



Board Agenda Item #	Agenda # II P
Date:	June 14, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	MPS EL Master Plan Updates

Proposed Board Recommendation

I move that the board approve the changes and updates to the MPS EL Master Plan.

Background

Notable changes and updates to the MPS EL Master Plan include:

- Updated assessment criteria for initial and annual ELs
- Updated criteria for parent notification
- More flexible program options that will allow schools to accommodate their unique EL population.
 - For secondary school, Level 3 ELs have been added to the full period designated ELD class. For Level 4-5 ELs, designated ELD may be provided through their core ELA class, or alternatively, during the 25 minute SSR period. Schools with larger or smaller EL populations may place their high level 3s in this 25 minute, designated class with prior approval from the MPS EL Coordinator and Chief Academic Officer.
 - For elementary school, all ELs will receive a minimum of 30 minutes of designated ELD in a protected block of time during the school day. This may include push-in or pull-out support, rotation stations, or coordinated groupings managed by the teacher and supported by a teacher's aide. Depending on the school site's EL population, a supplemental ELD period may be provided to ELD levels 1-3(low) or 3(high)-5. This period would take place during the school's 25 minute SSR period and would allow teachers to focus on language learning (1-3) or domain areas of growth (3-5).
- EL student portfolios are now a part of our EL progress monitoring system.
- To prevent issues in data reporting, a classification chart with applicable dates and criteria has been added to the master plan for review by principals, deans of academics, and office staff.

Budget Implications

N/A

How Does This Action Relate/Affect/Benefit All MSAs?

The proposed updates and revisions to the master plan provides more flexibility for schools struggling to provide appropriate services to their English Learners. It also provides clarity of the initial identification and assessment of English Learners, as well as the classification criteria and timeline. All updates and revisions facilitate our commitment to providing excellent support to our English Learner students.

Name of Staff Originator:

Nicole Vasquez, MPS EL Coordinator

Exhibits (attachments):

2017-18 MPS EL Master Plan

MAGNOLIA PUBLIC SCHOOLS ENGLISH LEARNER MASTER PLAN

Magnolia Public Schools (MPS) endeavors to meet and exceed the needs of all learners, and is committed to closing the achievement gap that affects those students who are not fully proficient in English. We hope to accomplish this by facilitating the acquisition and mastery of the English language as quickly as possible, while providing English Learners (ELs) with access to the core content through specialized and targeted instruction, a research-based and state-approved curriculum, and carefully differentiated instructional strategies. MPS also promotes an equitable educational experience for our ELs and their families by providing supplemental counseling services, additional tutoring and literacy services, bilingual support, access to technology, and focused workshops where available and as needed.

MPS follows all federal and state laws in providing equal educational opportunities for ELs. MPS implements a consortium-wide English Learner Master Plan that outlines the following components of a strong program:

- A. Initial Identification and Assessment of English Learners
- B. Parent Notification and Placement of English Learners
- C. Monitoring English Learner Progress
- D. Reclassification of English Learners
- E. Staff Qualifications and Professional Development
- F. Evaluating Program Effectiveness

A. Initial Identification and Assessment of English Learners

Initial Identification: When a student enrolls at MPS, the school will request information regarding the primary language spoken at home through a Home Language Survey (HLS), as mandated by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student's home. Before completing this survey, parents will receive an explanation of its purpose, and be informed of the possibility that their child may be given an assessment to measure their English Language Proficiency (ELP). The student's cumulative file and CALPADS records will also be checked by office staff to determine the student's ELP status.

The HLS is made up of the following four questions:

1. What language did your child learn when he or she first began to talk?
2. What language does your child most frequently use at home?
3. What language do you (parent/guardian) most frequently use when speaking with your child?
4. Which language is most often spoken by the adults in the home?

The State Board of Education's approved guidelines for the HLS responses are as follows:

- If the answer to all four questions is "English" then the child is classified as "English Only" (EO) and will not be assessed for language proficiency.
- If the answer to any of the first three questions is a language other than English, then the student will be given the appropriate English language proficiency test (CELDT for initials in 2017-18).
- If the answer to the fourth question is a language other than English, the student may be tested for ELP at the school's discretion.

Parent rights regarding the HLS are as follows:

- The parent may amend the HLS anytime. If the amendment is made before the student has taken the initial CELDT, the student's classification will be adjusted to reflect the amendment. However, if the student has already taken the CELDT, then the amendment will not affect the student's classification subsequently determined by the results of the CELDT. An initial student who takes the CELDT for ELP is classified as "To Be Determined" (TBD) until the results of the CELDT are received.

The first HLS on file for a student supersedes all HLS forms completed at a later date. The answers on this initial HLS must be documented permanently in the Student Information System (SIS).

If the school has reasonable doubt of a student's ELP, then that student will be tested to establish and provide evidence of proficiency. In these cases, a certificated staff member must annotate the HLS to document the reasons for CELDT administration. Annotations to the HLS must be signed and dated by the school principal. Parents will be fully informed by a certificated staff member of the student's assessment results and program placement.

Assessment:

Assessment of Initial Students - Students whose ELP is "To Be Determined" according to their HLS (and with no other documentation of their English language designation available) will be tested in Fall 2017 using the CELDT. The CELDT will be administered to these initial students within 30 calendar days of the beginning of the school year, or within two weeks if a student enrolls during the school year. Initial CELDT assessments must be locally scored in order to determine the student's interim language classification and placement until official results are received. This interim information must be communicated to parents within 30 calendar days of the student's initial enrollment. Parents will be notified again of the student's official test results, once they are received. The official score provided by the test vendor is the score used by the school to establish the student's ELP classification and placement.

Based on the initial student's performance on the CELDT, he/she may be classified as an English Learner (EL) or an Initial Fluent English Proficient (IFEP) student. If a student is classified as an IFEP student, he/she will not be eligible to receive EL services, and will receive instruction in a program designed for fluent English speakers. If a student is classified as an EL, he/she will receive both integrated and designated English Language Development. An EL student must also be assessed annually (with the ELPAC starting in Spring 2018) until he/she meets the reclassification criteria established by MPS according to state law.

Assessment of Annual Students - Students who are classified as ELs are now tested annually using the ELPAC, beginning in Spring 2018. At this time, MPS is awaiting further instruction from the CDE on the administration guidelines for the ELPAC. In the meantime, annual ELs will unofficially take the CELDT to determine their interim ELD levels.

B. Parent Notification and Placement of English Learners

Parent Notification: Parents of students who are administered the initial and annual CELDT must receive notification of the following, within 30 calendar days of test administration:

- A description of initial or annual ELP levels, and how they are determined
- Current language classification
- Program placement

- Instructional program options, educational strategies, and educational materials to be used in each program
- Reclassification criteria
- Instructional program options for ELs with an IEP
- Expected rate of graduation for ELs

Parents are also given the option to meet with a school administrator if they have questions regarding their child’s assessment results, placement, or classification.

Placement of English Learners:

All MPS EL students are provided with daily designated and integrated English Language Development. Integrated ELD is provided to all ELs across all disciplines utilizing the frameworks and strategies outlined below. Designated ELD is also provided to all ELs, however instructional placement and support vary according to the students’ ELD level.

Designated ELD is defined by the CA ELD Framework as “a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge, and abilities needed for content learning in English.” The following tables outline how designated ELD is delivered to EL students depending on their grade and ELD level.

Designated ELD - Elementary

<i>Eligible Students</i>	<i>Program Description</i>
ELD Levels 1-3	Elementary EL students receive a minimum of 30 minutes of designated ELD instruction in a protected block of time during the school day.
EL with “less than reasonable” proficiency in English	All elementary MPS school sites must participate. This setting is designed to ensure that ELs receive appropriate supports to build their ELP and also meet grade level standards across all content areas.
~and~	Teacher differentiates language instruction based on ELD levels. Schools may provide this type of ELD through push-in or pull-out support, rotation stations, or coordinated groupings managed by the teacher and

<p>ELD Levels 4-5</p> <p>ELs with "reasonable proficiency" in English</p>	<p>supported by teacher's aide.</p> <p>Primary curriculum used is McGraw Hill's <i>Wonders</i>, used in conjunction with supplemental programs such as Duolingo and BrainPop ESL.</p>
<p>ELD Levels 1-5</p> <p>*Optional, supplemental ELD class period</p>	<p>Depending on the school site's EL population, a supplemental ELD period may be provided to ELD levels 1-3 (low) or 3 (high)-5. This period would take place during the school's 25 minute SSR period and would allow teachers to focus on language learning (1-3) or domain areas of growth (3-5).</p>

Designated ELD - Secondary

Depending on the EL student's ELD level, he/she will be placed in either a full period designated ELD class, or will receive designated ELD in his/her core ELA class and/or during the school's 25 minute Sustained Silent Reading (SSR) class period.

<i>Eligible Students</i>	<i>Program Description</i>
<p>ELD Levels 1-3</p> <p>EL with "less than reasonable" proficiency in English</p>	<p>EL students who are ELD Levels 1-3 receive one full period of designated ELD.</p> <p>All MPS school sites must participate.</p> <p>This setting is designed to ensure that ELs receive appropriate supports to build their ELP and also meet grade level standards across all content areas.</p> <p>Teacher differentiates language instruction based on ELD levels. Primary curriculum used is McGraw Hill's <i>Study Sync</i>, used in conjunction with supplemental programs such as Duolingo and Edge.</p> <p><i>*Flexible program options:</i> Depending on each school site's EL population and numbers, students who are High Level 3s may be placed in the 25 minute designated setting where available and based on the school's assessment of their individual proficiency. School site must have prior approval of MPS EL Coordinator and Chief Academic Officer for this arrangement.</p>

<p>ELD Levels 4-5</p> <p>ELs with “reasonable proficiency” in English</p>	<p>EL students who are ELD Levels 4-5 receive designated ELD in their English Language Arts class, designed to focus on specific domains.</p> <p>All MPS school sites must participate.</p> <p>This setting is designed to ensure that ELs continue to progress towards ELP proficiency and continue to meet grade level content standards.</p> <p>Teacher differentiates language instruction based on ELD levels.</p> <p>Primary curriculum used is McGraw Hill’s <i>Study Sync</i> (designated component), used in conjunction with supplemental materials such as No Red Ink, NewsELA, and Kate Kinsella’s vocabulary toolkit.</p> <p>ELA teacher works with site-level EL coordinator and dean of academics to determine which domains each student should focus on in order to reclassify.</p>
<p>ELD Levels 3-5</p> <p>*Optional, supplemental ELD class period</p>	<p>Depending on the school site’s EL population, a supplemental ELD period may be provided to ELD levels 3 (high)-5.</p> <p>This designated block of time would allow secondary teachers to focus on domain areas of growth. This 25 minute block of time may replace designated ELD in the core ELA class with prior approval from the MPS EL Coordinator and Chief Academic Officer.</p>

Integrated ELD - Grades K-12

For both designated and integrated ELD, Teachers will receive training on a research-based, field-tested framework for supporting EL growth in content and language. This framework was developed by Dr. Persida Himmele and Dr. William Himmele, two educators who have extensive and successful experience with ELs. Their framework is carefully broken down in the book *The Language Rich Classroom* and is “meant to empower teachers who haven’t been formally trained in ESL with planning tools that make content comprehensible to their English language learners,” while “providing ELLs with opportunities to build up their academic language” in the content classroom. Although the framework was developed for ELLs, it is beneficial to all learners. The framework is made up of components that are broken up into five areas around the acronym CHATS:

- C – Content Reading Strategies
- H – Higher Order Thinking Skills
- A – Assessment

T – Total Participation Techniques

S – Scaffolding Strategies

This framework is designed to work in mixed, multilingual classrooms and the book provides resources and examples of how teachers can use each component in their planning. The MPS EL Coordinator will work with the site-level ELD Coordinators to train teachers and provide them with the resources needed to implement this framework.

Integrated ELD is built into our new curriculum for ELA (McGraw Hill's StudySync for secondary and Wonders for elementary). McGraw Hill will provide teacher training on how to use this new integrated ELD tool, and provide ongoing support as needed.

The Myon Reading Program has also been added as an option for schools interested in an alternative to the Accelerated Reader Program or Achieve 3000 Program. Myon provides access to bilingual texts and ELD support.

In addition to providing integrated ELD through the CHATS framework, teachers will use SDAIE strategies to facilitate access to the content for ELs. SDAIE is a teaching style established to provide meaningful instruction in the content areas for transitioning EL students to make sure they move forward academically until they reach English fluency. All MPS teachers will be trained in SDAIE techniques (in addition to the CHATS framework).

During whole class instruction, teachers will utilize materials within the curriculum and engage students by using thematic planning and SDAIE strategies. Manipulatives, visuals, graphic organizers, and interactive communication are just a few of the ways teachers will create an educational environment that fosters language acquisition through content based lessons.

Small group intervention will also be provided using SDAIE. When needed, teachers will work one-on-one with students to ensure that beginning English speakers progress at an accelerated rate. Depending on the needs of the EL students, teachers will use proven strategies, such as peer mentoring, multi-sensory experiential activities, modeling and tutoring, cooperative learning, and use of media and visuals, to provide effective oral language, literacy and content area instructions.

At MPS teachers will employ the following SDAIE strategies to help their students:

- Modify the language of instruction to increase comprehensibility. Simplify the language of instruction and not the concept being taught.
- Provide instructions and messages in written and verbal form.

- Build background knowledge before teaching a lesson.
- Modify assignments for new students so that they can be successful doing a part of the class assignment.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, and kinesthetic.
- Present content area vocabulary and concepts using contextual clues, such as, pictures, models and hands-on activities.
- Provide concrete examples of words using flashcards, pictures and objects.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible. Textual material is usually too dense for second language learners.
- Employ a variety of questioning strategies in order to determine the student's level of comprehension. Structure questions to student's level of language understanding.
- Remain in continuous contact with the students by walking around the room and observing student work and behavior.
- Be sensitive to all nationalities. Be aware of cultural differences and vocabulary and language nuances.
- Write assignments and other important information on the board.

Some strategies for adjusting class structure include:

- Students work in teams; ELs can then be active participants instead of simply observers.
- EL is paired with a student who is a native English speaker and of the same age.
- EL is paired with a student mentor in another grade.

C. Monitoring English Learner Progress

Assessments: The CELDT will be used for the annual assessment of each student's ELD level, along with scores on Smarter Balanced ELA/Literacy test, MAP tests, teacher evaluation, and parent consultation. The CELDT scores, (overall and subtest data), and Smarter Balanced ELA/Literacy test scores will be shared with all teachers, and student performance will be closely monitored by the teachers and administrators throughout the school year and for two years after the student reclassifies.

ELs will be consistently monitored through assessments for English language development and

academic progress. Students will be assessed (formally and informally) throughout, and at the end of, each ELD curricular unit via both teacher-created and computer-generated assessments. They will also be assessed with the MAP tests for academic progress in Reading/Literacy, Language Usage and Mathematics, and SBAC interim assessments.

Using Assessment Results for Instruction: MAP tests are administered at least two times a year. MPS generates reports from MAP that includes student performance data for each test administration. The School’s admin team and staff analyzes the student performance data and focus on addressing areas of need. Teachers will use MAP data reports to create their standards-based curriculum maps and unit plans by examining the standards that students have already mastered and those that need to be developed. They will also use them to assess the efficacy of the standards-based instruction that is being delivered and to make plans for re-teaching or acceleration as needed. Training in using NWEA for assessment and planning purposes will be part of the professional development that occurs prior to the start of school and ongoing throughout the year. Other assessments to monitor student progress, (besides the CELDT, Smarter Balanced ELA/Literacy test, teacher-created ELD curricular unit assessments and MAP tests) include Accelerated Reader tests, and Myon Reading tests, as well as assessments provided by the various publishers listed in Curriculum Resources. These assessments allow teachers to monitor the progress of ELs and provide software generated tests and personalized instruction based on the CA CCSS for ELA/Literacy and the CA ELD standards. A summary of assessments is outlined in the following table:

Beginning of Year	Weekly	End of Unit/Quarterly	Year-End
Home Language Survey	Teacher created assessments	End of ELD curricular unit assessments	Smarter Balanced ELA/Literacy test
MAP Test	Accelerated Reader and Myon tests	Publisher provided assessments	MAP Test
CELDT		Progress reports with grades and teacher comments	
		MAP tests	

		SBAC Interim Assessments	
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EL Student Portfolios:

Every EL student will also be monitored through portfolios maintained by the site level EL coordinator. Each school site will have flexibility in what they choose to add to the portfolios, however the following items are the minimum requirement:

- MPS EL Progress Monitoring Form
- Copies of CELDT and MAP scores
- Writing samples
- Interview questions for recorded oral language samples
- “Road to Reclassification” form to be filled out and reviewed by EL student

Portfolios will be maintained for a period of two years after the student reclassifies. Site level EL coordinators will monitor MAP and SBAC scores, and ELA grades using the “Post RFEP” form found in the EL Coordinators’ Google folder. If a reclassified student falls below basic on the aforementioned assessments, or receives a 70% or below in ELA, he/she will meet with the site level EL Coordinator and Dean of Academics to determine if any intervention or additional support is needed.

D. Reclassification of English Learners

MPS uses the four criteria in state law as guidelines in determining whether or not an English Learner should be reclassified as fluent English proficient: CELDT results, comparison of performance in basic skills on the ELA/Literacy section of the Smarter Balanced test or MAP Reading Test, teacher evaluation, and input from parents. The established criteria for reclassification are as follows:

	<i>Grades K-5</i>	<i>Grades 6-12</i>
<i>Annual CELDT Scores</i>	<i>Overall performance of 4 (Early Advanced) or 5 (Advanced) with skill area scores of 3 (Intermediate) or higher in Listening, Speaking, Reading and Writing</i>	

Basic Skills Assessment	Smarter Balanced ELA/Literacy score: 2 (Nearly Met) or above OR MAP score: Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of: Grade Fall score OR Winter/Spring score 3: 179 187/191 4: 191 197/200 5: 197 202/204 *www.nwea.org	Smarter Balanced ELA/Literacy score: 2 (Nearly Met) or above OR MAP score: Performance level of Basic on the MAP* Reading test with a minimum Fall or Winter/Spring score of: Grade Fall score OR Winter/Spring score 6: 200 204/206 7: 205 208/210 8: 208 211/212 Grades 9-12: 225 in any testing season for that year *www.nwea.org
Teacher Evaluation	Student achieves a grade of C (70%) or above in English Language Arts (ELA). Applicable ELA grades considered are: Semester 1 final grade and current semester grade at the time of reclassification.	
Parent Consultation and Notification	Parent/Guardian concurs with the recommendation to reclassify.	

Reclassified students are monitored for a period of at least two years by on-site ELD Coordinators. Coordinators monitor student progress by charting scores, assessing samples of student work, and following up with the student's ELA/English teachers once per semester to discuss progress. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring or counseling and intervention/enrichment classes.

The following chart outlines the timeline for reclassification of ELs, including dates and procedures for data entry into CALPADS:

Classification of English Learners AY 2016-17

September 2016	NO RFEP
October 2016	NO RFEP
October 5, 2016	Census Day
October 31, 2016	CELDT testing window closes.
January 2017	<p>CELDT test results are received.</p> <p>Site level EL Coordinator reviews student data for RFEP eligibility.</p> <p>School staff mails parent consent letter to the parents of students who are eligible for RFEP (based on CELDT score, Fall/Winter MAP score, and Semester 1 ELA grade). If parent approves of reclassification, school staff may officially reclassify the student.</p>
January 27, 2017	CALPADS Amendment Window Closes (2016-17).
February 1, 2017	Update all TBDs to EL or IFEP (determined by CELDT scores).
May 2017	Those students who passed the CELDT but did not meet all criteria for reclassification in January, may have their most current data re-evaluated for eligibility by the site level EL Coordinator. School staff mails parent consent letter to the parents of students who are eligible for RFEP. If parent approves of reclassification, school staff may officially reclassify the student.
July/August 2017	SBAC results are received. At this time, any student who did not meet the MAP requirements, but meet the SBAC requirements, will be eligible for reclassification. School staff mails parent consent letter and reclassifies student by August 31.
September 2017	NO RFEP
October 2017	NO RFEP
October 4, 2017	Census Day
	Census Day certification due to MPS EL Coordinator.
TBD	CELDT testing window closes (initials ONLY).
Reclassification	FOR STUDENTS WHO ARE RECLASSIFIED WITHIN THE CURRENT

**dates entered
into CALPADS**

ACADEMIC YEAR, ENTER THE DATE OF THE PARENT CONSENT LETTER IN CALPADS AS THE CLASSIFICATION DATE. THIS DATE MUST FALL BETWEEN JANUARY-AUGUST OF THE CURRENT ACADEMIC YEAR.

E. Staff Qualifications and Professional Development

All MPS teachers providing specialized academic instruction to EL students must hold a CLAD or BCLAD credential or other CCTC certification authorizing teaching to English Language Learners.

In addition to ongoing professional development activities, MPS provides all staff with multiple opportunities to participate in external workshops and trainings to address their individual needs. MPS staff meets biweekly in departments and grade levels and shares best practices and discusses issues such as academic and behavior support for students including ELs. Student achievement data, including CELDT results, is analyzed by staff. Intervention strategies for ELs, differentiated instruction, and use of effective pedagogical strategies are some of the topics that MPS staff continues to revisit for professional development. MPS will also schedule PD to cover introduction to new ELD standards, development of unit of study in ELD and corresponding assessments per unit, implementation of common core ELA/ELD and math standards, CHATS/SIOP/SDAIE/GLAD strategies to support ELs, and teacher observation and evaluation to monitor implementation of PD in the classroom. MPS staff will be required to:

- Consistently implement with fidelity the ELD curriculum as outlined in the English Learners Master Plan
- Provide instruction during core classes using research-based strategies and CHATS/SIOP/SDAIE/GLAD methodology to ensure students are able to access grade level instruction and do not incur academic deficits while they learn English
- Attend all professional development and professional learning community sessions
- Monitor student progress in ELD and access to core class instruction for progress towards minimum expected benchmark achievements
- Maintain contact with the students' families and keep them updated on their children's progress

F. Evaluating Program Effectiveness

The School will use CELDT results, along with scores on Smarter Balanced ELA/Literacy tests,

MAP tests, teacher evaluations, and parent consultations to evaluate the success and effectiveness of the EL Programs and growth of ELs. School admin team will analyze the data at the school level. The Chief Academic Officer (CAO) at the Magnolia Public Schools Home Office (Home Office) will evaluate the assessment data for all MPS schools. School admin team will be required to:

- Supervise classroom instruction for content and pedagogy to ensure the delivery of ELD and Access to the Core through CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support
- Provide leadership and support to teachers and staff to improve student achievement and accelerate the learning of ELs
- Conduct regular classroom walkthroughs to ensure that ELD and CHATS/SIOP/SDAIE/GLAD instruction or support are being delivered in the manner outlined in the master plan
- Identify, design, and implement appropriate interventions for ELs when they do not meet minimum progress benchmark achievement
- Utilize multiple sources of data to monitor EL program implementation
- Review placement of ELs in ELD instruction prior to the beginning of each semester and correct any inconsistencies with the Master Plan
- Ensure that teachers have professional development opportunities to continue to develop their skills and knowledge in ELD and CHATS/SIOP/SDAIE/GLAD and/or primary language instruction or support
- Ensure that interventions are designed and delivered consistent with the English Learners Master Plan
- Provide a welcoming environment for parents of EL students and ensure that they are regularly apprised of the EL assessment and reclassification process and results, instructional program options and placement, EL progress monitoring

Additionally, the MPS EL Coordinator will work with teachers and the leadership team to monitor program effectiveness. The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school

- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support)
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs
- Help teachers monitor the progress of ELs and Reclassified students, and create appropriate interventions and action plans as needed
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process
- Oversee the adoption and implementation of the ELD curriculum
- Oversee the Title III improvement plan, and any other Title III requirements
- Attend EL-related professional development and share resources with teachers and school leaders
- Maintain and update this master plan as needed, attend trainings relevant to the transition from NCLB to the Every Student Succeeds Act, and provide ELD resources to all MPS teachers and staff.

