

**Mark West Union Elementary School District  
Title III - English Learner LEA Improvement Plan 2016-2017**

Educational activities to improve English proficiency and academic achievement of English Learner students	Timeline	Persons responsible	Funding Sources and Estimates
<p><b><u>Goal 2A: AMAO 1 - Annual Progress Learning English</u></b>            The district did not meet the AMAO 1 target of increasing the percentage of English learners that will attain English language proficiency. The 2014-2015 state target was 60.5% and MWUSD attained 54.1%</p> <p><b><u>Strategy 1: ELD Program Monitoring</u></b>            Staff will be trained on how to use the district’s Formative English Learner Assessment (FELA) tool in order to focus on English acquisition areas needing more targeted instruction/interventions.</p> <p><b>Action 1:</b>            EL Student Monitoring System - EL Coordinator and site principals will meet to review the elements of the FELA tool to gain consistent understanding of tool and how to use it to target ELD areas needing instruction.</p> <p><b>Action 2:</b>            Targeting ELD areas for instruction - Site principals will review FELA tool with teachers during Co-op/data analysis meeting, and help them use tool to target specific ELD areas needing instruction in order for EL students to make progress learning English.</p> <p><b><u>Strategy 2: Use of effective instructional strategies for targeted ELD instruction</u></b>            Staff will be trained in evidence-based, effective instructional strategies for EL students.</p> <p><b>Action 1:</b>            Professional development for staff/teachers - Local county and state educational resources (workshops, trainings, conferences, consultants) will be leveraged for professional development in which staff learn/refine evidence-based instructional strategies for targeting ELD instruction so that EL students will make progress learning English.</p> <p><b>Action 2:</b>            Monitor use of instructional strategies - Site principals will review with</p>	<p>8/17/16 to 6/1/18</p>	<p>EL Coordinator School Principals Teachers</p>	<p>Title III  \$2000</p>

<p>teachers at Co-op/data analysis meetings the progress of EL students learning English and the effective instructional strategies that were used to this end. Discussions will include how to improve use of said instructional strategies.</p>			
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<p><b><u>Goal 2B: AMAO 2 – English Proficiency</u></b>  The district met both AMAO targets and will continue to do so by increasing the percentage of English learners that will attain English proficiency annually.  By June 2018, the percentage of English Learners in language instruction educational programs fewer than 5 years will increase to at least 30% in order to move toward state defined growth expectations as measured by CELDT/ELPAC.  By June 2018, the percentage of English Learners in language instruction educational programs 5 or more years will increase to at least 63% in order to move toward state defined growth expectations as measured by CELDT/ELPAC.</p>	<p>8/17/16 to 6/1/18</p>	<p>EL Coordinator School Principals Teachers</p>	
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<p><b><u>Goal 2C: AMAO 3 – AYP for EL Subgroup</u></b>  Please note that the U.S. Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient. As a result, schools and LEAs are not responsible for meeting the percent proficient target. However, in anticipation of impending new state accountability system, MWUSD will continue with the following:</p> <p><b><u>Strategy 1: EL Student Achievement Monitoring System</u></b>  Staff will review and select a student achievement monitoring tool to review student achievement data, disaggregate data to help with program placements, monitor progress, and determine interventions.</p> <p><b>Action 1:</b>  Review and select monitoring tool - Administrators will collect sample</p>	<p>8/17/16 to 6/1/18</p>	<p>EL Coordinator School Principals Teachers</p>	<p>Title I Title III  \$8,000</p>

<p>tools, review, and select one for use.</p> <p><b>Action 2:</b> Monitoring tool implemented - Staff will use the selected monitoring tool 2-3 times per year.</p> <p><b>Action 3:</b> Utilize data – utilize data to determine intervention grouping.</p> <p><b>Action 4:</b> Intervention for EL students – Provide before or after school intervention program with a focus on long-term EL students.</p> <p><b><u>Strategy 2: Effective instructional Strategies</u></b> Teachers will use research-based effective instructional strategies to provide EL students greater access to the ELA and math curriculum.</p> <p><b>Action 1:</b> Professional development for staff/teachers - Local county and state educational resources (workshops, trainings, conferences, specialists) will be leveraged for professional development in which staff learn/refine evidence-based effective instructional strategies for EL students.</p> <p><b>Action 2:</b> Monitor use of instructional strategies - Site principals will review with teachers at Co-op/data analysis meetings the academic progress of EL students and staff use of specific instructional strategies. Discussions will include how to improve use of said instructional strategies.</p>			
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<p><b><u>Goal 2D: High Quality Professional Development</u></b> By June 2018, the percentage of teachers of English learners implementing the ELD standards in tandem with the California Common Core State Standards will increase from 10% to 75% as measured by qualitative tools (administrator observation, documented co-op meeting discussions)</p> <p><b><u>Strategy 1: Teacher Coaching/Training</u></b> District teachers will work with consultant in ELD lesson development, student engagement strategies, and vocabulary strategies targeted at EL students.</p>	<p>8/17/16 to 6/1/18</p>	<p>EL Coordinator School Principals Teachers Para-educators</p>	<p>Title I Title II Title III  \$4308</p>

<p><b><u>Strategy 2: SCOE EL Workshops/EL Collaborative</u></b>  District administrators, teachers, and EL para-educators will attend workshops and collaborative meetings at Sonoma COE geared toward increasing understanding of and implementation of ELD standards in tandem with CCSS instruction.</p> <p><b><u>Strategy 3: EL Administrator Conference</u></b>  Teacher leaders and administrators will attend the annual EL Administrator’s conference at Sonoma COE which provides/reinforces foundation of understanding of ELD framework and instructional delivery approaches for EL students.</p> <p><b><u>Strategy 4: Para Educator Conference</u></b>  EL para-educators will attend the annual para-educator conference at Sonoma County Office of Education in order to reinforce understanding of ELD instruction, ELD standards, and their supportive role to teachers providing ELD instruction to students.</p>			
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<p><b><u>Goal 2E: Parent and Community Participation</u></b>  The district will promote the involvement of parents and community members in the education of English Learners. By June 2018, the district will improve and increase parent outreach strategies so that at least 70% of parents are active participants in the education of their children,</p> <p><b><u>Strategy 1: DELAC Training</u></b>  DELAC will receive training annually on the purpose of DELAC and numerous other topics, such as the importance of being informed and involved parents, the process from English Learner to Redesignated Fully English Proficient Student, the importance of school attendance.</p> <p><b><u>Strategy 2: Other Parent Meetings/Trainings</u></b>  Parent meetings on specific, varied education topics will be offered a minimum of 3 times per year. Guest speakers may present on a variety of topics, such as homework help, health &amp; nutrition, bullying/school safety,</p>	<p>8/17/16 to 6/1/18</p>	<p>EL Coordinator School Principals</p>	<p>Title I Title III  \$2500</p>

and more. Parents at the meetings will help generate topic ideas for future meetings.			
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<p><b><u>Goal 2F: Parental Notification</u></b>  The district will provide required communications to parents in a timely manner. By June 2018, the district will provide 100% of parents of ELs with the following information regarding their children, as appropriate and in Spanish if necessary: identification as EL, program placement options, program placement notifications, English language proficiency level as determined by CELDT/ELPAC results (and any local English proficiency tools used), academic achievement level, redesignation information, parent notification letter for Title III accountability.</p> <p><b><u>Strategy: Notifications Translated</u></b>  All parent notifications will be translated into Spanish.</p>	8/17/16 to 6/1/18	EL Coordinator School Principals EL Para-educators	Title III  \$500
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<p><b><u>Goal 2G: Services for Immigrant Students</u></b>  Not applicable. The district will no longer receive Title III Immigrant funding.</p>	-----	-----	-----