



**Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement Act Annual Measurable Achievement Objectives (AMAOs) Improvement Plan**

District Name		
County and District Code		
Superintendent Name		
District Contact		
Indicate AMAO Improvement Status	<input type="checkbox"/> 2 year	<input type="checkbox"/> 4 year

**AMAOs**  
Annual Measurable Achievement Objectives

The subgrantee	Classification	Action
Has met all three AMAOs.	Achieve Benchmark	No action is required.
Did not meet AMAOs for two consecutive years.	Title III Year Two Improvement	The subgrantee must implement a Year Two Improvement Plan.
Did not meet AMAOs for four consecutive years.	Title III Year Four Improvement	With assistance from the OSDE, (A) the subgrantee is required to modify its curriculum, program and method of instruction, or (B) (i) the OSDE will make a determination on the continuation of funding for the subgrantee, and (B) (ii) the OSDE will require the subgrantee to replace educational personnel relevant to the subgrantee's failure to make AMAOs.

\*Section 3122(b) of Title III, Part A

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## **Part I-A. Guidelines for Evaluating a Title III Program and Development of an Improvement Plan**

### **Title III Accountability Requirements Year Two**

The Year Two LEA must *develop* a plan which specifically addresses the factors that prevented achievement of the annual measurable achievement objectives. The district must consult with parents, school staff, and other stakeholders.

The plan must include the following:

- Address the fundamental teaching and learning needs of English language learners.
- Incorporate scientifically-based strategies and methodologies to improve instruction provided to English language learners.
- Professional development required to support the strategies and activities that will allow the districts to meet objectives.
- Activities, outcomes, and timelines.

### **Title III Accountability Requirements Year Four**

The Year Four LEA must *develop* a plan which specifically addresses the factors that prevented achievement of the annual measurable achievement objectives. In developing this plan, the district must consult with parents, school staff, and other stakeholders.

The plan must include the following:

- The modifications to the LEAs curriculum, program and method of instruction.
- Address the fundamental teaching and learning needs of English language learners.
- Incorporate scientifically-based strategies and methodologies to improve instruction provided to English language learners.
- Professional development required to support the strategies and activities that will allow the districts to meet objectives.
- Activities, outcomes and timelines.

## Part I-B. Steps to Develop Title III, Part A Improvement Plan: Year Two and Year Four

1. Convene a work team to include district and school administrators, teachers, paraprofessionals, parents, and community members.
2. Analyze data using the AMAO district data from the previous school year to determine factors that prevented achievement of the Annual Measurable Achievement Objectives (AMAOs).
  - Part 1: Annual Measurable Achievement Objectives (AMAOs)
  - Part 2: English language proficiency by language domains
  - Part 3: Academic performance on statewide assessment
  - Part 4: English Language Learner (ELL) Primary Language Spoken and English Language Development Program Model
3. Complete the “*AMAO Data Analysis Summary Worksheet*” to identify areas of concern.
4. Complete “*AMAO Needs Assessment Workbook*” to evaluate the district’s current program/s to include:
  - a. Program Characteristics
  - b. Instruction
  - c. Specialized and Supplemental Curriculum
  - d. Staff Quality
  - e. Professional Development to Meet the Needs of ELL Students.
  - f. Parent and Community Involvement
  - g. Student Assessments
  - h. Program Evaluation
5. Upon completion of *AMAO Needs Assessment Workbook*, develop your Year Two or Four Improvement Plan.
6. Submit Year Title III, Part A Year Two or Four Improvement Plan to Office of Bilingual and Migrant Education for approval.

## Part I-C. Sample Plan

**Data Analysis Summary Worksheet** (Use the results of this worksheet to identify and describe the factors that prevented your school district from meeting AMAOs.)

**Check the AMAO(s) that the district did not meet:**

- AMAO 1:** Annual increases in the number or percentage of children making progress in learning English.
- AMAO 2:** Annual increases in the number or percentage of children attaining English proficiency.
- AMAO 3:** The number or percentage of students meeting Annual Measurable Objectives.

**Data Analysis Summary Worksheet:**

**Schools & grades not meeting targets:**

**Language Domains needing improvement:**

**Academic performance needing improvement:**

**ACCESS for ELLs categories needing academic improvement:**

**Primary language groups potential targets for bilingual program models:**

# SAMPLE PLAN

## Setting Goals and Objectives Summary (Use the results of the *Data Analysis Worksheet*.)

### Section 1: Program Characteristics

<i>Example Goal A: The program has strong, effective, and knowledgeable leadership.</i>			
<i>Example Goal B: The district uses a well-defined and inclusive process to select and refine a model design.</i>			
<i>Example Goal C: The district needs to hire additional personnel for every site in the district.</i>			
<i>Example Goal D: The district's adopted Dual Language Program Model supports the goals of first and second language proficiency, and cross-cultural understanding.</i>			
<b>Summary of Analysis</b>			
<ul style="list-style-type: none"> <li>• <i>The district has a policy for educating ELLs, but it is in need of revision.</i></li> <li>• <i>The district does not have a process to inform staff about the program implemented in their school.</i></li> <li>• <i>Schools do not fully understand sheltered instruction or how ELL students were being served in their building.</i></li> <li>• <i>Sheltered Instruction was a decision made at the central district office level and did not include building staff.</i></li> </ul>			
Objective	Actions Step	Person(s) Responsible	Timelines

**Part II-A. Your District's Improvement Plan**  
**Team Members Names and Titles**

Name	Title

*Note: Parent participation is required in the development of the plan.*

**Superintendent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Part II-B. District Improvement Plan

### Process One: Data Analysis Summary Worksheet

Directions: Use the results of the *Data Analysis Worksheet* to identify and describe the factors that prevented your school district from meeting AMAOs.

***Check the AMAO(s) that the district did not meet:***

- AMAO 1:** Annual increases in the number or percentage of children making progress in learning English.
- AMAO 2:** Annual increases in the number or percentage of children attaining English proficiency.
- AMAO 3:** The number or percentage of students meeting Annual Measurable Objectives.

**Data Analysis Summary:**

***Schools & grades not meeting targets:***

***Language Domains needing improvement:***

***Academic performance needing improvement:***

***Primary language groups potential targets for bilingual program models:***

## Part II-B. AMAO Needs Assessment Workbook

### Process Two: Setting Goals and Objectives

Section I. Program Characteristics:			
<b>Directions:</b> Use the LIPDP, AMAO results according to years of status, identify the goals and objectives of your Year Two or Year Four Title III Improvement Plan.			
<i>Example Goal A. The program has strong, effective, and knowledgeable leadership.</i>			
<i>Example Goal B. The district uses a well-defined and inclusive process to select and refine a model design.</i>			
<i>Example Goal C. This goal is dependent on which program model is reviewed.</i>			
<i>Example Goal D. This goal is dependent on which program model is reviewed.</i>			
<b>Summary of Analysis</b> (These can include strengths as well as changes to be made.)			
Objective	Actions Step	Person(s) Responsible	Timelines

## Section II. Instruction

*Example Goal A. Instructional methods are derived from research-based principles in response to intervention or differentiated instruction on WIDA English Language Development Plan.*

*Example Goal B. Sheltered Instruction*

*Summary of Analysis (These can include strengths as well as changes to be made.)*

Objective	Actions Step	Person(s) Responsible	Timelines

## Section III. Specialized and Supplemental Curriculum

*Example Goal A. Curricula utilized is research-based, incorporates language instruction and are linked with Oklahoma C3Standards and the WIDA English Language Development (ELD) Standards.*

**Summary of Analysis** (These can include strengths as well as changes to be made.)

Objective	Actions Step	Person(s) Responsible	Timelines

## Section IV. Staff Quality

*Example Goal A. Recruitment and qualification of bilingual and English Language Development staff.*

*Summary of Analysis (These can include strengths as well as changes to be made.)*

Objective	Actions Step	Person(s) Responsible	Timelines

## Section V. Professional Development to Meet the Needs of ELL Students

*Example GOAL A. The program has a quality professional development plan that builds the capacity of program and general education staff.*

*Example Goal B. Professional Development for Program Teachers*

*Example Goal C. Professional Development for Program Paraprofessionals*

*Example Goal D. Professional development for General Education Teachers, Staff and Administrators*

*Summary of Analysis (These can include strengths as well as changes to be made.)*

Objective	Actions Step	Person(s) Responsible	Timelines

## Section VI. Parent and Community Involvement

*Example Goal A. The program communicates with appropriate stakeholders in the evaluation and development of program models.*

*Example Goal B. The program has parent education and support services that are reflective of the bilingual and multicultural goals of the program.*

*Summary of Analysis (These can include strengths as well as changes to be made.)*

Objective	Actions Step	Person(s) Responsible	Timelines

## Section VII. Student Assessment

*Example Goal A. The district has a plan for continuous student assessment and when and how assessment data will be summarized and analyzed.*

*Summary of Analysis (These can include strengths as well as changes to be made.)*

Objective	Actions Step	Person(s) Responsible	Timelines

## Section VIII. Program Evaluation

*Example Goal A. The district has a plan for continuous improvement and evaluation of its instructional program for ELLs.*

*Summary of Analysis (These can include strengths as well as changes to be made.)*

Objective	Actions Step	Person(s) Responsible	Timelines