

INITIATIVE #1:

Develop tools and resources in order to support implementation, benchmarking and continuous improvement of instructional programs for English Language Learners

Primary Objective:

- Students have access to quality programs that promote English Language Development, dual language development and mastery of core subject areas

Secondary Objective:

- Leaders have the tools required to support and monitor the implementation of quality programs designed for ELLs

Measures of Success:

- Increases in ELL graduation rates
- Increases in literacy performance in grades 3, 6 and 11
- Increases in English language proficiency
- Increases/growth on indicators of quality implementation standards
- Increase in number of Bilingual programs and number of EL students participating in EL programs

Challenges:

- Establishing and maintaining effective communication with all educational leaders state-wide
- Obtaining input in a meaningful manner from educational leaders and practitioners across the state

Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
Identify research based program models (i.e. dual language model), quality indicators and a continuum of recommended services based on language proficiency levels.	Develop an ELL website that provides: descriptions of research based models, quality indicators and a recommended continuum of services.	Continue to add & refine the website to promote state-wide utilization of the information. Promote via conferences, superintendent meetings and other regional meetings.	Continue updating website & promoting its use. Explore a peer review process for inter-district collaborative reviews to assess program fidelity & success.
Develop a rubric representing the essential common elements of research based model			

programs.			
Year 1 Action Steps	Year 2 Action Steps	Year 3 Action Steps	Year 4 Action Steps
With input from districts, utilize the rubric to identify a list of programs across the state that demonstrates promise.	Leaders & practitioners familiar with the rubric & best practices conduct site visits (invited by local leaders) & utilize student data to identify model programs. The list is publicized state-wide.	Model program validation visits to continue with new sites added as appropriate. Model sites host visits from other sites/ districts to encourage replication of successful models.	Continue model program visits and utilize a collaborative approach use to replicate model programs across the state.
Begin to establish a “resource repository”, focus on facilitating access to information. Identify who will be responsible for the repository.	Continue to establish a repository of resources that is widely accessible to all stakeholders (website.)	Expand repository and monitor use of this resource to ensure maximum utilization.	Continue updating and refining resource repository.
Begin discussions with districts regarding the role of regional consortiums	With input from district and state leadership identify plans for the utilization of regional consortiums	Implement plan established for regional consortiums, with a focus on the sharing of resources and expertise	Continue regional collaborative efforts with a focus on assisting districts to establish an inter-district peer review process.
Identify list of potential partners to assist in program research & implementation. <ul style="list-style-type: none"> • IHE • Research Groups (private or public) • Parent Groups • Business Partners as potential sponsors 	Contact & communicate to potential partners the specific purpose they can fulfill. Formally enlist their support and implement initial collaborative steps.	Actively implement plans for individual partnership “collaborative”, (i.e. funding and assistance with research and model field projects.)	Continue to support & monitor existing partnership efforts and expand to include additional partnerships.