



Board Agenda Item #	Item # IIA- Discussion item
Date:	Thursday, May 20, 2021
To:	MPS Board of Directors- Academic Committee
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead:	Erdinc Acar, Chief Academic Officer
RE:	Academic Department Updates

Proposed Board Recommendation

N/A

Background

MPS Academics departments will update board members on the following programs, activities and events.

- Transition to in-person(hybrid) instruction
- What is remaining in this school year
- New programs and initiatives and for the upcoming school year(s)
- Professional Development Plans
- COVID Funding for Academic Programs
- Student Achievement Data and Progress
- Updates from Directors and Coordinators

Attachments

[Slides](#)



Academic Committee Meeting

Academic Updates | Date: May 20, 2021

Transition to in-person(hybrid) instruction



- All schools reopened for hybrid learning. Students receive two days of in-person instruction
- Providing ongoing support for hybrid learning in terms of strategies and effective practices
- Updated MPS grading policy
- Updated MPS assessment plans
- Monitoring student engagement, academic progress and social emotional well-being.

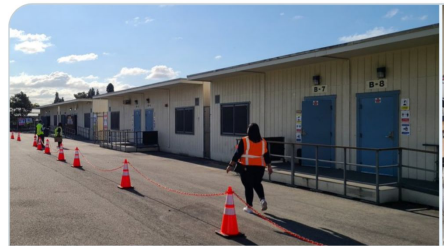
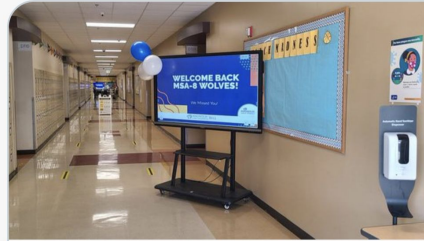
In-Person Student Counts

MPS	Total Enrollment	On Site Student Totals	On Site Student %
MSA-SA (Elem)	287	135	47%
MSA-SA (Secondary)	256	2	1%
MSA-San Diego	429	225	52%
MSA-Bell	439	80	18%
MSA-1 (MS)	390	57	15%
MSA-1 (HS)	321	55	17%
MSA-2	468	43	9%
MSA-3	421	32	8%
MSA-4	101	14	14%
MSA-5	290	51	18%
MSA-6	161	22	14%
MSA-7	292	122	42%
TOTAL	<u>3855</u>	<u>838</u>	22%



WELCOME BACK MSA-SANTA ANA PIRATES!

We Missed You!



What is remaining in this school year?



- Social emotional wellbeing and health of students and staff
- Assessments (NWEA MAP, SBAC, ELPAC, AP Exams, Finals)
- Gifted and Talented Program Assessment for CALPADS Deadline
- Graduations and promotions
- Portrait of a graduate work by June 10
- Plans for addressing MSA-I Significant Disproportionality
- Completing Disproportionality Process for MSA I, 5 and SD
- SPED/ 504 Assessments - IEP and Strategies for Inclusion-SIM Meetings
- SPED and EL Coordinators EOY 4 CALPADS Data
- MSA-4 School Improvement Plans
- Leadership Academy June 16-17, 2021
- Summer Schools (July 6-23)
- MTSS – Summer institute and next steps

New programs and initiatives and for the upcoming school year(s)



- Extended School Year (TBD) – Instructional time – Teacher planning and collaboration
- New Positions
 - College Career Counselor Position
 - Teachers on Special Assignments – Org Wide
 - Social Workers
 - Special Education Coordinator/CMO (TBD)
- New Student Information System – InfiniteCampus.com – trainings started – more in the summer
- Developing Comprehensive GATE curriculum and programs
- Restarting the CIF Athletics Programs
- Expanding Dual/Concurrent enrollment programs and impact – CCAP Agreements
- Restarting MPS STEAM EXPO
- New Programs IXL, NWEA Accelerator, NWEA MAP Fluency for grades TK-2
- New Math Curriculum Adoption Project
- Expand NGSS Science Curriculum adoption
- Adopting Ethnic Studies Curriculum

Professional Development Plans



Focus on MPS-wide Professional Development

- Culturally Relevant Teaching (CRT)
- Universal Design for Learning (UDL)
- Project Based Learning (PBL)
- MTSS- Multi-tiered Systems of Support
- Social Emotional Learning (SEL) and wellbeing

Timeline

- Leadership Academy – June 16-17, 2021
- Summer Symposium (in-person)
 - August 2 - School Leaders
 - August 4 – All Staff
 - August 6 – New Teachers
- School in-services and orientations (TBD Aug 9-13)

COVID Funding for Academic Programs



Excited and thankful for the much needed extra funding

- Coordination of expenditures from funds including Care Act, AB86, American Rescue Plan (ARP Act), ESSER Fund, GEER, GF, ESSER II Fund (CRRSA Act), GEER II, In-Person Instruction (IPI), Expanded Learning Opportunities (ELOG)
- School Expanded Learning Opportunities Grant (ELOG) plans will be submitted to the MPS Board on May 27 and to the county office of educations before June 5.



2020-2021

Student Achievement Data and Progress



Failing Students Data

Site	Fall Semester # of students	Fall 20-21 Progress Report 1		Fall 20-21 Progress Report 2		Fall 20-21 Report Card	
		# of Students with one or more Failing grade	% of Students with one or more Failing grade	# of Students with one or more Failing grade	% of Students with one or more Failing grade	# of Students with one or more Failing grade	% of Students with one or more Failing grade
MSA-1	717	375	52%	392	55%	271	38%
MSA-2	465	251	54%	275	59%	120	26%
MSA-3	417	225	54%	222	53%	110	26%
MSA-4	100	48	48%	42	42%	21	21%
MSA-5	291	152	52%	167	57%	80	27%
MSA-6	162	75	46%	80	50%	33	20%
MSA-7	294	137	47%	0	0%	109	37%
MSA-8	442	212	48%	219	49%	141	32%
MSA-SD	440	182	41%	157	36%	108	25%
MSA-SA	544	228	42%	156	51%	170	31%
MPS Total	3872	1885	49%	1710	47%	1163	30%

NWEA MAP

Fall 20-21 to Winter 20-21 - for school administered



	Math	Reading
MPS	54.8%	52.6%
MSA1	63.1%	58.9%
MSA2	68.3%	60.8%
MSA3	55.6%	55.9%
MSA4	71.7%	68.1%
MSA5	N/A	N/A
MSA6	N/A	N/A
MSA7	26.8%	32.5%
MSA8	56.6%	47.0%
MSASD*	47.4%	N/A
MSASA	N/A	N/A

Percent of students meeting the growth targets. Goal is 60%. Not all schools administered Winter MAP tests. * MSA-SD tested targeted group of students.

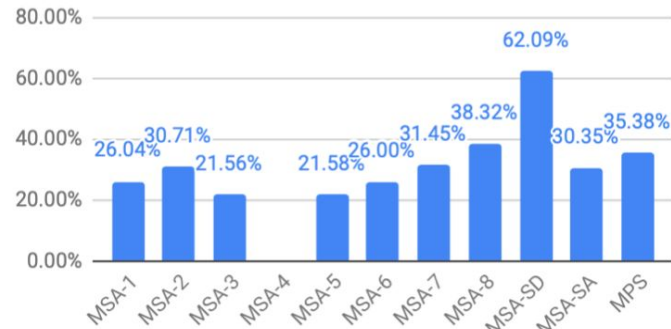
NWEA MAP

ELA Achievement Projection on 2021 SBAC



		2018-19:	2020-21:	Fall 2019	MAP Reading - Fall 2020			Exceeded Target by	On Target?
		(All Students)	(All Students)	Proficiency Projection for 2019-20 SBAC	Student Count	Level 3 and 4 Projection	Level 3 and 4 Projection for 2020-21 SBAC		
		Baseline (CAASPP)	Target (CAASPP)	Baseline (MAP Reading)					
	MSA-1	45.06%	46.00%	32.42%	361	94	26.04%	-19.96%	P
	MSA-2	41.81%	44.00%	25.75%	254	78	30.71%	-13.29%	Y
	MSA-3	35.67%	36.00%	21.03%	167	36	21.56%	-14.44%	P
	MSA-4	27.12%	30.00%	15.63%	0	0	N/A	N/A	N/A
	MSA-5	46.96%	48.00%	16.67%	139	30	21.58%	-26.42%	Y
	MSA-6	46.26%	48.00%	17.32%	150	39	26.00%	-22.00%	Y
	MSA-7	44.54%	48.00%	33.04%	124	39	31.45%	-16.55%	P
	MSA-8	43.07%	45.00%	31.09%	428	164	38.32%	-6.68%	Y
	MSA-SD	69.31%	70.00%	56.78%	401	249	62.09%	-7.91%	Y
	MSA-SA	34.23%	35.00%	25.91%	257	78	30.35%	-4.65%	Y
	MPS	44.70%	50.00%	31.85%	2,281	807	35.38%	-14.62%	Y

Fall 2020 MAP Reading - Proficiency Projection for 2020-21 SBAC



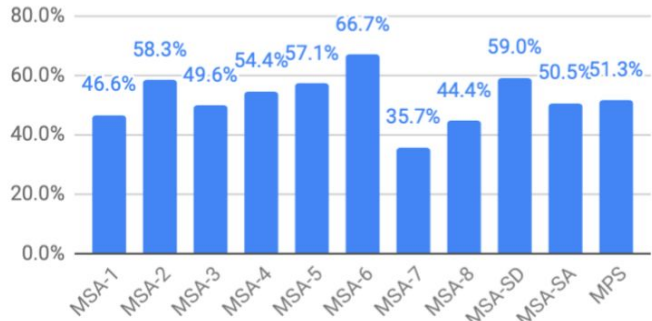
NWEA MAP

Math Achievement Projection on 2021 SBAC



	2018-19: (Fall to Spring)	2020-21: (Fall to Spring)	Fall 2018 to Fall 2019 Percent Met Growth Projection	MAP Reading - Fall 2019 to Fall 2020				
	Baseline	Target	Baseline	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceeded Target by	On Target?
MSA-1	54.2%	56.0%	53.2%	414	193	46.6%	-9.4%	N
MSA-2	58.6%	60.0%	56.9%	278	162	58.3%	-1.7%	Y
MSA-3	50.6%	53.0%	62.6%	256	127	49.6%	-3.4%	P
MSA-4	51.8%	56.0%	62.5%	68	37	54.4%	-1.6%	P
MSA-5	64.8%	65.0%	44.9%	170	97	57.1%	-7.9%	Y
MSA-6	59.4%	60.0%	61.3%	90	60	66.7%	6.7%	Y
MSA-7	48.7%	49.0%	38.5%	115	41	35.7%	-13.3%	P
MSA-8	61.8%	62.0%	56.9%	286	127	44.4%	-17.6%	N
MSA-SD	59.6%	60.0%	60.7%	251	148	59.0%	-1.0%	Y
MSA-SA	50.4%	52.0%	55.6%	325	164	50.5%	-1.5%	P
MPS	56.2%	60.0%	55.5%	2,253	1,156	51.3%	-8.7%	P

Fall 2019 to Fall 2020 MAP Reading - Percent Met Growth Projection



NWEA MAP Growth English Language Learners



	2018-19: (English Learners)	2020-21: (English Learners)	Fall 2018 to Fall 2019 Percent Met Growth Projection (EL)	Fall 2020 to Spring 2021 (EL)	MAP Reading - Fall 2019 to Fall 2020 (EL)				
	Baseline (Dashboard)	Target (Dashboard)	Baseline (MAP Reading)	Target (MAP Reading)	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceeded d Target by	On Target?
MSA-1	67.8 points below standard	64.0 points below standard	44.3%	50.0%	74	28	37.8%	-12.2%	N
MSA-2	62.1 points below standard	59.0 points below standard	51.6%	56.0%	37	15	40.5%	-15.5%	N
MSA-3	87.6 points below standard	82.0 points below standard	90.0%	53.0%	12	8	66.7%	13.7%	Y
MSA-4	114.4 points below standard	110.0 points below standard	50.0%	56.0%	10	6	60.0%	4.0%	Y
MSA-5	43.3 points below standard	40.3 points below standard	48.6%	69.0%	45	20	44.4%	-24.6%	P
MSA-6	48.3 points below standard	45.3 points below standard	52.9%	50.0%	22	13	59.1%	9.1%	Y
MSA-7	24.1 points below standard	20.0 points below standard	40.9%	60.0%	31	12	38.7%	-21.3%	N
MSA-8	70.7 points below standard	67.7 points below standard	64.3%	52.0%	35	16	45.7%	-6.3%	P
MSA-SD	8.3 points above standard	9.0 points above standard	40.0%	35.0%	13	6	46.2%	11.2%	Y
MSA-SA	68.0 points below standard	65.0 points below standard	58.9%	46.0%	112	54	48.2%	2.2%	Y
MPS			53.4%	60.0%	391	178	45.5%	-14.5%	P

Percent of students meeting the growth targets. Goal target is variable.

NWEA MAP Growth Students with Disabilities



	2018-19: (SWD)	2020-21: (SWD)	Fall 2018 to Fall 2019 Percent Met Growth Projection (SWD)	Fall 2020 to Spring 2021 (SWD)	MAP Reading - Fall 2019 to Fall 2020 (SWD)				
	Baseline (Dashboard)	Target (Dashboard)	Baseline (MAP Reading)	Target (MAP Reading)	Count With Projection	Count Met Projection	Percent Met Growth Projection	Exceede d Target by	On Target?
MSA-1	96.0 points below standard	90.0 points below standard	47.4%	40.0%	58	21	36.2%	-3.8%	N
MSA-2	79.9 points below standard	76.0 points below standard	55.3%	63.0%	42	17	40.5%	-22.5%	N
MSA-3	139.3 points below standard	130.0 points below standard	77.8%	50.0%	21	10	47.6%	-2.4%	P
MSA-4	98.6 points below standard	90.0 points below standard	53.3%	62.0%	22	11	50.0%	-12.0%	P
MSA-5	72.7 points below standard	69.7 points below standard	47.6%	56.0%	29	13	44.8%	-11.2%	P
MSA-6	97.8 points below standard	90.0 points below standard	55.6%	56.0%	15	9	60.0%	4.0%	Y
MSA-7	50.8 points below standard	45.0 points below standard	45.0%	46.0%	15	3	20.0%	-26.0%	N
MSA-8	88.3 points below standard	85.3 points below standard	56.5%	55.0%	27	12	44.4%	-10.6%	P
MSA-SD	53.9 points below standard	53.0 points below standard	74.2%	50.0%	40	21	52.5%	2.5%	Y
MSA-SA	80.2 points below standard	76.0 points below standard	62.5%	52.0%	58	25	43.1%	-8.9%	P
MPS			57.1%	60.0%	327	142	43.4%	-16.6%	P

Percent of students meeting the growth targets. Goal target is variable.

IAB - Interim Benchmark Assessments



ELA	Standards Exceeded		Standards Met/ Nearly Met		Standards Not Met		Total Count	Projected Proficiency
	Student Count	Percent	Student Count	Percent	Student Count	Percent		
	MSA-1	278	14.09%	956	48.45%	739		
MSA-2	365	23.47%	726	46.69%	464	29.84%	1555	46.82%
MSA-3	108	16.02%	294	43.62%	272	40.36%	674	37.83%
MSA-4	61	34.27%	76	42.70%	41	23.03%	178	55.62%
MSA-5	136	17.78%	347	45.36%	282	36.86%	765	40.46%
MSA-6	80	15.09%	246	46.42%	204	38.49%	530	38.30%
MSA-7	105	24.76%	185	43.63%	134	31.60%	424	46.58%
MSA-Bell	531	27.95%	883	46.47%	486	25.58%	1900	51.18%
MSA-SD	795	38.29%	924	44.51%	357	17.20%	2076	60.55%
MSA-SA	242	17.07%	669	47.18%	507	35.75%	1418	40.66%
MPS	2701	23.50%	5306	46.17%	3486	30.33%	11493	46.58%

MATH	Standards Exceeded		Standards Met/ Nearly Met		Standards Not Met		Total Count	Projected Proficiency
	Student Count	Percent	Student Count	Percent	Student Count	Percent		
	MSA-1	183	12.99%	562	39.89%	664		
MSA-2	159	18.73%	373	43.93%	317	37.34%	849	40.69%
MSA-3	130	13.57%	417	43.53%	411	42.92%	958	35.33%
MSA-4	12	10.43%	66	57.39%	37	32.17%	115	39.13%
MSA-5	98	16.98%	218	37.78%	261	45.23%	577	35.88%
MSA-6	110	21.32%	201	38.95%	205	39.73%	516	40.79%
MSA-7	35	10.17%	145	42.15%	164	47.67%	344	31.25%
MSA-Bell	206	14.47%	703	49.37%	515	36.17%	1424	39.15%
MSA-SD	552	39.80%	540	38.93%	295	21.27%	1387	59.26%
MSA-SA	155	21.68%	266	37.20%	294	41.12%	715	40.28%
MPS	1640	19.77%	3491	42.09%	3163	38.14%	8294	40.82%

Projected proficiency is numerically calculated value based on assessed learning targets. Not all targets were assessed.

MyOn Reading Program Data



MyOn Data 2020-21

Dates- August 18- May 7	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-8	MSA-SA-E	MSA-SA-S	MPS-wide
Number of Students	394	399	428	103	269	163	446	293	256	2,751
Days with Reading	13%	6%	14%	25%	15%	15%	4%	19%	10%	14%
Books Read	10.7k	5.05k	8.86k	2.22k	7.92k	7.08k	3.87k	24.1k	4.26k	74.1k
Pages Read	364k	148k	303k	98.1k	280k	182k	98.0k	727k	183k	2.38m
AVG Pages per week	24.6	9.9	18.8	25.3	27.7	29.8	5.8	66.0	19.0	7.05k
Minutes Read	346k	135k	335k	162k	298k	140k	76.1k	460k	213k	2.17m
AVG Minutes per week	23.4	9.0	20.8	41.8	29.5	22.9	4.5	41.8	22.1	6.40k
Books in Projects Read	550	1.21k	399	0	150	466	1	423	0	3.20k
AVG % Time Spent Reading Non-Fiction	41%	55%	35%	38%	54%	54%	58%	38%	30%	41%
Minutes Read Without Audio	141k	59.0k	176k	125k	175k	64.0k	44.7k	138k	126k	1.05m
AVG % Time Spent W/out Audio	44%	50%	58%	74%	55%	53%	65%	31%	61%	51%
Minutes Read in Projects	22.4k	32.3k	17.8k	0.0	3.85k	9.41k	6.7	3.61k	0.0	89.5k
AVG Time Spent Reading in Projects	7%	35%	8%	0%	1%	10%	0%	1%	0%	4%
AVG Lexile	636L	685L	766L	868L	742L	703L	906L	527L	842L	742L
AVG Lexile Taken	2.1	1.2	1.7	4.4	2.7	2.3	6.3	6.3	1.9	986.8
AVG Starting Lexile Score in period	605L	660L	715L	697L	689L	699L	849L	365L	805L	676L
AVG First Lexile Score in Period	648L	684L	775L	797L	765L	676L	814L	426L	845L	714L
AVG Ending Lexile Score in Period	636L	685L	766L	868L	742L	703L	906L	527L	842L	742L
AVG Lexile Growth	+ 52.5L	+ 48.5L	+ 67.3L	+ 151.6L	+ 73.9L	+ 67.1L	+ 120.7L	+ 192.4L	+ 51.0L	+ 65.6L
Minutes Read Below Lexile	113k	51.3k	150k	71.3k	124k	49.3k	38.4k	145k	142k	883k
Minutes Read at Lexile	103k	35.1k	93.8k	52.8k	81.8k	37.6k	25.0k	113k	43.2k	585k
Minutes Read Above Lexile	131k	48.8k	89.5k	37.6k	92.8k	53.7k	12.5k	201k	28.0k	695k
AVG Below Lexile (per student)	26%	32%	40%	42%	35%	32%	45%	25%	59%	42
AVG at Lexile (per student)	30%	21%	29%	32%	28%	28%	35%	24%	22%	27%
AVG Above Lexile (per student)	42%	45%	30%	25%	35%	38%	18%	49%	17%	29%
Most Popular Book #1	Ann Fights for Freedom: An Underground Railroad Survival Story	The Wizard of Oz	Cabin Fever (Diary of a Wimpy Kid #6)	Altered	Power at the Plate	Ann Fights for Freedom: An Underground Railroad Survival Story	Ann Fights for Freedom: An Underground Railroad Survival Story	Harrison P. Spader, Personal Space Invader	Cabin Fever (Diary of a Wimpy Kid #6)	
Most Popular Book #2	Paintball Punk	Anatomy of a Pandemic	Sophie Quire and the Last Storyguard	Witch & Wizard	Reality Check	George Washington: The Rise of America's First President	Paintball Punk	Attack of the Mutant Lunch Lady: A Buzz Beaker Brainstorm	The 1918 Flu Pandemic	
Most Popular Book #3	Goldiclucks and the Three Bears	Top 10 UFO and Alien Mysteries	The Undercover Cheerleader	Grow	The Real Alexander Hamilton: The Truth Behind the Legend	Romeo and Juliet: A Graphic Novel	Werewolf Skin	Robot Rampage: A Buzz Beaker Brainstorm	Clara Barton: Angel of the Battlefield	
Minutes Read: Weekends	8.92k	4.54k	6.84k	1.97k	12.8k	3.12k	1.55k	12.1k	4.14k	56.0k
Out-Of-School Reading Student Average	17%	18%	12%	9%	23%	8%	6%	36%	25%	19%
AVG Lexile Growth	52.5	48.5	67.3	151.6	73.9	67.1	120.7	126.5		86.7

Dr. Artis Callaham

Director of Special Education & Support Services



Supporting Reopening Plans

- Member of MPS Hybrid Taskforce emphasis on Universal Design for Learning Pedagogy/ Special Needs Students
- Developing and sending Prior Written Notices Outlining SPED/504 Support and Determining Loss Mitigation Needs for 21-22'
- Gifted OLSAT/ Raven's Testing Coordination /Support to MPS Schools/ Developing Enrichment Program for 21-20'
- SPED/504 Survey Implementation / Utilizing the body of Information to assist MPS Teams in supporting SPED/504 students
- Conduct Virtual Monthly Meetings for SPED Coordinators/ Mental Health Team (W/ Dr. Lopez) and SPED Team Site Meetings

Supporting School Sites with Special Education Compliance and Service Provision

- Created and Utilize Uniform Compliance Guide for Special Education for Onboarding and Referencing/YM&C Editing
- Support Schools in CDE Monitoring Procedures - Developing Monitoring and Implementing State Special Education Plans
- Completing and monitoring of Self Review for Disproportionality Elements where we are Required by the CDE
- COP 3 Support for Obtaining Program Development and STEPS Grants
- Collaborating with LAUSD, LACOE, CDE and San Diego for support with District Validation and Dispro Visitations
- Weekly Office Hours and Attendance at Individual Schools' SPED Team meetings for all MPS Schools as requested
- Provide Guidance and Support to all MPS Resource Specialists and SPED Coordinators and SPED Para's
- Attend all Authorizer and SELPA professional Development Meetings/ Share with SPED and Academic Teams as appropriate
- Coordinate Responses to SPED Complaints from Parents at the HMO Level
- Support Schools with Navigating through / Due Process, OCR or related Litigation
- Assist with developing CCEIS Team and Plan for Sig Dispro Requirement

Supporting Student Support Services /Overall Program

- Collaborated with Dr. Lopez in Establishing a Mental Health and Crisis Intervention Team at MPS
- Recruit, Process, Place and Supervise all Counseling Interns for MPS schools
- Provide Guidance and support for all MPS School Psychologists and Counseling Interns
- Conduct Virtual Monthly P.D.'s for Mental Health Professionals
- Work with Accountability Team to Assist Schools in Completing the Quarterly Cal-PADS Mergers
- Completing and submitting all SELPA, Authorizer and State required Reports (I.e. Personnel Data, Fiscal, ERMHS etc)
- Work with Fiscal Team to provide Documentation, Invoices, Approval as is related to SPED Orders/Program Funding Requirements
- Assist in Supporting Students with 504 Plans and GATE Assessment and Service Provision

Other Highlights

- Assisting with researching and determining next steps for developing a comprehensive Gifted and Talented Program MPS wide
- SPED Survey Indicates 95.3% SPED/504 Parent Satisfaction Rate for Distance Learning Overall (SPED/504 Parent Survey)
- SPED Survey Indicates 80.0% SPED/504 Student Satisfaction Rate for Distance Learning Overall (SPED/504 Student Survey)
- Assisting with Developing New Mental Health and Wellness - Social Worker Positions MPS Wide



Dr. Brenda D. Lopez

Director of Student Services



Supporting Reopening Planning

- Member of MPS Reopening Taskforce
- Outlined and provided options for Attendance protocols and procedures for Hybrid instruction model (research, planning, and leadership feedback)
- Provided protocol and procedure template to school leaders for planning purposes and individualized site option
- Supported the writing of the Expanded Opportunities Learning Grant
- Assisting with summer school planning
- Co-facilitated Mental Health Team meeting with Dr. Callahan

Supporting Dean of Students (DoS)

- Collaborated with the Dean of Students on developing the MPS High-Quality Learning Environment Observation Tool
- Held one-on-one meetings for individualized support with each DoS
- Hosted Resume Writing for Beginners, Intermediate and Advanced learners
- Provided ongoing Professional Development based on administrator' and educator needs
- Curated resources based on site' needs
- Maintained and updated SEL and Community Resource Padlet
- Created collaboration opportunities between school leaders

Mental Health and Wellness Standard of Care

- Leveraged partnerships with [PSMHTTC](#), The Chicago School of Professional Psychology, and Mental Health Interns
- Care Solace- Connecting to mental health providers or substance abuse counselors
- Mental Health and Wellness Surveys including reflections
- MPS Wellness Policy revisions incorporating remote learning considerations

Other Highlights

- MPS wide ADA 97.513% as of reporting period number #8 April 16, 2021, Tiered re-engagement strategies to address chronic absenteeism, partner with Truancy Prevention Erika Sandoval, Supervising Attorney and LAUSD Youth Source
- Zero Suspensions or expulsions for the 2020-2021 school year
- Capacity building related to supporting specific student populations, Dr. Jennifer Kottke, LaShona Jenkins, Alisonne Crawford, Kimberly Faulkner, and Carolina Sheinfeld
- Support MPS wide complaint procedures and resolution

Mrs. Traci Lewin

Director of Math Programs



Supporting Reopening Planning

- Member of MPS Reopening Taskforce
- Supported the selection process of our hybrid model (research, planning, town hall meetings, feedback)
- Provided sample hybrid schedules to school leaders for planning purposes
- Supported the writing of the Expanded Opportunities Learning Grant
- Researching promising practices on accelerating learning and how to best complete unfinished learning
- Assisting with summer school planning

Supporting Math Teachers

- Conduct virtual observations with feedback using MPS High-Quality Distance Learning Instruction Observation Tool
- Held one-on-one meetings for individualized support and weekly office hour
- Hosted 4 Unit Planning Collaboratives and 2 Data Analysis Workshops
- Provided ongoing Professional Development based on teachers' needs
- Curated resources based on teachers' needs
- Maintained and updated MPS Math Teacher website
- Create opportunities for math teachers to collaborate virtually

Math Materials Adoption Cohort

- Completed Math Materials Adoption Cohort professional development sessions
 - Partnership with CalCurriculum and CDE to support districts and CMOs with creating a materials adoption process to select high-quality materials to support student learning.
 - Ensured all deliverables were met and all focus group sessions were attended
 - Next steps: create internal cohort to create plans for upcoming curriculum adoption in 2022/23

Other Highlights

- Member of Portrait of a Graduate Design Team working on updating the core values, mission, vision and goals for MPS
- Supporting the process to update the Student Learner Outcomes (SLOs)

Mrs. Katie Mann

ELA and EL Program Coordinator



Supporting Reopening Planning

- Member of MPS Reopening and Academic Task Forces
- Supported the selection process of our hybrid model (research, planning, town hall meetings, feedback)
- Researching promising practices on accelerating learning and how to best complete unfinished learning
- Assisting with summer school planning
- Supported the mid-assessment cycle transition from remote ELPAC testing to in-person testing
- Supporting the writing of Expanded Learning Opportunities Grant
- Created Parent Surveys for Extended School Year options for 2021-2022

Supporting ELA Teachers

- Conduct virtual observations with feedback using MPS High-Quality Distance Learning Instruction Observation Tool
- Hold one-on-one meetings for individualized support and weekly Office Hour
- Hosted 4 IAB Deep Dive / Planning Collaboratives for both ELA and Social Studies teachers
- Curate resources and professional development opportunities based on teachers' needs
- Maintain and update MPS ELA/ELD Teacher website

Supporting EL Programs

- Provided professional development on our EL Master Plan and Services to all 10 school sites
- Supported LEA EL Coordinators with the completion of 47 Initial ELPAC assessments, and 61 Optional Fall Summative Assessments, as well as the ongoing process to complete 733 Summative ELPAC assessments for Spring 2021 (77% completed as of May 7, 2021)
- Revised the EL Master Plan based on updates to the required NWEA RIT scores needed for Reclassification
- Supported office managers and the Accountability team with reviewing CALPADS data files to ensure our EL students were coded with the correct services
- Revised all Parent Notification Letters to ensure accurate and up-to-date communication

Other Highlights

- Managing updates and subscription renewals for the myON Reading program for all schools
- Member of the CCEIS Leadership team for MSA-I Significant Disproportionality
- Supporting with the process to update the Student Learner Outcomes (SLOs)



Questions or Comments ?