



Board Agenda Item #	Agenda # II B
Date:	August 10, 2017
To:	Magnolia Board of Directors
From:	Caprice Young, Ed.D., CEO & Superintendent
Staff Lead:	Kenya Jackson, Chief Academic Officer
RE:	Title III Improvement Plan/ESSA Transition Plan

Proposed Board Recommendation

I move that the board approve the updates to the Title III Improvement Plan/ESSA Transition Plan.

Background

The 2017-18 Title III Improvement Plan/ESSA Transition Plan is required by LEAs receiving federal funds. It outlines how the funds will be used and which direct, supplemental services will be provided to our English Learners (ELs).

Budget Implications

The original amount in the approved budget was approximately \$50,000.00. However, due to an influx of English Learners at our Santa Ana school, our estimated consortium entitlement is now \$59,103.00. This amount will be used in full to fund the MPS EL Coordinator, Nicole Vasquez.

Duties of the Coordinator are as follows:

- Maintain, evaluate, and improve the English Learner Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English Learners (for example, provide integrated and designated English Language Development [ELD] support, teacher training, coaching on ELD strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.

- Help teachers monitor the progress of ELs and reclassified students, and create appropriate interventions and action plans as needed.
- Assist site-level coordinators and staff with the development of action plans and appropriate supports for Long Term English Learners and Newcomers.
- Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program strategic planning process.
- Oversee the adoption and implementation of the ELD curriculum.
- Oversee the Title III improvement plan, and any other Title III requirements.
- Attend ELL-related professional development and share resources with teachers and school leaders.
- The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Report will be maintained by the MPS EL Coordinator.

How Does This Action Relate/Affect/Benefit All MSAs?

This plan provides an outline of Title III funded services to all MPS schools, and is required by all LEAs receiving Title III funding. Services help to improve academic outcomes for our schools' English Learner population.

Name of Staff Originator:

- Nicole Vasquez, EL Coordinator

Exhibits (attachments):

- Title III Improvement Plan/ESSA Transition Plan

2017–18 Title III ESSA Transition Plan

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: 19647336119945

LEA Name: Magnolia Science Academy 1 (Title III Lead)

Fiscal Year: 2017-2018

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:	Persons Involved/Timeline (Optional)
<div style="display: flex;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #e0e0e0; padding: 5px; font-weight: bold; margin-right: 5px;">Required Content</div> <div style="padding: 5px;"> <p>Provide effective professional development.</p> <p>Professional development for teachers of English Learners will be extensive and ongoing at Magnolia Public Schools. For the 2017-2018 academic year, effective professional development will include:</p> <ul style="list-style-type: none"> • ELD workshop for teachers at the MPS Summer In-Service (two-hour session with an elementary focus and a two-hour session with a secondary focus, presented by Dr. Alma Castro from CABE/Cal State Long Beach). • Initial training for site-level EL Coordinators at the MPS Summer In-Service. • The MPS EL Coordinator will provide an overview of the EL Master Plan, including program placement, progress monitoring, and reclassification to all MPS schools during the first two months of the academic year (approximately 5 schools per month). • Sessions dedicated to English Language Development (ELD) training for teachers at each MPS Teacher Symposium (Winter and Spring). • ELD training and shared best practices at least once per month at the school-site level staff meetings. • Every core teacher will be required to attend at least one third-party ELD training. • The MPS EL Coordinator will regularly attend high-quality professional development workshops and conferences, including a monthly Bilingual Directors' Meeting at the Los </div> </div>	<p>Timeline is ongoing and year-round.</p> <p>Participants include the home office staff, site-level staff, and third party vendors.</p>

	<p>Angeles County Office of Education.</p> <ul style="list-style-type: none"> • When possible, site-level EL Coordinators will attend professional development sessions and meetings with the MPS EL Coordinator. • The MPS EL Coordinator will host two (one per semester) full day meetings for the site-level EL Coordinators. • Regular updates regarding ELs and ELD will be provided to all MPS principals and deans during monthly meetings at the Home Office. • The MPS EL Coordinator and MPS Math Coach will provide a workshop to math teachers that will support EL access across the curriculum. • MPS teachers will have an opportunity to attend a workshop that focuses on EL students who also have learning disabilities (2-day workshop opportunity at LACOE in March 2018). 	
	<p>Implement effective programs and activities.</p> <p>All English Learners at MPS schools receive both integrated and designated English Language Development, that is supported by high quality curriculum, monitoring, professional development, coaching, and assessments. Depending on the student’s language proficiency level (determined by an unofficial CELDT in Fall 2017 as well as the first administration of the ELPAC in Spring 2018), an EL student may receive designated ELD in a full hour class, 25-minute class, or during their ELA class. Integrated ELD is provided in all classes by using strategies such as SDAIE and the CHATS Framework. All MPS schools have also adopted a literacy program designed to encourage students to read and help students build their comprehension and vocabulary skills. Currently, our schools are using either the Accelerated Reader Program or the Myon Reading Program.</p> <p>As part of the English Learner program, MPS collects students’ language proficiency scores, state assessment scores, and MAP scores, along with teacher feedback in order to monitor student progress towards successful reclassification. ELD teachers, coordinators, and school leaders (deans of academics) meet once per month to review English Learner student data and address any areas of need. All data is collected and monitored through Illuminate, our data management system. The MPS EL Coordinator follows up with each site regarding regular EL student monitoring, and provides intervention and organizational support as needed. In addition to the monthly meetings designed to address English Learner progress,</p>	<p>Timeline is ongoing and year-round.</p> <p>Participants include the home office staff and site-level staff.</p>

	<p>weekly professional development meetings are held at each school site. During these meetings, student achievement across all grade levels and sub-groups are assessed and discussed. Our principals, deans, and teachers closely monitor all students during development meetings, and via CoolSIS (our student information system which is accessible to school staff, students, and parents) in order to provide additional academic support, and assess academic progress and programs in all subject areas.</p> <p>Although the EL Coordinator’s primary duty will be to provide the supplemental services outlined below to ELs, the EL Coordinator will also work with the Chief Academic Officer, on-site EL Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:</p> <ul style="list-style-type: none"> • Create Title III folders for each school site with a calendar of notifications, procedures for notifying parents of ELs, certifications for notices mailed, attendance sheets for PD and parent meetings/workshops, etc. The MPS EL Coordinator will work with school leadership and on-site ELD Coordinators to ensure that folders are maintained and updated. • The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELs. • School leadership will certify the timely submission of all Title III notifications mailed to parents of ELs. • The consortium EL Coordinator will conduct walk-throughs of classrooms to ensure program fidelity. • The consortium EL Coordinator will support teachers with progress monitoring of ELs and provide a framework for progress monitoring. 	
	<p>Ensure English proficiency and academic achievement.</p> <p>EL students will be carefully monitored by both site-level EL Coordinators and the MPS EL Coordinator. Academic data will be regularly assessed to determine if intervention is needed, and appropriate action plans will be created that involve students, coordinators, teachers, deans, and parents. Reclassified EL students will also be monitored for a period of two years following their reclassification.</p>	<p>Timeline is ongoing and year-round.</p> <p>Participants include the home office staff and site-level staff.</p>

	<p>The Consortium EL Coordinator will work directly with teachers of ELs, on-site EL Coordinators, and school leaders to ensure that the consortium’s curriculum, revised EL Master Plan, and Title III Plan are implemented consistently and with fidelity. This will include relevant professional development, teacher training, lesson demonstrations, classroom observations, and teacher coaching that will help improve instruction for English Learners and improve achievement objectives. The Consortium EL Coordinator will also work with school leaders to address areas of need and growth as measured by accountability measures.</p> <p>The MPS EL Coordinator will visit schools on a rotational basis, and will use the MPS ELD observation template to conduct regular assessments of integrated and designated ELD across the core curriculum. This template will allow the EL Coordinator to provide appropriate and feedback to teachers, as well as strategies for improving ELD instruction and engaging English Learners.</p> <p>The ELD program will be regularly assessed for effectiveness, and will include feedback from all stakeholders. Program feedback will be collected during leadership meetings and EL Coordinator meetings.</p>	
	<p>Promote parent, family, and community engagement in the education of English Learners.</p> <p>In order to promote parent and community involvement in programs for our EL students, MPS member schools will:</p> <ul style="list-style-type: none"> • Host a meeting for parents of ELs (at the beginning of the academic year) that discusses and outlines school expectations, the MPS EL Program, annual notifications, and enrichment opportunities for ELs, and provides parents with an opportunity to network and ask questions. • Provide valuable information to parents of ELs through regular communication, staff-parent meetings, and high quality ELAC meetings. • Provide necessary translation services as needed. • Host relevant workshops designed to facilitate parent involvement. Example topics include A-G requirements and college applications, study skills, computer literacy, extracurricular activities and enrichment, and parent resources and associations. 	<p>Timeline is ongoing and year-round.</p> <p>Participants include the home office staff and site-level staff.</p>

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| | <ul style="list-style-type: none">• 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. We will work diligently to create a Parent College experience that responds to the specific community's needs. | |
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Other Authorized Activities

Describe all authorized activities chosen by the LEA relating to: Supplementary services as part of the language instruction program for English Learner students.

*Please see <http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp> for a list of authorized EL activities.

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 (10 in total). The EL Coordinator will support implementation of the LEA's EL Master Plan and program, as well as ensure that all appropriate ELL services are being delivered at each member school. Specifically, the EL Coordinator will provide the following services to member schools:

- Maintain, evaluate, and improve the EL Master Plan and EL Program based on the observations, data, and feedback from each member school.
- Provide coaching, and professional development to all teachers of English learners (for example, provide integrated and designated ELD support, teacher training, coaching on SIOP, CHATS, and SDAIE strategies, and model push-in support).
- Conduct lesson demonstrations and classroom observations/walk-throughs in order to help improve instruction delivered to ELs.
- Help teachers monitor the progress of ELs and reclassified students, and create appropriate interventions and action plans as needed.
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The MPS EL Coordinator will provide services in a percentage of time proportional to funding. A Personnel Activity Report will be maintained by the MPS EL Coordinator.

Timeline is ongoing and year-round.

Participant is the MPS EL Coordinator.

Plan to Provide Services for Immigrant Students

Please complete this table if the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/Timeline (Optional)
Authorized Activities	<p>Describe all authorized activities chosen by the LEA relating to: Enhanced instructional opportunities for immigrant children and youth.</p> <p>*Please see http://www.cde.ca.gov/sp/el/t3/authorizedcosts.asp for a list of authorized Immigrant activities.</p> <p><i>Not applicable</i></p>	<i>Not applicable</i>