



MAGNOLIA PUBLIC SCHOOLS

Board Of Directors

Board Agenda Item #	V A
Date:	June 6, 2016
To:	Magnolia Board of Directors
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

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.

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):



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.

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.

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



Academic Accomplishments and Reflection

Name: Kenya Jackson	Title: Interim Chief Academic Officer
Accomplishments for the 2015-2016 School Year	
<ul style="list-style-type: none">● 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	
<p>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!</p>	



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.

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)



Academic Accomplishments and Reflection

Name: Erdinc Acar	Title: Science and Blended Learning Advisor / Regional Director
Accomplishments for the 2015-2016 School year	
<ul style="list-style-type: none">● 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 Fremont, 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	



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 of 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.



Academic Accomplishments and Reflection

Name: Victoria Marzouk	Title: Director of Special Programs
Accomplishments for the 2015-2016 School year	
<ul style="list-style-type: none">- 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:	
<ul style="list-style-type: none">- 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.	

Academic Accomplishments and Reflection

Name: Nicole Vasquez	Title: EL Coordinator
Accomplishments for the 2015-2016 School year	
<ul style="list-style-type: none"> ● 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:	
<p>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:</p> <ul style="list-style-type: none"> ● 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 	



Academic Accomplishments and Reflection

Name: Ismail Ozkay	Title: Manager of Assessments and Student Information
Accomplishments for the 2015-2016 School year	
<ul style="list-style-type: none"> - 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:	
<ul style="list-style-type: none"> - 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 measurable 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?

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

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

Focus Area 2B

Individual Responsible: MPS academic team, School Site Leadership, Deans of Academics, RTI/Title One coordinators, Department chairs and College Advisors		Evaluation, Assessment and Evidence: 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
<p>100% of schools will provide research based interventions for all subgroups including those identified as Talented and Gifted</p> <p>100%of schools will adhere to and implement MPS EL Master Plan</p> <p>100% of schools will implement RTI</p>	<p>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</p> <p>All schools will show places of intervention in their Master Schedule</p> <p>All schools will identify curriculum and training needs for providing intervention- myOn, Flex, Revolution K-12, Iron Box, Fuel Ed, and Apex etc.</p> <p>All schools will work with MPS academic team to establish protocol for monitoring and measuring impact of intervention programs bimonthly.</p> <p>Academic Team will evaluate intervention classes such as Power English and Power Math</p>	<p>May 23, 2016 Principals will identify Intervention Programs, and leadership staff who will support and monitor subgroups</p> <p>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</p> <p>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</p>

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
<p>Students with Cs or lower in Math are mandated to attend tutoring (aligned with moving students from basic to proficient)</p>	<p>In mathematics, problems presented in should lend themselves to multiple solutions and/or solution strategies.</p> <p>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.</p> <p>Teachers must keep accurate data of students receiving tutoring</p>	<p>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</p>

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

<p>Individual Responsible: Teachers MPS school site academic leadership RD MPS academic team</p>	<p>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</p>	
<p>Objective</p>	<p>Action Plan to Implement</p>	<p>Timeline</p>
<p>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</p>	<p>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</p>	<p>Weekly assessments Weekly/Bi-weekly informal- Principals/Deans will email weekly schedules to staff regarding Observation debriefs/check-ins</p>

**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		
<p>Individuals Responsible: Teachers, MPS Academic Team Regional Director, Deans of Academics and Principals</p>	<p>Evaluation, Assessment and Evidence 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</p>	
Objective	Action Plan to Implement	Timeline
<p>Teachers will increase student use of academic language by posing scaffolded questions</p> <p>Teachers will explicitly teach close reading strategies across contents</p> <p>Teachers will focus on Standards 2.5,3.3 and 3.5 to better prepare students for college and career readiness</p>	<p>Modeling, Co-teaching, Encouraging students to give input, Feedback from Observations, 1st-2nd year teachers write Questions in LP</p> <p>School-wide scholarly language guide Student work and practice- Site visit feedback</p>	<p>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</p>

Focus Area 4B		
<p>Individuals Responsible: Teachers MPS Academic Team and MPS school site leadership</p>	<p>Evaluation, Assessment and Evidence 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</p>	
Objective	Action Plan to Implement	Timeline
<p>100% of students will conduct close reads in all content areas</p> <p>100% of students will write across content areas using Think Cerca program</p>	<p>Close reading PDs</p> <p>School-wide annotation guide</p> <p>Instructional Specialists will assist teachers in finding text resources, especially with math</p> <p>Teachers will include exemplar close reading in unit plans</p>	<p>School specific PD will follow during school year 2016-2017 SY</p>



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.	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.	During the summer and within the first quarter of the school year
100% of MPS principals will meet internal deadlines for creation and submission of accountability plans.	School site leadership will share plan expectations with school site staff.	Teacher in-service and throughout the year during weekly staff meetings
100% of MPS schools will have at least quarterly SSC/PTF meetings.	School site leadership will work on plans at their weekly admin meetings.	Weekly
100% of MPS schools will conduct annual stakeholder experience surveys.	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.	Throughout the year
100% of MPS schools will be WASC accredited.	School site leadership will review progress towards LCAP goals	Throughout the year
	School site leadership will meet with stakeholders, including parents, at least quarterly to present plans and receive feedback.	At least quarterly
	School site leadership will conduct annual stakeholder experience surveys, analyze their results, and respond to the school needs in the accountability plans.	Surveys: February
	School site leadership will meet deadlines to submit draft plans to the Director of Accountability for review and board approval.	SPSA due: October (annual) SSD due: December (once every 5 years) LCAP due: May (annual) WASC: 2 months before visit

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
<p>100% of MPS schools will comply with applicable state/federal laws and authorizer regulations.</p> <p>100% of MPS schools will implement 100% of the programs promised in their charter petitions.</p> <p>100% of MPS schools will prepare and submit required reports in a timely manner.</p> <p>100% of MPS school administrators will be knowledgeable of MPS policies and procedures.</p> <p>100% of MPS schools will receive overall satisfactory ratings on authorizer oversight reports.</p>	<p>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.</p> <p>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.</p> <p>School site leadership will prepare in advance for authorizer oversight visits and coordinate with the MPS academic team for mock visits.</p> <p>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.)</p>	<p>During summer</p> <p>Weekly throughout the year</p> <p>At least one month before the visit date</p> <p>April-July of the year prior to renewal</p>

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:	
<p># of Programs in each school:</p> <ul style="list-style-type: none"> • 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 Olympiad • Electronics Club • Science Bowl • AMC 8, AMC 10-12, Mathcounts • INFOMATRIX • JPL-NASA club <p># of Programs in each school:</p> <ul style="list-style-type: none"> • Camps, College Visits/ internships • Dual Enrollment, • Science Camps at universities • Mentor for science projects <p># of Events: Computer Science Ed Week, Scratch Day, Science Week, College & Career Week</p> <p># of Practices:</p> <ul style="list-style-type: none"> • 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 	

Objective	Action Plan to Implement	Timeline
<p>Objective 2.1: Increase/enhance # of STEM after school programs</p> <p>Objective 2.2: Increase/enhance # of STEM Post-secondary connections</p> <p>Objective 2.3: Increase/enhance # of STEM Community/Industry engagement</p>	<p>Provide trainings and workshops:</p> <ul style="list-style-type: none"> ➤ LEGO Robotics Workshop ➤ VEX Robotics Workshop ➤ Science Olympiads Workshop <p>Provide teachers collaboration opportunities</p> <p>Organize STEM EXPO/Fairs at school and organization level</p> <p>Share best practices and programs</p> <p>Connect schools to higher ed, business and industry partners</p>	<p>August - October 2016</p> <p>MPS Practitioners Seminars and Ongoing</p> <p>February - May 2017</p> <p>Ongoing</p> <p>Ongoing</p>

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

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

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



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

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

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
<ul style="list-style-type: none"> - 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) 	<ul style="list-style-type: none"> - 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
<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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.

