

# FRESNO UNIFIED SCHOOL DISTRICT

## Master Plan for English Learner Success

### Action Plan

To ensure the theory of action is successfully implemented over time, the English Learner Master Plan Leadership Team developed the following detailed Action Plan. The following three pages provide a description of the four Strategic Drivers in our theory of action and identify high leverage strategies for each Driver. Subsequent pages (4 – 32) describe detailed actions for each high leverage strategy and each action includes how each step will be accomplished, what key milestones will be attained, and the personnel responsible for implementation.

### Strategic Drivers and High Leverage Strategies

#### Strategic Driver I:

Get the right people in the right work

#### ~EL Focus: Employ and develop experts in English language development and bilingual education

Fresno Unified School District will employ certificated teachers with expertise in English Language Development, bilingual education, academic content areas, and languages other than English. We engage in various efforts to address teacher recruitment, placement, retention, and professional learning. Our leaders, teachers, and support staff have opportunities to improve their practice and ensure all English learner students have access to grade level materials and instruction through professional learning and collaboration that serve as springboards to prepare all teachers to provide for the needs of English Learners.

#### High Leverage Strategies

1. Continue the implementation of a diverse pipeline of talent with clear pathways for advancement to recruit, prepare, and support teachers qualified to teach ELs by partnering with high schools and institutions of higher education.
2. Develop and implement a districtwide EL leadership academy focused on developing expertise in leading schools with high numbers of English Learner students.
3. Develop a districtwide teacher academy focused on high-quality, effective instruction for English learner students.
4. Implement a coherent district-wide, multi-year professional learning plan that builds core competencies for all teachers and leaders by offering choice and diverse learning opportunities.
5. Enhance the teacher and administrator onboarding programs to emphasize the *Master Plan for English Learner Success* components.

## **Strategic Driver II:**

Invest all stakeholders in a shared vision of effective instruction that drives our work

### **~EL Focus: Advance quality teaching for English learner students**

Fresno Unified School District commits to improving educators' capacity to provide high-quality instruction for English learner students in all subject area classrooms, to ensure that upon graduation all current and former English learner students are college-and-career ready with the greatest number of opportunities from the widest array of options. The District vision and our approach to language development included in *Master Plan* provide the foundations for continuing the improvement in curriculum and instruction in elementary and secondary schools to advance quality teaching. District professional learning opportunities focus on building a district-wide understanding of curriculum and instruction that integrates language and literacy.

### **High Leverage Strategies**

1. Pursue the Fresno Unified School District's vision for English learner students through:
  - Develop a common understanding of curriculum and instruction for English learner students aligned to the Master Plan for English Learner Success, the California Language Arts and Literacy Standards, and California English Language Development Standards.
  - Enact effective English learner instruction and English Language Development in all classrooms as outlined in the California ELA/ELD Framework.
  - Leverage Accountable Communities and Classroom Foundations at the district, region, and classroom level to ensure high academic expectations and practices that support English learner student achievement.
2. Ensure EL students receive both integrated English language development and content instruction, and designated English language development.
3. Support leaders and teachers of English learner students to use multiple sources of evidence to plan, guide, and inform daily instruction.

## **Strategic Driver III:**

Establish a diverse, inclusive, accountable community that embraces a culture with high expectations ~

### **~EL Focus: Establish structures and systems to support student and parent aspirations and goals**

English learner students benefit from a school climate and culture that welcomes and values their assets and needs. Creating ongoing systems of communication that provide necessary information and invite both students and their families to engage with the schools increases the degree of

success that English learner students experience. To promote equitable learning opportunities, we ensure that all schools and classrooms across the district foster a climate and culture that supports the diverse needs of English learner students and their families. We embrace the belief that all teachers are teachers of English learner students and all schools are appropriately equipped to serve them.

### High Leverage Strategies

1. Create a district-wide culture that establishes all teachers as teachers of English learner students and all schools as schools for English learner students.
2. Ensure all English learner students have supportive and safe learning environments that demonstrate respect for their cultures, prior experiences, and language assets.
3. Engage effectively with families and build their capacity to provide academic support.
4. Expand communication strategies to families of English learner students on attendance, academic and language proficiencies, EL instructional models, and graduation requirements.

### **Strategic Driver IV:**

Ensure a coherent and effective instructional system to support schools in achieving our shared vision.

### **~EL Focus: Realign instructional program options, policies, structures, and systems for English learner students**

To foster more equitable learning opportunities for English learner students, we ensure that our policies, structures, and practices are coherent and aligned across our schools and departments. This alignment requires sufficient fiscal resources to fuel our improvement efforts. We strengthen the coherence and consistency of English Learner instruction districtwide, in alignment with our Instructional Practice Guide, and ensure teachers and administrators have and can effectively use quality evidence of student learning to continually improve programs, practices, and outcomes. We also ensure English learner students have time for enhanced English-language and literacy development, and that our attendance policies support student success. All procedural stages of defining English learner students are reviewed and strengthened to ensure accuracy and support for student success.

### High Leverage Strategies

1. Provide differentiated services and targeted academic content and language support for all English learner subgroups, including long-term English learner students, reclassified fluent English proficient students, English learner students with disabilities, Gifted and Talented English learner students, and newcomer English learner students.
2. Expand and enrich dual language programs based on parent requests and district capacity.
3. Expand and enrich newcomer programs and services.

4. Implement appropriate district instructional models for English learner students with fidelity to ensure rigorous academic programs for English Learner students in all classrooms.

### Implementation Plan

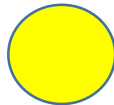
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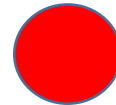
Completed



In Progress



Needs Attention





Behind schedule




### Strategic Driver I:



Get the right people in the right work.




**~EL Focus: Employ and develop experts in bilingual education and English language development**

**High Leverage Strategy 1.** Continue the implementation of a diverse pipeline of talent with clear pathways for advancement to recruit, prepare, and support teachers qualified to teach English learner students by partnering with high schools and institutions of higher education.

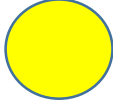
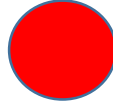
A. What?	B. How?	C. Metric/Milestone	August 2018 ~Progress	D. Owners
<p>a. Analyze district data on teacher recruitment, retention, and movement in and out of the District to identify unsuccessful and successful patterns associated district- and site- level programs.</p>	<p>1. Inquire more deeply into the problem of hiring qualified teachers with specific training and/or endorsements and generate targeted solutions.</p>	<ul style="list-style-type: none"> <li>• Collect recruitment and retention data on district and site-level newly hired teachers by November 2016.</li> <li>• Review teacher retention statistics.</li> <li>• Review teacher mobility statistics</li> </ul>	 <p>Completed and ongoing</p> <p>Teacher Development collects and reviews Pipeline data on an ongoing basis.</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Kim Collins</li> <li>• Teresa Morales</li> </ul>
	<p>2. Review district policies for inter- and intra-district teacher transfers for opportunities to enhance successful recruitment of teachers qualified to teach English learner students in alternative programs.</p>	<ul style="list-style-type: none"> <li>• Revisions to district inter- and intra-district teacher transfer policies by January 2017.</li> </ul>	 <p>Completed and ongoing</p> <p>Yearly: During spring voluntary transfer fair site leaders hire teachers qualified to teach English learner students in alternative programs.</p> <p>Ongoing: Human Resources collaborates with teacher bargaining unit in order to best leverage the bargained transfer process of</p>	

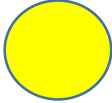

			<p>qualified teachers for English Learners.</p> <p>Human Resources collects and reviews transfer/retention data on an ongoing basis.</p>	
	<p>3. Design a transfer survey for teachers to voluntarily complete before final employment date at current site.</p>	<ul style="list-style-type: none"> <li>• Voluntary transfer survey data by August 2017.</li> </ul>	<p></p> <p>Completed and ongoing</p> <p>Voluntary transfer is conducted yearly by Human Resources</p> <p>Survey and placement data is collected as part of the transfer cycle</p>	
	<p>4. Examine recruitment practices and make decisions regarding practices to maintain or discontinue based on their success</p>	<ul style="list-style-type: none"> <li>• Recommendations submitted by Spring 2017</li> <li>• Implement best practices for the 2017-18 school year</li> </ul>	<p></p> <p>Completed and ongoing</p> <p>-Conducted by Teacher Development on a yearly basis</p>	
<p>b. Collaborate with IHEs to incorporate effective, research-</p>	<p>1. Determine and expand the number of ELD and Bilingual Certified teachers.</p>	<ul style="list-style-type: none"> <li>• Data on numbers of ELD and Bilingual certified teachers by December 2016</li> </ul>	<p></p> <p>Completed and ongoing</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Maria Mazonni</li> <li>• Teresa Morales</li> </ul>

<p>based instructional strategies for English learner students into coursework.</p>			<p>-DI Academy course          -Bilingual Grant opportunities          -Co-Teaching by FUSD and CSUF staff          -Fresno Teacher Residency Program</p>
	<p>2. Ensure that the District English Language Development Framework and strategies centered on English learner students' needs are incorporated into all coursework.</p>	<ul style="list-style-type: none"> <li>University/college course descriptions and syllabi reflect second-language acquisition theory, Fresno Unified's effective EL Instruction as outlined in the ELA/ELD framework, the District Language Development Framework, and EL needs-centered strategies by June 2017.</li> </ul>	 <p>Completed and ongoing - Fresno Unified collaborates with Fresno State and Fresno Pacific University to ensure teacher preparation programs reflect the ELA/ELD Framework. Collaboration will continue to deepen the learning, continue efforts, and expand implementation.</p>
	<p>3. Provide incentives for all education majors to complete bilingual and/or ELD endorsement as part of their teacher education degree.</p>	<ul style="list-style-type: none"> <li>Identified incentives by December 2016</li> <li>Feedback analysis from the recruitment fair within one month of the event.</li> </ul>	 <p>Pipeline programs with incentives:</p> <p>-Teacher Academy          -Para Academy</p>

			-Transition to Teaching -Fresno Teacher Residency	
	4. Research the effectiveness of Fresno Unified’s Teacher Residency Model to promote effective EL instruction and incorporate into determining the viability of promoting and expanding the program.	<ul style="list-style-type: none"> <li>• Sample EL questions generated for interview process by October 2016</li> <li>• Examples of student (TRP) responses regarding English learner students to the interview questions to be reviewed at least three times a year.</li> </ul>	 Completed and Ongoing -Fresno Teacher Residency interview/ evaluation questions (WestED)	
	5. Require FTRP students to use the Instructional Practice Guide to focus on English learner student learning	<ul style="list-style-type: none"> <li>• Spring 2017: Student observations conducted and subsequent analysis of student (TRP) observation forms within one month of the observations to inform teaching pipeline instruction.</li> </ul>	 Completed and Ongoing -Observations of FTRP participants and the graduates are consistently and systematically utilizing the IPG	
c. Collaborate with stakeholders of existing education pathway programs at the high school level to strengthen the District’s early career pipeline into	1. Determine the number of EL students graduating from teacher pathway programs.	<b>Year 2: 2017-2018</b> <ul style="list-style-type: none"> <li>• Internal assets/needs assessment analysis by January 2018.</li> <li>• Research and planning.</li> </ul>	 There are 3 high schools implementing Teacher Pathways. Below are the numbers of EL/RFEP	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Maria Mazonni</li> <li>• Teresa Morales</li> <li>• Brian Wall</li> <li>• Sally Fowler</li> </ul>



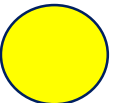


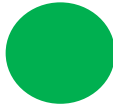
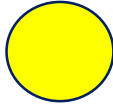
<p>teaching and expand to additional sites</p>			<p>2018 graduate students from the program:</p> <ul style="list-style-type: none"> <li>• McLane 7/14 (50%)</li> <li>• Roosevelt 34/37 (92%)</li> <li>• Sunnyside 43/62 (69%)</li> </ul>	<ul style="list-style-type: none"> <li>• University Partners</li> </ul>
	<p>2. Determine the benefit of teacher pipeline programs for English learner students</p>	<ul style="list-style-type: none"> <li>• Quarterly meetings of network of high schools with teaching pathways, supported by Career Technical Education, Human Resources, EL, Teacher Development and higher education partners.</li> </ul>	 <p>Pipeline Recruitment-Teacher Academy summer program has grown from 14 to 120 participants over the past 5 years.</p> <p>Research needs to be realized to determine the benefit of teacher pipeline programs for EL students</p>	
	<p>3. Research current EL teacher recruitment practices into pathway programs.</p>	<ul style="list-style-type: none"> <li>• Recommendations to increase enrollment of a-g eligible high school English learner students into current and future teacher pathway programs by Spring 2017</li> </ul>	 <p>Pipeline Recruitment-Teacher Academy summer program's next steps include identifying English Learner participants to support them in completing</p>	

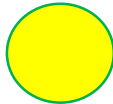
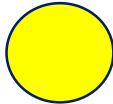

			teacher pathway programs	
	4. Insert strategies into existing recruitment fairs to increase enrollment of English learner students in the teacher pipeline program	<ul style="list-style-type: none"> <li>Proportion of English learner students who graduate from teaching EL pathways matches district proportion of English learner student graduates</li> </ul>	 Juniors and Seniors invited to recruitment fairs.  Teacher Academy, Summer Program - 63% of English Learners (75/118) -54% Redesignated, -9% Current EL	
	5. Explore adding other educational apprenticeship programs (e.g., bilingual, special education, speech, language).	<ul style="list-style-type: none"> <li>Increase in the number and variety of teacher pipeline programs to supports the district's diverse student population (baseline and target to be determined)</li> </ul>	 ELS to collaborate with Teacher Development on future Bilingual Grant opportunities	



**High leverage strategy 2:** Develop and implement a districtwide EL leadership academy focused on developing expertise in leading schools with high numbers of English learner students.

A. What?	B. How?	C. Metric/Milestone	August 2018- Progress	D. Owners
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a. Invest significantly in leaders' professional learning in deepening understanding of effective instruction for English learner students.	1. Develop a professional learning module for site and district leaders on how to best establish an effective EL Instructional Program which includes strategies for language development, and attaining projected outcomes as outlined in the <i>Master Plan</i> . This module will support leveraging the IPG and ACs to improve outcomes for EL students and will lead to attainment of the <i>Fresno Unified Certificate of Expertise in English Learner Leadership</i>	<ul style="list-style-type: none"> <li>• 100% of existing site and district leaders will complete the program by June 2019.</li> <li>• Sign-in sheets reflect attendance.</li> <li>• Analyze completed feedback forms from each professional learning session in the program.</li> <li>• Improved student learning as evidenced in CELDT and literacy assessment results.</li> </ul>	 <p>Professional Learning Module is developed</p> <p>Need to identify the best approach to reach leaders</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Katie Russell</li> <li>• Melissa Dutra</li> </ul>
	2. Create professional learning structures and processes to accelerate improvement for English learner students, using the Site Plan for Student Achievement	<ul style="list-style-type: none"> <li>• Analyze completed professional learning plans from each existing district leader</li> </ul>	 <p>Structures are created and Site leaders utilize student achievement data and the SPSA process</p>	
b. Identify and recruit potential Administrators of leadership academy.	1. Generate potential list leaders (district and site administrators) who will implement the District Vision for EL Success and the District English Language Development Framework.	<ul style="list-style-type: none"> <li>• 100% of those identified agree to participate in EL Leadership Academy</li> </ul>	 <p>Minimum of ten leaders for elementary and ten for secondary will be</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Katie Russell</li> <li>• Melissa Dutra</li> </ul>



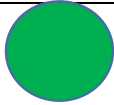
			recruited for the 2019 Spring English Learner Leadership Academy	
c. Determine specific goals/purpose of leadership academy in support of English learner students' academic/social needs.	1. EL Leadership Academy participants will support the plan roll-out by: (1) disseminating information to their role-alike groups, (2) actively engaging in professional learning offerings, and (3) identifying practices and tools that are not aligned with the plan and assisting in strengthening their alignment.	<ul style="list-style-type: none"> <li>Percentage of EL Leadership Academy members active in carrying out their roles and responsibilities as evidenced by the achievement of Implementation targets.</li> <li>Evidence of student progress as measured in state and local assessments</li> </ul>	 <p>Goals and purpose are included in the professional learning module. EL Leadership Academy will be launched in January 2019</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Katie Russell</li> </ul>
	2. Integrate elements of the <i>Master Plan</i> such as the district vision for EL Success and the English Language Development Framework, Grade Level Standards-Based Instruction, IPG and professional learning to build teacher core competencies into the Site Plan for Student Achievement.	<ul style="list-style-type: none"> <li>Site-based action plans that integrate the District Vision for EL Success and the District English Language Development Framework, IPG and Grade Level Standards-Based Instruction.</li> </ul>	 <p>Create a menu of actions addressing needs of EL students for lab schools and Dual Language Programs to consider adding to their 2019-2020 Site Plan for Student Achievement</p>	

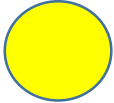


<p>d. Provide targeted professional learning for EL Leadership Academy on:</p> <ul style="list-style-type: none"> <li>• District vision for English learner student success</li> <li>• District English Language Development Framework, and</li> <li>• Grade Level Standards-Based Instruction language development competencies,</li> <li>• Leadership and presentation skills.</li> </ul>	<p>1. Academy participants engage in site-based, online, or centralized professional development.</p>	<ul style="list-style-type: none"> <li>• Sign-in sheets and feedback forms for professional learning sessions and institutes</li> </ul>	 <p>EL Leadership Academy will be launched in January 2019</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Melissa Dutra</li> <li>• Katie Russell</li> </ul>
	<p>2. Build their capacity to use the Site Plan for Student Achievement to increase English learner student improvements.</p>	<ul style="list-style-type: none"> <li>• Aligned SPSAs that reflect actions designed to increase English learner student achievement</li> <li>• Increased student learning as evidenced by ELPAC and local literacy assessments</li> </ul>	 <p>Create a menu of actions addressing needs of EL Students for lab schools and Dual Language Programs to consider adding to their 2019-2020 Site Plan for Student Achievement</p>	
<p>e. Design articulation and collaboration systems for curating and disseminating best EL instructional practices at the site and districtwide.</p>	<p>1. Engage in problems of practice processes related to improving the quality of engagement for English learner students in classroom practice as outlined in tenet 1 and 3 in the IPG.</p>	<ul style="list-style-type: none"> <li>• Identify patterns and report quarterly on trends.</li> <li>• Increase of classrooms rating “Mostly” or “Yes” on IPG tenets 1 and 3.</li> </ul>	 <p>The Instructional Practice Guide is utilized by all to observe classroom instruction and provide feedback, leading to an increase of the number of classrooms rating “Mostly” or “Yes”</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Tiffany Hill</li> <li>• Leslie Worton</li> <li>• Katie Russell</li> </ul>

	<p>2. Codify and share promising practices including those described in the Instructional Practice Guide as evidenced through visits, using online resources and videos.</p>	<ul style="list-style-type: none"> <li>Codify and share two promising practices quarterly with accountable communities</li> </ul>	 <p>Keystone pedagogies (promising practices) have been identified and are being implemented at Lab Schools not district-wide yet. Explanation and support material will be published and disseminated.</p>	
	<p>3. Refine resources that exemplify best instructional practices for EL instruction for use by instructional leadership teams in their professional learning offerings.</p>	<ul style="list-style-type: none"> <li>Increased student learning as evidenced by ELPAC and local literacy assessments</li> </ul>	 <p>The practices and tools continue to be refined as the practices deepen and expand to more schools</p>	




**High leverage strategy 3:** Develop a districtwide teacher academy focused on high-quality, effective instruction for English Learner students.

A. What?	B. How?	C. Metric/Milestone	August 2018~ Progress	D. Owners
<p>a. Provide targeted grade-level/content area teachers 90 hours of in-depth professional development on effective practices</p>	<p>1. The 90 hours are attained by attending two 45 hour courses as approved through PL Column 5</p>	<ul style="list-style-type: none"> <li>Completion of PL column 5 courses</li> <li>Increased English Learner achievement as evidenced by state and local assessments</li> </ul>	 <p>Courses are offered on an ongoing basis</p>	<ul style="list-style-type: none"> <li>Allyson Burns</li> <li>Elizabeth Fralicks</li> <li>Teresa Morales</li> <li>Sandra Alonzo</li> </ul>

<p>for EL students. Completion of the 90 hours will lead to attainment of the <i>District Certificate of Expertise in EL Instruction</i></p>	<p>2. Build the instructional capacity of teachers using instructional coaching, peer support through accountable communities, and the co-teaching model in all disciplines, at all levels.</p>	<ul style="list-style-type: none"> <li>• Time commitments aligned to yearly goals based on Fresno Unified specific roles completed through 2017 summer and academic year offerings.</li> </ul>	 <p>Courses are offered on an ongoing basis</p>	<ul style="list-style-type: none"> <li>• Allyson Burns</li> <li>• Elizabeth Fralicks</li> <li>• Teresa Morales</li> <li>• Sandra Alonzo</li> </ul>
	<p>3. Facilitate teacher co-planning, shadowing and doing observations in Fresno Unified classrooms implementing effective practices.</p>	<ul style="list-style-type: none"> <li>• Sign-ins and completion certificates</li> <li>• Increased student learning as evidenced by language acquisition assessments and local literacy assessments</li> </ul>	 <p>These activities are part of the on-going practices to deepen EL instructional practices</p>	
<p>b. Provide differentiated professional learning on topics related to ELD to meet the leading to attainment of the <i>District Certificate of Expertise in EL Instruction</i></p>	<p>1. Offer tailored professional learning based on site needs, including site-based, online, and/or centralized professional learning.</p>	<ul style="list-style-type: none"> <li>• Development of teacher surveys and evaluation data.</li> <li>• Evaluate teacher surveys and assessment data.</li> <li>• Evaluations at the end of professional learning opportunities.</li> </ul>	 <p>The following professional learning opportunities are provided on an ongoing basis:</p> <ul style="list-style-type: none"> <li>• Secondary ELD</li> <li>• Dual Language Academy</li> <li>• DI/bilingual teacher accountable community</li> <li>• Lab school</li> </ul>	<ul style="list-style-type: none"> <li>• Allyson Burns</li> <li>• Elizabeth Fralicks</li> <li>• Teresa Morales</li> <li>• Katie Russell</li> <li>• Melissa Dutra</li> </ul>


			<ul style="list-style-type: none"> <li>District TSA professional learning</li> </ul>	
<b>High leverage strategy 4:</b> Implement a coherent district-wide, multi-year professional learning plan that builds core competencies for all teachers and leaders by offering choice and diverse learning opportunities.				
A. What?	B. How?	C. Metric/Milestone	August 2018~ Progress	D. Owners
a. Design articulation and collaboration systems for disseminating best EL instructional practices at the site and district level.	1. Identify potential systems for disseminating and collaborating about best EL Instructional Practices	<ul style="list-style-type: none"> <li>Menu of dissemination platforms and systems by (TBD)</li> </ul>	 Share through the District Update, EL Site Representative Meetings, Co-Admin, EL website, and face-to-face training	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Allyson Burns</li> <li>Elizabeth Fralicks</li> <li>Teresa Morales</li> <li>Katie Russell</li> <li>Tiffany Hill</li> <li>Melissa Dutra</li> </ul>
	2. Engage in problems of practice processes related to improving the quality of engagement for English learner students in classroom practice as outlined in tenet 1 and 3 in the IPG.	<ul style="list-style-type: none"> <li>Identify patterns observed based on practice improvement target</li> <li>Increase of classrooms rating “Mostly” or “Yes” on IPG tenets 1 and 3.</li> </ul>	 Academic discourse is identified as a cross-cutting strategy to increase student engagement and ownership	
	3. Codify and share promising practices including those described in the Instructional Practice Guide as evidenced through visits, using online resources and videos.	<ul style="list-style-type: none"> <li>Publish promising practices</li> </ul>	 Keystone pedagogies have been identified and are being implemented at	

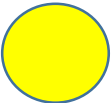





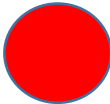

			<p>Lab Schools; not district-wide yet.</p> <p>Scaling of the work has begun through teaming structures created to support cross department collaboration and work.</p>	
	<p>4. Refine these resources for use by instructional leadership teams and Accountable communities in their professional learning offerings.</p>	<ul style="list-style-type: none"> <li>Publish promising practices</li> </ul>	 <p>Academic Discourse Resource document and Keystone Pedagogies (promising practices) are created and will be disseminated</p>	
<p>b. Provide all teachers, site leaders, and district personnel with an overview of the ELA/ELD Framework and Grade Level Standards-Based Instruction.</p>	<p>1. Provide site-based, online, and/or centralized professional development for teachers, site leadership, and district personnel.</p>	<ul style="list-style-type: none"> <li>Time commitments aligned to yearly goals based on District specific roles completed through summer and academic year offerings.</li> </ul>	 <p>Provided at Lab Schools Instructional coaches, site based TSA</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Allyson Burns</li> <li>Elizabeth Fralicks</li> <li>Janie DeLaCerde</li> <li>Alison Mosley</li> </ul>
<p>c. Implement classroom practices reflecting the Instructional Practice Guide in</p>	<p>1. Focus site-based ACs on the continuous improvement of integrated and designated ELD instruction, with support provided by the site</p>	<ul style="list-style-type: none"> <li>Analyze observation protocol notes as well as AC notes:</li> <li>Year 1 – 30% of students exhibiting</li> </ul>	 <p>Actively supporting ACs</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Allyson Burns</li> <li>Elizabeth</li> </ul>


integrated and designated ELD instruction	leadership team and principal.	<p>characteristics of the District Language Development Framework based on observation data.</p> <ul style="list-style-type: none"> <li>Year 2 – 60% of students exhibiting characteristics of the District Language Development Framework based on observation data.</li> <li>Year 3 – 90% of students exhibiting characteristics of the District Language Development Framework based on observation data.</li> </ul>	<p>at elementary and secondary Lab Schools. Integration of ELD has been mostly focused on ELA instruction.</p> <p>Support provided to non-Lab Schools</p>	<p>Fralicks</p> <ul style="list-style-type: none"> <li>Teresa Morales</li> <li>Katie Russell</li> <li>Melissa Dutra</li> </ul>
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**High leverage strategy 5:** Enhance the teacher and administrator onboarding programs to emphasize the *Master Plan for English Learner Success* components.

<b>A. What?</b>	<b>B. How?</b>	<b>C. Metric/Milestone</b>		<b>D. Owners</b>
a. Embed the District English Language Development Framework, English learner student needs, strategies, and projected outcomes of the <i>Master Plan</i> into	1. Review the current programs and determine adjustments that must be made to the professional learning concepts and materials.	<ul style="list-style-type: none"> <li>Revised materials for onboarding program by November 2016.</li> <li>100% of content teachers complete the course credit and receive certificate of completion by June 2019.</li> </ul>	 <p>Completed by co-teaching prep programs with IHE and including developmental curriculum during Saturday Pipeline</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Teresa Morales</li> <li>Julie Severns</li> <li>Melissa Dutra</li> </ul>

existing onboarding programs.			trainings and New Teacher Conferences.
	2. Develop a pre-assessment to administer to new teachers to determine their level of understanding of the presented EL concepts.	<ul style="list-style-type: none"> <li>Assessment completed by (TBD)</li> </ul>	 <p>Develop non-negotiable learning for new teachers on EL instruction including a pre and post assessment by December 3, 2018.</p>
	3. Offer professional learning credit or incentives throughout the year.	<ul style="list-style-type: none"> <li>Professional learning opportunities offered</li> </ul>	 <p>This is offered through our New Teacher Conferences and Saturday Pipeline trainings. The EL staff offers PL sessions.</p>
	4. Develop a summative assessment to administer to new teachers at the end of Year 1 to determine their level of understanding of the presented concepts.	<ul style="list-style-type: none"> <li>Assessment completed by December 3, 2018</li> <li>Annually, revisit and revise professional learning offerings based on the data attained from summative assessment.</li> </ul>	 <p>Implement by Spring 2019 with all new teachers.</p>

<p>b. Create networking opportunities among schools to share exemplars of high-quality EL instruction.</p>	<p>1. Through calibration experiences, identify exemplars of instruction that incorporate the effective EL instruction as outlined in ELA/ELD Framework and share with other teachers and leaders using videos, ACs, grade-level discussions, and/or presentations.</p>	<ul style="list-style-type: none"> <li>Quarterly articulation based on grade level, content, and language proficiency level.</li> </ul>	 <p>Ongoing opportunities for networking are provided through walk-throughs of Lab Schools and Dual Language Immersion programs.</p> <p>Instructional Practice Walks include networking opportunities utilizing the IPG.</p>	
	<p>2. Use Teaching Channel as a primary platform to share information/practices on an ongoing basis.</p>	<ul style="list-style-type: none"> <li>Teaching Channel established by grade and content with (TBD%) of eligible teachers participating by (TBD)</li> </ul>	 <p>The district is ending its contract with the Teaching Channel. The district is moving toward utilizing Microsoft Teams as the sharing platform</p>	
<p>c. Create a common understanding of high-quality instruction for English learner students using the Instructional Practice Guides' language and the</p>	<p>1. Engage teachers and leaders in professional learning sessions to calibrate the identification of high-quality instruction for English learner students, using multiple sources of data (e.g., video clips, vignettes, and</p>	<ul style="list-style-type: none"> <li>Monthly AC discussions for trends at site</li> <li>Tools to be utilized identified</li> </ul>	 <p>Sessions have been provided at new teacher workshops and conferences. However,</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Allyson Burns</li> <li>Elizabeth Fralicks</li> <li>Teresa Morales</li> <li>Katie Russell</li> <li>Melissa Dutra</li> </ul>

<p>ELA/ELD Framework.</p>	<p>walkthroughs). Examples to be collected during High-Leverage Strategy I.</p>		<p>more opportunities need to be structured for new leaders. Tools need to be developed to measure progress and implementation</p> <p>Collaborate with Leadership Development to include non-negotiable learning for new leaders by November 5<sup>th</sup>.</p>	
	<p>2. Prepare (e.g. video clips, vignettes, and walkthroughs) for calibration process</p>	<ul style="list-style-type: none"> <li>• Completed tool to be used in calibration process</li> <li>• Document usage by monitoring number of viewings from each on-line source</li> </ul>		
	<p>3. Schedule on-going collaboration meetings for teachers and leaders to continue calibration development for no less than 10 hours each year.</p>	<ul style="list-style-type: none"> <li>• 90% inter-rater reliability on IPG ratings when viewing and rating high-quality instruction for English learner students by June 2020.</li> <li>• Calibration to completed late spring 2017.</li> </ul>	 <p>Teachers utilize the IPG for intentional planning and delivery of instruction to meet the needs of all students.</p> <p>Leaders use the IPG to observe instruction and provide feedback, leading to meet the needs to all students.</p>	

	4. Use the agreements from the calibration experiences to inform next steps for implementing high- quality instruction for English learner students.	<ul style="list-style-type: none"> <li>Exemplars developed</li> </ul>	 In progress and ongoing	
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## Strategic Driver II


Invest all stakeholders in a shared vision of effective instruction that drives our work.


**~EL Focus: Advance quality teaching for EL students**



### High leverage Strategy 1:

1. Pursue the Fresno Unified School District's Vision for English learner students through:



- Developing a common understanding of curriculum and instruction for English learner students aligned to the Master Plan for English Learner Success, the California Language Arts and Literacy Standards, and California English Language Development Standards
- Enacting effective EL instruction and English Language Development in all classrooms as outlined in the California ELA/ELD Framework
- Leveraging accountable community and classroom foundations at the district, region, and classroom level to ensure high academic expectations and practices that support English learner student achievement.


A. What?	B. How?	C. Metric/Milestone	August 2018~ Progress	D. Owners
a. All content professional learning explicitly integrates the ELD standards and provides strategies, language, analytical practices, and content instruction that provide access to the challenging grade level content for English learner students as	1. Continue current structures of Lab Schools with current schools including: <ul style="list-style-type: none"> <li>Teachers' course</li> <li>Coaches' course</li> <li>Principals' course</li> <li>District leader course</li> <li>Coaching for all levels</li> <li>Coaching for EL personnel</li> </ul> Leverage all English learner supports in the guaranteed and viable curriculum to assist	<ul style="list-style-type: none"> <li>Dates and locations of courses determined by spring 2016</li> <li>Three coaching session dates for TSAs per semester to deepen their knowledge, established by Spring 2016</li> <li>Co-facilitated teachers' courses scheduled with EL TSAs and WestEd partners for six sessions throughout the year, by Spring 2017</li> </ul>	 These activities are ongoing in Lab Schools and other sites as requested in the following structures: <ul style="list-style-type: none"> <li>Courses</li> <li>Coaching</li> <li>Whole staff professional learning</li> </ul>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Allyson Burns</li> <li>Elizabeth Fralicks</li> <li>Teresa Morales</li> <li>Leslie Worton</li> <li>Tiffany Hill</li> <li>Katie Russell</li> <li>Melissa Dutra</li> </ul>

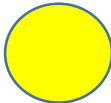
<p>delineated in the California ELA/ELD Framework</p>	<p>teachers in the implementation of new materials</p>	<ul style="list-style-type: none"> <li>• Grade level coaching provided to participating sites in-between PL sessions by Spring 2017</li> <li>• TSAs courses scheduled that include four face to face sessions with Sacramento City Unified coaches and six on-line sessions. Review feedback and incorporate into ongoing PL as appropriate by Spring 2017</li> <li>• Four professional learning sessions conducted for principals. Review feedback and incorporate as appropriate by Spring 2017</li> <li>• Site based coaching for principals provided. Feedback reviewed and incorporated for future activities as appropriate</li> <li>• Common learning for district level scheduled and provided. Feedback reviewed and incorporated for future activities as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Grade/department level</li> </ul>	
	<p>2. Expand Lab Schools to three additional elementary schools and one middle school</p>	<ul style="list-style-type: none"> <li>• Three additional elementary sites and one middle school selected to participate in the 2016-2017 school year by Spring 2016</li> </ul>	 <p>2018-2019 expanded to Turner Elementary</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Allyson Burns</li> <li>• Elizabeth Fralicks</li> <li>• Teresa</li> </ul>

		<ul style="list-style-type: none"> <li>• Four EL TSAs hired to serve additional sites to meet additional site needs</li> <li>• Training provided to onboard new EL TSA hires August 2016</li> <li>• Series of six teachers' courses to sites provided by Spring 2017.</li> </ul>		<p>Morales</p> <ul style="list-style-type: none"> <li>• Katie Russell</li> <li>• Melissa Dutra</li> </ul>
	<p>3. Utilize EL TSAs to apply learnings from Lab Schools to train small cohorts of TSAs at 40 designated schools</p> <ul style="list-style-type: none"> <li>• All TSAs from 40 schools will receive monthly PL sessions</li> <li>• Up to ten self-selected sites will receive additional PL, additional half day and 4xs a month side by side coaching from EL TSA.</li> </ul>	<p>By August 2016:</p> <ul style="list-style-type: none"> <li>• Dates determined for PL</li> <li>• Sites solicited and selected for participation in first cohort of intensive work</li> <li>• Dates established for TSA cohort meetings</li> <li>• EL TSAs assigned to support cohort TSAs</li> <li>• Communication plan for sites and district leaders finalized</li> <li>• Survey to determine TSA needs determined and incorporated as appropriate</li> <li>• Opportunities to provide feedback incorporated as appropriate</li> </ul>	 <p>Ongoing and differentiated by need</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Allyson Burns</li> <li>• Elizabeth Fralicks</li> <li>• Teresa Morales</li> <li>• Katie Russell</li> <li>• Melissa Dutra</li> <li>• Deanna Mathis</li> <li>• Leslie Worton</li> </ul>
	<p>4. Continue ongoing professional learning for content managers and TSAs building upon the practices and pedagogies as described in the ELA/ELD Framework</p>	<ul style="list-style-type: none"> <li>• PL plan with timeline and meeting schedules to train all content leads in Math, Science, HSS, and ELA by September 2016, to begin October 2016</li> </ul>	 <p>Teaming structures between all departments are in place and allow for</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Allyson Burns</li> <li>• Elizabeth Fralicks</li> <li>• Melissa Dutra</li> </ul>







		<ul style="list-style-type: none"> <li>• Content leads, secondary TSAs and EL manager incorporate needs and learnings from 2015-16 into all PL opportunities</li> <li>• Learning from training sessions is incorporated into PLUS and iPL sessions by content leads in collaboration with EL TSAs and managers</li> <li>• EL academic language and literacy needs incorporated into PL, curriculum, and assessments for Math, ELA, HSS, and Science</li> </ul>	the ongoing learning of ELA/ELD Framework	<ul style="list-style-type: none"> <li>• Tiffany Hill</li> <li>• Deanna Mathies</li> <li>• Sally Fowler</li> <li>• Julie Severns</li> </ul>
b. All EL and CIPL managers and TSA have a deep understanding of the EL supports in the Guaranteed and Viable Curriculum	1. All managers and TSAs will participate in common learning sessions to develop a deep understanding how to utilize and enhance the GVC to provide high quality integrated and designated ELD	<ul style="list-style-type: none"> <li>• Completed common learning sessions</li> <li>• Feedback from sessions</li> <li>• Improved integrated and designated instruction as measured by IPG</li> </ul>	 Teaming structures between all departments are in place and allow for the ongoing learning of the district adopted curriculum	<ul style="list-style-type: none"> <li>• Melissa Dutra</li> <li>• Maria Maldonado</li> <li>• Tiffany Hill</li> <li>• Leslie Worton</li> <li>• Teresa Morales</li> </ul>
c. Implement classroom practices reflecting the Instructional Practice Guide in integrated and designated ELD instruction	1. Focus site-based ACs on the continuous improvement of practice, with support provided by the site leadership team and principal.	<ul style="list-style-type: none"> <li>• Analyze observation protocol notes as well as AC notes:</li> <li>• Year 1 – 30% of students exhibiting characteristics of the District Language Development</li> </ul>	 Implementing these practices in all schools.	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Allyson Burns</li> <li>• Elizabeth Fralicks</li> <li>• Teresa Morales</li> <li>• Katie Russell</li> <li>• Tiffany Hill</li> <li>• Leslie Worton</li> <li>• Melissa</li> </ul>



		<p>Framework based on observation data.</p> <ul style="list-style-type: none"> <li>Year 2 – 60% of students exhibiting characteristics of the District Language Development Framework based on observation data.</li> <li>Year 3 – 90% of students exhibiting characteristics of the District Language Development Framework based on observation data.</li> </ul>	<p>All professional development includes explicit instruction on how EL practices are exemplified in the IPG.</p>	<p>Dutra</p>
<p>d. Create networking opportunities among schools to share exemplars of high-quality EL instruction.</p>	<p>1. Through calibration experiences, identify exemplars of instruction that incorporate the effective EL instruction as outlined in ELA/ELD Framework and share with other teachers and leaders using videos, ACs, grade-level discussions, and/or presentations.</p>	<ul style="list-style-type: none"> <li>Quarterly articulation based on grade level, content, and language proficiency level.</li> </ul>	 <p>Ongoing opportunities for networking are provided through walk-throughs of Lab Schools and Dual Language Immersion programs.</p> <p>Instructional Practice Walks include networking opportunities utilizing the IPG.</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Katie Russell</li> <li>Janie DeLaCerde</li> <li>Alison Mosley</li> <li>Melissa Dutra</li> <li>Sally Fowler</li> </ul>

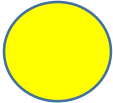
	2. Use Teaching Channel as a primary platform to share information/practices on an ongoing basis.	<ul style="list-style-type: none"> <li>Teaching Channel established by grade and content with (TBD%) of eligible teachers participating by (TBD)</li> </ul>	 <p>The district is transitioning from Teaching Channel to Microsoft Teams for Professional Learning Column V courses.</p>	
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**High leverage strategy 2:** Ensure ELs receive both integrated English language development and content instruction, and designated English language development.

A. What?	B. How?	C. Metric/Milestone	August 2018~ Progress	D. Owners
a. Embed ELD Standards and ELD instruction in all content professional learning	1. Build understandings and application of the ELD Standards to provide designated and integrated ELD to all schools	<ul style="list-style-type: none"> <li>TSA's assigned to all sites by August 2016</li> <li>Site leaders identify and regularly communicate plans and actions to address integrated and designated ELD with EL TSA</li> <li>EL TSA's' site support monitored through 1x1 meetings and weekly reports</li> <li>Site data reviewed quarterly to determine impact, adjust support and reprioritize support</li> </ul>	 <p>All professional development includes EL practices as exemplified in the ELA/ELD Framework.</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Melissa Dutra</li> <li>Allyson Burns</li> <li>Elizabeth Fralicks</li> <li>Teresa Morales</li> <li>Katie Russell</li> <li>Deanna Mathis</li> </ul>
	2. Provide ongoing professional learning and updates to site administrators on the development of programs to	<ul style="list-style-type: none"> <li>Best mode of communication for providing administrative</li> </ul>		<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Allyson Burns</li> </ul>

	<p>support designated and integrated ELD at District Systems Work meetings and other available settings and venues</p>	<p>PL and updates by August 2016</p> <ul style="list-style-type: none"> <li>Scheduled time at District System Work meetings determined by August 2016</li> <li>Site administrators receive weekly information through district update</li> </ul>	<p>Five EL Site Representative meetings have been scheduled for the 2018-2019 to provide PI and updates.</p> <p>Updates are provided through PL at Lab Schools and at sites as requested.</p>	<ul style="list-style-type: none"> <li>Elizabeth Fralicks</li> <li>Julie Severns</li> <li>Miguel Arias</li> </ul>
	<p>3. Provide ongoing professional learning to develop English Learner Leadership Academy</p>	<ul style="list-style-type: none"> <li>Dates and topics regarding English learner students determined for EL Leadership cohort by September 2016</li> <li>EL Leadership Academy receives ___ sessions regarding EL instruction and program</li> <li>Develop leaders exit cohort prepared to lead schools and departments with expertise in EL instruction and programs and aware of district resources and support</li> </ul>	 <p>The English Learner Academy has been developed and up to 20 site administrators will be participating as of Spring 2019</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Allyson Burns</li> <li>Elizabeth Fralicks</li> <li>Tiffany Hill</li> <li>Leslie Worton</li> <li>Teresa Morales</li> </ul>
	<p>4. Participate in district work team structure to ensure inclusion of ELD Standards into all professional learning</p>	<ul style="list-style-type: none"> <li>EL Staff assigned to weekly work team meetings, attendance 90-100%</li> <li>Feedback from site walks, school leadership, professional learning and assessment data analyzed</li> </ul>	 <p>Teaming structures between all departments are in place and allow for</p>	

		to plan and strategically support sites to serve English learner students (ongoing)	the ongoing learning of the ELD Standards. Topics are prioritized. ELD standards have not been addressed yet.	
<b>High leverage strategy 3:</b> Support leaders and teachers of English learner students to use multiple sources of evidence including the School Quality Improvement Index, ATLAS, summative and formative assessments, state and local assessments, walkthrough data from the Instructional Practice Guides (IPG), and student work samples to plan, guide, and inform daily instruction.				
<b>A. What?</b>	<b>B. How?</b>	<b>C. Metric/Milestone</b>	<b>August 2018~ Progress</b>	<b>D. Owners</b>
a. Establish and implement cycles of continuous improvement focused on English learner students and based on multiple sources of evidence at teacher, site leader, and district leadership teams.	1. Schools with ELs as a significant sub-group as identified by ESSA engage in a cycle of continuous improvement with a focus on data indicators centered on EL Redesignation and academic achievement	<ul style="list-style-type: none"> <li>Schools respond to identified area of improvement</li> <li>English Learners gain one level per year as measured by ELPAC</li> <li>Decrease in Long Term English Learners</li> <li>Increase in redesignation</li> </ul>	 McLane, Roosevelt, and Sunnyside regions identified improvement of outcomes for ELs as a focus and are conducting these cycles.	<ul style="list-style-type: none"> <li>María Maldondo</li> <li>Julie Severns</li> <li>Katie Russall</li> <li>Site leaders</li> <li>AC teams</li> </ul>
	2. Schools collaborate with assigned EL TSA to utilize school EL Redesignation Goal Setting Report to address instructional needs of English learner students	<ul style="list-style-type: none"> <li>Completed school data profile and actions aligned to data</li> </ul>	 Based on site request EL services staff support site leaders and teachers with interpretation and application of data to address the instructional needs of EL students.	



	3. All AC teams develop goals for English learner students based on IPG walk-through data, school data profile, and assessment data	<ul style="list-style-type: none"> <li>Goals set by ACs are attained</li> </ul>	 Some AC teams develop goals specific to EL students.	
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### Strategic Driver III


Establish a diverse, inclusive accountable community that embraces a culture with high expectations.

**EL Focus: Establish structures and systems to support student and parent aspirations and goals**



**High leverage strategy 1:** Ensure all English learner students have supportive and safe learning environments that demonstrate respect for their cultures, prior experiences, and language assets.




A. What?	B. How?	C. Metric/Milestone	August 2018~ Progress	D. Owners
a. Provide all teachers, with an overview of the ELA/ELD Language Development Framework and Grade Level Standards-Based Instruction.	1. Provide site-based, online, and/or centralized professional development for teachers.	<ul style="list-style-type: none"> <li>Time commitments aligned to yearly goals based on District specific roles completed through summer and academic year offerings.</li> </ul>	 Teachers have received the overview and new teachers are provided an overview through the new teacher training	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Allyson Burns</li> <li>Elizabeth Fralicks</li> <li>Teresa Morales</li> <li>Katie Russell</li> <li>Melissa Dutra</li> </ul>
b. Implement classroom practices reflecting the Instructional Practice Guide in integrated and designated ELD instruction	1. Focus site-based ACs on the continuous improvement of practice, with support provided by the site leadership team and principal.	<ul style="list-style-type: none"> <li>Analyze observation protocol notes as well as AC notes:</li> <li>Year 1 – 30% of students exhibiting characteristics of the District Language Development Framework based on observation data.</li> <li>Year 2 – 60% of</li> </ul>	 The instructional Practice Guide is utilized consistently to gauge the improvement of classroom instruction	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Allyson Burns</li> <li>Elizabeth Fralicks</li> <li>Teresa Morales</li> <li>Katie Russell</li> <li>Melissa Dutra</li> </ul>

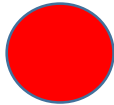
		<p>students exhibiting characteristics of the District Language Development Framework based on observation data.</p> <ul style="list-style-type: none"> <li>Year 3 – 90% of students exhibiting characteristics of the District Language Development Framework based on observation data.</li> </ul>		
<p>c. Embed the District English Language Development Framework, English learner student needs, strategies, and projected outcomes of the <i>Master Plan</i> into existing onboarding programs.</p>	<p>1. Review the current programs and determine adjustments that must be made to the professional learning concepts and materials.</p>	<ul style="list-style-type: none"> <li>Revised materials for onboarding program by November 2016.</li> <li>100% of teachers complete the course credit and receive certificate of completion by June 2019.</li> </ul>	 <p>The English Language Development Framework is consistently utilized in teacher on-boarding programs</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Allyson Burns</li> <li>Elizabeth Fralicks</li> <li>Teresa Morales</li> <li>Katie Russell</li> <li>Melissa Dutra</li> </ul>
<p>d. Create networking opportunities among schools to share exemplars of high-quality EL instruction.</p>	<p>1. Through calibration experiences, identify exemplars of instruction that incorporate the effective EL instruction as outlined in ELA/ELD Framework and share with other teachers and leaders using videos, ACs, grade-level discussions, and/or presentations.</p>	<ul style="list-style-type: none"> <li>Quarterly articulation based on grade level, content, and language proficiency level.</li> </ul>	 <p>Teachers have opportunities to visit classrooms across the district to observe exemplary classroom</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Allyson Burns</li> <li>Elizabeth Fralicks</li> <li>Teresa Morales</li> <li>Katie Russell</li> <li>Melissa Dutra</li> </ul>

			instruction	
	2. Use Teaching Channel as a primary platform to share information/practices on an ongoing basis.	<ul style="list-style-type: none"> <li>Teaching Channels established by grade and content with (TBD%) of eligible teachers participating by (TBD)</li> </ul>		<ul style="list-style-type: none"> <li>Allyson Burns</li> <li>Janie Dela Cerda</li> </ul>
2. Create a common understanding of high-quality instruction for English learner students using the Instructional Practice Guides Language and the ELA/ELD Framework.	1. Engage teachers and leaders in professional learning sessions to calibrate the identification of high-quality instruction for English learner students, using multiple sources of data (e.g., video clips, vignettes, and walkthroughs). Examples to be collected during High-Leverage Strategy	<ul style="list-style-type: none"> <li>Monthly AC discussions for trends at site.</li> <li>Tools to be utilized identified by (TBD)</li> </ul>	 High quality instruction for EL students is identified through the Instructional Practice Guide	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Allyson Burns</li> <li>Elizabeth Fralicks</li> <li>Teresa Morales</li> <li>Katie Russell</li> <li>Melissa Dutra</li> <li>Sally Fowler</li> </ul>
<b>High leverage strategy 2:</b> Ensure all English learner students have supportive and safe learning environments that demonstrate respect for their cultures, prior experiences, and language assets.				
<b>A. What?</b>	<b>B. How?</b>	<b>C. Metric/Milestone</b>	<b>August 2018~ Progress</b>	<b>D. Owners</b>




<p>a. Teachers use grade level, research-based, proven curriculum and materials that integrate cultural/literary knowledge that builds student understanding of the world and values student background, experiences, and cultural diversity</p>	<p>1. Support AC teams in planning and assist teams in identifying materials that reflect the cultural diversity of their classrooms/sites</p>	<ul style="list-style-type: none"> <li>Lesson plans reflecting the cultural diversity of Fresno Unified classrooms</li> </ul>	 <p>Adopted materials are reflective of the state's criteria for addressing culturally diverse students and PL is provided to support effective EL instructional practices.</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Alyson Burns</li> <li>Elizabeth Fralicks</li> <li>Deanna Mathis</li> <li>Tiffany Hill</li> <li>Leslie Worton</li> <li>Melissa Dutra</li> </ul>
<p>b. Ensure English learner students receive available and appropriate resources to support social emotional well-being and make progress toward graduation and college and career readiness</p>	<p>2. Partner with Prevention and Intervention Department and Counseling Department to guarantee support staff such as social workers, academic counselors, and resource counselors target services for identified English Learner students</p>	<ul style="list-style-type: none"> <li>Training conducted with Prevention and Intervention Department to identify English learner students that meet criteria for services two times per year</li> <li>EL caseload identified per counselor</li> </ul>	 <p>864 English Learner students were identified as meeting the EIIS red zone criteria in behavior and/or attendance. 61% of the identified students have received an assessment and social emotional support services.</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Allyson Burns</li> <li>Elizabeth Fralicks</li> <li>Ambra Dorsey</li> <li>Sally Fowler</li> <li>Parents</li> </ul>
<p><b>High leverage strategy 3:</b> Engage effectively with families and build their capacity to provide academic support.</p>				
<p><b>A. What?</b></p>	<p><b>B. How?</b></p>	<p><b>C. Metric/Milestone</b></p>		<p><b>D. Owners</b></p>

1. Inform, equip & involve parents to be fully engaged in the academic decision making process	1. Expand “Abriendo Puertas” courses for parents of English Learners	<ul style="list-style-type: none"> <li>• Schedule of Abriendo Puertas courses for 2016-2017</li> <li>• Agendas, sign-ins and feedback for each session</li> <li>• Increased language acquisition and literacy skills as measured by state and local assessments</li> </ul>	 This is an ongoing activity and expansion will be determined at end of year	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Deanna Mathies</li> <li>• Zuleika Murillo</li> <li>• Parents</li> </ul>
	2. Revise and expand English Learner Parent Modules in collaboration with Parent University	<ul style="list-style-type: none"> <li>• Completed modules</li> <li>• Plan to disseminate parent modules</li> <li>• Parent feedback</li> <li>• Published schedule of offerings</li> </ul>	 Ongoing	<ul style="list-style-type: none"> <li>• Deanna Mathies</li> <li>• Zuleika Murillo</li> <li>• Participating school sites</li> <li>• Parents</li> </ul>
	3. Establish college excursions for students and families	<ul style="list-style-type: none"> <li>• Schedule of excursions</li> <li>• Roster of students and parents attending</li> <li>• Roster of participating 12<sup>th</sup> students matriculating to IHEs</li> <li>• Increased graduation rates</li> <li>• Increased a-g completion</li> </ul>	 Identify groups of mentors and mentees to participate in college excursions in Spring of 2019.  Migrant English Learner students participate in college excursions two times per year.	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Sally Fowler</li> <li>• Parents</li> </ul>

	<p>4. Expand partnership with Mexican Consulate and CA universities to address instructional needs of students from indigenous background.</p>	<ul style="list-style-type: none"> <li>• Accurate identification of indigenous students</li> <li>• Conduct a needs assessment with parents and students</li> </ul>	 <p>Actively seek partnerships to support students from indigenous background.</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• David Jensen</li> </ul>
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**High leverage strategy 4:** Expand communication strategies to families of English learner students on attendance, academic and language proficiencies, EL Instructional Models, and graduation requirements.




A. What?	B. How?	C. Metric/Milestone		D. Owners
<p>a. Develop communication plans to provide important information for parents of English learner students</p>	<ol style="list-style-type: none"> <li>1. Revise the English Learners Instructional Program Options pamphlet and ensure it is used at each school to communicate with parents and students</li> <li>2. Continue providing information about attendance, academic and language proficiencies, EL instructional model English learner students and graduation requirements in collaboration with other departments during DELAC meetings</li> </ol>	<ul style="list-style-type: none"> <li>• Revisions completed August 2016</li> <li>• Develop communication plan September 2016</li> <li>• Schedule of DELAC topics</li> </ul>	 <p>Several communication methods have been developed including:</p> <ul style="list-style-type: none"> <li>• Parent handbooks</li> <li>• Instructional program option pamphlets</li> <li>• Parent modules</li> <li>• Building Futures</li> </ul>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Deanna Mathies</li> <li>• Zuleika Murillo</li> </ul>


**Strategic Driver IV**

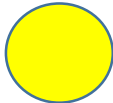
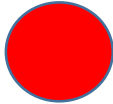
Ensure a coherent and effective instructional system to support schools in achieving our shared vision.

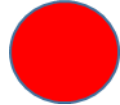
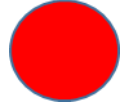
**EL Focus: Realign and expand instructional program options, policies, structures, and systems for English learner students**

High Leverage Strategy 1: Provide differentiated services and targeted academic literacy and language support for all EL subgroups, including long-term English learner students, reclassified fluent English proficient students, English learner students with disabilities, Gifted and Talented English learner students, and newcomer English learner students.


A. What?	B. How?	C. Metric/Milestone		D. Owners
<p>a. Provide enrichment opportunities for English Learner Students to support language and literacy development</p>	<p>1. Expand services for students at 20 schools with the highest numbers of English Learners</p>	<ul style="list-style-type: none"> <li>Increase number of English learner students participating in after school programs at 20 sites</li> </ul>	 Ongoing	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Sally Fowler</li> <li>Katie Russell</li> </ul>
	<p>2. Work with after school programs to identify additional opportunities for tutorial services for students not reading on grade level</p>	<ul style="list-style-type: none"> <li>SQII Grade level readiness, target TBD</li> </ul>	 20 elementary schools provide intervention for English Language Development and literacy for students in K-1 who are not proficient.  All elementary schools provide additional support to students not reading on grade level.	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Sally Fowler</li> <li>Katie Russell</li> <li>Participating school sites</li> </ul>
	<p>3. Expand targeted literacy interventions and English language enrichment for identified students</p>	<ul style="list-style-type: none"> <li>20 sites with high English Learner populations identified by August 2016</li> <li>Professional learning plan created by August 2016</li> <li>Identify 20 Teaching Fellows to assist sites</li> </ul>	 20 sites with high EL populations received the literacy support and are currently implementing interventions.	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Principals</li> <li>20 identified sites</li> <li>Parents</li> </ul>



		<p>with implementation of Imagine Learning by spring 2016</p> <ul style="list-style-type: none"> <li>• Provide professional learning to sites and Teaching Fellows by September 2016</li> <li>• Identify students at each site that qualify for the enrichment</li> <li>• Monitor usage at each site monthly</li> <li>• Communicate with Teaching Fellows and Imagine Learning to provide support as needed</li> </ul>		
	<p>4. Increase by 500 students to reach 2000 in the ELD summer program</p>	<ul style="list-style-type: none"> <li>• Participate in summer school planning during fall and spring of 2016-2017</li> <li>• Determine criteria for entrance into the ELD summer program January 2017</li> <li>• Analyze the criteria for entrance, feeder patterns and number of students that meet criteria to determine sites served and to meet the target of 2000 students served. Spring 2017</li> <li>• Develop communication plan for sites, families,</li> </ul>	 <p>English language development is provided to 350 long-term English Learners at the middle school level.</p> <p>English language development is offered to over 2,500 students each summer attendance varies.</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Allyson Burns</li> <li>• Sally Fowler</li> <li>• Katie Russell</li> <li>• Human Resources</li> <li>• Zuleica Murilo</li> <li>• Parents</li> </ul>

		<p>district leaders.</p> <ul style="list-style-type: none"> <li>• Conduct meetings with site representatives and summer school leaders Spring 2017</li> <li>• Plan units of instruction with summer program staff to align with students qualifying to participate in the ELD summer program Spring 2017</li> <li>• Inform parents of student eligibility through letters and phone calls by Parent University Spring 2017</li> <li>• Implement the ELD Summer Program. Summer 2017</li> </ul>		
	<p>5. Fund AP teachers to work before or after school with English learner students to support them in learning the content and disciplinary language needed to succeed.</p>	<ul style="list-style-type: none"> <li>• Increased enrollment of English learner students in AP courses</li> </ul>	 <p>Collaborating with Equity and Access to determine current status of EL enrollment in AP and other high level courses.</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Elizabeth Fralicks</li> <li>• Chantea McIntyre</li> <li>• Katie Russell</li> <li>• Sally Fowler</li> <li>• AP teachers</li> </ul>
<p>b. Develop and pilot the Strategic Academic Language and Literacy (SALL) course to accelerate Long Term English learner students toward redesignation and academic success</p>	<p>1. Scope and sequence developed, curriculum selected from Springboard ELD by August 2016 and ongoing</p> <p>2. Middle school pilot site selected by August 2016</p>	<ul style="list-style-type: none"> <li>• Currently piloting at Sequoia MS</li> <li>• December 2016</li> <li>• ____% of 8<sup>th</sup> graders at Sequoia Middle School are redesignated by final window</li> </ul>	 <p>At the moment middle school negotiated schedules impede the addition of sections that would permit the inclusion of intervention</p>	<ul style="list-style-type: none"> <li>• Elizabeth Fralicks</li> <li>• Brian Wall</li> <li>• Matt Ward</li> <li>• Sequoia staff</li> </ul>


at one middle school, utilizing ELD component of secondary ELA adoption	3. Appropriate reading comprehension assessment selected to measure growth in academic language and literacy by August 2016	<ul style="list-style-type: none"> <li>_____ % of 8<sup>th</sup> graders at Sequoia Middle School grow (TBD) on designated reading comprehension assessment</li> </ul>	courses. 2019 negotiations will include the possibility of changes in this area.	
	1. Identify English learner students who have potential for success in AP courses and ensure HC and master schedulers place these students in these courses		 This project has not been initiated this year.	
	2. Fund AP teacher AC to meet once a month and problem solve, calibrate lessons and student work.		 This project has not been initiated this year.	


**High leverage strategy 2:** Expand and enrich dual language programs based on parent requests and district capacity.

A. What?	B. How?	C. Metric/Milestone		D. Owners
a. Improve and expand bilingual and dual language programs to maintain native languages and cultures, and provide high level literacy and language instruction.	<ol style="list-style-type: none"> <li>Partner with Early Learning on the Packard Grant funded Fresno Language Project to support dual language learning for PK and younger</li> <li>Prepare and disseminate take-home packets for parents of newborn children. The packets will contain information regarding children activities leading to academic success.</li> </ol>	<ul style="list-style-type: none"> <li>Implementation of dual language program in pre-kinder settings</li> <li>Completed packets and dissemination plan</li> </ul>	 Current Dual Immersion programs continue to be strengthened and supported with Lab Schools professional learning.  Spanish/English Dual Immersion programs includes 12 elementary	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Katie Russell</li> <li>Melissa Dutra</li> <li>Misty Her</li> <li>Deanna Mathies</li> </ul>


			<p>sites, 1 middle school, and 1 high school across all regions.</p> <p>Hmong/English Immersion program is being implemented at Vang Pao elementary and offered at two additional schools in an after school program structure.</p>	
	<p>3. Expand Hmong Heritage Language courses to all comprehensive high schools</p> <ul style="list-style-type: none"> <li>• Develop submission to UC Portal to ensure college credit</li> <li>• Develop scope and sequence that includes rigorous academic text and culturally responsive curriculum for Hmong courses.</li> <li>• Train teachers on effective language strategies</li> <li>• Facilitate bi-monthly Hmong language teacher ACs</li> </ul>	<ul style="list-style-type: none"> <li>• Master scheduling Spring 2016</li> <li>• a-g submission to the UC portal by spring 2016</li> <li>• Scope and sequence in progress (per quarter)</li> <li>• Two heritage language training days scheduled during buy back of 2016-2017 school year</li> <li>• ACs in progress and scheduled for the year</li> </ul>	 <p>Completed and ongoing</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Misty Her</li> <li>• Doua Vu</li> <li>• Heather Allen</li> <li>• Hmong language teachers</li> <li>• High school principals</li> <li>• Elizabeth Fralicks</li> </ul>
	<p>4. Research and plan for successful expansion of new dual immersion sites (Hmong and Spanish)</p>	<ul style="list-style-type: none"> <li>• Conduct conclude research to identify possible sites by winter 2017</li> </ul>	 <p>Expansion is considered on an individual basis</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Katie Russell</li> <li>• Melissa Dutra</li> </ul>







		based on capacity and interest.	
<p>5. Provide Bilingual Summer Program to support students in district Bilingual Programs</p>	<ul style="list-style-type: none"> <li>• Participate in summer school planning during fall and spring of 2016-2017</li> <li>• Determine criteria for entrance into the bilingual summer program January 2017</li> <li>• Analyze the criteria for entrance, feeder patterns and number of students that meet criteria to determine sites served and to by Spring 2017</li> <li>• Develop communication plan for sites, families, district leaders.</li> <li>• Conduct meetings with site representatives and summer school leaders Spring 2017</li> <li>• Plan units of instruction with summer program staff to align with students qualifying to participate in the Bilingual summer program by Spring 2017</li> <li>• Inform parents of student eligibility through letters and phone calls by Parent University Spring 2017</li> <li>• Implement the Bilingual Summer Program by Summer 2017</li> </ul>	<div style="text-align: center;">  </div> <p>Criteria and student identification are complete. In the process of confirming attendance for summer school.</p> <p>Professional learning for teachers will begin in May.</p>	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Katie Russell</li> <li>• Melissa Dutra</li> <li>• Tiffany Hill</li> <li>• Zuleika Murillo</li> <li>• Sites with bilingual programs</li> </ul>

<p>6. Plan and develop a dual immersion model for high school</p>	<ul style="list-style-type: none"> <li>In progress</li> </ul>	 <p>Courses and curriculum are identified</p> <p>Teachers are selected</p> <p>Students are being recruited</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Elizabeth Fralicks</li> <li>Katie Russell</li> <li>Melissa Dutra</li> <li>Leslie Worton</li> </ul>




**High leverage strategy 3:** Expand and enrich newcomer programs and services.





<b>A. What?</b>	<b>B. How?</b>	<b>C. Metric/Milestone</b>	<b>August 2018~ Progress</b>	<b>D. Owners</b>
<p>a. Support the academic, cultural, and social emotional needs of newcomer and refugee English Learners</p>	<p>1. Develop systems to identify and maintain information regarding newcomer English learner students from initial language assessment to matriculation to higher education</p>	<ul style="list-style-type: none"> <li>ATLAS accurately identifies and monitors growth and progress of newcomer English learner students</li> <li>Language Assessment Center collects and maintains specific information regarding newcomer and refugee English learner students</li> </ul>	 <p>Language Assessment Center staff records all initially assessed students Gr.3-12 who are newly enrolled in U.S. schools.</p> <p>Language Assessment Center collects and maintains specific information on all incoming newcomer English learner students Privacy concerns prohibit collection of refugee status</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Elizabeth Fralicks</li> <li>ATLAS team</li> <li>Hector Vidrio</li> </ul>



			<p>information</p> <p>Current ATLAS system allows identification of newcomers only by year of entry which is insufficient for monitoring</p>	
	<p>2. Provide immediate resources in primary languages for success at point of initial language assessment for students in grades 3-12</p>	<ul style="list-style-type: none"> <li>100% of newcomer English Learners are provided with primary language resources upon initial assessment and identification.</li> </ul>	 <p>Language Assessment Center staff provides resource materials, in various languages, to students initially assessed.</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Hector Vidrio</li> </ul>
	<p>3. Collect transcripts and other background information to effectively leverage previous educational experiences and ensure appropriate placement, college credit, and other support services</p>	<ul style="list-style-type: none"> <li>100% of newcomer secondary students with prior schooling receive appropriate credit for previous coursework as documented by transcripts.</li> <li>Increased timely high school graduation and matriculation to institutions of higher education.</li> </ul>	 <p>All secondary newcomer English Learners who arrive with transcripts have transcripts translated and/or interpreted.</p> <p>Schools are responsible for requesting, translating and interpreting foreign transcripts. Ongoing collaboration will occur</p>	<ul style="list-style-type: none"> <li>María Maldonado</li> <li>Elizabeth Fralicks</li> <li>Sally Fowler</li> <li>Katie Russell</li> <li>Tamara Neely</li> <li>Registrars</li> </ul>

			with counselors to ensure accurate placements based on transcript interpretation.	
	4. Provide effective counseling and long-term planning to support late arrival newcomers to continue educational opportunities at high school and beyond	<ul style="list-style-type: none"> <li>• 100% of newcomer secondary students requiring more time to complete high school through a fifth year or through adult school are identified by end of the first semester and meet with counselor to document a plan.</li> <li>• Students requiring more time and linguistic support at the adult school and community college level are identified and directed to the appropriate assessment for placement</li> </ul>	 All secondary newcomer English Learner students meet with a counselor to make current placement determinations based on prior schooling  EL Services and Fresno Adult School have created a matriculation plan.	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Elizabeth Fralicks</li> <li>• Sally Fowler</li> </ul>
	5. Support sites to identify and leverage existing resources available to support newcomers and refugees, and supplement primary language support by providing limited time translation and interpretation services for small and scattered languages	<ul style="list-style-type: none"> <li>• Identified resources per site based on needs and numbers of newcomer English learner students</li> <li>• All newcomer English Learner students from small and scattered language groups have received at least six weeks 2 hour per day support up until April 7, 2017</li> </ul>	 Resources have been identified and are provided on an ongoing basis.	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Elizabeth Fralicks</li> <li>• Principals</li> <li>• Research Evaluation and Assessment</li> </ul>

High leverages Strategy 4: Implement appropriate district instructional models for English Learner students with fidelity to ensure rigorous academic programs for English learner students in all classrooms.

A. What?	B. How?	C. Metric/Milestone	August 2018~ Progress	D. Owners
<p>a. Enhance and adhere to specific elements outlined each of the following district instructional models for English Learners:</p> <ul style="list-style-type: none"> <li>• <i>Standards-Based Language and Content Model (formerly Structured English Immersion)</i></li> <li>• <i>Bilingual/Biliteracy and Heritage Language Model</i></li> <li>• <i>Dual Immersion Language Model</i></li> <li>• <i>Strategic Academic Language and Literacy Model (LTELs)</i></li> </ul>	<p>1. Collaborate in the implementation of the ELA/ELD Framework in ELA, mathematics, science, and social studies adoptions</p>	<ul style="list-style-type: none"> <li>• Curriculum and other support documents reflect practices and pedagogies embodied in the ELA/ELD Framework</li> </ul>	 Teaming structures permit cross departmental collaboration.	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Katie Russell</li> <li>• Melissa Dutra</li> <li>• Deanna Mathies</li> <li>• Teresa Morales</li>   <li>• Tiffany Hill</li> <li>• Leslie Worton</li> <li>• Site leaders and staff</li> </ul>
	<p>2. Implement effective EL instructional practices as delineated in the ELA/ELD Framework at selected sites</p>	<ul style="list-style-type: none"> <li>• Walkthrough and assessment data confirm effective EL instructional practices that support instruction as outlined in the IPG</li> </ul>	 District and state assessments, along with walkthrough data, show implementation of effective EL instructional practices have positive impact for all students at Lab School sites.	
	<p>3. Provide EL TSA at each site to ensure legal requirement are met</p>	<ul style="list-style-type: none"> <li>• Walkthrough and assessment data confirm effective EL instructional practices that support instruction as outlined in the IPG</li> <li>• Compliant cumulative</li> </ul>	 Each site has an assigned TSA. Currently, every site is being supported to	

		records for Limited English Proficient students	ensure compliant records are maintained. Each site receives support for high quality instruction for English learner students upon request.	
	4. Provide intensive professional learning to designated sites	<ul style="list-style-type: none"> <li>• Schedule of PL provided</li> <li>• Walkthrough and assessment data confirm effective EL instructional practices that support instruction as outlined in the IPG as addressed by PL</li> </ul>	 Lab School sites receive intense support. Other sites receive support as requested.	
<i>b. Newcomer Model</i>	1. Develop support documents for administrators, teachers, and counselors	<ul style="list-style-type: none"> <li>• Completed process for onboarding newcomer students including: <ul style="list-style-type: none"> <li>○ Resources in student's primary language</li> <li>○ Teacher support</li> <li>○ Instructional assistants</li> </ul> </li> </ul>	 Completed and ongoing	<ul style="list-style-type: none"> <li>• María Maldonado</li> <li>• Elizabeth Fralicks</li> <li>• Katie Russell</li> <li>• Leslie Worton</li> <li>• Heather Allen</li> <li>• Melissa Dutra</li> <li>• Sally Fowler</li> <li>• Site leaders</li> </ul>
	2. Develop peer tutor proposal	<ul style="list-style-type: none"> <li>• Pilot high school identified by October 2016</li> </ul>	 All comprehensive high schools and selected middle schools implement the peer mentoring program.	
	3. Identify language support materials	<ul style="list-style-type: none"> <li>• Inventory of materials distributed from</li> </ul>		

		Language Assessment Center	Completed and ongoing	
	4. Establish a budget to provide direct material support to newcomer students	<ul style="list-style-type: none"> <li>Budget that meets needs of all identified newcomers</li> </ul>	 Completed and ongoing	
	5. Adopt supplemental secondary newcomer designated ELD materials	<ul style="list-style-type: none"> <li>Adoption materials piloted Winter 2017</li> <li>New adoption series identified by Spring 2017</li> <li>ELD Adoption launched Fall 2017</li> </ul>	 Completed and teacher support is ongoing	