Mandatory
FORM # OFP-135
EDAC APPROVED
Approved 6/24/2013 for 2013-2014

Section V: Supporting Addenda Forms

Required for Title III Grantees Identified for Improvement (AMAOs)

Grantees identified for improvement under Title III must use this format to ensure that all improvement planning requirements are met. As a part of this process, some grantees may meet some of the requirements in earlier sections of the UIP and may just reference the UIP page numbers in this form.

Description of Title III Improvement Plan Requirements	Recommended Location in UIP	Description of Requirement or Crosswalk of Description in UIP Data Narrative or Action Plan (include page numbers)
Analysis of data. Specifically identify the factors that prevented the LEA from meeting the AMAO targets. Also, identify the strengths and weaknesses of the current plan, specifically Major Improvement Strategies and/or Action Steps to meet the linguistic (AMAO 1 and 2) and academic (AMAO 3) needs of English Language Learners.	Section III (Data Narrative, including progress monitoring of previous year's targets)	D49 ELLs did not meet the target of AMAO #1 - Progress in Attaining English (ACCESS for ELLs), but did attain targets AMAO #2 (English Attainment ACCESS/ELL Proficiency) and AMAO #3 (Academic Growth (TCAP) and Graduation Rate for ELLs). The ELD/District Data team feels that we did not adequately prepare for the new Language Assessment – ACCESS and the level of rigor, which it requires. Thus, we did not attain AMAO #1, specifically at the Elementary level. However, D49 ELLs at the High School level did meet the requirements of AMAO #1 with a Median Growth Percentile of 73. Teachers were provided SIOP as well as engagement training at the secondary level. We feel the need for more direct ELD strategies is very evident at all levels.
Scientifically Based Research Strategies. Describe scientifically based research strategies to improve academic achievement and English Language Development (ELD) for English Language Learners.	Section IV (Action Plan)	The D49 ELD team has implemented DATA-DRIVEN Dialogues with WIDA ACCESS, WIDA MODEL as well as other ELL Normed Assessment. Discussions have begun with the expectation/guidance to discuss the linguistic needs of ELLs. Additional targeted professional development will be addressed in the current year to include professional development around WIDA Standards (Colorado English Language Proficiency). D49 teachers and administrators will be trained on use of Model Performance Indicators (MPIs).
Evidence of **coordination with other ESEA programs** as appropriate.	Section IV (Resource Column of Action Plan)	ELLs is D49 are provided with supplemented resources to meet the needs linguistically and academically. Coordination with TITLE I/TITLE II resources are strategically manage to leverage funds.