Standard(s) and Achieve Objectives:

- 1) Ensure teachers are well-prepared and trained to support ELL's: a) ESL endorsements required for all language arts, reading, ELL and Special Education teachers; b) WIDA training; and c) Highly Qualified status
- 2) Title III Specialist will provide ongoing and on-site inservice for Language Arts/Reading/ELL teachers: *"What's Different About Teaching Reading to Students Learning English"* by Dorothy Kaufman, will be used as a resource.
- 3) The book *"Focus"* by Michael Schmoker will be used to help teachers successfully implement the Common Core.
- 4) Align curriculum to Common Core and WIDA standards.
- 5) Tier 1 instruction that ensures ELL students receive foundational skills in English and are able to fully participate in grade-level coursework. Teachers will incorporate ESL strategies in Language Arts/Reading and SIOP in content courses. All students participate in Tier 1 ensuring proficient speakers of English are models for ELL.

<ul style="list-style-type: none">• Ongoing assessment and feedback to guide learning; and• Speakers of English who know the language well enough to provide ELLs with models and support	<p>6) All students receive timely, targeted Tier 2 interventions for any essential standards they have not mastered</p> <p>7) Serve Entering and Beginning level students in additional Tier 3 ELD designated classes. Developing, Expanding and Bridging students will be served in mainstream classes with differentiated instruction when needed.</p> <p>8) Collaborative teacher groups will use data to identify students who need interventions and to design more effective instruction.</p>
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TITLE III ACTION PLAN/TIMELINE—GOAL #1

Strategy: Five-Year Goal (2011-12 through 2016)

Goal #1-By 2016, all students (including ELLs) will reach proficiency or better in Reading/Language Arts.

Objective #1-ELL students will improve 7% or more each year making progress learning English as measured by the UALPA .

Objective #2—ELL students will increase 10% or more each year in the category of attaining English Language proficiency as measured by the UALPA.

Objective #3—Schools will make AYP for the sub-category of ELL Language Arts each year.

Action Plan	Target	Person Responsible	Timeline	Evaluation/Outcome	Support/Finance
All elementary, secondary language arts teachers will receive a copy of the curriculum alignment for their grade/subject and receive on-side coaching for its use.	Elementary teachers; Secondary Language Arts, Reading, ELL teachers	Student Services Director Title III Specialist	2011-12	Alignment documents	No cost
Teachers will identify and explicitly teach grade-level and content vocabulary using ELD methodology.	Elementary teachers; Secondary Language Arts, Reading, ELL teachers	Elementary/Secondary Curriculum Directors Title III Specialist Student Services Director	On-going	Curriculum resources Common assessments	No cost
Common Core Academy-USOE	Elementary teachers; Secondary Language Arts, Reading, ELL	Curriculum Directors	Summer 2011	Attendance rolls	Title III

	teachers				
District provided training: ELD strategy training; <i>“What’s Different about Teaching Reading to Students Learning English”?</i> Onsite coaching support	Elementary teachers; Secondary Language Arts, Reading, ELL teachers	Title III Specialist	Fall 2011 Ongoing	Teacher Certification of Training docs. Mastery of essential standards Increased student achievement	Title III

Five-Year Goal (2011-12 through 2016)

Goal #1-By 2016, all students (including ELLs) will reach proficiency or better in Mathematics. For the each school year, the district will meet the Annual Measureable Outcomes in Mathematics by increasing the number of students reaching proficiency by 7% in grades 3-8 and 10% in grades 10-12.

Objective #1-Schools will make AYP for the sub-category of ELL mathematics each year.

Application of Common Core State Standards for English Language Learners--

<http://www.corestandards.org/assets/application-for-english-learners.pdf>

Mathematics

ELLs are capable of participating in mathematical discussions as they learn English. Mathematics instruction for ELL students should draw on multiple resources and modes available in classrooms—such as objects, drawings, inscriptions, and gestures—as well as home languages and mathematical experiences outside of school. Mathematics instruction for ELLs should address mathematical discourse and academic language. This instruction involves much more than vocabulary lessons. Language is a resource for learning mathematics; it is not only a tool for communicating, but also a tool for thinking and reasoning mathematically. All languages and language varieties (e.g., different dialects, home or everyday ways of talking, vernacular, slang) provide resources for mathematical thinking, reasoning, and communicating.

Regular and active participation in the classroom—not only reading and listening but also discussing, explaining, writing, representing, and presenting—is critical to the success of ELLs in mathematics. Research has shown that ELLs can produce explanations, presentations, etc. and participate in classroom discussions *as they are learning English*.

ELLs, like English-speaking students, require regular access to teaching practices that are most effective for improving student achievement. Mathematical tasks should be kept at high cognitive demand; teachers and students should attend explicitly to

Activities to Implement Common Core Standard(s) and Achieve Objective:

- 1) All elementary mathematics teachers will have ESL certification (which includes SIOP coursework). Secondary mathematics teachers will have SIOP training.
- 2) Mathematics teachers will participate in the Common Core Literacy Academy sponsored by the USOE.
- 3) The book *Focus* by Michael Schmoker will be used to help teachers successfully implement the Common Core.
- 4) All students will receive quality Tier 1 Mathematics instruction using SIOP strategies. Tier 1 instruction will include ample opportunities for students to discuss and present mathematical problems/solutions.
- 5) All students receive timely, targeted Tier 2 interventions for any essential mathematics standards they have not mastered.
- 6) Collaborative teacher groups will use data to identify students who need interventions and to design more effective instruction.

concepts; and students should wrestle with important mathematics.

Overall, research suggests that:

Language switching can be swift, highly automatic, and facilitate rather than inhibit solving word problems in the second language, as long as the student's language proficiency is sufficient for understanding the text of the word problem;

- Instruction should ensure that students understand the text of word problems before they attempt to solve them;
- Instruction should include a focus on “mathematical discourse” and “academic language” because these are important for ELLs. Although it is critical that students who are learning English have opportunities to communicate mathematically, this is not primarily a matter of learning vocabulary. Students learn to participate in mathematical reasoning, not by learning vocabulary, but by making conjectures, presenting explanations, and/or constructing arguments; and
- While vocabulary instruction is important, it is not sufficient for supporting mathematical communication. Furthermore, vocabulary drill and practice are not the most effective instructional practices for learning vocabulary. Research has demonstrated that vocabulary learning occurs most successfully through instructional environments that are language-rich, actively involve students in using language, require that students both understand spoken or written words and also express that understanding orally and in writing, and require students to use words in multiple ways over extended periods of time. To develop written and oral communication skills, students need to participate in negotiating meaning for mathematical situations and in mathematical practices that require output from students.

TITLE III ACTION PLAN/TIMELINE—GOAL #2

Five-Year Goal (2011-12 through 2016)

Goal #2-By 2016, all students (including ELLs) will reach proficiency or better in Mathematics. For the each school year, the district will meet the Annual Measureable Outcomes in Mathematics by increasing the number of students reaching proficiency by 7% in grades 3-8 and 10% in grades 10-12.

Objective #1-Schools will make AYP for the sub-category of ELL mathematics each year.

Action Plan	Target	Person Responsible	Timeline	Evaluation	Support/Finance
Common Core Literacy Academy - USOE	Mathematics teachers	Curriculum Directors	Summer 2012+	Certification of attendance Increased student achievement	District Title 1
Mathematics Improvement Plan- District will develop strategies for improvement of program for all students	Mathematics teachers	Curriculum Directors	2011-12	ABC Team planning documents	No cost
Teachers will read & discuss the book, "Focus" by Michael Schmoker	Mathematics teachers	District ABC team	2012-13	Discussion guides	Title III
SIOP Training	Secondary Mathematics teachers	Student Services Director	Fall 2011	Training Certification docs.	USOE Title III

Five-Year Goal (2011-12 through 2016)

Goal #3-By 2016, San Juan School District will eliminate the achievement gap on the Language Arts and Mathematics CRT's between the ELL subgroup and all students .

Objective #1-Each year the discrepancy between the ELL sub-group and all students will decrease by 10%.

Common Core Standards:

The standards are informed by the highest, most effective models from states across the country and countries around the world, and provide teachers and parents with a common understanding of what students are expected to learn. Consistent standards will provide appropriate benchmarks for all students, regardless of where they live. These standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs. The standards:

- Are aligned with college and work expectations;
- Are clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society; and
- Are evidence-based.

WIDA Standards:

2.4 The Language Domains

Each of the five English language proficiency standards encompasses four language domains that define how ELLs process and use language:

- **Listening-** process, understand, interpret, and evaluate spoken language in a variety of situations
- **Speaking-** engage in oral communication in a variety of situations for a variety of purposes and audiences

Activities to Implement Common Core and WIDA Standard(s) and Achieve Objective: 1)

Administrative and teacher planning/input will continue throughout the improvement process. (While the improvement plan provides a framework for improvement, the plan will continue to evolve with both administrative and teacher involvement).

- 2) District-wide Instructional Norms will be expected in all classrooms. The District ABC team and building principals will monitor Tier 1 classrooms to ensure quality every classroom implements these expectations.
- 3) Teacher input & Curriculum alignment. Teacher committees will develop a "Crosswalk" that will align: Common Core, WIDA and Curriculum Resources. They will develop an intervention protocol for ELL students.
- 4) Development of ELD program model—district will work with administrators and teachers to evolve the ELD service model using the framework of the Title III Improvement Plan.
- 5) Development of a checklist/rubric that will gauge the capacity of schools to serve students with the new model.
- 6) Annual review of curriculum alignment and plan will allow the district to make needed adjustments.
- 7) All schools will implement the Professional Learning Community model in order to effectively deliver interventions for students who do not master essential standards.
- 8) All teachers will read and discuss, "*Learning by Doing*" to ensure all have foundation knowledge of the PLC process.
- 9) PLC groups will implement ELL Intervention Protocol/Tracking system to ensure ELL students

<ul style="list-style-type: none">• Reading- process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency• Writing- engage	<p>receive appropriate intervention support.</p> <ul style="list-style-type: none">10) All grade-level and content area teachers will identify and explicitly teach grade-level and content vocabulary using ELD methodology.11) Teachers will know the language designation of each of their ELD student and provide appropriate instruction/interventions for each student.
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TITLE III ACTION PLAN/TIMELINE—GOAL #3

Five-Year Goal (2011-12 through 2016)

Goal #3-By 2016, San Juan School District will eliminate with achievement gap on the Language Arts and Mathematics CRT's between the ELL subgroup and all students.

Objective #1-Each year the discrepancy between the ELL sub-group and all students will decrease by 10%.

Action Plan	Target	Person Responsible	Timeline	Evaluation/Outcome	Support/Finance
District assigns a .5 FTE Title III Specialist to support teachers and schools in providing quality ELL instruction.	Teacher support	Superintendent Student Services Director	Fall 2011	Specialist's schedule	Title III
Administrative planning/input for Title III Improvement plan	District & building level principals	Student Services Director	Summer 2011		
Teacher input & Curriculum alignment meeting	Secondary Language Arts and elementary teachers	Student Services Director ELL Specialist	Summer 2011	Alignment Documents	Title III
Further development of model	Services for ELL students	District ABC team Student Services Director	2011-12	Title III Improvement Plan and supporting documents	No cost
Development of Transition Checklist Rubric	Principals	District ABC team Student Services Director	Fall 2011-12	Transition checklist	No cost
Annual review of curriculum alignment and plan.		Student Services Director ELL Specialist	yearly		No cost
All schools will implement the Professional Learning Community model. Teacher collaborative groups will:	All grade level and content	District ABC Support Team	2011-12 ongoing	ABC rubrics	District Title 1

1) Identify essential standards 2) Develop common assessments 3) Provide timely, targeted interventions 4) Provide extensions for students who master	teachers	Principals			
PLC groups will implement ELL Intervention Protocol/Tracking system that will operate within the PLC model (see attachment #6)	PLC teams	District ABC Support Team Principals	2011-12 ongoing	Tracking system records	No cost
District ABC team will monitor Tier 1 classrooms to ensure: 1. Understood learning objective 2. 90%+ student engagement 3. Monitoring of understanding 4. Supportive learning environment 5. Explicit instruction	All Classroom teachers	District ABC Team Principals	2011-12 -ongoing	Grand Slam Google Doc Spreadsheet	No cost
All grade-level and content area teachers will identify and explicitly teach grade-level and content vocabulary using ELD methodology.	All grade-level and content teachers	Elementary/Secondary Curriculum Directors ELL Specialist Student Services Director	2011-12 ongoing	Curriculum materials	District
Teachers will know the language designation of each ELD student and provide appropriate instruction/interventions for each student.	All elementary and core teachers	District ABC Support Team Principals	2011-12 ongoing	PLC interventions documentation	No cost

Five-Year Goal (2011-12 through 2016)

Goal #4-By 2016, Teachers in San Juan School District will be trained to use the WIDA English Language Proficiency Standards in their classrooms .

Objective #1-By 2014, 90% of classroom teachers in elementary schools, the middle school as well as math, science, and language arts teachers in the secondary schools will be trained on how to use the WIDA English Language Proficiency Standards for lesson planning and instruction for the ELL students in their classrooms.

Utah Professional Teacher Standards:

2—Planning curriculum and designing instruction to enhance student learning.

2a) Demonstrate knowledge of content

2b) Demonstrate knowledge of age-appropriate pedagogy.

2c) Design and articulate instruction aligned with

2d) Select instructional goals based on student achievement data and knowledge of students.

2e) Connect curricula to student development and cultural background.

2f) Use appropriate resources to facilitate individual student learning.

2g) Integrate curricula across multiple content areas.

3—Engaging and supporting all students in learning.

3c) Accommodate individual students’ cultural, physical, emotional, social, and intellectual growth.

3e) Differentiate instruction to meet individual student learning needs.

3f) Incorporate understanding of the diversity of the school community into student learning.

Activities to Implement Standard(s) and Achieve Objective:

1) WIDA scholarship program, application process for teachers to attend WIDA training outside the district.

2) WIDA onsite training for 50+ teachers/administrators presented by USOE. 2011-12

3) District specialist(s) to become WIDA trainers. 2011-12

4) District WIDA training provided by District WIDA trainers . 2012-13 on-going.

TITLE III ACTION PLAN/TIMELINE—GOAL #4

Five-Year Goal (2011-12 through 2016)

Goal #4-By 2016, Teachers in San Juan School District will be trained to use the WIDA English Language Proficiency Standards in their classrooms .

Objective #1-By 2014, 90% of classroom teachers in elementary schools, the middle school as well as math, science, and language arts teachers in the secondary schools will be trained on how to use the WIDA English Language Proficiency Standards for lesson planning and instruction for the ELL students in their classrooms.

Action Plan	Target	Person Responsible	Timeline	Evaluation/Outcome	Support/Finance
WIDA Training-on site -	50+ teachers/administrators (core & elementary preference)	Student Services Director Bilingual Director Title III Specialist	mid-year 2011-12	Rolls of attendance	USOE
WIDA Training-District specialist(s) certified to be a WIDA trainer	Title III Specialist Bilingual Director Other?	Student Services Director	2011-12	Certification	Title III
WIDA Training Scholarship program-application process for teachers to attend USOE WIDA training	All teachers All administrators	Student Services Director	On-going	Attendance/scholarship forms	Title III
WIDA district training	Teachers & administrators who have not attended USOE trainings	Title III Specialist Bilingual Specialist	2012-13 and following years	Inservice records	Title III

Improvement Assurances

		YES	NO
Planning	The team is comprised of a diverse representation of members, such as principals, teachers, students, community members etc.	Yes	No
	<i>Comments:</i> The framework for this plan was developed by district administration with building administrators and a teacher committee input. The first year of the plan includes expanding the development including parents.	In progress	
Goals & Objectives	Goals address how the district will improve students' reading, writing, speaking, listening and comprehension achievement in the English language and will improve students' achievement in meeting challenging state content standards.	Yes	
	Is the plan focused on improving students learning?	Yes	
	Does the school have a mechanism for evaluation and continuous improvement?	Yes	
	<i>Comments:</i> PLC teams will weekly look at student data to determine appropriate instruction.	Yes	
Professional Development	Professional development is specifically designed to improve the instruction and assessment of LEP students.	Yes	
	Professional development is integrated into and consistent with ongoing professional development.	Yes	
	Programs and activities are of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom (excluding activities such as one-day or short-term workshops unless the activity is a component of an established comprehensive professional development program for	Yes	

Parent Involve-ment	individual teachers).		
	<i>Comments: ELL services will be a 3-Tiered program approach and will be integrated with PLC professional development.</i>		
	Programs and activities ensure that parents will be active participants in assisting their children to achieve at high levels in core academic subjects, and meet the same challenging State academic content standards.	Yes	
	<i>Comments: SJSJ has numerous activities and committees for parents to be involved in assisting their children succeed at high levels. The District commits to involving the Indian Education Committee and other parents in the review and on-going development of the Title III improvement plan.</i>		
Budget	The Budget accurately reflects the goals and activities outlined throughout the application.	Yes	
	Any technology, equipment or “other” funding is listed in detail and adequately justified.	Yes	
	<i>Comments: No technology or equipment is budgeted.</i>	Yes	

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