



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	<p>Implement programs and activities in accordance with Title III</p> <p>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:</p> <ul style="list-style-type: none"> • 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
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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.O.W.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 fidelity; 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 ELLs:

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

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| | <ul style="list-style-type: none">• 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. |
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How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	<p>Provide high quality language instruction</p> <p>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.</p> <p>See description of Curriculum and ELD Program in Category A.</p>	<p>MPS Chief Academic Officer</p> <p>MPS EL Coordinator</p> <p>School Leaders</p> <p>ELD Coordinators</p> <p>Teachers</p>	<p>Salaries</p> <p>Supplemental Materials</p>	Pending	<p><i>Title III Funds (MPS EL Coordinator) – See category A</i></p> <p>General Purpose</p> <p>Categorical Block Grant</p> <p>Title I Funds</p>
	<p>Provide high quality professional development</p> <p>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.</p> <p>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.</p> <p>See Category A.</p>	<p>MPS Chief Academic Officer</p> <p>MPS EL Coordinator</p> <p>School Leaders</p> <p>ELD Coordinators</p> <p>Teachers</p>	<p>Salaries</p> <p>Supplemental Materials</p>	Pending	<p><i>Title III Funds (MPS EL Coordinator) – See Category A</i></p> <p>General Purpose</p> <p>Categorical Block Grant</p> <p>Title I Funds</p>

<p>C. Required for Year 2</p>	<p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p>				
<p>D. Required for Year 4</p>	<p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>Needs Assessment to be completed during next training session.</p>				
<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>Changes to Curriculum: 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.</p> <p>Changes to Instruction: INTEGRATED</p> <ul style="list-style-type: none"> 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 	<p>MPS Chief Academic Officer</p> <p>MPS EL Coordinator</p> <p>School Leaders</p> <p>ELD Coordinators</p> <p>Teachers</p>	<p>Curriculum Supplemental Materials</p>	<p>Pending</p>	<p>General Purpose</p> <p>Categorical Block Grant</p> <p>Title I Funds</p>	

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	<p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p>				
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 <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	<p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p> <p>Entitlements vary significantly per member school. Magnolia Public Schools will use supplemental immigrant funds for the following supplemental activities:</p> <ul style="list-style-type: none"> • Additional tutoring for newcomers • Counseling and mentoring services • Language acquisition programs • Academic vocabulary development (ex. Kate Kinsella workbooks) 	<p>MPS Chief Academic Officer</p> <p>MPS EL Coordinator</p> <p>School Leaders</p> <p>ELD Coordinators</p> <p>Teachers</p> <p>Parents</p>		<p>Entitlements vary per school. Amounts will be listed below once we receive preliminary information.</p>	Title III Immigrant Funds

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