

WE ARE **FUSD**



2025-30 STRATEGIC PLAN

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A LETTER FROM

THE *Superintendent*



Over the past several years, Fresno Unified has deepened its commitment to Student Outcomes Focused Governance, creating greater alignment and accountability around student achievement.

This Strategic Plan represents the next chapter of that work and serves as a shared roadmap for how we will continue building a stronger future for our students, families, staff, and community.

Developed through a collaborative and community-informed process, this plan reflects the voices of staff, students, families, and community partners who care deeply about the future of Fresno Unified. Together, we identified the Goals and Guardrails necessary to ensure every student graduates prepared to thrive in college, career, and life.

This plan is grounded in our mission to provide an excellent, equitable education in a culturally proficient environment and is guided by the foundational frameworks that define who we aspire to be as a district, including our Theory of Action, Portrait of a Learner, and Portrait of a Leader.

While student outcomes remain at the center of this work, achieving those outcomes requires excellence across every part of our organization. Fresno Unified will advance this plan through four interconnected pillars: Academic Excellence, Engagement Excellence, People Excellence and Operational Excellence. These pillars reflect our commitment to creating the conditions that allow students and adults to thrive while ensuring responsible stewardship of the resources entrusted to us.

Our strategic priorities focus on four student outcome goals: Early Literacy, Literacy Intervention, College and Career Readiness, and Life Skills. These goals are intentionally supported by guardrails centered on Community Engagement, Equitable Access, Effective Staff, and Health and Wellness because student success requires both strong academic systems and the conditions that allow students and adults to thrive.

This Strategic Plan challenges us to work together with urgency and purpose while remaining grounded in the needs, strengths, and aspirations of the communities we serve.

The future of Fresno Unified will not be shaped by one person or one department alone. It will be shaped by all of us working together in partnership on behalf of our students. We are proud of the work that brought us to this moment, and we are even more hopeful about where we are headed next.

With Deep Gratitude,

A handwritten signature in black ink, appearing to read 'Misty Her'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Misty Her
Superintendent

HOW THE PLANS WORK TOGETHER

You
ARE HERE



The Strategic Plan is focused on building the district's long-term vision and laying out the foundation for implementation. In the four years that follow, an Annual Plan will then translate that vision into the priorities, initiatives, and measurable actions that guide our work for the year. This will follow with an Annual Report at the end of each year to report accomplishments from the plan. Divisions and school sites will each curate plans to further operationalize these priorities by outlining the specific actions each division and school will take to advance our shared goals.

FRESNO UNIFIED SCHOOL DISTRICT 5 YEAR STRATEGIC PLAN (2025-30)

- MISSION
- VISION
- GOALS
- GUARDRAILS
- Pillars
- PRIORITIES
- STRATEGIES

DISTRICT WIDE ANNUAL PLAN 2026-27

- Interims
- Initiatives
- Annual targets

ANNUAL REPORT

DIVISION ANNUAL PLAN

- Key Initiatives
- SMART Goals

SCHOOL SITE PLAN

- Site-Level Actions
- Site-Level Targets

QUARTERLY REPORT OUTS



OUR MISSION

We **NURTURE** and
CULTIVATE the **INTERESTS**
INTELLECT, and
LEADERSHIP of our
students by providing
an **EXCELLENT, EQUITABLE**
education in a
CULTURALLY PROFICIENT
environment.



OUR VISION

Where students, families, and staff are
VALUED and **EMPOWERED** to achieve their
GREATEST POTENTIAL.



THEORY OF ACTION

A theory of action connects strategies, behaviors, and systems to student outcomes. It is written as an if-then statement and serves as a guide for decision-making, resource allocation, and accountability.

Co-designed by the Board of Trustees and district staff based on community input from listening sessions, this theory of action is a set of concise non-negotiable, high level “if-then” strategies. These strategies align all system inputs and outputs to ensure our work happens in a unified way towards accomplishing our goals while honoring community values.

If District Leaders

- Develop and maintain a coherent, accessible, and updated **data system**
- Provide high-quality **professional learning**, coaching, and mentoring for school leaders
- Supply culturally responsive, standards-aligned **curriculum, tools, and resources**
- Establish **structures** that support collaborative adult learning
- Communicate a clear, publicly shared district **vision** for high-quality teaching and learning
- Recruit and retain high-quality **staff** who embody the district's mission and vision
- Align **resources** strategically to advance system goals and improve student outcomes
- Identify and **remove systemic barriers** while expanding **targeted support** for historically underserved students
- Partner with schools to promote the **well-being** of both staff and students
- **Engage** families and community members as authentic collaborators in the work

If School Leaders

- Build a schoolwide culture rooted in **evidence-based** decision-making, ongoing progress monitoring, and continuous improvement.
- Observe classrooms regularly and provide **actionable feedback** that strengthens instructional quality
- Clearly **communicate** how schoolwide practices support improved student outcomes
- Foster a **professional learning** culture that elevates instructional practice for all staff
- Cultivate **collective efficacy** so teams believe in and work toward their shared ability to influence student achievement
- Build and sustain an inclusive, **positive school culture** where every voice is valued and where staff receive clear direction

If Every Educator

- Designs and delivers culturally responsive, grade-level aligned instruction that provides multiple **pathways for students to learn**
- Uses **formative assessment** practices to check for understanding and adjusts instruction in real time
- Collaborates in **professional learning** communities to share strategies, refine practice, and improve outcomes
- **Communicates** proactively with families to inform instruction, strengthen engagement, and build inclusive, respectful, and safe classroom communities
- Creates **classroom environments** that are positive and supportive

If Every Parent/Guardian

- Ensures their children **attend** school daily
- Establishes routines, limits distractions, and **supports learning**
- **Participates in school** conferences, meetings, and functions

Then Every Student

- **Participates** in their educational outcomes
- **Engages and develops** the knowledge, skills, resilience, and personal agency needed to reach their full potential
- **Graduates** prepared to thrive in college, career, and life

If every part of the system fulfills its role in creating coherent support and strong instruction, **then** every student will be prepared to thrive in college, career, and life.

Student-Centered Decision Making

Advancing Equity & Achievement

Fostering Community Trust

Building a Shared Vision

Facilitate Meaningful Instruction

Nurturing Diversity



PORTRAIT OF A LEADER

Equity-centered leaders equip students with future-ready skills



Critical Thinking

Adaptability

Communication

Empathy

Digital Literacy

Collaboration

PORTRAIT OF A LEARNER



PILLARS

We believe in... *Excellence*

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GUARDRAILS PROTECT GOALS



“Many of our students must overcome significant barriers, making their commitment to excellence even more impressive. Their achievements are also a testament to the dedication of our staff and the support of their families.”

*-Superintendent
Misty Her*



STRATEGIC PLANNING PROCESS

*Student outcomes don't change
until adult behaviors change*

FALL 2024: COMMUNITY LISTENING SESSIONS

Trustees co-facilitated over 30 community listening sessions across the district, focused on collecting feedback regarding the desired outcomes for Fresno Unified students in the Fresno Unified community. Participants included parents, caregivers, staff, students, business owners and community members.



SPRING 2025: BOARD ADOPTED GOALS & GUARDRAILS

Utilizing the community feedback, A public workshop provided an opportunity for trustees to collaboratively develop four goals and four guardrails. This was followed by the development of interim goals and guardrails.



FALL 2025: LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

As part of the district's Local Control and Accountability Plan, additional parent, student and staff feedback was collected.



STRATEGIC PLANNING PROCESS

FALL 2025-SPRING 2026: TEACHER LISTENING SESSIONS

Superintendent Her and her Executive Cabinet completed a 10-month listening tour, providing an opportunity for teachers across the district to share their ideas about what was working well in the district and improvements needed.



WINTER 2026: INITIATIVE & STRATEGY DEVELOPMENT BEGINS

Department and site staff began the work to identify priority initiatives to support the successful implementation of the goals and guardrails.



SPRING 2026: STRATEGIC PLANNING SESSIONS

Certificated, classified and management staff partnered with community members to finalize strategies and develop the framework for a five-year strategic plan.





ACADEMIC EXCELLENCE

Commitment

We commit to educating the whole child and providing an excellent, equitable education in a culturally proficient environment.

Priorities

- Build educator capacity and collective efficacy
- Provide high-quality, standards-aligned, grade level instruction
- Promote student well-being through positive climate, social emotional development, positive behaviors and improved attendance



How this will impact...

Our Students

Students will have rigorous and relevant high-quality instruction, timely personalized support to master grade-level standards, and strong school-home partnerships.

Our Staff

Staff will have access to high quality instructional materials, resources and tools, relevant professional learning and coaching, and frequent opportunities for peer collaboration.

Our Community

Community members will see improved student outcomes, college and career ready graduates, and timely monitoring of student progress and performance.

ACADEMIC EXCELLENCE

PRIORITIES AND STRATEGIES



Life Skills



College and Career Readiness



Literacy Intervention



Early Literacy



Effective Staff



Health and Wellness

Priority AE-P1 BUILD EDUCATOR CAPACITY AND COLLECTIVE EFFICACY

Implement evidence-based literacy instruction focusing on foundational reading and comprehension from preschool to eighth grade.

Strategies

- Support high functioning professional learning communities (PLC)
- Design, deliver and monitor high quality professional learning
- Provide job embedded coaching and mentoring
- Recruit and retain high quality educators and staff

Priority AE-P2 PROVIDE HIGH-QUALITY, STANDARDS-ALIGNED, GRADE LEVEL INSTRUCTION

Strengthen Tier I instruction through ongoing teacher coaching and professional development aligned with district standards.

Strategies

- Implement guaranteed and viable curriculum
- Provide high-quality, standards-aligned, grade level tools and resources including Artificial Intelligence (AI)
- Design and implement robust multi-level systems for progress monitoring
- Provide differentiated opportunities to close learning gaps

Priority AE-P3 PROMOTE STUDENT WELL-BEING THROUGH POSITIVE CLIMATE, SOCIAL EMOTIONAL DEVELOPMENT, POSITIVE BEHAVIORS AND IMPROVED ATTENDANCE

Strengthen the implementation of a multi-tiered system of support to improve well-being.

Strategies

- Teach and integrate social emotional learning into instruction
- Increase the use of effective attendance strategies
- Increase positive behaviors through universal practices and guidance
- Provide social emotional, behavioral, physical, and mental health interventions



PEOPLE EXCELLENCE

Commitment

We commit to attracting, developing, supporting, and retaining a highly effective and diverse workforce by building strong teams, cultivating talent, fostering meaningful partnerships, and strengthening workforce systems that empower employees and advance student outcomes through service, innovation, and operational excellence.

Priorities

- Leadership excellence and accountability
- Talent acquisition, workforce readiness and pipelines
- Employee engagement, growth and retention
- Organizational effectiveness and risk management



How this will impact...

Our Students

Students will benefit from highly effective, well-supported educators and staff who are equipped with strong workforce systems to meet diverse learning needs and create safe, engaging, and high-quality learning experiences.

Our Staff

Staff will experience a culture of trust, support, accountability, and professional growth where contributions are valued, expectations are clear, commitments are honored, and success is shared.

Our Community

Community members will benefit from a stable, diverse, and highly effective workforce dedicated to serving students and strengthening schools.

PEOPLE EXCELLENCE

PRIORITIES AND STRATEGIES



Effective
Staff



Health and
Wellness

Priority PE-P1 LEADERSHIP EXCELLENCE AND ACCOUNTABILITY

Ensure schools and departments are staffed with highly qualified employees through strategic recruitment, effective selection processes, and supportive onboarding systems.

Strategies

- Build leadership readiness prior to supervision
- Strengthen evaluation quality and feedback
- Improve consistency and evidence of staffing decisions
- Increase leadership accountability through monitoring and support

Priority PE-P2 TALENT ACQUISITION, WORKFORCE READINESS AND PIPELINES

Ensure schools and departments are staffed with qualified employees through efficient hiring systems, strong workforce pipelines, and effective onboarding experiences.

Strategies

- Reduce vacancies and improve hiring efficiency
- Strengthen workforce pipelines
- Improve candidate selection processes
- Accelerate employee readiness through onboarding

Priority PE-P3 EMPLOYEE ENGAGEMENT, GROWTH & RETENTION

Create conditions where employees are engaged, supported, growing professionally, and committed to long-term success within Fresno Unified.

Strategies

- Build employee reflection and growth system
- Strengthen employee engagement and culture
- Expand career growth and advancement opportunities
- Improve retention through data-informed supports

PRIORITIES AND STRATEGIES



Effective
Staff



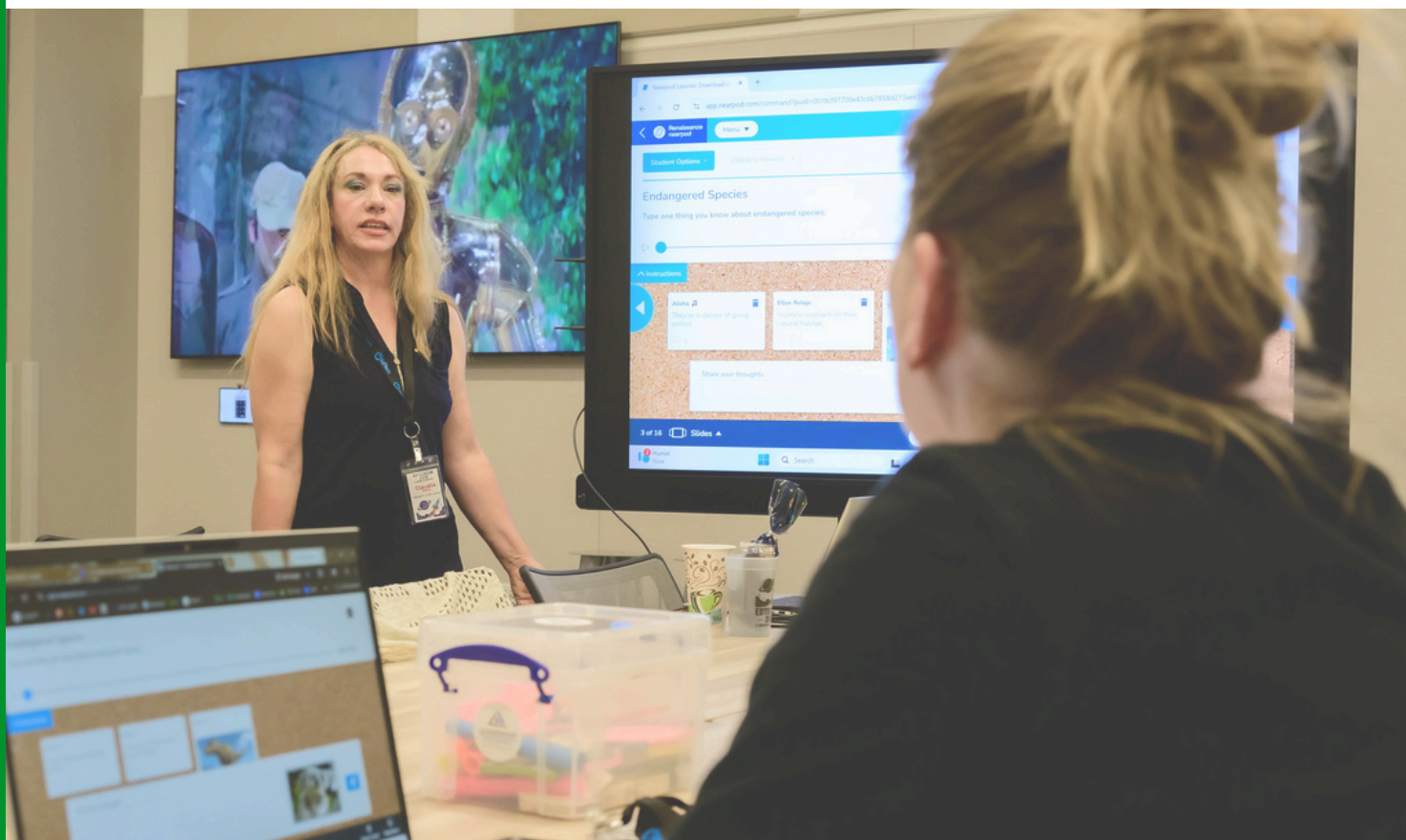
Health and
Wellness

Priority PE-P4 ORGANIZATIONAL EFFECTIVENESS AND RISK MANAGEMENT

Ensure Human Resources operates legally, efficiently, consistently, and strategically while reducing organizational risk.

Strategies

- Strengthen compliance and audit systems
- Improve employee relations and due process
- Modernize workforce architecture
- Improve labor relations and contract implementation
- Ensure readiness for high-risk workforce events



OPERATIONAL EXCELLENCE

OPERATIONAL EXCELLENCE

PILLAR

Commitment

We commit to operational excellence through efficient, reliable, and high-quality service delivery, driven by continuous improvement, strong technology, and responsible stewardship of resources, systems, and people to support safe environments, high-quality instruction, and data-informed decisions that help every student and staff member thrive.

Priorities

- Strengthen essential student services and site operations
- Continually improve technology systems and service delivery
- Enhance data systems to enable unbiased, data-driven decisions that improve operations and outcomes
- Strengthen safety systems and emergency preparedness
- Improve business systems, processes, and customer service



How this will impact...

Our Students

Students will experience safer, more supportive schools with well-maintained facilities that promote focused learning and growth, enhanced by reliable access to technology and strong instructional tools, timely and efficient support services that reduce barriers to success, and a customer-centered environment strengthened by transparent, data-driven practices that improve learning and outcomes.

Our Staff

Staff will experience safe, secure work environments supported by efficient, streamlined processes that reduce administrative burden, reliable technology systems and tools that enhance productivity and minimize disruptions, responsive and high-quality support services, and access to actionable data and strong instructional resources to strengthen instruction, engagement, and continuous improvement.

Our Community

Community members will experience increased trust and confidence in the district through transparent, data-driven practices and consistent accountability, supported by responsive customer service that elevates community voice, safe and welcoming schools that serve as trusted spaces, and the efficient, responsible use of resources that directly benefit students and ensure equitable, high-quality outcomes.

OPERATIONAL EXCELLENCE

PRIORITIES AND STRATEGIES



Literacy
Intervention



Early
Literacy



Health and
Wellness

Priority OE-P1 STRENGTHEN ESSENTIAL STUDENT SERVICES AND SITE OPERATIONS

Strategies

- Implement transportation technology to improve oversight, optimize routing, and enhance the reliability and timeliness of bus arrivals
- Increase student participation in meal programs by improving service quality, access, and efficiency
- Streamline procurement and warehouse operations to ensure timely, reliable access to essential supplies and services
- Enhance maintenance operations by expanding preventative practices and improving repair response through effective Computerized Maintenance Management System (CMMS) use
- Improve site quality by enhancing field conditions and elevating classroom cleanliness through consistent inspections and upkeep

Priority OE-P2 CONTINUALLY IMPROVE TECHNOLOGY SYSTEMS AND SERVICE DELIVERY

Strategies

- Expand student information system tools for intervention tracking and progress monitoring, allowing staff to assess student outcomes and make timely, data-informed instructional decisions
- Improve Information Technology (IT) service quality by reducing the time to resolve help desk calls and tickets
- Modernize network infrastructure to support school site safety and access control upgrades
- Improve high-value technology projects completed on time and within approved scope and budget
- Implement artificial intelligence (AI) with current technology tools and provide professional development and support to improve operational services

Priority OE-P3 ENHANCE DATA SYSTEMS TO ENABLE UNBIASED, DATA-DRIVEN DECISIONS THAT IMPROVE OPERATIONS AND OUTCOMES

Strategies

- Standardize requests, reports, and resources to ensure data quality
- Enhance access to actionable data through relevant reporting and user-friendly tools
- Strengthen data and assessment literacy knowledge and fluency skills across our system
- Ensure equitable decision making through accountability and monitoring
- Modernize data platforms to improve the quality and accessibility of data required for instruction, strategic efforts, and operational improvements

OPERATIONAL EXCELLENCE

PILLAR

PRIORITIES AND STRATEGIES



Literacy
Intervention



Early
Literacy



Health and
Wellness

Priority OE-P4 STRENGTHEN SAFETY SYSTEMS AND EMERGENCY PREPAREDNESS

Strategies

- Develop and implement campus supervision best practices to improve the quality and consistency of student supervision across all school sites
- Develop and implement high-quality safety drill processes to ensure compliance and continuous improvement
- Develop and implement emergency response protocols to strengthen staff preparedness

Priority OE-P5 IMPROVE BUSINESS SYSTEMS, PROCESSES, AND CUSTOMER SERVICE

Strategies

- Improve payroll systems and processes to ensure a high level of payroll timeliness and accuracy
- Continue automation and streamlining of accounts payable procedures to reduce average days to pay and increase the percentage of invoices paid on time
- Ensure high-quality customer service to staff, families, and retirees from the benefits office

“The intent is to focus expectations and provide clearer targets for student success. I am excited to see improvements in the academic achievement of our students!”

-Superintendent Misty Her





ENGAGEMENT EXCELLENCE

Commitment

We commit to building authentic partnerships with students, staff, families, and community by strengthening communication, amplifying voice, and expanding access to meaningful engagement opportunities that support student success.

Priorities

- Strengthen meaningful partnerships with families through multilingual communication, authentic engagement opportunities, and collaborative systems
- Foster inclusive school environments that promote student engagement, leadership development, positive campus culture, school pride, and successful transitions across grade levels
- Provide equitable access to high-quality athletics, visual and performing arts (VAPA), and student enrichment opportunities that develop valuable life skills



How this will impact...

Our Students

Students will experience a sense of belonging and have meaningful opportunities to share their voice, access support, and succeed academically and personally.

Our Staff

Staff will be equipped with the tools, systems, and relationships needed to effectively engage families and the community, fostering stronger collaboration in support of student success.

Our Community

Community members will experience deeper trust and stronger connections with Fresno Unified through transparent communication, meaningful engagement, and opportunities to contribute to student success.

ENGAGEMENT EXCELLENCE

PRIORITIES AND STRATEGIES



College and Career
Readiness



Early
Literacy



Health and
Wellness

Priority EE-P1

STRENGTHEN MEANINGFUL PARTNERSHIPS WITH FAMILIES THROUGH MULTILINGUAL COMMUNICATION, AUTHENTIC ENGAGEMENT OPPORTUNITIES, AND COLLABORATIVE SYSTEMS

Strategies

- Improve access to multilingual resources that support culturally responsive communication districtwide
- Strengthen two-way communication between schools and families through consistent use of district communication platforms
- Increase opportunities for families to engage in their students' education, build leadership capacity, and contribute to student success
- Expand coordinated support systems that address students' academic, social-emotional, health, and wellness needs to ensure every student has the resources necessary to thrive

Priority EE-P2

FOSTER INCLUSIVE SCHOOL ENVIRONMENTS THAT PROMOTE STUDENT ENGAGEMENT, LEADERSHIP DEVELOPMENT, POSITIVE CAMPUS CULTURE, SCHOOL PRIDE, AND SUCCESSFUL TRANSITIONS ACROSS GRADE LEVELS

Strategies

- Provide meaningful opportunities for participation, student voice, leadership development, and school-connected experiences that foster belonging and personal growth
- Cultivate inclusive campus cultures and implement intentional supports that help students navigate key transitions while building confidence, connection, and school pride

Priority EE-P3

PROVIDE EQUITABLE ACCESS TO HIGH-QUALITY ATHLETICS, VISUAL AND PERFORMING ARTS (VAPA), AND STUDENT ENRICHMENT OPPORTUNITIES THAT DEVELOP VALUABLE LIFE SKILLS

Strategies

- Ensure every student has access to high-quality athletics and VAPA programs, experiences, and developmental pathways regardless of school, region, or background
- Implement systems to monitor the impact of athletics and VAPA on student engagement, belonging, achievement, and life skill development
- Establish consistent policies, professional learning, staffing, facilities, transportation, accountability measures, and operational supports that sustain high-quality athletics and VAPA programs

GOALS By 2030...



Early Literacy

The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% in June 2030.



Literacy Intervention

The percentage of 3rd-8th grade students who are more than one year behind as measured by Smarter Balanced (SBAC) English language arts (ELA) who make more than one year's growth will increase from 30% in June 2024 to 50% by June 2030.



College and Career Readiness

The percentage of students graduating from high school who are college and career ready based on College/Career Indicator (CCI) will increase from 43% in June 2024 to 64% by June 2030.



Life Skills

The percentage of 6th, 8th, and 12th grade students who demonstrate benchmarked competencies in the skills listed in the Portrait of a Learner using age-appropriate assessments will increase by X% in June 2027 to Y% by June 2030.





EARLY LITERACY

OVERVIEW and Impact



GOAL

EARLY LITERACY

The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% June 2030.

Commitment

We commit to ensuring every student masters grade-level foundational literacy standards and develops skills for lifelong learning and future academic success.

How this will impact...

Our Students

Students will have high quality instruction, frequent opportunities to practice skill building at school and in the home, and timely updates on progress toward mastery of skills.

Our Staff

Staff will have professional learning and coaching, access to grade-level, standards aligned instructional materials, and tools to monitor student progress.

Our Community

Community members will have students who are literate, frequent updates on district progress and performance, and opportunities to partner with schools in ensuring high levels of student literacy.



PRIORITIES AND STRATEGIES

EARLY LITERACY

The percentage of 1st graders who are proficient in literacy based on iReady results will increase from 48% in June 2024 to 80% June 2030.

Priority L-P1

PROFESSIONAL LEARNING AND COACHING

Kindergarten and grade 1 teachers to implement evidence-based literacy strategies

Strategies

- Develop and deliver professional learning to build capacity and content knowledge
- Develop and implement coaching cycles
- Develop and implement common progress monitoring systems/tools

Priority L-P2

NEW TEACHER SUPPORT

Increase the number of new teachers for transitional kindergarten (TK) through grade 2 who meet their identified literacy goals

Strategies

- Develop and deliver professional learning that includes diagnostic tools for new teacher self-assessment
- Develop and implement coaching cycles with emphasis on new teacher goal selection
- Develop and implement common progress monitoring systems/tools

Priority L-P3

INCREASE ATTENDANCE FOR PRE-KINDERGARTEN (PK) THROUGH GRADE 1. SITE LEADERS AND ATTENDANCE TEAMS WILL IMPLEMENT EFFECTIVE ATTENDANCE STRATEGIES FOR STUDENTS IN PK- 1ST GRADE

Site leaders and attendance teams will implement effective attendance strategies for students in pre-school through grade 1

Strategies

- Identify and implement evidence-based practices and tools to improve student attendance
- Develop and implement common progress monitoring systems/tools

Priority L-P4

SUPPLEMENTARY INSTRUCTIONAL MATERIALS

Kindergarten teachers to deliver daily phonological and phonemic awareness lessons

Strategies

- Identify and implement evidence-based supplemental instructional materials
- Develop and deliver professional learning to build capacity and content knowledge
- Develop and implement coaching cycles
- Develop and implement common progress monitoring systems/tools



LITERACY INTERVENTION

OVERVIEW and Impact



GOAL

LITERACY INTERVENTION

The percentage of 3rd-8th grade students who are more than one year behind as measured by Smarter Balanced (SBAC) English Language Arts (ELA) who make more than one year's growth will increase from 30% in June 2024 to 50% by June 2030.

Commitment

We commit to ensuring every student receives timely and targeted support to accelerate grade-level learning and master content-area knowledge and skills.

How this will impact...

Our Students

Students will have early identification of their specific learning gaps, access to additional instruction and/or related supports to accelerate learning, and timely updates on progress toward mastery.

Our Staff

Staff will have an established system for accelerating student learning, professional learning and coaching, access to grade-level, standards aligned instructional materials, and tools to monitor student progress.

Our Community

Community members will see students who are college and career ready, frequent updates on district progress and performance, and opportunities to partner with schools in ensuring high levels of student literacy.



PRIORITIES AND STRATEGIES

LITERACY INTERVENTION

The percentage of 3rd–8th grade students who are more than one year behind as measured by Smarter Balanced (SBAC) English Language Arts (ELA) who make more than one year’s growth will increase from 30% in June 2024 to 50% by June 2030.

Priority LI-P1

PROFESSIONAL LEARNING

Grades 3–6 teachers to implement evidence-based literacy strategies

Strategies

- Identify and implement evidence-based instructional strategies to accelerate student learning
- Identify and disseminate instructional resources and tools
- Develop and deliver professional learning to build capacity and content knowledge
- Develop and implement coaching cycles
- Develop and implement common progress monitoring systems/tools
- Facilitate collaborative planning

Priority LI-P2

DIFFERENTIATED STUDENT SUPPORT

Address the literacy intervention needs of goal-identified students

Strategies

- Build site interventionist capacity and content knowledge
- Facilitate collaborative planning
- Develop and implement common progress monitoring systems/tools

Priority LI-P3

GUARANTEED AND VIABLE CURRICULUM

Grades 3–8 teachers to implement standards-aligned writing instruction and assessment

Strategies

- Identify and implement evidence-based writing strategies to accelerate student learning
- Identify and disseminate instructional resources and tools
- Develop and deliver professional learning to build capacity and content knowledge
- Develop and implement coaching cycles



COLLEGE AND CAREER READINESS

OVERVIEW and Impact



GOAL

COLLEGE AND CAREER READINESS

The percentage of students graduating from high school who are college and career ready based on College/Career Indicator (CCI) will increase from 43% in June 2024 to 64% by June 2030.

Commitment

We commit to intentionally designing and implementing opportunities, experiences, and pathways that on-ramp students to successfully launch into college, careers, and workforce.

How this will impact...

Our Students

Students will have increased access to rigorous coursework, career pathways, relevant learning experiences, and postsecondary opportunities.

Our Staff

Staff will have greater alignment between instruction, career pathways, and postsecondary readiness expectations.

Our Community

Community members will have graduates who are prepared to contribute to the workforce, pursue higher education, and meet the evolving needs of the local economy.



PRIORITIES AND STRATEGIES

COLLEGE & CAREER READINESS

The percentage of students graduating from high school who are college and career ready based on College/Career Indicator (CCI) will increase from 43% in June 2024 to 64% by June 2030.

Priority CCR-P1 **GRADE 9 ACADEMIC AND SOCIAL-EMOTIONAL SUPPORT** Grade 9 teams to provide academic and social-emotional supports, including evidence-based strategies

Strategies

- Gather successful approaches and case stories across the district to collect and learn from evidence-based strategies discussed in Breakthrough Success Community (BTSC) network
- Develop expanded intervention system, including counselor involvement and use of intentional site-level leadership strategies
- Establish process of replacing D's or F's with earned recovered grades that are C or higher
- Develop and deliver PLC training
- Establish monitoring/assessing method (CCR/BECCA)

Priority CCR-P2 **DUAL ENROLLMENT** Increase opportunities of dual enrollment

Strategies

- Develop and implement plan to improve awareness and mindset, including creating a systemwide approach and family outreach
- Enhance recruitment through equitable access, counselor involvement, incentives, and connections between staff and students
- Expand partnerships beyond current colleges and universities
- Develop and implement a plan for process improvement, by providing support and clarifying roles, expectations, and master schedule impact

Priority CCR-P3 **INTERSESSION INTERNSHIPS** Increase completion of intersession internship among students in grades 9-12

Strategies

- Develop and implement a plan to improve awareness and mindset, including creating a systemwide approach and family outreach
- Enhance recruitment through student ambassador program and student-focused communication efforts
- Expand industry-based partnerships
- Develop and implement a plan for process improvement, including eligibility coordination and addressing last-minute D's and F's

PRIORITIES AND STRATEGIES



GOAL

COLLEGE & CAREER READINESS

The percentage of students graduating from high school who are college and career ready based on College/Career Indicator (CCI) will increase from 43% in June 2024 to 64% by June 2030.

Priority CCR-P4 **WORK-BASED LEARNING FOR STUDENTS WITH DISABILITIES** Increase work-based learning among students with disabilities in grades 9-12

Strategies

- Develop and implement a plan to improve awareness and mindset by sharing success stories with students, families, and staff; and create professional learning content
- Enhance communication with SPED site staff on work-based learning student reporting and embedding content in current curriculum
- Expand partnerships by leveraging existing relationships
- Develop and implement a plan for process improvement, includes standardizing data collection, clarifying workflows, reporting, monitoring, resolving transportation barriers

Priority CCR-P5 **ADVANCED COURSEWORK** Enroll, support, and monitor student achievement across all advanced coursework sections

Strategies

- Gather successful approaches and case stories across district to create and distribute resources
- Develop and implement counselor training
- Refine collaborative practices between teachers, counselors, site leaders, district leaders and involved constituents
- Communicate site-level opportunities with students and families
- Establish common monitoring/assessing method

Priority CCR-P6 **SECONDARY MATH INSTRUCTION** Align instruction and materials to strengthen coherence, rigor, and student success

Strategies

- Identify high-quality instructional materials aligned to the California Mathematics Framework
- Develop curriculum guidance documents and district assessments that are aligned to California Mathematics Framework and identified high-quality instructional material
- Develop professional learning for teachers and leaders that supports standards-aligned instruction, implementation of the California Mathematics Framework, and adoption of high-quality instructional materials
- Integrate Building Thinking Classrooms professional learning for participating teachers in order to promote student thinking, discourse, collaboration and problem solving



LIFE SKILLS



OVERVIEW and Impact

LIFE SKILLS

The percentage of 6th, 8th, and 12th grade students who demonstrate benchmarked competencies in the skills listed in the Portrait of a Learner (POL) using age-appropriate assessments will increase by X% in June 2027 to Y% by June 2030.

Commitment

We commit to ensuring every student experiences engaging, relevant, and rigorous learning that develops the knowledge, skills, and mindsets through our POL competencies needed to thrive in college, career, community, and life.

How this will impact...

Our Students

Students will graduate with the knowledge, skills, and competencies needed to thrive in an ever-changing world.

Our Staff

Staff will be supported by a coherent system of professional learning, collaboration, tools, and support that strengthens their ability to design deeper learning experiences.

Our Community

Community members will share a clear vision for student success with meaningful opportunities to support and partner in learning that prepares students to contribute to their communities and future.

PRIORITIES AND STRATEGIES



GOAL

LIFE SKILLS

The percentage of 6th, 8th, and 12th grade students who demonstrate benchmarked competencies in the skills listed in the Portrait of a Learner (POL) using age-appropriate assessments will increase by X% in June 2027 to Y% by June 2030.

Priority LS-P1

DEVELOPING PORTRAIT OF A LEARNER (POL) COMPETENCIES

Align teacher practices with deeper learning, project-based learning, and Digital Portfolio access to ensure students engage in meaningful, rigorous work that builds transferable skills needed for real-world success.

Strategies

- Align with the definitions of the POL competencies, deeper learning, and PBL
- Develop grade-level PBL protocols and competency resources: Gather resources and methods from existing practices and develop protocols for PBL by grade level, including community partnerships
- Build teacher capacity: identify gaps and fill in additional resources to support deep, comprehensive learning
- Develop on-demand location for resources

Priority LS-P2

POL TRAINING

Advance POL competencies through expanded project-based and deeper learning practices.

Strategies

- Implement monitoring tool
- Plan for future on-going coaching program to reinforce common expectations
- Establish what best practices look like and showcase examples from around the district and integrate into future training
- Expanding authentic learning through community partnerships

Priority LS-P3

PROVIDE TIER II SUPPORT AND INTERVENTION TO STUDENTS WHO MEET THE CRITERIA OF THE TARGETED SUPPORT TEAM (TST)

Strategies

- Develop an understanding on the definition of an intervention and provide set of potential tools to identify appropriate interventions
- Design and deliver training for site TST
- Create and maintain a central location for staff to access Tier II resources
- Provide ongoing coaching to TST members on Tier II structures
- Implement consistent screening/monitoring/assessing practices utilizing the ATLAS intervention screen



PRIORITIES AND STRATEGIES

LIFE SKILLS

The percentage of 6th, 8th, and 12th grade students who demonstrate benchmarked competencies in the skills listed in the Portrait of a Learner (POL) using age-appropriate assessments will increase by X% in June 2027 to Y% by June 2030.

Priority LS-P4

TIER III SUPPORT

Provide Tier III support and intervention to students who meet the criteria

Strategies

- Utilize district data to identify the most common misbehaviors, and develop a set of best practices and strategies for staff responses
- Design and deliver Student Success Team (SST) training in cohorts for staff that outlines Tier III systems, structures, and provides clarity of roles
- Create and maintain a central location for staff to access Tier III resources
- Develop and provide ongoing coaching/consulting on Tier III systems and structures as assessed by a developed rubric
- Establish best practices for progress monitoring and fidelity of Tier III implementation

GUARDRAILS PROTECT GOALS

Community Engagement



The superintendent may not propose major decisions, as outlined in policy, to the Board without first having a community engagement plan.

Equitable Access



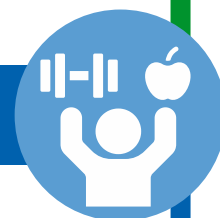
The superintendent may not meet the goals by leaving out or denying access to any distinct and/or vulnerable population groups (for example, African American, English Learners, Foster Youth, Homeless and Students with Disabilities) or schools.

Effective Staff



The superintendent will not allow the hiring, promotion, or lateral movement of staff who are performing “does not meet standard” as defined by California Professional Standards for Education Leaders (CPSEL), California Standards for the Teaching Profession (CSTPs), and classified standards.

Health and Wellness



The superintendent may not meet the goals at the cost of unreasonably compromising the health and wellness of students and staff.



COMMUNITY ENGAGEMENT



COMMUNITY ENGAGEMENT

The superintendent may not propose major decisions, as outlined in policy, to the Board without first having a community engagement plan.

Commitment

We commit to fostering meaningful partnerships with students, staff, families, and community members through transparent communication, authentic engagement, and shared responsibility for student success.

How this will impact...

Our Students

Students will feel represented knowing their experiences and achievements are reflected in district communications and considered in decisions that affect them.

Our Staff

Staff will have the tools, support, and a defined process for communicating and engaging with students, families, and the community.

Our Community

Community members will be able to easily access information, understand district priorities and accomplishments, and have meaningful opportunities to provide input on major decisions.



COMMUNITY ENGAGEMENT

The superintendent may not propose major decisions, as outlined in policy, to the Board without first having a community engagement plan.

Priority CE1

STRENGTHEN COMMUNITY INPUT IN MAJOR DISTRICT DECISIONS

Strategies

- Assess qualifying Community Engagement Plan requests to determine engagement requirements in accordance with [Exhibit 9000](#)
- Assess groups most likely to be impacted by proposed decisions and recommend appropriate engagement approaches
- Partner with departments and schools to implement engagement activities and collect feedback from impacted groups

Priority CE2

IMPROVE CLARITY AND FUNCTIONALITY OF ALL SCHOOL WEBSITES

Strategies

- Establish goals for website content while considering other communication channels and identify content for automation
- Assess the current end-user experience
- Improve the ease of content editing for school sites
- Strengthen promotion of school websites for families

Priority CE3

INCREASE PUBLIC AWARENESS, UNDERSTANDING, AND CONFIDENCE IN THE DISTRICT

Strategies

- Implement community outreach to understand current district perceptions
- Gather content that supports and improves perception goals
- Create a strategy that matches content with the appropriate communication channels



EQUITABLE ACCESS



OVERVIEW and Impact

EQUITABLE ACCESS

The superintendent may not meet the goals by leaving out or denying access to any distinct and/or vulnerable population groups (for example, African American, English Learners, Foster Youth, Homeless, and Students With Disabilities) or schools.

Commitment

We commit to ensuring all students, particularly historically underserved and vulnerable student groups, have equitable access to the opportunities, supports, resources, and educational experiences necessary to achieve high levels of academic success.

How this will impact...

Our Students

Students will have equitable access to high-quality instruction, academic supports and learning opportunities.

Our Staff

Staff will have access to professional learning, resources, and supports in order to identify and address barriers to student success and to ensure the implementation of equitable practices.

Our Community

Community members will have increased confidence that district resources, opportunities and supports are being provided to improve outcomes for all students.



EQUITABLE ACCESS

The superintendent may not meet the goals by leaving out or denying access to any distinct and/or vulnerable population groups (for example, African American, English Learners, Foster Youth, Homeless, and Students With Disabilities) or schools.

Priority EA-P1 **TRAIN SITE AND DISTRICT LEADERS IN TARGETED UNIVERSALISM (TU) TO BUILD EQUITABLE SYSTEMS AND PRACTICES**

Strategies

- Develop a Cross Departmental TU Systems Team
- Develop an implementation plan to operationalize TU practices and programs across the system
- Incorporate clearly defined equity metrics into all site plans
- Provide ongoing professional learning
- Conduct formal equity audits using a standardized protocol and documented review process

Priority EA-P2 **PERSONALIZED READING INSTRUCTION FOR ALL TRANSITIONAL KINDERGARTEN (TK). TK TEACHERS TO UTILIZE ADAPTIVE READING SOFTWARE TO PROVIDE DAILY PERSONALIZED READING INSTRUCTION, ESPECIALLY FOR HISTORICALLY UNDERSERVED STUDENTS (AFRICAN AMERICAN, ENGLISH LEARNERS, FOSTER YOUTH, HOMELESS AND STUDENTS WITH DISABILITIES)**

Strategies

- Develop and deliver training on software options to all TK teachers
- Provide ongoing coaching to teachers
- Develop and implement progress monitoring system

Priority EA-P3 **SMALL GROUP INSTRUCTION FOR HISTORICALLY UNDERSERVED ELEMENTARY AND SECONDARY STUDENTS. IMPLEMENT TARGETED LITERACY INSTRUCTION BY ENSURING IDENTIFIED STUDENTS RECEIVE SUPPORT THROUGH A SMALL-GROUP PUSH-IN MODEL**

Strategies

- Determine the appropriate 3rd-6th grade curriculum
- Determine appropriate middle school curriculum
- Identify high impact strategies for literacy and define the model of implementation for middle school
- Determine who will provide literacy instruction for middle school
- Develop progress monitoring approach to ensure implementation at identified elementary schools
- Coordinate with the interventionist at identified school sites to progress monitor



EQUITABLE ACCESS

The superintendent may not meet the goals by leaving out or denying access to any distinct and/or vulnerable population groups (for example, African American, English Learners, Foster Youth, Homeless, and Students With Disabilities) or schools.

Priority EA-P4 **DESIGNATED ELD INSTRUCTION IN ELEMENTARY GRADES**
Provide at least 25 minutes of daily designated English language development (ELD) instruction to all elementary English learners

Strategies

- Ensure all classrooms have a daily schedule with designated ELD
- Establish a consistent student grouping model (e.g. in homeroom or deployment model)
- Build student awareness through goal setting using the interim ELPAC
- Implement standards-aligned designated ELD lessons
- Provide after-school literacy intervention at 20 elementary sites with highest number of English learners "At-Risk"
- Provide ongoing professional learning to ELD teachers, coaches, and EL site representatives
- Develop monitoring approach to ensure implementation

Priority EA-P5 **INCLUSIVE INSTRUCTION FOR EARLY GRADES SPECIAL EDUCATION**
Increase general education access for pre-kindergarten through grade 1 special education students with primary qualification of specific learning disability (SLD) or other health impairment (OHI) by providing instruction in general education settings

Strategies

- Develop a set of criteria (checklist) to guide decisions around least restrictive
- Design, deliver and monitor professional learning systemwide
- Establish and formalize a program change process
- Ensure tiered support and provide evidence-based practices



EQUITABLE ACCESS

The superintendent may not meet the goals by leaving out or denying access to any distinct and/or vulnerable population groups (for example, African American, English Learners, Foster Youth, Homeless, and Students With Disabilities) or schools.

Priority EA-P6 **DESIGNATED ELD INSTRUCTION IN SECONDARY GRADES**
Provide daily designated ELD instruction to all secondary English learners through identified secondary ELD courses

Strategies

- Address barrier of losing electives (applicable to levels 1 and 2L)
- Build student awareness through goal setting using the interim ELPAC
- Provide ongoing professional learning to ELD teachers, coaches, and EL site representatives
- Develop monitoring approach to ensure implementation

Priority EA-P7 **HISTORICALLY BLACK COLLEGE OR UNIVERSITY (HBCU) STEP-UP DUAL ENROLLMENT SEAT EXPANSION**

Strategies

- Develop an awareness campaign for broader community beginning at 6th grade level with a focus on all identified student groups (African American, English Learners, Foster Youth, Homeless and Students with Disabilities)
- Increase awareness of students, teachers and counselors at the middle school level
- Strengthen relationships with HBCU partners





EFFECTIVE STAFF



OVERVIEW and Impact

EFFECTIVE STAFF

The superintendent will not allow the hiring, promotion, or lateral movement of staff who are performing “does not meet standard” as defined by California Professional Standards for Education Leaders (CPSEL), California Standards for the Teaching Profession (CSTPs), and classified standards.

Commitment

We commit to attracting, developing, supporting, and retaining highly effective staff who contribute to positive outcomes for students.

How this will impact...

Our Students

Students will have high-quality instruction, strong relationships, and consistent support from knowledgeable and effective staff.

Our Staff

Staff will have meaningful professional growth opportunities, supportive working environments, and clear expectations for success.

Our Community

Community members will have a stable, high-performing workforce dedicated to meeting the needs of students and families.



EFFECTIVE STAFF

The superintendent will not allow the hiring, promotion, or lateral movement of staff who are performing “does not meet standard” as defined by California Professional Standards for Education Leaders (CPSEL), California Standards for the Teaching Profession (CSTPs), and classified standards.

Priority ES-P1 **LEARNING MODEL**
Supervisors are prepared to effectively supervise and evaluate through a tiered, accessible, and scalable professional learning system

Strategies

- Develop and implement a multi-tiered districtwide training curriculum, including foundational training (required, online/asynchronous), applied training (role-specific, scenario-based), and advanced training (coaching, calibration, and leadership development)
- Determine implementation approach, including synchronous and/or asynchronous, scheduling/frequency and alignment with existing training (i.e., onboarding)
- Create a blended learning ecosystem that leverages on-demand online modules, short, targeted in-person or virtual sessions, and embedded learning within existing meetings (principal meetings, department time)
- Establish a train-the-trainer structure to build internal expertise, allow designated leaders to facilitate training, support implementation, and sustain learning across the system

Priority ES-P2 **CLAIM, EVIDENCE, IMPACT, AND JUDGEMENT (CEIJ) EVALUATION**
Leaders will provide CEIJ-aligned evaluations for staff that are not meeting performance standards

Strategies

- Define performance standards for all staff (ex: 2 of the 6 areas of CSTEP) and pull evaluations in August and January to identify staff who are in need of additional support
- Develop districtwide CEIJ training curriculum and resources, including clarification of required and optional activities
- Determine implementation approach, including synchronous and/or asynchronous, scheduling/frequency, and alignment with existing training (i.e. onboarding)
- Require leaders to complete at least one Supervision and Evaluation coaching session per quarter



PRIORITIES AND STRATEGIES

EFFECTIVE STAFF

The superintendent will not allow the hiring, promotion, or lateral movement of staff who are performing “does not meet standard” as defined by California Professional Standards for Education Leaders (CPSEL), California Standards for the Teaching Profession (CSTPs), and classified standards.

Priority ES-P3

CALIBRATE EVALUATIONS

Ensure evaluations are meaningfully used in decisions and that expectations are calibrated

Strategies

- Develop criteria alignment process (i.e., group walks to calibrate team)
- Develop districtwide calibration training curriculum and resources
- Determine implementation approach, including synchronous and/or asynchronous, scheduling/frequency, alignment with existing training (i.e. leadership meetings), embedded learning within existing meetings (principal meetings, department time)
- Host monthly evaluation calibration sessions, led by the Human Resources department, to align expectations and calibration site leaders, department leaders, classified staff, certificated staff and union representatives

Priority ES-P4

SYSTEMWIDE PROCESS FOR REFLECTION AND GROWTH

Develop a systemwide process for employee self-assessment, goal setting, and continuous professional growth aligned to performance standards

Strategies

- Establish a clear, districtwide definition of employee engagement (e.g. expectations for attendance, professional reflection, and active participation in growth)
- Pilot the systemwide self-assessment and goal-setting process aligned to evaluation standards
- Develop tracking systems and respond to learnings from the pilot (e.g. attendance, self assessment completion, participation in growth), including tiered supports and leadership accountability



HEALTH AND WELLNESS



OVERVIEW and Impact

HEALTH & WELLNESS

The superintendent may not meet the goals at the cost of unreasonably compromising the health and wellness of students and staff.

Commitment

We commit to fostering safe, healthy, and supportive environments that promote the physical, social, emotional, and mental well-being of students and staff.

How this will impact...

Our Students

Students will have safe, supportive learning environments, access to wellness supports, and opportunities to develop healthy habits and positive relationships, and a strong sense of belonging.

Our Staff

Staff will have safe, positive workplace conditions and access to resources that foster well-being.

Our Community

Community members will have schools that foster a positive climate while prioritizing the safety and well-being of both students and staff.



HEALTH & WELLNESS

The superintendent may not meet the goals at the cost of unreasonably compromising the health and wellness of students and staff.

Priority HW-P1 **SOCIAL EMOTIONAL LEARNING (SEL) CURRICULUM IMPLEMENTATION** Improve the use of SEL curriculum

Strategies

- Deepen understanding and application of SEL (i.e., standards and integration) through professional learning and coaching for teachers and leaders
- Create and/or promote toolkit of resources to assist teachers with implementation
- Create structures that promote consistent practices and monitoring throughout the year (e.g., Climate and Culture Team)

Priority HW-P2 **POSITIVE SCHOOL CLIMATE PRACTICES** Improve and/or maintain positive school climate

Strategies

- Establish systems that support evidence-based practices and collaboration
- Continue use of rubric, leverage to inform strategies and monitor progress
- Continue coaching climate and culture teams through climate and culture specialists

Priority HW-P3 **POSITIVE WORKPLACE CULTURE** Improve and/or maintain positive workplace culture

Strategies

- Establish systems that support evidence-based practices, coaching, and collaboration
- Develop and share a menu of best practices and strategies (i.e. mindfulness, resolving conflict, stress management) to promote staff wellness, foster positive workplace culture and strengthen social emotional learning skills

Priority HW-P4 **NEW EMPLOYEE ONBOARDING IMPLEMENTATION** Implement the new onboarding framework for all new employees to improve onboarding experiences

Strategies

- Roll out new framework districtwide to leaders/designees to support new hires, location changes, and position changes
- Evaluate effectiveness of framework and modify to improve new employee experience
- Continue Para Academy and require Crisis Prevention Institute (CPI) training before starting at their school site
- Encourage new employees to get involved with multi-disciplinary teaming structures to build diverse experience



Fresno Unified
School District