

## 2018–19 Title III ESSA Transition Plan

All English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: 26 73692 0000000 LEA Name: Mammoth Unified School District Fiscal Year: 2018-19

### Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.		
<b>How the LEA will:</b>		Persons Involved/Timeline (Optional)
<b>Required Content</b>	<p>Provide effective professional development</p> <p>To improve the instruction of English learners, which may include English learners with a disability, MUSD will contract with CAFE Professional Development Services, Kris Nichols. She will provide supplemental professional development in the areas of English Learner education, which will include research- and evidence-based instructional strategies, to increase students’ academic achievement and language acquisition.</p> <p>Teachers and administrators will receive supplemental professional development on Fundamentals of Sheltered Instruction featuring the SIOP (Sheltered Instruction Observation Protocol) Model via a self-paced online course from CAL and supplemental professional development of The Guided language Acquisition Design (GLAD) model, which enhances teachers’ design and delivery of standards-based instruction through an integrated approach.</p>	<p>External provider, CAFE, and site principals/ Aug. 2018 – June 2019</p>
	<p>Implement effective programs and activities</p> <p>ELs will receive additional curriculum materials (including online educational programs) to improve instruction for English proficiency.</p>	<p>Site principals and teachers./ Aug. 2018 – June 2019</p>

	<p>Ensure English proficiency and academic achievement</p> <p>School principals will use an observation tool to routinely visit classrooms to observe academic core instruction to verify that all ELs have meaningful access to core curriculum with the utilization of universal components as appropriate. They will provide timely feedback to teachers on these observations. They will also engage teachers in data analysis of formative and summative assessments throughout the school year for all ELs during release time activities.</p> <p>Monthly meetings will be held at MUSD schools to inform on the implementation efforts/data on implementation and seek input on needs for improved delivery, information provided on their students' progress, needs of the school that can be supported with additional funds.</p> <p>Counselors will monitor student progress towards class achievement and graduation requirements no less than quarterly. Students not progressing toward graduation requirements will meet with the counselor and parents will be notified. Student Study Team (SST) will be called as needed and/or requested by staff and/or parents. This team may include the COE when credit recovery is needed.</p>	<p>Site principals, teachers, and counselors./ Aug. 2018 – June 2019</p> <p>Title III coordinator, site principals, and teachers./ Aug. 2018 – June 2019</p> <p>Site principals, counselors, and teachers./ Aug. 2018 – June 2019</p>
	<p>Promote parent, family, and community engagement in the education of ELs</p> <p>MUSD will continue to create new events to encourage parent participation, such as Family Mathematics, Family Literacy and College Application workshops designed to help parents know how to support their students at home to increase academic and literacy proficiency. These workshops will be designed to specifically assist parents of ELs to support their students to be more successful in school.</p>	<p>Site principals, teachers, and classified./ Aug. 2018 – June 2019</p>

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/Timeline
Other Allowable Activities	<p><b>Describe all allowable activities chosen by LEA relating to:</b> Supplementary services as part of the language instruction program for EL students</p> <ul style="list-style-type: none"> <li>Teachers and administrators will receive supplemental professional development on research-based programs and strategies to implement ELD standards and for providing supplemental support to all ELs.</li> <li>Supplementary services as part of the language instruction program for EL students.</li> <li>Acquiring additional educational technology, like Rosetta Stone.</li> <li>Providing community participation programs, including family literacy and parent outreach.</li> </ul>	<p>CABE PD, site principals, and teachers./ Aug. 2018 – June 2019</p> <p>Site principals and teachers./ Aug. 2018 – June 2019</p> <p>Technology specialist./ Aug. 2018 – June 2019</p> <p>Site principals, teachers, and classified staff./ Aug. 2018 – June 2019</p>

## Plan to Provide Services for Immigrant Students

Please complete this table <b>if</b> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/Timeline
Allowable Activities	<p><b>Describe all allowable activities chosen by LEA relating to:</b> Enhanced instructional opportunities for immigrant children and youth</p> <ul style="list-style-type: none"> <li>Bank of supplies for students' assimilation into new culture in academic setting (backpacks and school supplies)</li> </ul>	<p>Site principals and teachers./Aug. 2018 – June 2019</p>