Magnolia Public Schools

Academic Committee Meeting

Date and Time
Thursday June 2, 2016 at 7:00 PM

Location
Teleconference Dial: 1.844.572.5683 Code: 1948435

Special Academic Committee Meeting
Access to the Board Meeting: Any interested parties or community members from remote locations may attend the meeting at the following school sites or the addresses where the Board members are joining the meeting from:

Remotely by dialing in to the numbers provided above
• 6181 Albion Dr. Huntington Beach, CA 92647 (Dr. Ali Korkmaz)
• UCLA- Boyer 659, 611 Charles Young Dr. E Los Angeles, CA 90095 (Dr. Saken Sherkhanov)

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the MPS central office. If you need special assistance to attend the meeting, please notify Barbara Torres at (213) 628-3634 x100 to make arrangements and accommodate your disability.

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 250 East 1st Street, Los Angeles, CA 90012 Ste 1500.

Academic Committee Members:
Dr. Ali Korkmaz
Dr. Saken Sherkhanov

CEO:
Dr. Caprice Young

Agenda

	Purpose	Presenter	Duration
I. Opening Items			
A. Record Attendance and Guests			
B. Call the Meeting to Order			
C. Approval of Minute of Regular Academic Committee Meeting- January 19, 2016	Approve Minutes		1
II. Action Item: Recommendations to Full Board			
A. Approval of Math Policy	Vote	Kenya Jackson	10
B. Approval of Title III Improvement Plan	Vote	Kenya Jackson	10
C. Approval of LAUSD COP Written Notice for MSA 1-8	Vote	Kelly Hourigan	5
D. Approval of Gifted and Talented Program	Vote	Kelly Hourigan	10
III. Discussion Item			
A. Academic Department Year End Report	Discuss	Kenya Jackson	15
IV. Closing Items			
A. Adjourn Meeting	Vote		

Coversheet

Approval of Minute of Regular Academic Committee Meeting- January 19, 2016

Section:	I. Opening Items
Item:	C. Approval of Minute of Regular Academic Committee Meeting- January 19, 2016
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Academic Committee Meeting on January 19, 2016

APPROVED

Magnolia Public Schools

Minutes

Academic Committee Meeting

Date and Time
Tuesday January 19, 2016 at 11:00 AM

Location
Teleconference:US: +1-844-572-5683 extension 1948435

Access to the Board Meeting: Any interested parties or community members from remote locations may attend the meeting at the following school sites or the addresses where the Board members are joining the meeting from:

• 6181 Albion Dr. Huntington Beach, CA 92647
• 3170 Sawtelle Blvd. Los Angeles, Ca 90066
• 13950 Milton Ave Ste 200, Westminster, CA 92683
• Remotely by dialing in to the numbers provided above

In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order to participate in Board meetings are invited to contact the MPS central office. If you need special assistance to attend the meeting, please notify Barbara Torres at (714) 892-5066 x100 to make arrangements and accommodate your disability.

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all, of the Board members shall be available for public inspection at 13950 Milton Ave Ste 200 Westminster, CA 92683.

Academic Committee Members:

Ali Korkmaz
Saken Sherkhanov

Committee Members Present
A. Korkmaz (remote), K. Jackson (remote), M. Crumpton (remote), S. Sherkhanov (remote)

Committee Members Absent
None

Guests Present
B. Torres (remote), K. Hourigan (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

A. Korkmaz called a meeting of the Academic Committee of Magnolia Public Schools to order on Tuesday Jan 19, 2016 at 11:02 AM.

II. Discussion Item

A. Academic Committee- 18 Month Plan

M. Crumpton, Chief Academic Officer, went over the 18 Month Academic Committee Plan. She explained the goals, the data and the roles and responsibilities of the academic team and school leadership. K. Jackson, Director of Curriculum and K. Hourigan, Director of Student Affairs, provided more information to the goals and responsibilities of the academic team which incorporates into the committee goals. The committee members gave some suggestions and feedback. This information will be incorporated into the final draft of the 18 Month Academic Committee Plan which will be presented to the full board. The 18 Month Academic Committee Plan was an discussion item, no actions were taken.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:00 PM.

Respectfully Submitted,
A. Korkmaz

Coversheet

Approval of Math Policy

Section: II. Action Item: Recommendations to Full Board
Item: A. Approval of Math Policy
Purpose: Vote
Submitted by:
Related Material: II A Math Policy.pdf

MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II A
Date:	June 2, 2016
To:	MPS Academic Committee
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	David Yilmaz, Director of Accountability
RE:	MPS Math Placement Policy

Proposed Board Recommendation

I move that the Academic Committee recommends approval of the "MPS Math Placement Policy."

Background

Senate Bill 359: CA Mathematics Placement Act of 2015 bill requires governing boards that serve students entering grade 9 and that have not adopted a fair, objective, and transparent math placement policy as of January 1, 2016, to, before the beginning of the 2016-17 school year, develop and adopt, in a regularly scheduled board meeting, a fair, objective, and transparent mathematics placement policy for students entering grade 9 with specified elements.

Attached policy describes math placement and acceleration that we propose for MPS starting in the 2016-17 school year. The policy addresses all specified elements sin the senate bill which are: 1. Use multiple objective academic measures of student performance for placement

2. Include at least one placement checkpoint within the first month of the school year to ensure accurate placement

3. Examine aggregate student placement data annually to ensure students who are qualified to progress in math based on performance are not held back on the basis of their race, ethnicity, gender, or socio-economic background

4. Offer clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement

5. For non-unified school districts, addresses the consistency of math placement policies between elementary and HS districts

MAGNOLIA PUBLIC SCHOOLS
13950 Milton Ave. 200B Westminster, CA 92683
P: (714) 892-5066 F: (714) 362-9588

Budget Implications

Schools have already budgeted math teacher, curriculum, PD needs in their budgets.

Name of Staff Originator:

David Yilmaz, Director of Accountability

Attachments

MPS Math Placement Policy

MAGNOLIA PUBLIC SCHOOLS (MPS) MATHEMATICS PLACEMENT POLICY

A. Mathematics Placement Policy for Students Entering Grade 9

This policy of the Magnolia Educational & Research Foundation dba Magnolia Public Schools (the "Charter School") Board of Directors ("Board") has been adopted to establish a fair, objective, and transparent protocol for placement in mathematics courses for students entering 9th grade, in order to ensure the success of every student and to meet the Legislative intent of the California Mathematics Placement Act of 2015.

1. In determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:
    a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP");
    b. Placement tests that are aligned to state-adopted content standards in mathematics;
    c. Recommendation, if available, of each student's 8th grade mathematics teacher based on classroom assignment and grades;
    d. Recommendation, if any, of each student's 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;
    e. Final grade in mathematics on the student's official, end of the year 8th grade report card;
    f. Results from all placement checkpoints, including at least one (1) placement checkpoint within the first month of the school year as described in Section 2, below.
2. The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers responsible for teaching 9th grade students will assess the mathematics placements for each 9th grade student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's MAP test scores, classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.
3. The Charter School Principal, or his or her designee, shall examine aggregate student placement data annually to ensure that students who are qualified to progress in mathematics courses based on their performance on objective academic measures included in Section 1 of this policy are not held back in a disproportionate manner on the basis of their race, ethnicity, gender, or socioeconomic background. The Charter School shall annually report the aggregate results of this examination to the Charter School Board.
4. The Charter School offers clear and timely recourse for each student and his or her parent or legal guardian who questions the student's placement, as follows:

a. A parent/legal guardian of any 9th grade student may submit a written request to the Charter School Principal, or his or her designee, that:

   i. Requests information regarding how the student's mathematics placement was determined. Within five (5) days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request by providing the information, including the objective academic measures that the Charter School relied upon in determining the student's mathematics placement.

   ii. Requests that the student retake the placement test, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.

   iii. Requests that the student retake the 8th grade end of course final mathematics assessment, in which case the Principal or designee will attempt to facilitate the retest within two (2) weeks.

   iv. Requests reconsideration of the student's mathematics placement based on objective academic measures. Within five (5) school days of receipt, the Charter School Principal or designee shall respond in writing to the parent/legal guardian's request. The Principal or designee and the student's mathematics teacher must assess the objective academic measures provided by the parent in conjunction with the objective academic measures identified in Section 1 and 2 of this policy. Based on this assessment, the Principal or designee must determine whether the most appropriate mathematics placement for the student is the student's current placement or another placement, in which case the Principal shall specify the mathematics course or level recommended for the student. The Principal's or designee's response must provide the determination as well as the objective academic measures that the Principal or designee relied upon in making that determination.

b. Notwithstanding the foregoing, if the Principal or designee requires additional time to respond to a parent/legal guardian's request, the Principal or designee will provide a written response indicating that additional time is needed. In no event shall the Principal's or designee's response time exceed one (1) month.

c. If, after reconsideration of the student's mathematics placement by the Principal or designee, the parent/legal guardian is dissatisfied with the student's mathematics placement, the parent/legal guardian may choose to sign a voluntary waiver requesting that the student be placed in another mathematics course against the professional recommendation of the Principal or designee, acknowledging and accepting responsibility for this placement.

5. The Charter School shall ensure that this mathematics placement policy is posted on its website.

6. This policy is adopted pursuant to the Mathematics Placement Act of 2015, enacted as Education Code Section 51224.7.

B. Mathematics Curriculum and Pathways

The math curriculum at the Charter School is based on the California Common Core State Standards: Mathematics (CA CCSSM) and reflect the importance of **focus**, **coherence**, and **rigor** as the guiding principles for mathematics instruction and learning. These standards will be fully implemented and assessed as a commitment to providing a world-class education for all students that supports college and career readiness and the knowledge and skills necessary to fully participate in the twenty-first-century global economy.

The standards call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing "habits of mind" that foster mastery of mathematics content as well as mathematical understanding. The standards for kindergarten through grade 8 prepare students for higher mathematics. The standards for higher mathematics reflect the knowledge and skills that are necessary to prepare students for college and careers and productive citizenship.

The math instruction at the Charter School will focus deeply on the concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom. Coherence will be provided through mathematical connections. Some of the connections in the standards knit topics together at a single grade level. Most connections are vertical, as the standards support a progression of increasing knowledge, skill, and sophistication across the grades. Teachers will approach conceptual understanding, procedural skill and fluency, and application with equal intensity, providing instruction with rigor and relevance. In short, the math instruction at the Charter School will meet the challenges of the twenty-first century through innovation.

Requirements for graduation:

In grades 6 through 8, students are required to take core mathematics courses each year. In grades 9 through 12, the Charter School math course requirements are threefold:

1) Credit requirements: MPS requires at least 30 semester credits of math for a standard diploma and 40 semester credits of math for an advanced or honors diploma. Some of these credits can be earned in middle school.

2) Year requirements: MPS requires students to be enrolled in a math course for at least two years in grades nine through twelve for a standard diploma *(state requirement)* and at least three years in grades nine through twelve for an advanced or honors diploma. For example; a student may take Mathematics-I or Algebra I in seventh grade, Mathematics II or Geometry in eighth grade, and Mathematics III or Algebra II in ninth grade. The student still needs to take one more year of math for a standard diploma and two more years of math for an advanced or honors diploma.

3) Course requirements: Students need to complete three years of math courses that include the topics covered in elementary and advanced algebra and two-and-three dimensional geometry before graduation. Integrated math courses fulfill this requirement.

Pathways:

Charter School will strive to provide the following pathways depending on student levels, needs/demands and availability of teachers and resources.

Pathway	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Regular Pathway	Math 6	Math 7	Math 8	Integrated Math I *or* Algebra I	Integrated Math II *or* Geometry	Integrated Math III *or* Algebra II	Electives *
Accelerated Pathway 1	Math 6	*Accelerated Math 7/8* **	*Integrated Math I* ** *or* *Algebra I*	Integrated Math II *or* Geometry	Integrated Math III *or* Algebra II	Electives *	Electives *
Accelerated Pathway 2	*Accelerated Math 6/7* ***	*Integrated Math I* *** *or* *Algebra I*	Integrated Math II *or* Geometry	Integrated Math III *or* Algebra II	Electives *	Electives *	Electives *
Further Acceleration	In some cases, entering sixth graders may be capable of beginning high school Integrated Math I (or Algebra I) and MPS is eager to accommodate these gifted students. Please see section titled "Middle School Math Placement" below for details.						

* Electives include Integrated Math IV/Precalculus, AP Calculus AB, AP Calculus BC, AP Statistics, and other math courses depending on student levels, needs/demands and availability of teachers and resources.

** In Accelerated Pathway 1, grades 7, 8, and 9 are compacted into grades 7 and 8 (a 3:2 compaction).

*** In Accelerated Pathway 2, grades 6, 7, 8, and 9 are compacted into grades 6 and 7 (a 4:2 compaction). Math 8 is bridged between grades 6 and 7 with the option of a summer math bridge course.

Integrated vs. Traditional Pathway

Depending on students' math backgrounds and surrounding schools' pathways, Charter School may elect to follow the traditional mathematics pathway over the integrated mathematics pathway where Algebra I, Geometry, Algebra II, and Precalculus courses replace Integrated Math I, II, III, and IV courses.

Middle school courses reflect California Common Core State Standards: Mathematics (CA CCSSM). Students on the regular pathway will be enrolled in common core Math 6, Math 7, and Math 8 courses. These courses follow a focus and coherent progression that builds from one year to the next. The accelerated pathway is for students who show mastery of grade-level standards. According to the Common Core State Standards Initiative, "Decision to accelerate students into higher mathematics before ninth grade must require solid evidence of mastery of prerequisite CCSSM. Compacted [accelerated] courses should include the same CCSS as the non-compacted courses." (Common Core State Standards Initiative, Appendix A, 2010).

Students will have opportunities to accelerate in middle and high school. In the recommended accelerated pathway, i.e., Accelerated Pathway 1, three years of math are combined into two math courses. Standards are not cut or skipped but compacted, requiring students to learn at a faster pace. It is not recommended to compact the standards before grade seven to ensure that students are developmentally ready for accelerated content. Learning math properly requires thorough understanding at each step so that complex material down the road can be tackled successfully. Notwithstanding the above, the Charter School will design a special pathway, i.e., Accelerated Pathway 2, for those few highest achieving sixth graders who are developmentally ready for further acceleration. In Accelerated Pathway 2, four years of content is compacted into two years allowing students to complete Integrated Math I (Algebra I) by the end of seventh grade.

Students entering grade 9 who completed Integrated Math I (Algebra I) in grade 8 successfully shall be placed in Integrated Math II (Geometry) in grade 9, and those who completed Integrated Math II (Geometry) in grade 8 shall be placed in Integrated Math III (Algebra II) in grade 9. Integrated Math I (Algebra I) and Integrated Math II (Geometry) courses taken in middle school will each be awarded ten (10) high school credits in mathematics.

The Charter School will offer math electives to students who have completed Integrated Math III (Algebra II). These include, but are not limited to, Integrated Math IV (Precalculus), AP Calculus AB, AP Calculus BC, AP Statistics, and other math courses depending on student levels, needs/demands, and availability of teachers and resources.

Middle School Math Placement:

The following are guidelines regarding student placement in math courses. Charter School will make a careful consideration of multiple data points to make a decision in the best interests of the students.

Students Entering Grade 6:

A) Accelerated Math 6/7: Grade 5 students transitioning to grade 6 and meeting specific requirements and criteria for acceleration may be placed in Accelerated Math 6/7. The criteria for placing students into the Accelerated Math 6/7 course include:

- Score of 4 out of 4 (or a minimum grade of "A-" or 90%) in math on final report card for grade 5
- Overall score of "Standard Exceeded" in math on the summative assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 5
- Minimum Spring MAP test score that corresponds to a performance level of 4 ("Standard Exceeded") in grade 5 (when applicable)
- Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)

Once all of the above criteria are met, a student will be eligible to take the 6th grade placement examination which includes SBAC-like questions and performance tasks.

- Student must earn a score of "Proficient" in all parts of the placement examination to be placed in Accelerated Math 6/7.

B) In some cases, entering sixth graders may be capable of beginning high school Integrated Math I (or Algebra I) and MPS is eager to accommodate these gifted students. Therefore, upon satisfaction of the criteria listed

under A) and successful passage of a Math I (Algebra I) placement test, students will be placed in a high school Math I (Algebra I) course as a cohort, by integration into an out of grade level assignment, or through mentored independent study. Likewise, some students may have the capacity to move at a faster pace through the material requiring consolidation of High School Algebra I with Geometry or Algebra II. MPS will in all cases accommodate the needs of these gifted students through classes or mentored independent study.

C) All other entering sixth graders shall be placed in common core Math 6.

Students Entering Grade 7:

A) Integrated Math I: Grade 6 students transitioning to grade 7 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math I. The criteria for placing students into the Integrated Math I course include:

- Score of 3 out of 4 (or a minimum grade of "B-" or 80%) in Accelerated Math 6/7 course on final report card for grade 6
- Overall score of "Standard Exceeded" in math on the summative assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 6
- Minimum Spring MAP test score that corresponds to a performance level of 4 ("Standard Exceeded") in grade 6 (when applicable)
- Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)

B) Integrated Math II or above: Those gifted entering seventh graders who successfully completed a high school math course in grade 6 shall be placed in an appropriate next level math course. Successful completion includes the criteria listed under A) as applicable to the course taken in grade 6.

C) Accelerated Math 7/8: Grade 6 students transitioning to grade 7 and meeting specific requirements and criteria for acceleration may be placed in Accelerated Math 7/8. The criteria for placing students into the Accelerated Math 7/8 course include:

- Score of 4 out of 4 (or a minimum grade of "A-" or 90%) in common core Math 6 course on final report card for grade 6
- Overall score of "Standard Exceeded" in math on the summative assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 6
- Minimum Spring MAP test score that corresponds to a performance level of 4 ("Standard Exceeded") in grade 6 (when applicable)
- Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)

D) All other entering seventh graders shall be placed in common core Math 7.

Students Entering Grade 8:

A) Integrated Math II: Grade 7 students transitioning to grade 8 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math II. The criteria for placing students into the Integrated Math II course include:

- A minimum grade of "C" or 70% in Integrated Math I course on final report card for grade 7
- Overall score of "Standard Exceeded" in math on the summative assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 7
- Minimum Spring MAP test score that corresponds to a performance level of 4 ("Standard Exceeded") in grade 7 (when applicable)
- Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)

B) Integrated Math III or above: Those gifted entering eighth graders who successfully completed Integrated Math II or above in grade 7 shall be placed in an appropriate next level math course. Successful completion includes the criteria listed under A) as applicable to the course taken in grade 7.

C) Integrated Math I: Grade 7 students transitioning to grade 8 and meeting specific requirements and criteria for acceleration may be placed in Integrated Math I. The criteria for placing students into the Integrated Math I course include:

- A minimum grade of "B-" or 80% in Accelerated Math 7/8 course on final report card for grade 7
- Overall score of "Standard Exceeded" in math on the summative assessment through the California Assessment of Student Performance and Progress ("CAASPP") in grade 7
- Minimum Spring MAP test score that corresponds to a performance level of 4 ("Standard Exceeded") in grade 7 (when applicable)
- Mandatory parent education meeting attendance to gain understanding of the expectations of the accelerated pathways and signed acceleration agreement (see attachment)

D) All other entering eighth graders shall be placed in common core Math 8.

Continuing the Accelerated Pathways:

The Charter School will provide at least one (1) placement checkpoint within the first month of the school year to ensure accurate placement and permit reevaluation of individual student progress. All mathematics teachers will assess the mathematics placements for each student assigned to the teacher's mathematics class. The teacher's assessment will take into consideration factors which may include, but are not limited to, the student's MAP test scores, classroom assignments, quizzes, tests, exams, and grades, classroom participation, and any comments provided by the student, the student's parent/legal guardian, and/or the student's other teachers regarding the student's mathematics placement. Based on the assessment, the teacher will then recommend that the student remain in the current mathematics placement or be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

As explained above, the Charter School will provide at least one (1) placement checkpoint within the first month of the school year and will continue to assess the mathematics placements for each student. The Charter School will make a careful consideration of multiple data points to make a decision in the best interests of the students. The following are minimum criteria that must be met by a student to remain in the current mathematics placement:

- Minimum grade of "B-" or 80% on current class grade and on each progress/report card
- Minimum Fall/Winter MAP test score that corresponds to a performance level of 3 ("Standard Met") for grade level (when applicable)
- Teacher recommendation
- Administrator recommendation

Linking Data Table: Smarter Balanced & MAP[1]:

Northwest Evaluation Association™ (NWEA™) completed a study to connect RIT scores from Measures of Academic Progress® (MAP®) interim assessments with the scale of Smarter Balanced Assessment Consortia (Smarter Balanced) summative assessments in math and English language arts (ELA).

This linking data table conveys this valuable information so you can see where your students are now, develop growth goals for the coming year, and create instructional strategies to meet them. Data from your fall, winter, and spring MAP administrations will show you how your students are growing toward those goals and guide instructional decisions to keep students on track.

Following is a table that shows concordance between MAP RIT scores and Smarter Balanced cut scores. This table will update as new data becomes available.

Concordance between MAP RIT scores and Smarter Balanced cut scores

Subject	Grade	Smarter Balanced				MAP RIT			
		Level 1	Level 2	Level 3	Level 4	Level 1	Level 2	Level 3	Level 4
		Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded
ELA	3	2114–2366	2367–2431	2432–2489	2490–2623	100–190	191–201	202–210	211–350
	4	2131–2415	2416–2472	2473–2532	2533–2663	100–199	200–208	209–216	217–350
	5	2201–2441	2442–2501	2502–2581	2582–2701	100–203	204–213	214–224	225–350
	6	2210–2456	2457–2530	2531–2617	2618–2724	100–205	206–217	218–230	231–350
	7	2258–2478	2479–2551	2552–2648	2649–2745	100–209	210–221	222–234	235–350
	8	2288–2486	2487–2566	2567–2667	2668–2769	100–211	212–224	225–238	239–350
Math	3	2189–2380	2381–2435	2436–2500	2501–2621	100–193	194–203	204–214	215–350
	4	2204–2410	2411–2484	2485–2548	2549–2659	100–201	202–216	217–228	229–350
	5	2219–2454	2455–2527	2528–2578	2579–2700	100–213	214–228	229–237	238–350
	6	2235–2472	2473–2551	2552–2609	2610–2748	100–216	217–229	230–239	240–350
	7	2250–2483	2484–2566	2567–2634	2635–2778	100–220	221–234	235–245	246–350
	8	2265–2503	2504–2585	2586–2652	2653–2802	100–227	228–241	242–251	252–350

[1] https://www.nwea.org/content/uploads/2015/11/Smarter-Balanced-and-MAP-Linking-Data-Table-One-Sheet-NOV15.pdf

High School Math Placement:

As explained in Section A of this policy, in determining the mathematics course placement for entering 9th grade students, the Charter School systematically takes multiple objective academic measures of student performance into consideration, including:

a. Statewide mathematics assessments, including interim and summative assessments through the California Assessment of Student Performance and Progress ("CAASPP");

b. Placement tests that are aligned to state-adopted content standards in mathematics;

c. Recommendation, if available, of each student's 8th grade mathematics teacher based on classroom assignment and grades;

d. Recommendation, if any, of each student's 9th grade mathematics teacher based on classroom assignments and grades provided at the beginning of the school year;

e. Final grade in mathematics on the student's official, end of the year 8th grade report card.

Students entering grade 9 are normally placed in Integrated Math I (Algebra I). Those students who completed Integrated Math I (Algebra I) in grade 8 successfully shall be placed in Integrated Math II (Geometry) in grade 9, and those who completed Integrated Math II (Geometry) in grade 8 shall be placed in Integrated Math III (Algebra II) in grade 9. Integrated Math I (Algebra I) and Integrated Math II (Geometry) courses taken in middle school will each be awarded ten (10) high school credits in mathematics.

The Charter School will offer math electives to students who have completed Integrated Math III (Algebra II). These include, but are not limited to, Integrated Math IV (Precalculus), AP Calculus AB, AP Calculus BC, AP Statistics, and other math courses depending on student levels, needs/demands, and availability of teachers and resources.

Mathematics Courses:

MATHEMATICS	
MATH 6	**MATH 7**
In Grade 6, instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking.	In Grade 7, instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.
MATH 8	**ACCELERATED MATH 6/7**
In Grade 8, instructional time will focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.	This course compacts 6th and 7th grade standards and it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
ACCELERATED MATH 7/8	**INTEGRATED MATHEMATICS I**
This course differs from the non-accelerated 7th grade course in that it contains content from 8th grade. While coherence is retained, in that it logically builds from the 6th grade, the additional content when compared to the non-accelerated course demands a faster pace for instruction and learning. Content is organized into four critical areas, or units. The Mathematical Practice Standards apply throughout each course and, together with the CCSS, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.	The fundamental purpose of Mathematics I is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Mathematics I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout

	each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Relationships Between Quantities; 2) Linear and Exponential Relationships; 3) Reasoning with Equations; 4) Descriptive Statistics; 5) Congruence, Proof, and Constructions; 6) Connecting Algebra and Geometry through Coordinates.
INTEGRATED MATHEMATICS II	**INTEGRATED MATHEMATICS III**
The focus of Mathematics II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Mathematics I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Extending the Number System; 2) Quadratic Functions and Modeling; 3) Expressions and Equations; 4) Applications of Probability; 5) Similarity, Right Triangle Trigonometry, and Proof; 6) Circles With and Without Coordinates.	It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions.3 They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into four units are as follows: 1) Inferences and Conclusions from Data; 2) Polynomial, Rational, and Radical Relationships; 3) Trigonometry of General Triangles and Trigonometric Functions; 4) Mathematical Modeling.
INTEGRATED MATHEMATICS IV	**ALGEBRA I**
This course prepares students for work in calculus. Topics include: coordinate geometry with analytical methods and proofs; equations and graphs of conic	The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades

sections; rectangular and polar coordinates; parametric equations; vectors; the study of polynomial, logarithmic, exponential, and rational functions and their graphs; induction; limits and rate change; continuity; and problem analysis. The course unifies and emphasizes the structure of mathematics.	standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into five units are as follows: 1) Relationships Between Quantities and Reasoning with Equations; 2) Linear and Exponential Relationships; 3) Descriptive Statistics; 4) Expressions and Equations; 5) Quadratic Functions and Modeling.
GEOMETRY	**ALGEBRA II**
The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into six units are as follows: 1) Congruence, Proof, and Constructions; 2) Similarity, Proof, and Trigonometry; 3) Extending to Three Dimensions; 4) Connecting Algebra and Geometry through Coordinates; 5) Circles With and Without Coordinates; 6) Applications of Probability.	Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into four units, are as follows: 1) Polynomial, Rational, and Radical Relationships; 2) Trigonometric Functions; 3) Modeling with Functions; 4) Inferences and Conclusions from Data.

PRECALCULUS	**AP STATISTICS**
Precalculus weaves together previous study of algebra, geometry, and functions into a preparatory course for calculus. The course focuses on the mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include linear, quadratic, exponential, logarithmic, radical, polynomial, and rational functions; systems of equations; and conic sections in the first semester. The second semester covers trigonometric ratios and functions; inverse trigonometric functions; applications of trigonometry, including vectors and laws of cosine and sine; polar functions and notation; and arithmetic of complex numbers. Cross-curricular connections are made throughout the course to calculus, art, history, and a variety of other fields related to mathematics.	The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.
AP CALCULUS AB	**AP CALCULUS BC**
AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.	AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Acceleration Agreement in Mathematics

Student Name: _____ Grade: _____ Math Placement: _____

Please check all the boxes below:

☐ I have read the mathematics placement policy and I understand the high level of expectations from students in the accelerated math pathways.

☐ I understand my child's placement in an accelerated math course.

☐ I understand that my child's placement in an accelerated math course depends on his/her level and availability of staffing, class size, and scheduling.

☐ I understand the following minimum criteria that must be met by a student to remain in the current mathematics placement:

- Minimum grade of "B-" or 80% on current class grade and on each progress/report card
- Minimum Fall/Winter MAP test score that corresponds to a performance level of 3 ("Standard Met") for grade level (when applicable)
- Teacher recommendation
- Administrator recommendation.

☐ I understand that if my child does not meet the criteria to remain in the current mathematics placement he/she may be transferred to another mathematics placement, in which case the teacher shall specify the mathematics course or level recommended for the student.

Parent/Guardian Name: _____ Signature: _____ Date: _____

Coversheet

Approval of Title III Improvement Plan

Section: II. Action Item: Recommendations to Full Board
Item: B. Approval of Title III Improvement Plan
Purpose: Vote
Submitted by:
Related Material: II B Title III Improvement Plan.pdf

MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II B
Date:	June 2, 2016
To:	MPS Academic Committee
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Interim Chief Academic Officer
RE:	Title III Improvement Plan

Proposed Board Recommendation

I move that the Academic Committee approves the changes and updates to the MPS Title III Improvement Plan.

Background

Attached is the current Title III Improvement Plan (Year 4) due to the state June 30, 2016. All items indicated in yellow indicate updates and changes made to the existing Title III Improvement Plan, and that require board review and approval. Additionally, we are still waiting on our eligibility for Title III funds from the state.

Budget Implications

There are no budget implications.

Name of Staff Originator:

Nicole Vasquez, English Language Coordinator

Attachments

Title III Improvement Plan

Title III LEA Plan Performance Goal 2

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

CDS Code: _____ LEA Name: Magnolia Science Academy 1 (Title III Lead) Title III Improvement Status: Year 4

Fiscal Year: _____ EL Amount Eligibility: Pending Immigrant Amount Eligibility: Pending

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement. **How the LEA will:**	
A. Required Content	Implement programs and activities in accordance with Title III **Title III Funds Apportioned to Consortium Lead (Magnolia Science Academy 1):** In order to most efficiently utilize Title III funds within the consortium, an English Learner (EL) Program Coordinator has been hired to provide direct, supplemental services to English language learners (ELLs) and teachers of English language learners at all consortium-member schools (11 in total). The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all 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 • Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process • Oversee adoption and implementation of EL curriculum • Oversee the Title III improvement plan, and any other Title III requirements • Support ELD/ELA teachers by providing feedback, coaching, and professional development • Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELLs • Attend ELL-related professional development and share resources with teachers and school leaders

English Language Learner Master Plan & Program Implementation:
The CELDT is administered during the first 4 weeks of the school year, based on the responses provided in the Home Language Survey.

Students who enter MPS with CELDT scores in the beginning, early intermediate, or low intermediate proficiency levels (1-2), with a limited number of school enrollment years will be placed in an English Language Development Class. Limited English Proficient (LEP) students have access to a multitude of additional intervention and support programs. Our goal is to accelerate their English language proficiency to facilitate their successful transition to mainstream English classes.

Students who enter MPS with CELDT scores in the high intermediate, early advanced, or advanced levels (3-5) of language proficiency are placed in Mainstream English classes and receive English Language Development (ELD) through the use of Specially Designed Academic Instruction in English (SDAIE) strategies. Scaffolds are implemented as needed in these classrooms which include strategies in accessing prior knowledge, pre-teaching vocabulary, use of visuals/realia, study guides, graphic organizers, and differentiating the language of classroom presentations and reading materials. Students are organized according to their English Language proficiency level and given appropriate English Language Development (ELD) instruction along with native English speakers.

As part of MPS's monitoring program, the CELDT examination is administered annually to students who are identified as English Language Learners. MPS monitors students' CELDT, State Assessment, and MAP results along with teacher recommendations to monitor student progress towards successful reclassification. MPS strives to reclassify EL students expeditiously but appropriately, and has established a school-wide literacy enrichment program to support the use of academic vocabulary across content areas for all students.

During weekly professional development meetings that include all stakeholders at the school and within the Magnolia Educational and Research Foundation (the organization), discussion takes place around reviewing data and student work, as well as monitoring student achievement across all grade levels and sub-groups. Our principal, Chief Academic Officer, EL Coordinator, Department Chairs, and teachers review CELDT results and closely monitor these students during weekly development meetings, and daily via CoolSIS (our SIS system) in order to provide additional academic supports, assess academic progress in all subjects, and assess students for reclassification. Our CoolSIS system is accessible to school staff, students, and parents, and is updated daily.

During summer professional development training, the entire school staff reviews student achievement data, including state assessment data, CELDT, benchmark assessments, and other diagnostic assessments. The staff disaggregates data by sub-group, grade level, and subject. The goal is to provide all stakeholders with the information needed to guide instruction, professional development training, and academic supports for students in the upcoming school year. In addition, MSA-1 reviews all data to assess if the school has met the annual measurable objectives and sets goals for raising student achievement along with developing an academic plan in order to reach those goals.

	MPS is continuously involved in a school-wide self-study reflection that focuses on what students are learning, how are they learning, and using data to assess the schools instructional and curricular focus towards raising student achievement. If the school has not met annual goals, then a strategic plan with a timeline is developed to clearly address each goal and criteria with the inclusion and feedback of teachers, resource specialists, the Chief Academic Officer, principal, CELDT Coordinator, and EL Coordinator.
	Description of New Curriculum: **Description of McGraw Hill Curriculum:** **ELA--** Elementary: Wonders Program with ELD (description needed) Secondary: StudySync is a web-delivered product designed to increase reading, writing, and critical thinking with award-winning lessons aligned to the Common Core Standards for grades 4 - 12. • Product Features: • Extensive Digital Library • Online access to hundreds of classic and contemporary texts—both fiction and nonfiction—based on the Common Core. • Weekly Writing Practice • StudySync's "Blasts" challenge students to analyze topics of current cultural significance, giving them the opportunity to voice informed opinions on topics that matter. • Online Writing and Peer Review • A proprietary process designed to improve reading and writing skills and increase the amount of time students spend engaged with subject matter from all curricular areas.

- Common Core Assignments & Assessments
- Teacher-created writing prompts and assessment rubrics that align learning objectives and outcomes directly to the Common Core.
- Award-Winning Multimedia Lessons
- High quality media-driven lessons with explicit instruction as well as engaging models of academic discussion and collaboration.
- Flexible Instructional Models
- Classroom management tools allow for scaffolding, differentiated instruction, and multiple assessments.

Math –

Elementary:

The tenth edition of *Mathematics for Elementary Teachers: A Conceptual Approach* continues the innovative time-tested approach of the previous editions: an emphasis on learning via specific, realistic examples and the extensive use of visual aids, hands-on activities, problem-solving strategies and active classroom participation. Features of the text focus on ensuring that prospective teachers will gain not only a deeper understanding of the mathematical concepts, but also a better sense of the connections between their college math courses and their future teaching experiences, along with helpful ideas for presenting math to their students in a way that will generate interest and enthusiasm. The text draws heavily on Common Core Standards and contains many pedagogical elements designed to foster reasoning, problem- solving and communication skills.

Connect for Messersmith, Beginning and Intermediate Algebra with P.O.W.E.R. Learning, 4e

Beginning and Intermediate Algebra by Sherri Messersmith has been widely implemented in schools across the country. The 4th edition has been updated and expanded to include a study skills component. The P.O.W.E.R. framework is integrated into each section and new study strategies and exercises are tied to every chapter. The conversational writing style practical applications innovative student resources and expanded Connect Math content makes this an appealing and very teachable option for faculty. The P.OW.E.R. Framework. What makes P.O.W.E.R. a unique tool for the classroom? A major challenge in developmental courses is that students at this level struggle with basic study skills and habits. Maybe this is one of their first college courses or perhaps they are adults returning to school after a long absence. Either way many of the individuals taking this course don’t know how to be good students. Instructors often don’t have the time the resources or the expertise to teach success skills AND the math concepts. The new team of Messersmith,

Perez and Feldman offer a scientifically based approach to meet this challenge. The P.O.W.E.R. Learning Framework was developed by successful author psychologist student success instructor and researcher Bob Feldman. It is a method of accomplishing any task using five simple and consistent steps. Prepare. Organize. Work. Evaluate. Rethink. This framework is integrated at every level of the text to help students successfully learn math concepts while at the same time developing habits that will serve them well throughout their college careers and in their daily lives.

Grade Levels 8-12

Carefully designed to the Common Core State Standards and Standards for Mathematical Practices, *CorePlus Mathematics: Contemporary Mathematics in Context* is the newest revision to Core-Plus Mathematics Program's (CPMP) four-year integrated mathematics program originally funded by the National Science Foundation. Featuring problem- based, inquiry-oriented and technology-rich applications, *CorePlus Mathematics* promotes student-centered active learning, teamwork and communication to prepare them for success in college, in careers and in daily life.

This new edition features content focused on algebra and functions, statistics and probability, geometry and trigonometry, and discrete mathematics in each course with integrated use of CPMP-Tools software and graphing calculators in each course complemented by newly updated Course 1-4 texts and interactive digital content.

Hold the school sites accountable:

Magnolia Public Schools has hired an EL Coordinator to monitor Title III accountability. Please see detailed description in the first category of Part A. In addition to the aforementioned description of duties, the EL Coordinator will support schools with accountability by implementing the following items:

- Create Title III binders for each school site with a calendar of notifications, procedures for notifying parents of ELLs, certifications for notices mailed, attendance sheets for PD and parent meetings/workshops, etc. - EL Coordinator will check these binders for required updates during each site visit.
- CALPADS data entry certification – EL Coordinator will work with school site leaders and the executive office manager to ensure and certify the timely submission of all CALPADS data pertaining to ELLs
- Certify the timely submission of all Title III notifications mailed to parents of ELLs
- Conduct walk-throughs of classrooms to ensure program fidelty; provide coaching and feedback to teachers
- Support teachers with progress monitoring of ELLs and provide a framework for progress monitoring
- Train site coordinators – coach teachers, shared responsibility

Promote parental and community participation in programs for ELs:

In order to promote parent and community involvement in programs for our ELL students, MPS member schools will:

- At the beginning of the school year: Host a meeting for parents of ELLs that discusses and outlines school expectations, the MPS EL Program, annual notifications, and enrichment opportunities for ELLs, as well as provides parents with an opportunity to network and ask questions
- Provide necessary translation services as needed

	• Host relevant workshops designed to facilitate parent involvement – examples of topics include: college applications, study skills, computer literacy, extracurricular activities and enrichment, and parent resources and associations (ex. California Association of Bilingual Education – conference for parents and educators, Colorin Colorado) • Implement the Parent College Program – Parent College is a parent empowerment workshop series designed to improve parents' understanding of the education system so they can become informed advocates for their children's education. In 2016, Parent College will serve over 500 parents in Magnolia Schools in six communities in Reseda, Northridge, Van Nuys, Culver City, Bell, and Santa Ana. We will work diligently to create a Parent College experience that responds to the specific community's needs.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	Provide high quality language instruction MPS EL Coordinator will carry out all duties described in Category A to ensure that high quality language instruction is taking place in our schools. See description of Curriculum and ELD Program in Category A.	MPS Chief Academic Officer MPS EL Coordinator School Leaders ELD Coordinators Teachers	Salaries Supplemental Materials	Pending	***Title III Funds (MPS EL Coordinator) – See category A*** General Purpose Categorical Block Grant Title I Funds
	Provide high quality professional development MPS EL Coordinator will carry out all duties described in Category A to ensure that high quality professional development is taking place in our schools. Additionally, EL Coordinator will share PD opportunities with MPS staff and school leaders. Teachers will continue to receive 18 hours of ELD professional development per year. See Category A.	MPS Chief Academic Officer MPS EL Coordinator School Leaders ELD Coordinators Teachers	Salaries Supplemental Materials	Pending	***Title III Funds (MPS EL Coordinator) – See Category A*** General Purpose Categorical Block Grant Title I Funds

C. Required for Year 2	**Goal 2 Improvement Plan Addendum* (IPA) for items A-B:** **Please describe the factors contributing to failure to meet desired accountability measures.**				
D. Required for Year 4	**Goal 2 IPA* for items A-B:** **Please describe the factors contributing to failure to meet desired accountability measures.** Needs Assessment to be completed during next training session.				
	Please describe all required modifications to curriculum, program, and method of instruction. **<u>Changes to Curriculum:</u>** Magnolia Public Schools has purchased new curriculum for both ELA and Math from McGraw Hill. Included in the ELA Program is an integrated and designated program for ELD. MPS teachers will be using the McGraw Hill curriculum and will supplement using existing, available resources and texts. All teachers using this curriculum/program will be trained by McGraw Hill on correct implementation, as well as utilizing the ELD components and online resources. **<u>Changes to Instruction:</u>** **INTEGRATED** • Teachers will be trained on a research-based, field-tested framework for supporting ELL 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 ELLs. Their framework	MPS Chief Academic Officer MPS EL Coordinator School Leaders ELD Coordinators Teachers	Curriculum Supplemental Materials	Pending	General Purpose Categorical Block Grant Title I Funds

	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). McGraw Hill will provide teacher training on how to use this new integrated ELD tool. Training will take place during our Summer PD. • Myon Reading Program has 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.				

	DESIGNATED: • All students who are Level 1 and 2 ELLs will receive one full class period of Designated ELD per day. • Where available, these students will receive primary language support in the designated classroom. • Teachers will use DuoLingo and other online language acquisition programs to help newcomers. • Teachers will emphasize academic vocabulary in the designated ELD classroom. • McGraw Hill will provide training on the designated component of Study Sync. • ELD teachers may continue to supplement the new McGraw Hill ELD curriculum with existing resources.				

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	**Describe all allowable activities chosen by LEA relating to:** Supplementary services as part of the language instruction program for EL students *Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities				
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:			
		EL Estimated Costs Total:			

Plan to Provide Services for Immigrant Students

Please complete this table IF the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	**Describe all allowable activities chosen by LEA relating to:** Enhanced instructional opportunities to immigrant students and their families *Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities ***Entitlements vary significantly per member school.*** Magnolia Public Schools will use supplemental immigrant funds for the following supplemental activities: • Additional tutoring for newcomers • Counseling and mentoring services • Language acquisition programs • Academic vocabulary development (ex. Kate Kinsella workbooks)	MPS Chief Academic Officer MPS EL Coordinator School Leaders ELD Coordinators Teachers Parents		Entitlements vary per school. Amounts will be listed below once we receive preliminary information.	Title III Immigrant Funds

	• Primary language assessments and support, as needed (ex. Ballard & Tighe)	Timeline: Ongoing			
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		TBD	
		Immigrant Estimated Costs Total:		TBD	

Coversheet

Approval of LAUSD COP Written Notice for MSA 1-8

Section:	II. Action Item: Recommendations to Full Board
Item:	C. Approval of LAUSD COP Written Notice for MSA 1-8
Purpose:	Vote
Submitted by:	
Related Material:	II C LAUSD COP Written Notice.pdf

MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	II.C
Date:	June 2, 2016
To:	MPS.Academic.Committee
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kelly Hourigan, Chief Operations Officer
RE:	LAUSD COP Written Notice for MSA 1-8

Proposed Board Recommendation

I propose that the Academic Committee recommends approval that the CEO sign and submit the attached written inform LAUSD that MSA 1-8 may consider leaving to another SELPA.

Background

MSA 1-8 are currently members of the LAUSD Charter Operated Program for Special Education. The district (LAUSD) and the option 3 members will be starting bargaining agreements to write the new MOU. MSA 1-8 wants to submit the attached letter that serves as written notice should we consider LEA membership in a new SELPA. It is the interpretation of the CDE that you must submit a "year and a day notice" to your current SELPA by June 30th of the year preceding the year you wish to join a new SELPA. This means that in order to join a new SELPA for the 2017-2018 school year you need to alert the CDE and LAUSD's SELPA by June 30, 2016.

Budget Implications:

There are no budget implications at this time.

Name of Staff Originator:

Kelly Hourigan, Chief Operations Officer

Attachments:

Written Notice Letter for MSA 1-8 for LAUSD Special Education SELPA membership

June 6, 2016

Beth Kauffman
SELPA Director
LAUSD SELPA
333 S. Beaudry Avenue
Los Angeles, CA 90017

Dear Dr. Kauffman,

We sincerely appreciate the collaboration and support that participation in the Charter Operated Program provides, and it is our hope that the partnership between LAUSD and the charter school community continues to thrive. We are writing to express our gratitude for the ongoing collaboration, as well as to communicate specific concerns regarding the future ability of charter schools to exercise autonomy in the area of special education

As you know, state law provides California charter schools with two options for special education. Charter schools may operate as schools of their authorizing school district ("schools of the district") and participate in the SELPA in which their authorizer is a member. Alternatively, charter schools may join a SELPA independently of their authorizer, in which case they are deemed to be an independent Local Educational Agency (LEA) for special education purposes. In 2010, the State Board of Education voted to allow charter schools to participate in a SELPA outside of their geographic area, thereby expanding the range of SELPA options available to charter schools

Please accept this letter as notification that Magnolia Science Academy 1, Magnolia Science Academy 2, Magnolia Science Academy 3, Magnolia Science Academy 4, Magnolia Science Academy 5, Magnolia Science Academy 6, Magnolia Science Academy 7 and Magnolia Science Academy 8 intend to explore their options for SELPA membership, and may exit the LAUSD SELPA effective July 1, 2017.

Magnolia Science Academy 1, Magnolia Science Academy 2, Magnolia Science Academy 3, Magnolia Science Academy 4, Magnolia Science Academy 5, Magnolia Science Academy 6, Magnolia Science Academy 7 and Magnolia Science Academy 8 sincerely appreciates the collaboration and support that membership in the Charter Operated Program (COP) Division of the LAUSD SELPA currently allows charter schools in LAUSD and looks forward to ongoing engagement as the structure is explored.

If Magnolia Science Academy 1, Magnolia Science Academy 2, Magnolia Science Academy 3, Magnolia Science Academy 4, Magnolia Science Academy 5, Magnolia Science Academy 6, Magnolia Science Academy 7 and Magnolia Science Academy 8 finds that it is not in the best interest of its students to leave the LAUSD SELPA, it retains the right to rescind this notification and remain with the LAUSD SELPA for the 2017-2018 school year.

Please let me know if you require further information.
Sincerely,

Dr. Caprice Young
Chief Executive Officer and Superintendent
Magnolia Public Schools
213-628-3634

CC: Alexa Slater, California Department of Education at ASlater@cde.ca.gov
Gina Plate, California Charter Schools Association at GPlate@calcharters.org

Coversheet

Approval of Gifted and Talented Program

Section: II. Action Item: Recommendations to Full Board
Item: D. Approval of Gifted and Talented Program
Purpose: Vote
Submitted by:
Related Material: II D GATE Program.pdf

MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	III D
Date:	June 6, 2016
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Victoria Marzouk, Director of Special Programs
RE:	Gifted and Talented Program

Proposed Board Recommendation

I move that the board approve the Gifted and Talented assessment and instructional program

Background

MPS's advanced academic programming serves students in grades K-12 and offers highly challenging learning opportunities that adhere to our Core Values of Scholarship, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning.

Budget Implications

GATE program costs are accounted for in each of the schools budgets and include services such as student assessments and instructional materials.

Name of Staff Originator:

Victoria Marzouk. Director of Special Programs

Attachments

GATE Program Model

Magnolia Public Schools

Gifted and Talented Education

Overview

Magnolia Public Schools is committed to supporting gifted and highly capable students in a safe, caring environment which promotes a college preparatory, STEAM education. Instructional programs for Gifted and Talented students are based on the core principles that all students have the potential to excel and should have the opportunity to develop their individual abilities, interests and potential. The purpose of the MPS GATE program is not to simply identify the highest achieving students, but rather, identify students with exceptional abilities, those that go well beyond their peer group.

MPS's advanced academic programming serves students in grades K-12 and offers highly challenging learning opportunities that adhere to our Core Values of Excellence, Innovation, and Connection. Educational experiences and are designed to meet the needs of advanced learners with an emphasis on innovation, critical thinking, and logical reasoning.

Program Design

MPS serves GATE students through a number of delivery models and settings so that students obtain an optimal level of learning.

Advanced Placement (AP)

Advanced Placement is a program created by the College Board, which offers college-level curriculum and examinations to high school students. The goal of AP classes is to expose students to the rigorous coursework they will face in college, to increase college readiness and to challenge students beyond traditional courses. Classes are often fast-paced, are broader in scope, and typically require independent research, writing, and analysis.

Course requirements are prepared by a committee of college faculty and veteran AP teachers who ensure that the content reflects college- and university-level expectations. These committees define the goals of the AP course, articulate what students should know, and skills they should have acquired upon completion. Colleges and universities are then able to grant placement and course credit to students who obtain passing scores on the examinations.

Honors- "Scholars" Classes

The Honors Program is intended to serve students who demonstrate high achievement, interest and/or ability in one or more academic areas. Students are provided the opportunity to collaborate with a team of teachers and peers of similar ability within a

rigorous, interdisciplinary learning environment. Curriculum and instruction are designed to extend and enrich student learning through best practices. Classes are intended to engage and challenge learners to investigate, use problem-based learning, and research. Lessons build on academic strengths, develop critical thinking skills, explore one's creativity, and prepare students for advanced coursework in high school, i.e. Advanced Placement courses, and college courses.

Cluster Groupings

In a cluster model, a group of three to ten students with similar abilities are grouped into small cohorts within the mixed-ability classroom. Teachers differentiate curriculum by making adjustments of content through depth, complexity, and pacing as appropriate to the needs of each learner.

Acceleration

Students are placed in grades or classes more advanced than that of their chronological age group.

Enrichment Activities

Enrichment activities are supplemental educational activities which are conducted either within or outside of the regular classroom setting. These activities are organized by a classroom teacher, coach, or tutor. Activities may include but are not limited to Academic Decathlon, Robotics, STEAM based competitions, Congressional Awards Programs, etc.

Independent Studies/Group Projects

Students will have the opportunity to study subjects based on interest with the support of our Community College partnerships and on-line learning platforms i.e. Fuel Ed/ APEX courses.

Program Implementation Phases

YEAR 1	YEAR 2	YEAR 3
Accelerated Math- Each school will include 1 accelerated math option so that capable students will be able to complete Algebra/Integrated Math I in 8th grade. Honors English- Each school will offer at least one	Schools will add additional Honors courses to their master schedules. Site coordinators will meet with students to pair them with extracurricular activities, clubs, and classes related to their interests and areas of strength. They will begin developing student	Schools will develop academies to attract student interest and to build on areas of strength.

middle/high school Honors English course to better prepare students for the rigor of High School English and AP courses. Students will be assessed in grades 3, 6, and 9 based on teacher observations, MAP scores, and parent/student requests.	portfolios to track growth and accomplishments.	

Program Design by Grade Level

Elementary School	**Middle School**	**High School**
Students will participate in enrichment activities based on areas of strength. Students will be clustered in advanced groups for reading and mathematics	Students will participate in honors courses and accelerated math as appropriate to their achievement levels. Students will meet with Gate coordinator or Dean of Academics to begin college and career planning Students will continue participation in enrichment activities	Students will take honors and AP courses Students can participate in the Congressional Awards Program. Students will take appropriate college level courses based on areas of strength and college planning guide. Students will continue participating in enrichment activities as well as possible work/community service programs.

Student Identification and Placement

MPS's identification procedures are equitable, comprehensive, and on-going. Assessments and recommendations for the program reflect best practices and are research- based. MPS understands that examinations alone may not reflect the abilities of all students, as well as GATE students of diverse populations. Therefore, MPS includes teacher and/or administrator recommendations as well as work samples in its identification process.

In order to identify a student as gifted, evidence must be gathered relating to his/her ability to perform beyond chronological peers. Data should be broad enough to discover aptitudes across racial, ethnic, and economic groups.

Data may include the following:

- School, class, and individual pupil records
- State and benchmark examinations
- Student portfolios or work products
- Interviews and questionnaires (teacher, parent, and others related school personnel)

Teachers, parents, and school administrators may submit referrals. Additionally, students at the middle and high school levels may refer themselves.

GATE teams, comprised of the GATE coordinator or Special Education Teacher, Academic Dean, and General Education teacher, review all pieces of data and then make a determination of eligibility.

Once students are identified, parents are made aware of the determination and are able to sign a "Permission to Participate" form. Once identified, the student will remain in the GATE program as long as they continue at any MPS school site. If the student chooses to leave MPS, GATE identification paperwork will remain in the student's cum file, however, participation in the GATE program will be left to the new school district.

Categories for Identification of GATE Students

The following categories are used for identification:

A) **Intellectual Ability**- A student demonstrates exceptional intellectual development

B) **Creative Ability**- A student is able to produce unique solutions to problems, think critically, perceives unusual relationships among aspects in their environment.

C) **Specific Academic Ability**- A student functions at a high level in a specific area

D) **Leadership Ability**- A student displays behaviors characteristic of strong leadership

E) **High Academic Achievement**- A student consistently produces advanced work products, carries on intellectual discourse, and/or attain exceptionally high scores on achievement tests.

F) **Visual and Performing Arts Talent**- A student creates, performs, produces, or responds at exceptionally high levels in the arts.

Determination of Eligibility

The final determination of eligibility for the GATE program rests with the administration of the individual school site in accordance with the procedures assumed by the MPS governing board. The school shall base decisions on evaluation of pertinent data by an expert in the gifted and talented field. Students referred to the GATE program will be assessed in grades 3, 6, and 9 or upon enrollment and parent request.

Assessment

Naglieri Non-Verbal Ability Test

Individual Test Setting

The Naglieri Non- Verbal Ability Test (NNAT) is an ability test to determine whether a child is gifted. This non-verbal test is comprised of diagrams and shapes that form patterns. Non-verbal tests are considered culturally fair or unbiased assessments as they can be taken by any student regardless of language acquisition, ethnic, or social background. The NNAT requires that the child rely on reasoning and problem solving to determine correct answers, not verbal skills.

The NNAT is considered a valid way to measure general ability for all children and addresses the problem of underrepresentation of minority children in GATE programs as it has been found to identify similar proportions of African American, Hispanic, and Caucasian gifted children.

The NNAT assesses the following areas:

- Pattern Completion
- Reasoning by analogy
- Serial Reasoning
- Spatial Visualization

A child is given 30 minutes to complete 39 multiple choice questions. Total test time is approximately 40 minutes.

Otis- Lennon School Ability Test (OLSAT)

Group Test Setting

The OLSAT is a multiple choice test that is comprised of both verbal and nonverbal questions. It's used to measure a child's critical thinking and reasoning skills.

Students will need to perform well in the following areas:

- Following directions
- Detect similarities and differences
- Recall of words and numbers
- Classification of items
- Establishing sequences
- Solving arithmetic problems
- Completing analogies

The OLSAT is administered at 7 levels depending on a child's age. The table below shows grades and corresponding tests:

Level	Grade
A	Pre- K and K
B	1st Grade
C	2nd Grade
D	3rd Grade
E	4th – 5th Grade
F	6th – 8th Grade
G	9th – 12th Grade

Students will be given 60-80 minutes to complete a 40-70 questions test, depending on the OLSAT test level. Elementary aged children will take the test individually while middle/high school students will take the test in a group setting.

HOPE Teacher Rating Scale

The HOPE Teacher rating scale, created by Purdue University, is designed to aid schools in identifying gifted and talented students. Teachers complete the HOPE scale by responding to 11 items using a 6- point frequency response scale. The exam includes an Academic and Social scale in order to take in the multifaceted dimensions of giftedness. Items on each of these subscales were created to be culturally and socioeconomically neutral.

Assurance of Equity

In order to ensure equity and accurate identification of GATE students, there will be annualized random sample testing of at least 5% of students in grades 3, 6 &9 across each Magnolia school site.

Professional Development

MPS provides many opportunities for teachers of GATE students to enhance their teaching practices. Teachers are encouraged to focus their instructional growth in the following areas:

- Differentiation
- Social- Emotional needs
- Blended Learning
- Identification
- Advanced curriculum and instruction

Parent and Community Involvement

Very often parents or other family members are the first to recognize that their child has some innate ability or is advancing more rapidly than their chronological age peers.

Characteristics of Giftedness Scale

Developed by Dr. Linda Silverman, Gifted Development Center at *http://www.gifteddevelopment.com/*

Common characteristics of a gifted child include:

1. Good problem solving/ reasoning abilities
2. Rapid learning ability
3. Extensive vocabulary
4. Excellent memory
5. Long attention span
6. Personal sensitivity
7. Compassion for others
8. Perfectionism
9. Intensity
10. Moral sensitivity
11. Unusual curiosity
12. Perseverant when interested
13. High degree of energy
14. Preference for older companions
15. Wide range of interests
16. Great sense of humor
17. Early or avid reading ability
18. Concerned with justice, fairness
19. At times, judgment seems mature for age
20. Keen powers of observation
21. Vivid imagination
22. High degree of creativity
23. Tends to question authority
24. Shows ability with numbers
25. Good at jigsaw puzzles

If a parent recognizes these characteristics in their child, they may request an assessment.

Information to parents of gifted students is provided in a variety of ways:

- GATE Brochure
- Email
- At Parent Task Force Meetings
- MPS website or site specific websites

Additional resources can be found at the following organizations:

National Association for Gifted Children (NAGC)

California Association for the Gifted (CAG)

Supporting the Emotional Needs of the Gifted (SENG)

Council for Exceptional Children (CEC)

California Gifted Network

Magnolia Public Schools
GATE Program

Screening and Assessment Student Profile

Date Referred: _____ Date Screened: _____

NAME: _____GRADE: _____DOB: _____Sex: ☐ Male ☐ Female
First Middle Last

Parent/Guardian:_____School:_____

Referred by [Name]: _____☐ Teacher/Administrator ☐ Parent ☐ Self
Evaluation Team Decision: ☐ Eligible ☐ Ineligible ☐ Reassess

<table>
<tr><td rowspan="2">Intellectual Ability</td><td colspan="3">Aptitude Tests</td></tr>
<tr><td colspan="2">Naglieri Non-Verbal Ability Test</td><td>Otis Lennon School Ability Test</td></tr>
<tr><td rowspan="3">Academic Achievement</td><td colspan="3">Achievement Tests</td></tr>
<tr><td colspan="2">SBAC Scores</td><td>MAP Scores</td></tr>
<tr><td>English/Language Arts

Scaled Score____
❑ Level 4
❑ Level 3
❑ Level 2</td><td>Math

Scaled Score_____
❑ Level 4
❑ Level 3
❑ Level 2</td><td>Reading _____
Math _____</td></tr>
<tr><td rowspan="2">Gifted Behavioral</td><td colspan="3">Behavioral Characteristics Rating Scales</td></tr>
<tr><td colspan="2">Teacher Rating Scale

Score
☐ Reading _____
☐ Mathematics _____
☐ Science _____</td><td>Teacher Rating Scale

Score
☐ Motivation _____
☐ Creativity _____
☐ Leadership _____</td></tr>
<tr><td rowspan="2">Visual and Performing</td><td colspan="3">Visual and Performing Arts</td></tr>
<tr><td colspan="2">Teacher Rating Scale

Score
☐ Artistic _____
☐ Musical _____
☐ Dramatic _____</td><td>Student Work Samples
☐ Portfolio of Student Art
☐ Musical Performance Video/Tape
☐ Dramatic Arts Video/Tape
☐ Other _____</td></tr>
<tr><td>Ot</td><td colspan="3">Other Considerations/ Impact Factors</td></tr>
</table>

	☐ Socio Economic ☐ English Language Learner ☐ Special Education ☐ Health	☐ Parent Information ☐ Peer Rating scales ☐ Portfolio of Student Work ☐ Other _____
Identification Categories	**Identification Categories**	
	☐ Intellectual ☐ High Achievement ☐ Specific Academic _____ ☐ Creative	☐ Leadership ☐ Visual Arts Talent ☐ Performing Arts Talent ☐ Other _____

***Please Note: Smarter Balanced Tests have not been validated for use to identify individual students for participation in a program. Identification of GATE students is determined through multiple criteria including: school, class, and individual pupil records; individual tests; group tests; interviews and questionnaires (teacher, parent, and others). The range of data should be broad enough to reveal gifts and talents across cultural, economic, and linguistic groups. (*CCR*, Title 5 Section 3823)**

Magnolia Public Schools
GATE Program
Parent Referral Form

School_____ Grade_____ Date_____

Student's Name_____ Sex M___ F____ Birth Date _____ Age_____

Parent (Guardian) Name _____ Phone_____

Referral Requested by: Mother _____ Father _____ Other _____

_____
Administrator's Signature

What is your child's attitude towards school?

_____

_____

List 3 titles of books your child has read this past year:

_____

_____

What are any special interests, talents or hobbies your child has?_____

_____

How does your child spend his/her spare time?

_____

_____

What special lessons/classes, training, or learning opportunities has your child had beyond school?

_____

_____

What other information would you like us to know that would assist us in the identification process?

_____

_____

LEARNING CHARACTERISTICS OF GIFTED AND TALENTED STUDENTS

The following learning characteristics are found to a large extent among students identified gifted and talented as compared with those who are not. While most students will demonstrate many of these characteristics, students who are gifted and talented will differ in the degree to which these characteristics are observed. Instructions: Circle the letter which best identifies the degree to which the characteristic is observed based on the following:

a) Consistently b) Frequently c) Occasionally d) Seldom e) Never or omit

1. Understands complicated concepts and relationships.	A B C D E
2. Possesses an unusual amount of information for his/her age within subject area(s).	A B C D E
3. Uses advanced vocabulary in appropriate ways for his/her age.	A B C D E
4. Is able to articulate ideas fluently.	A B C D E
5. Remembers facts accurately without special effort.	A B C D E
6. Combines ideas / materials in unique ways.	A B C D E
7. Probes beyond “how” and “what” to the “why” in his/her questioning.	A B C D E
8. Creates products of unusual character or quality.	A B C D E
9. Exhibits keen powers of observation.	A B C D E
10. Proficient in cause-effect relationships; ability to see relationships.	A B C D E
11. Develops structures and organizations. Invents original systems.	A B C D E
12. Retains learned information.	A B C D E
13. Expresses a dislike for drill and routine.	A B C D E
14. Is able to self evaluate through critical thinking.	A B C D E
15. High ability of concentration; capable of an intense kind of effort.	A B C D E
16. Demonstrates sensitivity.	A B C D E
17. Demonstrates a keen sense of humor; seeking to see humor in situations.	A B C D E
18. Demonstrates knowledge of abstract thought, can conceptualize, synthesize and problem-solves.	A B C D E

Magnolia Public Schools
GATE Program

Parent Permission for Student Testing

Dear Parent/Guardian:

Your son/daughter has been recommended for testing for participation in the Gifted and Talented Education (GATE) program. Testing will take place at _____at _____ a.m., on _____ (date). Testing will take approximately _____ minutes.

Student eligibility for the GATE program includes a variety information and data including results of ability, academic achievement, and content standards tests; teacher recommendations; parent information; and samples of student work.

Parents will be notified in writing about student eligibility for the GATE program and options for program placement. If you have any questions, please contact Victoria Marzouk, the MPS Director of Special Programs at (phone number) _____

To give permission for your child to be tested, please do the following: (1) sign the permission for testing form provided below and (2) return the form to your child's teacher.

Sincerely,

Victoria Marzouk

Director of Special Programs

Magnolia Public Schools
GATE Program

Permission for GATE Testing

_____

Child's Name School

☐ I give permission for my son/daughter to be tested for the GATE program.

☐ I do not want my son/daughter to be tested for the GATE program.

_____

Parent/Guardian Signature

Magnolia Public Schools
GATE Program

Parent Notification of Eligibility and Permission for Participation

Dear Parent/Guardian:

Your son/daughter has been identified for participation in the district's Gifted and Talented Education (GATE) program. GATE program services may include one or more of the following:

- ☐ Differentiated curriculum in the regular classroom provided by the classroom teacher.
- ☐ Cluster grouping with other GATE pupils for differentiated curriculum in the classroom.
- ☐ Part-time grouping of GATE pupils for advanced or enriched curriculum during the school day.
- ☐ Enrichment activities involving supplemental educational activities.
- ☐ Honors class designed for gifted and talented students.
- ☐ Acceleration in grades or classes that are more advanced.
- ☐ Independent study provided through special tutors, mentors, or special courses.
- ☐ Post secondary education conducted by a college.
- ☐ Other _____.

To give permission for your son/daughter to participate in the GATE program, please sign and return the form provided below to your school. If you have any questions, please contact your school administrator.

Sincerely,

Victoria Marzouk
Director of Special Programs

Magnolia Public Schools
GATE Program

Permission for GATE Participation

_____

Child's Name School

☐ I give permission for my son/daughter to participate in the GATE program.

☐ I do not want my son/daughter to participate in the GATE program.

_____

Parent/Guardian Signature

Coversheet

Academic Department Year End Report

Section: III. Discussion Item
Item: A. Academic Department Year End Report
Purpose: Discuss
Submitted by:
Related Material: III A Year End Report.pdf

MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	III A
Date:	June 2, 2016
To:	MPS Academic Committee
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Interim Chief Academic Officer
RE:	Academic Department Year End Report

Proposed Board Recommendation

Written Item, Information Only

Background

Review: Individual Accomplishments and Reflections of the Academic Team, Deliverables, Action Plans for 2016-2017 Timeline

Budget Implications

There are no budget implications.

Name of Staff Originator:

Kenya Jackson, Interim Chief Academic Officer

MAGNOLIA PUBLIC SCHOOLS

Academic Team Deliverables

Academic Team VISION

MPS Academic Team strives to empower teachers and leaders to inspire students to discover the pathways to transform our communities through innovative, equitable and lifelong learning.

Job Titles/ Scope of Job

Interim Chief Academic Officer: Kenya Jackson
Academic Assistant/ Document Control Coordinator: Jenny Obuchi
Regional Director & Science and Blended Learning Advisor: Erdinc Acar
Regional Director: Suat Acar
Director of Accountability: David Yilmaz
Data Manager & SIS Coordinator: Ismail Ozkay
Consortium EL Coordinator: Nicole Vasquez
Director of Special Programs: Victoria Marzouk

Duties/ Action Items

Chief Academic Officer:

The Chief Academic Officer is responsible for both sustaining and improving the culture of high academic excellence in all Magnolia Public Schools. The CAO provides leadership, vision, and strategic direction for MPS's Curriculum, instruction and assessment and school improvement initiatives overseeing professional development for all school leaders and supervising academic management of the schools.

- Provides scalable instructional program leadership to all school leaders with specific responsibility for planning, development, implementation, assessment, and improvement across all schools.
- Develop and lead principals and school teams in their roles as instructional leader and site managers.
- Monitor, provide feedback to evaluate school leaders providing clarity of roles, functions, goals, and accountability.
- Determine and implement the MPS's academic priorities. Review assessment tools on a regular and on-going basis and analyze performance for effectiveness in improving student achievement.
- Assist the CEO in the development of a strategic plan and scalability of the existing instructional model that will ensure excellence and high standards as MPS expands to serve more students.
- Support leadership at schools to ensure high quality implementation of the educational design, including standards, assessments, instructional guidelines, and the school culture.
- Assist school leaders in monitoring and evaluating effectiveness of programs as well as identifying appropriate program resources to ensure that curricula are student-focused and aligned with MPS's missions, core values, academic standards, and strategic goals.
- Assure that curricula is aligned to national and state standards and help create curricula that allows for efficient and effective lesson planning.
- Regularly observe and evaluate student work through classroom walkthroughs and observations.

MAGNOLIA PUBLIC SCHOOLS

Academic Team Deliverables

Academic Assistant/ Document Control Coordinator

The Academic Assistant/Document Control Coordinator primarily assists the Chief Academic Officer to offer administrative and secretarial support.

- Effectively and efficiently execute a multitude of administrative duties that are included but not limited to: maintain and archive hard/soft copies of files, create and update weekly academic newsletter, provide additional assistance to members of the academic team and other departments, coordinate domestic travel arrangements for the Chief of Academics, Director of Human Resources, and other Directors/Coordinators on the academic team.
- Coordination of Meetings: Monthly and additional school events that are included but not limited to: summer in-service, Professional Development events, Leadership workshop and Teacher Symposiums (Fall and Spring). Research and reserve venue (if needed/requested), set-up and breakdown room, arrange catering with an estimated budget and food allergies/ restrictions in mind, supply in advance materials needed, contact and follow-up with vendors/ presenters
- Perform essential secretarial tasks such as purchase orders for the Academic Team, telephone and front desk reception (if needed), update and maintain personal calendar, coordinate and confirm appointments/ meetings, word processing, create and / or draft templates/forms/dashboards and sign-in sheets, draft/email agendas, document formatting, data entry, written reports and templates from dictation/meetings, notes from site & mock visits, minutes from weekly & monthly meetings, and document handling (copy, collate, fax, shred)

Regional Director(South)/ Science and blended learning deliverables:

- Assist schools with the implementation of integrated STEM curriculum, aligned with state, national (NGSS and CCSS), international and industry standards.
- Increase the number and enhance the quality of STEM after school programs, post-secondary connections and community/industry engagement.
- Increase leadership team capacity in implementing blended learning programs.
- Provide support to teachers to increase their level of use in blended learning programs.

Regional Director(North):

MAGNOLIA PUBLIC SCHOOLS

Academic Team Deliverables

Director of Accountability:

The Director of Accountability provides direction and support to stakeholders with data, accountability, petitions, policies and academic compliance, and other resources to improve student learning. Furthermore, the Director of Accountability provides services to support the home office vision, mission, and goals outlined and framed by internal and external constituents and agencies so that student needs may be addressed. Specifically, the Director of Accountability will provide the following services to the schools:

- Establish, update, and monitor accountability solutions and databases at elementary, middle and high school levels
- Train deans and principals on accountability metrics, including Title I, Title III, AYP/PI
- Assist schools with their understanding of student achievement goals consistent with MPS expectations and available baseline and historical testing data
- Support the schools with their required academic plans, including LCAP, SSD, SPSA, and WASC
- Review, monitor, and report on schools' progress on goals and annual measurable outcomes outlined in the schools' plans
- Establish benchmarks for improvement at system and school levels as it relates to accountability
- Assist school leaders in meeting compliance deadlines regarding programmatic compliance
- Support the schools with the development and implementation of academic policies, including the student/parent handbook, evaluations, graduation, course offerings, surveys, calendar, instructional minutes, etc.
- Support the writing, revision and editing of petitions in conjunction with home office staff and school leaders
- Manage all WASC accreditation procedures
- Support the schools with authorizer site visits
- Serve as a resource for school improvement and strategic planning
- Develop and monitor school site support plan in coordination with the CAO

Data Manager/ SIS Coordinator:

- All Magnolia schools will comply with Federal and State required assessments in a timely manner.
- Academic data for all Magnolia schools and Magnolia Home Office will be accurately collected, stored, and maintained. Periodically, academic reports will be produced and presented to C level positions, Home Office staff, and school site administrators.
- Magnolia's SIS (CoolSIS) will be overseen on an ongoing base. All issues will be addressed and resolved in a timely manner. School site staff (admin and office staff) will be trained on how accurately to enter and maintain student data.

MAGNOLIA PUBLIC SCHOOLS

Academic Team Deliverables

Consortium EL Coordinator:
The Consortium EL Coordinator will support improvement and implementation of the CMO;s EL Master Plan and program, as well as ensure that all EL services are being delivered to the member schools. Specifically, the EL Coordinator will provide the following services to consortium member schools:

- Maintain, evaluate, and improve the EL Master Plan and program
- Lead the EL Coordinators at school sites, including facilitating team meetings and coordinating the EL program strategic planning process
- Oversee adoption and implementation of EL curriculum, including a newcomer program
- Oversee CMO's Title III improvement plan
- Support ELD/ELA teachers and provide appropriate professional development
- Conduct lesson demonstrations and facilitate classroom observations/walk-throughs by site coordinators to improve instruction for English learners
- Provide peer coaching to teachers
- Attend EL-related professional development and share resources with teachers

Director of Special Programs:
Supports school leaders and teachers in all facets of the special education, GATE, and college pathway programs, including compliance, services, personnel and budget.

- Establish and communicate a division-wide philosophy of least restrictive environment including co-teaching for serving special needs students.
- Direct special education services for all students with disabilities and ensure that students have access to the core curriculum.
- Collaborate with school-based administrators and central office administrators regarding the discipline of students with disabilities.
- Interview and hire staff members for the special education department; supervise and evaluate all daily activities of staff members relative to assigned tasks; re assign operational responsibilities of staff members as necessary to provide opportunities for cross-training and growth.
- Facilitate and/or participate in all matters of dispute resolution with the authorizers pertaining to students with disabilities; manage mediation and due process procedures.
- Provide accurate and timely data to the authorizers for evaluating outcomes for students with disabilities.
- Monitor all aspects of the annual budgets for special education.
- Oversee and direct the allocation of special education staff to schools in accordance with state and local standards and student needs.
- Review federal and state legislation/regulations related to special education; identify and share the impact of changes on the school division.
- Monitor compliance with School Board Policies and Regulations and work with the School Board attorneys to develop required policy changes.
- Maintain open lines of communication regarding special education with all interested parties; respond to concerns of parents, teachers, building and central office administrators, and community members.
- Monitor testing in collaboration with the Academic team as applicable to students with disabilities.

MAGNOLIA PUBLIC SCHOOLS

Academic Team Deliverables

- Maintain accurate database and files of former and current students served in special education.
- Prepare reports and information for the school board including the Special Education Annual Plan and the application for federal funds.
- Conduct ongoing needs assessments, collect and analyze data, use pertinent data to refine and improve operational functions and services; evaluate special education program initiatives.
- Facilitate research regarding trends and best practices to support appropriate recommendations for student success through rigorous, innovative, and technological programming.
- Advise on the design, furnishings, and equipment for special education classrooms and facilities.
- Plan, implement and facilitate professional development/in-services for school staff assigned the responsibility of delivering and overseeing the special education services/process in their buildings.
- Engage all new staff members in effective induction procedures and facilitate continued professional development through ongoing training opportunities.
- Maintain ongoing communication with SELPA's.
- Attend SELPA meetings and serve on committees.
- Complete all required SELPA and authorizer documentation.
- Assure all timelines are met in accordance with IDEA.
- Maintain/collect data on special education statistics
- Plan and implement professional development for sped staff; involve staff in continuous improvement through self-evaluation and goal setting.
- Serve as the home office liaison in all matters concerning special education.
- Create and maintain policy for gifted and talented program.
- ·Oversee and implement gifted and talented programs at school sites
- Assure compliance with authorizers and laws for gifted and talented program
- Maintain/collect data on gifted and talented program
- Oversee college counselors
- Assure students are supported through college exploration, application and acceptance phases
- Assure parents are supported and educated during all college preparation phases.
- Maintain/collect data on student college statistics

MAGNOLIA PUBLIC SCHOOLS

Academic Accomplishments and Reflection

Name: Kenya Jackson	Title: Interim Chief Academic Officer

Accomplishments for the 2015-2016 School Year

- Evaluated and supported instructional practices across 11 schools
- Conducted school site Professional Development on rigor, teacher effectiveness and analyzing data
- Implemented Teacher Symposiums which included the key note speakers and teacher led sessions
- Facilitated Deans of Academics and Principals meetings
- Supported and coached principals with LAUSD visits: creating a generic data analysis powerpoint that all 8 schools used to present to Charter Schools Division Office
- Interim principal for MS SA- ensured that all state testing was properly completed and mailed, ensured all teachers received contracts, worked with all staff to support the graduation and wrap up process for the 2015 school year
- Supported MSA 3 for five weeks: implemented Chess and Etiquette program and Myon reading program
- Core member of the Super School team- supported the academic model, vision, action plan and participated in task related to the process
- Implemented Interim SBAC formative test as part of the MPS testing cycle; created an academic book summarizing state and internal data for 11 schools
- Hosted and designed webinars
- Created and implemented a "nearly met" strategy for 11 schools to increase SBAC scores
- Transitioned to Interim CAO- generate successfully outcomes as a result- all team members developed specific action plans for the 2016-2017 SY that are aligned to their job duties
- Managed the McGraw curriculum implementation and support across participating schools

Reflection

This is my first year with Magnolia. I've really enjoyed learning, listening and supporting the MPS way. I believe building capacity at the school sites, coaching principals to become instructional leaders, evaluating our progress toward goals and learning from other excellent STEAM driven schools will take this organization from good to great!

MAGNOLIA PUBLIC SCHOOLS

Academic Accomplishments and Reflection

Name: David Yilmaz	Title: Director of Accountability (Deputy CAO)

Accomplishments for the 2015-2016 School year

- Wrote, coordinated, and submitted 10 brand new charter petitions to different authorizers!!!
- Amended 10 of the existing 11 charter petitions
- Created detailed accountability matrices and systems for the CMO to ensure all schools complied with state and federal laws and their charters
- Developed LCAP, SPSA, and LEA/SSD plan templates with goals, actions/services, and growth targets for the CMO, and trained principals/deans on local development of these plans throughout the school year
- Supported the schools with authorizer site visits and document preparation (LAUSD, SDUSD, SCCOE, CDE)
- Supported principals, deans of academics, and college counselors with their needs and questions regarding the implementation of academic programs at 11 school sites
- Guided schools in their WASC accreditation process; trained self-study coordinators and supported schools with their WASC prep; signed-up school leaders to serve on WASC visiting committees
- Created school calendars and oversaw instructional minute compliance
- Trained deans and principals on academic and accountability matters during monthly principals/deans meetings
- Made PCSGP grant application; MSA-Santa Ana received its PCSGP grant
- Created an assessment cycle calendar for interim assessments, including NWEA-MAP and SBAC interim assessments
- Led the schools in setting up master schedules, intervention programs, ELD classes, and after-school programs
- Created LCAP-aligned parent, student, and teacher surveys for the CMO
- Created an English Learners Master Plan and Title III improvement plan for the CMO and trained our new EL Coordinator, Nicole Vasquez
- Trained school leaders in Title-I accountability, AYP/PI, NCLB, and developed a FPM tool
- Updated our online course catalog for the CMO with course descriptions and CALPADS/NCLB codes
- Supervised six college counselors in a-g course submissions and credit conversions
- Served on curriculum selection committees to adopt common-core aligned instructional materials for the CMO; served as one of the liaisons between the schools and McGraw Hill to ensure schools understand their curriculum choices and get them
- Created or contributed to 20+ policies for the CMO, including but not limited to, tuition reimbursement policy, employee pay-raise and performance pay, UCP, public records request, academic policies (grading, promotion, graduation, math placement, home visit policy, homeless education policy, school-parent-student compact, student technology use, etc.,) suspension/expulsion and bullying policies, lottery procedures, handbooks, and other policies as needed.

MAGNOLIA PUBLIC SCHOOLS

Academic Accomplishments and Reflection

David Yilmaz's Reflection:

It has been a very productive school year for me in terms of my deliverables to our CMO. All our schools are now WASC-accredited and they all have created their required accountability plans. Following are some of the challenges I have had:

- Writing, coordination, submission, and follow-up of high quality charter petitions is a job in itself. The time commitment for writing charter petitions was leaving me with little time to focus on my main duties. I am so glad that the CMO now has a petition writer, whom I still support, but I got my time back.
- Writing an EL Master plan and Title III improvement plan, and following up on Title III is a very specific job that needs to be handled by an EL specialist. I spent months in developing these plans and I am not an EL specialist. I am so glad that we have hired an EL coordinator who can handle such plans and support our schools in terms of EL services.
- We had many new or second-year deans and principals. It has been a challenge to train all these new administrators in academic and accountability matters, especially in the current dynamic education climate in CA. I receive tons of emails and phone calls every day, especially from relatively new deans and principals. I believe I have been supportive by answering their questions and/or showing them the resources. I made it a special goal this year to train not only the principals but also the deans on accountability. Having monthly deans meetings has definitely helped.

Next year, I will continue to train, educate, and support our schools' leadership in terms of academic accountability. I will continue to provide the services and deliverables in my area. Some "new" projects I plan to undertake include:

- Creating a visual accountability tool to monitor progress on LCAP goals
- Creating needed academic policies and procedures such as independent study, etc.
- Creating a new teacher and administrator evaluation system
- Leading/contributing to principal's book club
- Mentoring a dean and a principal for their admin credentialing program

(D.Y)

MAGNOLIA PUBLIC SCHOOLS

Academic Accomplishments and Reflection

Name: Erdinc Acar	Title: Science and Blended Learning Advisor / Regional Director

Accomplishments for the 2015-2016 School year

- Organized 2nd MPS-wide STEAM EXPO with attendance of over 500 students and many parents and visitors
- Oversaw NGSS awareness campaigns. Provided leadership teams and teachers with guidance and support.
- Provided close mentorship and support to MSA-SA principal
- Worked with school leaders to register 50 teachers and admin to Blended Learning course with ALVO
- Provided support and guidance to school leadership teams in implementation of blended learning programs
- Contributed in the design and development of the XQ Super school grant application.
- Helped school teams with the implementation of FuelED programs
- Conducted classroom observations and provided feedback to teachers and admin teams on STEM programs and Blended Learning practices
- Provided workshops for Robotics coaches
- Helped academic team in successful running of first ever MPS Practitioners Symposiums
- Provided program updates in Deans and Principals meetings.
- Contributed in charter application for the Nevada Achievement District
- Contributed in charter petitions for Freemont, Anaheim, Oceanside and 20th Street elementary
- Represented the organization in Oceanside and Anaheim public hearings
- Contributed in developing of the new MPS Academic Model
- Visited schools, met with leadership teams
- Helped MSA-SA and MSA-SD
  getting successful oversight visits from their authorizers
- Assisted the IT department
  with technology plans and implementation
- Created and maintained
  email distribution groups for teacher collaboration
- Disseminated best practices, information and pertinent PD opportunities for teams
- Attended professional development on blended learning and STEM Education
- Provided support and guidance for School STEM Fairs and EXPOs
- Supervised Science Olympiads events

MAGNOLIA PUBLIC SCHOOLS

Academic Accomplishments and Reflection

Erdinc Acar's Reflection:
Starting the year with full time team member of the academic year and then transitioning to regional director position was a challenge for me. I was able to keep a balanced approach to all of my duties. I believe I was a good member or the academic team all along. Below is how the road ahead looks like. • As the State of California is about to adopt a new Science Framework November 2017, MPS needs to continue providing support and guidance to school leadership and teachers in moving from awareness stage to implementation stage into the transitioning to NGSS Science Framework. There will be additional trainings for admin and teachers in the summer and fall. • Many leadership teams and teachers explored Blended Learning programs, models and strategies in 2015-16. MPS needs to develop a framework for its approach to Blended Learning. More work needs to be done in this area. • Although the STEAM EXPO was huge success, we need to involve more businesses and higher education institutions in becoming part of this great event. • FuelED implementation was a late start and rocky this year. Many schools need help in correctly implementing online courses and support systems around them. The academic team needs to work closely with the school teams on this.

MAGNOLIA PUBLIC SCHOOLS

Academic Accomplishments and Reflection

Name: Victoria Marzouk	Title: Director of Special Programs

Accomplishments for the 2015-2016 School year

- Developed a GATE Model
- Supported teachers and administrators regarding Special Education issues
- Gathered data regarding college acceptances and students' post-secondary pathways
- Researched and developed accelerated math options
- Made school site visits to observe co-teaching and other special education models
- Provided support to school sites with parent meetings and IEP's
- Sat on COP3 committees
- Wrote Program Development grant for MSA1
- Created partnerships (college, SPED, and classroom management) with vendors for next year's PD

Reflection:

- My goal next year is to become more familiar with Special Education laws and compliance requirements. We are investing in PD that will support teachers in developing collaborative, co-teaching environments at the school sites, so that students can gain greater benefit from additional support in their classrooms.
- When looking at college acceptances, I saw that many students, while entering college, were doing so with undeclared majors. I want to work with the college counseling department to create pathways that extend past high school and into college. This program needs to start in the 8th grade so that students will be better prepared for high school.
- The goal for next year for the GATE program is that every school offer an accelerated math option as well as an honors English.

MAGNOLIA PUBLIC SCHOOLS

Academic Accomplishments and Reflection

Name: Nicole Vasquez	Title: EL Coordinator

Accomplishments for the 2015-2016 School year

- Contributed to the MPS Next Generation Learning Model
- Title III compliance binders and calendar for each school
- Provided Title III support to all member schools; provided FPM support to MSA 3
- Developed a certification process to ensure that member schools complete all Title III notifications in a timely manner for the upcoming school year
- Revised all Title III communications and notifications to conform to state and federal laws
- Provided District and WASC visit support to member schools
- Conducted classroom observations and provided feedback, coaching, and support to teachers
- Held PD sessions for school leaders and teachers
- Attended Title III, Teacher Coaching, and Integrated & Designated ELD training to better support member schools, leaders, and colleagues, as well as shared resources and research
- Working on LEA Plan Goal 2 and Title III Improvement Plan
- Revising and strengthening MPS EL Master Plan
- Developing framework for newcomers
- Developing system and framework for Title III submissions and requirements

Reflection:

This year was an exciting learning experience. Because this was a new position at MPS, a lot of time was spent establishing procedures and a framework for Title III compliance, revising our master plan, and helping schools prepare for WASC and district visits. My goals for next year are to shift my focus to teacher coaching and helping school leaders follow all established protocol for Title III. I would also like to spend more time learning and connecting with the gurus in my field, so that I can continue to strengthen and improve our program. In order to accomplish these goals, and mitigate the geographical/time challenge of supporting 11 schools, I would like to accomplish the following for next year:

- Assemble a team of ELD Coordinators from each school site whom I can work with and train to help coach teachers, share best practices, and monitor progress of ELs at each school site
- Participate in district directors' meetings and coaching PDs and share acquired information, ideas, and resources with site-level coordinators
- Continue improving our Master Plan and EL Program in order to close the achievement gap and raise RFEP % at MPS
- Facilitate and monitor clear protocol for EL and Title III accountability
- Strengthen parent communication, outreach, and ELAC participation; ensure that parents understand all notifications, and know their rights

MAGNOLIA PUBLIC SCHOOLS

Academic Accomplishments and Reflection

Name: Ismail Ozkay	**Title:** Manager of Assessments and Student Information

Accomplishments for the 2015-2016 School year

- Provided academic and demographic data for all new (10) and renewing (3) charter petitions.
- Contributed to the MPS Next Generation Learning Model
- Supported schools with annual SARC report.
- Set up and followed up with Fall, Winter and Spring MAP testing administrations.
- Supported Dean of Academics with SBAC interim comprehensive assessment administration.
- Provided District and WASC visit support to member schools
- Coordinated McGraw Hill curriculum/textbook orders of all 11 schools.
- Setup McGraw Hill's ConnectED online platform for students and teachers.
- Setup and oversee ATLAS, Accelerated Reader and ALEKS online platforms.
- Created reports for annual parent, student, staff survey.
- Provided training to Principals, Dean of Academics, and Office Managers on Coolsis features.
- Supported principals, deans of academics, office managers, college counselors, teachers with their needs and questions regarding academic data, Coolsis, online programs.
- Set up MSA SC's Coolsis for new academic year.
- Provided on-going support with MSA SC's Coolsis needs.
- Updated Magnolia Course Catalog based on school's' needs for new academic year.
- Supported Office Managers with CALPADS reporting.
- Coordinated setup of new Coolsis report for credit deficiency based on school administrators need.
- Coordinated setup of new Coolsis pre-enrollment interface.
- Coordinated setup of new file transfer feature for purchase requests based on business office needs.

Reflection:

- As my second year in this position, it has been very productive academic year. I was able to accomplish my major goals for the year. I think I was able to help Dean of Academics and Principals with their data and Coolsis requests. However, I have been receiving a lot of questions/requests especially from new or second year Dean of Academics and/or Principals that were not related to my responsibility area. It was clear that there needs to be a system in place to provide support (e.g. mentor or main contact person) for such administrators.
- Based on all data requests I have been receiving, it is obvious that Magnolia is in need of a single platform to house all academic data along with demographic details. I strongly believe Illuminate will serve this purpose very well.
- My first goal for upcoming school year is to set up Magnolia's Illuminate account over the summer, to train administrators and teachers during in-services, to start implementing/using reporting tools, and to provide ongoing support throughout school year.
- My second goal is to create an academic assessment calendar which will include all state required testing along with Magnolias' internal assessments strategically placed throughout school year. Then, follow up with each site for implementation and timely score reporting using Illuminate.
- My last goal is to provide Coolsis training for all new administrators and office managers before school starts. In addition, to organize ongoing online training sessions throughout school year for both returning and new staff members.

Academic Team's Action Plan Scope and Sequence

School Year: 2016-2017

Vision

The MPS Academic Team strives to empower teachers and leaders to inspire students to discover the pathways to transform our communities through innovative, equitable and lifelong learning.

Purpose

This action plan is to describe the action steps that the leadership team will implement for the upcoming school year to move towards accomplishing MPS academic vision. The action plan focuses on the areas of Student Achievement, Common Core Instruction, and Teacher Effectiveness.

Definitions of Action Plan Area in the Table

Performance Goal:
What is your measureable goal? (LCAP goals, Surveys, State and Internal Data, Teacher growth and retention) Professional Development and session outcomes

Objective:
Who will do what? By when? How long? Under what conditions?

Action Steps:
What are the action steps to accomplishing the objective?

Individuals Responsible:
Who is responsible for implementing these action steps?

Evaluation, Assessment, Evidence:
What indicators will demonstrate progress towards the objective?

Timeline:
What is the timeline for completion?

Kenya Jackson- Interim Chief Academic Officer

Focus Area 1:
Student Achievement
(Assessment)

Performance Goal:
ALL Students who attend MPS will demonstrate a 20%growth gain on one or more district wide benchmark, Spring NWEA MAP and or the 2017 SBAC

Individuals Responsible:

CAO, RD, SL , Deans of Academics, RTI coordinators, Department Chairs and Teacher Leaders

Evaluation, Assessment and Evidence:

Framework for discussing Data: Illuminate Benchmarks, SBAC Interims, NWEA MAP, Coolsis grade reports, Student goal sheets, School Site Visits, Early release PD by school site or district cluster

Objective	Action Plan to Implement	Timeline
100% of school leaders and deans of academics will be proficient in Illuminate 100% of school leaders and deans of academics will discuss and analyze their schools data once a month in weekly staff meetings 100% of students will show growth on two district wide benchmark assessments 100% of students in grades 3-12th will know and track their assessment data 100% of students in primary grades TK-2 will verbally express their academic goals and will track their progress using stickers 100% of MPS academic team will attend and participate in five early release PDS at each school site or cluster 100% of school site leadership teams will present their data at our MPS wide teacher symposiums	All school site leadership and MPS academic team will receive pre trainings on data decision making based on the work of Marzano's Instructional Framework (Domain 1), SMART GOALs and Action Steps All school site leadership and MPS Academic team will review Illuminate Implementation Model, Schedule District Benchmarks and Data Analysis PD at respective school sites School site leadership teams will identify method for communicating and sharing data with students and parents MPS academic team will produce detailed data reports after each cycle of assessment and attend and participate in school site PD once per month to monitor and support	Introduce framework for discussing, analyzing data using SMART goals-May 23, 2016, August 2, 2016 Train all School Leaders on Illuminate on May 23, 2016 and June 13, 2016 (tentative) Train all teachers on Illuminate, Cool sis and SBAC digital library the week of August 9th, 2016 Student Goal Setting Sheets or documentation October 2016 Selected School Site PD dates September-February 2017 October 2016 Fall Teacher Symposium-School leaders will present Fall Data and Action Plan to MPS Academic Team and CEO Report out progress September-June of 2017 at Principals and Deans of Academics and College Advisers meetings.

Kenya Jackson- Interim Chief Academic Officer

Focus Area 2: Student Achievement (STEAM exploration & participation)

Performance Goal:
All MPS schools will offer STEAM electives; clubs and all students will complete two interdisciplinary projects (one) per semester.

Focus Area 2A

Individuals Responsible:	**Evaluation, Assessment and Evidence**
Teachers and students, School site leadership, MPS academic leadership team	PD surveys, Criteria for Success and Rubric Anchor Charts posted in each classroom, Student work and presentations

Objective	Action Plan to Implement	Timeline
100% of students will complete an interdisciplinary project at end of each semester 100%of teachers will collaborate across departments to implement a STEAM practice 100% of MPS teachers will have protected time for common planning at least twice a month at each school site	Teachers receive Understanding by Design training during Summer PD and throughout school year Teachers and MPS academic leadership will develop criteria for success and a rubric for the projects Teachers will collaborate and design all assessments as part of the unit planning process Teachers discuss interdisciplinary project design templates and ideas across departments School site leadership will celebrate and acknowledge student presentations and publications	All MPS principals will ensure that all students have access to STEAM electives in each grade level Assessment design occurs 3 weeks before the end each semester Students will present and publish projects Students from each school will participate in MPS 2017 STEAM expo All MPS schools will implement Saturday School STEAM boot camps- 2016-2017 SY

Focus Area 2B

Individual Responsible:	**Evaluation, Assessment and Evidence:**
MPS academic team, School Site Leadership, Deans of Academics, RTI/Title One coordinators, Department chairs and College Advisors	Student grades, implementation reports (frequency of use of program i.e. Fuel Ed, Flex etc.), Site visits, Formal/Informal data Data binders and SMART goal, implementation, 5 week grade reports

Objective	Action Plan to Implement	Timeline
100% of schools will provide research based interventions for all subgroups including those identified as Talented and Gifted 100%of schools will adhere to and implement MPS EL Master Plan 100% of schools will implement RTI	All school site and academic leadership will read our EL Master plan, Gate and Math policy as outlined in our MPS Handbook for the 2016-2017 SY All schools will show places of intervention in their Master Schedule All schools will identify curriculum and training needs for providing intervention- myOn, Flex, Revolution K-12, Iron Box, Fuel Ed, and Apex etc. All schools will work with MPS academic team to establish protocol for monitoring and measuring impact of intervention programs bimonthly. Academic Team will evaluate intervention classes such as Power English and Power Math	May 23, 2016 Principals will identify Intervention Programs, and leadership staff who will support and monitor subgroups June 13, 2016 Deans of Academics and College Advisors will identify students who are credit deficit, or attended summer school who will need additional support Deans will identify incoming 6th graders who are ready for Math acceleration according to MPS math policy criteria Academics rubric and data collection should be introduced during Summer PD on Intervention Models August 2-4th 2016 September-June 2016- report out progress at Principals and Deans of Academics Meeting

Kenya Jackson- Interim Chief Academic Officer

Focus Area 2: Student Achievement Implementation of research based intervention

Performance Goal: All MPS site academic leadership and MPS academic team will implement RTI systems to measure student growth and teacher practices

Focus Area 2C		
Individual Responsible: Teacher, parent, and students	**Evaluation, Assessment and Evidence:** Increased student performance/participation in class Daily/weekly formal//informal assessments Follow up with student tutoring sessions	
Objective	**Action Plan to Implement**	**Timeline**
Students with Cs or lower in Math are mandated to attend tutoring (aligned with moving students from basic to proficient)	In mathematics, problems presented in should lend themselves to multiple solutions and/or solution strategies. Ongoing one-on-one or small-group sessions Working with students on specific math skills. Identify skills or areas where students need help, and design activities and review sessions to build specific math skills. Teachers must keep accurate data of students receiving tutoring	Tutoring will begin after first 5-week progress report; however teachers will use baseline data and anecdotal data to make a draft list of students who will need the service

Kenya Jackson- Interim Chief Academic Officer

Focus Area 3:
Teacher Effectiveness

Performance Goal: : All MPS site principals, deans of academics, department chairs will provide formal and informal observation feedback for every teacher and track growth and progress

Focus Area 3		
Individual Responsible: Teachers MPS school site academic leadership RD MPS academic team	**Evaluation, Assessment and Evidence:** Informal/formal observations to ensure teachers are following plans and assist them in modifying plans if necessary Teachers will meet the Level III on MPS rating scale on standards 2.5, 3.3 and 3.5 (1st year teachers will reach Level III by semester 2) Professional Development, Grade Levels and Department meetings/agenda minutes will align to teacher growth and effectiveness Formative and summative student assessments to ensure students are on track to reaching unit goal	
Objective	**Action Plan to Implement**	**Timeline**
All MPS academic and school site leadership team will receive training on TEACHBOOST All MPS and Academic Leaders will use this system to track, monitor and provide feedback to their teachers regularly	All teachers use same unit plan template Teachers will co-plan across grade level teams and content areas to include cross-curricular lesson components Teachers will complete and submit unit plans 2 weeks before start of unit with the assistance of instructional specialists	Weekly assessments Weekly/Bi-weekly informal- Principals/Deans will email weekly schedules to staff regarding Observation debriefs/check-ins

Kenya Jackson- Interim Chief Academic Officer

Focus Area 4: Common Core Instruction

Performance Goal: All teachers will implement a variety of instructional practices i.e. close reading, Socratic method, academic language and critical thinking skills to prepare students for College and Career Readiness Standards: 2.5, 3.3 and 3.5 Implementation of Instructional Strategies

Focus Area 4A

Individuals Responsible:	**Evaluation, Assessment and Evidence**	
Teachers, MPS Academic Team Regional Director, Deans of Academics and Principals	Teacher progress on standards 2.5,3.3 and 3.5 will measure growth of questioning and academic discourse Principals, Deans of Academics and Department Chairs/leads will provide ongoing feedback and monitor growth/implementation 70% Satisfaction Rate on the school survey in the area of Professional Development	
Objective	**Action Plan to Implement**	**Timeline**
Teachers will increase student use of academic language by posing scaffolded questions Teachers will explicitly teach close reading strategies across contents Teachers will focus on Standards 2.5,3.3 and 3.5 to better prepare students for college and career readiness	Modeling, Co-teaching, Encouraging students to give input, Feedback from Observations, 1st-2nd year teachers write Questions in LP School-wide scholarly language guide Student work and practice- Site visit feedback	June 13, 2016 Deans of Academics Meeting- unpack the teaching standards- list evidence indicators for scoring a 3 or above Summer PD on CC instructional Practices August 2016 Teacher Symposiums 2016-2017

Focus Area 4B

Individuals Responsible:	**Evaluation, Assessment and Evidence**	
Teachers MPS Academic Team and MPS school site leadership	MPS academic leadership will specifically observe lesson activities involving close reading Teachers will meet in departments to review completed close reading activities and student results Teachers will expect students to read closely on assessments Students will annotate according to school-wide guide	
Objective	**Action Plan to Implement**	**Timeline**
100% of students will conduct close reads in all content areas 100% of students will write across content areas using Think Cerca program	Close reading PDs School-wide annotation guide Instructional Specialists will assist teachers in finding text resources, especially with math Teachers will include exemplar close reading in unit plans	School specific PD will follow during school year 2016-2017 SY

MAGNOLIA PUBLIC SCHOOLS

David Yilmaz - Director of Accountability (Deputy CAO)

Focus Area: ACCOUNTABILITY PLANS		
Subsection: LCAP, SSD, SPSA	**Performance Goal:** All MPS schools will have high quality accountability plans, i.e., LCAP, SSD, and SPSA.	
Individual Responsible: School site leadership		
Evaluation, Assessment and Evidence: Stakeholder meetings, SSC meetings, stakeholder surveys, draft plans submitted to Director of Accountability for review and board approval		
Objective	**Action Plan to Implement**	**Timeline**
100% of MPS schools will establish a culture of making their accountability plans living documents. 100% of MPS principals will meet internal deadlines for creation and submission of accountability plans. 100% of MPS schools will have at least quarterly SSC/PTF meetings. 100% of MPS schools will conduct annual stakeholder experience surveys. 100% of MPS schools will be WASC accredited.	School site leadership will work on plan templates and create drafts based on school goals, actions/services, measurable outcomes and data during the summer and within the first quarter of the school year. School site leadership will share plan expectations with school site staff. School site leadership will work on plans at their weekly admin meetings. School site leadership will have assigned roles for each part of the plan, e.g., self-study coordinator for WASC or deans for LCAP data and each responsible person will provide regular updates to the school leadership and staff. School site leadership will review progress towards LCAP goals School site leadership will meet with stakeholders, including parents, at least quarterly to present plans and receive feedback. School site leadership will conduct annual stakeholder experience surveys, analyze their results, and respond to the school needs in the accountability plans. School site leadership will meet deadlines to submit draft plans to the Director of Accountability for review and board approval.	During the summer and within the first quarter of the school year Teacher in-service and throughout the year during weekly staff meetings Weekly Throughout the year Throughout the year At least quarterly Surveys: February SPSA due: October (annual) SSD due: December (once every 5 years) LCAP due: May (annual) WASC: 2 months before visit

MAGNOLIA PUBLIC SCHOOLS

Focus Area: PROGRAMMATIC COMPLIANCE		
Subsection: Charter, authorizer regulations, state/federal law	**Performance Goal:** All MPS schools will implement the programs described in their charter petition and comply with all applicable law and regulations.	
Individual Responsible: School site leadership		
Evaluation, Assessment and Evidence: Site visits, oversight reports, reports calendar		
Objective	**Action Plan to Implement**	**Timeline**
100% of MPS schools will comply with applicable state/federal laws and authorizer regulations. 100% of MPS schools will implement 100% of the programs promised in their charter petitions. 100% of MPS schools will prepare and submit required reports in a timely manner. 100% of MPS school administrators will be knowledgeable of MPS policies and procedures. 100% of MPS schools will receive overall satisfactory ratings on authorizer oversight reports.	School site leadership will keep a copy of their charter petition, MPS student/parent handbook, MPS employee handbook, and other MPS policies and procedures in a binder at the school site and will read them. School site leadership will regularly check and update the "Academic Accountability" google sheet to monitor programmatic compliance and verify required reporting. If the school is not compliant or misses a deadline or does not perform high quality work, school site leadership will reflect and plan for remedial action. School site leadership will prepare in advance for authorizer oversight visits and coordinate with the MPS academic team for mock visits. School site leadership will prepare for charter renewal by attending authorizer renewal workshops and working closely with the departments at the Home Office (petition writer, data manager, outreach, etc.)	During summer Weekly throughout the year At least one month before the visit date April-July of the year prior to renewal

MAGNOLIA PUBLIC SCHOOLS

ERDINC ACAR - SCIENCE ADVISOR

Focus Area: Science Programs	
Subsection: STEM Enrichment	**Performance Goal 2:** Increase STEM Enrichment Programs in all MPS

Individual Responsible: Erdinc Acar, Teachers, Deans, Principals

Evaluation, Assessment and Evidence:

# of Programs in each school:
- FIRST Robotics Programs (FLL, FRC, VEX)
- Cool Science Club
- Simcity (Future city comp)
- Destination Imagination
- STEM/STEAM camps
- Inter-disciplinary School-wide Science Fair
- Summer STEM studies
- Arduino electronics program
- Oddysey of the Mind
- Science Olympad
- Electronics Club
- Science Bowl
- AMC 8, AMC 10-12, Mathcounts
- INFOMATRIX
- JPL-NASA club

# of Programs in each school:
- Camps, College Visits/ internships
- Dual Enrollment,
- Science Camps at universities
- Mentor for science projects

# of Events:
Computer Science Ed Week, Scratch Day, Science Week, College & Career Week

# of Practices:
- Collaboration with Science Centers
- Partnership with Engineering Departments Raytheon, Texas Inst. Barstow, Johnston
- Guest Speakers
- Partnership (Microsoft Store)
- Internships
- Sponsorships for the robotics programs
- Advisory members
- Hosting networking events
- Expos for community (STEM with art and music)
- Tech Company Partnerships/collaboration
- Grade level Field Trips to Industry

MAGNOLIA PUBLIC SCHOOLS

Objective	Action Plan to Implement	Timeline
Objective 2.1: Increase/enhance # of STEM after school programs Objective 2.2: Increase/enhance # of STEM Post-secondary connections Objective 2.3: Increase/enhance # of STEM Community/Industry engagement	Provide trainings and workshops: ➢ LEGO Robotics Workshop ➢ VEX Robotics Workshop ➢ Science Olympiads Workshop Provide teachers collaboration opportunities Organize STEM EXPO/Fairs at school and organization level Share best practices and programs Connect schools to higher ed, business and industry partners	August - October 2016 MPS Practitioners Seminars and Ongoing February - May 2017 Ongoing Ongoing

MAGNOLIA PUBLIC SCHOOLS

ERDINC ACAR - SCIENCE ADVISOR

Focus Area: Science Programs	
Subsection: Curriculum and instruction	**Performance Goal 1:** Improve STEM Instructional Practices in all MPS
Individual Responsible: Erdinc Acar, Teachers, Deans, Principals	

Evaluation, Assessment and Evidence:

# of STEM Courses offered: Robotics, Biochemistry, Biotech, AP STEM courses, A+, Computer Programming, Engineering (CAD), PLTW, robotics

% of Best Practices implemented: Vertical Alignment, math placement, Skill level Math, Strong Math and Science integration, Online courses and Dual Enrollment, instructional design (5E model), Science fair integration into science classes, Early and ongoing formative assessments, STEM Wall, STEM Week, STEM Expo and fairs

# of Programs implemented: PLTW, Engineering is Elementary, cyber patriot, Scratch, Khan Academy, etc
Contests and competitions: AMC 8 & AMC 10 classes, robotics (FRC, FLL, JFLL, EETR)

Objective	Action Plan to Implement	Timeline
Objective 1.1: All MPS schools offer integrated STEM curriculum, aligned with state, national (NGSS and CCSS), international and industry standards.	**NGSS Transition Phase** – build foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expand collaborations between teachers and school leaders	July 2016 - Jan 2017
	NGSS Implementation Phase – expand professional learning support, fully align curriculum, instruction, and assessments, and effectively integrate these across the field.	Jan 2017- ongoing

MAGNOLIA PUBLIC SCHOOLS

Victoria Marzouk - Director of Student Programs

Focus Area 1: GATE	
Subsection: Accelerated Math and Honors English	**Performance Goal: All MPS sites will include an accelerated math and honors English course in the 2016-2017 school year**
Individuals Responsible: School site administration	
Evaluation, Assessment and Evidence: Students will be assessed regarding their readiness to participate in one or both of these advanced course options.	

Objective	Action Plan to Implement	Timeline
100% of school sites will include these options in their master schedule 100% of students in relevant grades will be assessed for their preparedness to take these courses 100% of teachers will receive PD regarding curriculum and teaching practices	McGraw Hill has been contracted to provide support with professional development and curricular needs for each school site School leadership teams will get support from Home Office to develop master schedules	Master schedules should be completed before the end of the school year. Materials should be purchased before the next school year. PD will be provided on an on-going basis

Focus Area 2: College Pathways	
Subsection: 9 year plans	**Performance Goal:** The college counseling department will support students in developing 9 year plans which will begin in 8th grade and track student pathways beyond graduation.
Individuals Responsible: College Counselors, DOA's, Director or Student Programs	
Evaluation, Assessment and Evidence The college counseling department will work with students to develop their 9 year plans. They will also plan college nights, college trips, and help students make connections for technical training or work experience programs.	

Objective	Action Plan to Implement	Timeline
100% of MPS students will graduate college ready 100% of MPS students will have developed a post-secondary plan 100% of students will have met individually with their college counselor or Dean of Academics at least once during the school year 100% of students will have attended an informational session regarding college requirements	College counseling department and Deans of Academics will attend PD provided by Princeton Review during teacher in-service College counselors will collaborate on drafting 9 year plan templates College counselors will work on presentations geared towards each grade level	First week of August Beginning of the school year Beginning of school year

MAGNOLIA PUBLIC SCHOOLS

Victoria Marzouk - Director of Student Programs

Focus Area: SPED		
Subsection: Co-teaching	**Performance Goal:** All co-teaching teams will implement the co-teaching model as presented by Wendy Murawski during PD series	
Individuals Responsible: SPED teachers, general ed teachers, admin		
Evaluation, Assessment and Evidence **SPED and General Ed teachers will implement a co-teaching model while providing students with disabilities in class support**		
Objective	**Action Plan to Implement**	**Timeline**
100% of SPED and General Ed teachers who participate in the Wendy Murawski PD series will implement a co-teaching model in their classrooms 100% of teaching teams will observe a co-teaching model at another school site	Teachers will attend planned PD sessions All teaching teams will collaborate to plan instruction	Throughout school year

MAGNOLIA PUBLIC SCHOOLS

NICOLE VASQUEZ - EL/TITLE III COORDINATOR

Focus Area: ENGLISH LANGUAGE LEARNERS		
Subsection: n/a	**Performance Goal:** Each MPS school will meet their individual LCAP goals for ELL achievement.	
Individuals Responsible: MPS EL Coordinator, School Leaders, Site-Level ELD Coordinators, Teachers		
Evaluation, Assessment, and Evidence: Reclassification rates at each school and consortium-wide AMAOs		
Objective	**Action Plan to Implement**	**Timeline**
Strengthen and reinforce the EL Program and Master Plan with research-based strategies that facilitate ELL achievement and success	MPS EL Coordinator will complete draft of revised master plan June 2016 and receive feedback from MPS academic team, peer consultants, and peer educators before finalizing and submitting for board approval in August	June 2016 with review and revisions over the summer and submission for board approval in August 2016
Designate ELD Coordinators at each school site in order to bridge communication and address areas of need, as well as facilitate training and collaboration	School leaders will designate a teacher to work with the MPS EL Coordinator on a rotational basis, as well as attend relevant PD, meetings, and collaborative coaching sessions. Site-level ELD Coordinators will share resources and coach teachers with support from the MPS EL Coordinator.	Before the Summer 2016 In-Service & Training
Ensure that all teachers receive ongoing training and coaching for integrated ELD, applicable curriculum, and CHATS framework for ELLs; ensure that all teachers receive support in implementing the EL Master Plan	MPS EL Coordinator will meet with all site coordinators on a regular basis to address needs and provide training and support; MPS EL Coordinator will connect with other coaches and ELL educators in order to provide teachers with relevant professional development and resources, as well as monitor changes in policy; MPS Coordinator will work with site-level ELD Coordinators to conduct classroom walk-throughs and provide feedback to teachers.	Ongoing
Regularly monitor and assess ELL students to ensure progress; collaborate, notify parents, and create action plans as needed	MPS EL Coordinator and Site-Level ELD Coordinators will collaborate to prepare portfolios that will allow thorough and efficient progress monitoring for ELLs. Site level coordinators will provide support as needed during teacher collaboration and formation of action plans.	Fall 2016

MAGNOLIA PUBLIC SCHOOLS

NICOLE VASQUEZ - EL/TITLE III COORDINATOR

Focus Area: TITLE III COMPLIANCE		
Subsection: n/a	**Performance Goal:** 100% of MPS schools will comply with Title III requirements, and keep all relevant documents organized and up-to-date for district visits and audits.	
Individual Responsible: MPS EL Coordinator, School Leaders, Office Managers and Data Managers, Site-Level ELD Coordinators		
Evaluation, Assessment and Evidence: Certification of timely submission of all Title III notifications, accurate CALPADS data		
Objective	**Action Plan to Implement**	**Timeline**
All schools will maintain an on-site Title III binder that includes copies of Title III documents and certifications.	MPS Coordinator will provide copies of updated binders (as well as electronic copies of each document) to each school site. MPS Coordinator will check and update each binder during site visits. School leaders and office managers will maintain binder and complete all Title III certifications with fidelity..	Ongoing; binders to be delivered before Summer In-Service and Training
All schools will accurately report all EL data in a timely manner.	School leaders, data managers, and MPS EL Coordinator will check and certify CALPADS entries.	Ongoing

MAGNOLIA PUBLIC SCHOOLS

Name: Ismail Ozkay- Data Manager/ SIS Coordinator

Focus Area: ASSESSMENTS		
Subsection: MAP and SBAC IAB & SBAC ICA	**Performance Goal:** All MPS sites will administer MAP and SBAC interim assessments as in Assessment Calendar	
Individual Responsible: Dean of Academics or Testing Coordinators, Math and ELA teachers		
Evaluation, Assessment and Evidence: Student results/scores will be uploaded on Illuminate and outcomes will be shared with administrators, teachers and home office team.		
Objective	**Action Plan to Implement**	**Timeline**
- Schoolwide Fall & Spring MAP test administration. - One schoolwide SBAC Interim Comprehensive Assessment administration. - All SBAC Interim Assessment Blocks administered by Math and ELA teacher in appropriate time of the year (roughly once a month)	- Assessment Calendar will be integrated into School Academic Calendar. - Teachers, Students, and Parents will be informed. - Teachers will create lesson plans around assessment dates. - Assessment results will be shared with teachers on a timely manner and will be analyzed in monthly meetings.	Throughout school year as stated on Assessment Calendar

Focus Area: ASSESSMENT DATA		
Subsection: Illuminate Data Warehouse	**Performance Goal:** All MPS staff will be trained on Illuminate to be able to produce appropriate reports.	
Individual Responsible: MPS Data Manager, school administrator.		
Evaluation, Assessment and Evidence: Illuminate user statistics on usage data (frequency, etc). Monthly local data meetings.		
Objective	**Action Plan to Implement**	**Timeline**
- 100% of teaching staff and administrators will be trained before school starts. - 100% Dean of Academics and Principals will be proficient on reporting related features of Illuminate - All teachers will have basic understanding of how illuminate works	- MPS Data Manager will upload all available prior assessment data on Illuminate server. - Illuminate will provide PD sessions during summer in-service days for administrators and teachers separately. - Admin will start using it with first MAP testing. - MPS Data Manager will monitor usage and will provide ongoing support throughout school year.	Before school starts, throughout school year, and as needed.

Timeline

May2016- June 2017	May	June	July	Aug.	Sept.	Oct	Nov.	Dec.	Jan.	Feb.	March	April	May	June
Common Core Instruction (Focus Area 2)														
School Site PD (On going)														
Weekly Program Monitoring														
Focus Area 3/3A														
1st Semester begins														
SMART Goals														
Principals ID Intervention Programs														
Staff at school site will monitor & support subgroups														
Dean of Academics / College Advisors – ID credit deficient students that have & need extra support														
Middle School and High School Graduation														
Learn for Life Summer School														
Illuminate Training for School Leaders														
MPS-wide PD (Training on: Coolsis, SBAC, Digital library, Intervention Model. Academic Rubric, and Data collection)														
Deans- ID 6th graders ready for accelerated Math														
Tier III instruction & Maintenance of Student portfolios														
MAP Testing					MAP									
Progress Reports														
Student Goal Sheets or documentation														
Fall Teachers Symposium (present data & action plan)														
Tutoring begins (teachers will use baseline/anecdotal data)														
Progress Reports 2														
1st Semester Finals														
2nd Semester begins														
Progress Report 3														
SBAC Scores uploaded														
College Acceptances updates														
Satisfaction Surveys														
Progress Report 4														