

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: 19647336119945 LEA Name: Magnolia Science Academy 1 (Title III Lead) Title III Improvement Status: Year 4

Fiscal Year: 2016-2017 EL Amount Eligibility: \$37,310.40 Immigrant Amount Eligibility: Not Applicable

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 style="text-align: center;"><i>Implement programs and activities in accordance with Title III</i></p> <p><u>Title III Funds Apportioned to Consortium Lead (Magnolia Science Academy 1):</u></p> <p>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:</p> <ul style="list-style-type: none"> • 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 ELLs • Help teachers monitor the progress of ELs and Reclassified students, and create appropriate interventions and action plans as needed • 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
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- 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

English Language Learner Master Plan & Program Implementation:

The CELDT is administered at the beginning of the school year, and is based on the responses provided in the Home Language Survey. Students who score in the beginning (Level 1) or early intermediate (Level 2) proficiency levels are placed in a designated, structured English Immersion class (SEI). This class meets for a minimum of one hour daily, and students have access to a variety of language acquisition and support programs. Academic vocabulary is heavily emphasized in the SEI Designated class, and students have an opportunity to practice their language and core content skills in a small, collaborative setting. When available, this class is taught by an English/Spanish bilingual teacher, in order to offer primary language support as needed (the majority of our English learners are speak Spanish as their primary language). Depending on our EL population and need, additional tutors who speak our students’ primary language may be hired to provide additional support. Our goal is to accelerate our students’ English language proficiency to facilitate their successful transition to mainstream English classes.

Students who score in the intermediate (Level 3), early advanced (Level 4), or advanced levels (Level 5) on the CELDT are placed in Mainstream English classes and receive integrated English Language Development (ELD) through the use of Specially Designed Academic Instruction in English (SDAIE) strategies and Sheltered Instruction (SIOP) strategies. New to our program this year is the CHATS Framework developed by Dr. ’s Persida and William Himmele (see description in Section D). Scaffolds are implemented as needed in these classrooms which include strategies in accessing prior knowledge, pre-teaching academic vocabulary, use of visuals/realia, study guides, graphic organizers, content reading strategies, total participation techniques, and differentiating the language of classroom instruction and reading materials.

All MPS schools have 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 (adopted this year).

As part of MPS’s English Learner monitoring program, the CELDT examination is administered annually to students who are identified as English Language Learners. MPS collects students’ CELDT scores, State Assessment scores, and MAP scores along with teacher feedback in order to monitor student progress towards successful reclassification, as well as the continued language growth and proficiency of reclassified students. ELD teachers and school leaders (deans of academics) meet once per month to review English learner student data and address any areas of need, reach out to parents, write action plans, and share resources. Additionally, the consortium 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, 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, Chief Academic Officer, EL Coordinator, Deans, and teachers closely monitor all students during weekly development meetings, and daily via CoolSIS (our student information system; accessible to school staff, students, and

parents) in order to provide additional academic support, and assess academic progress and programs in all subject areas.

During summer professional development training, the entire school staff reviews student achievement data, including state assessment data, CELDT data, 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, and academic support for students in the upcoming school year. Additionally, the consortium EL Coordinator reviews all EL data to set goals for raising EL student achievement, along with developing a plan in order to reach those goals. Lastly, the EL Coordinator will review the revised master plan and the Title III improvement plan with the leadership team and school staff before the beginning of the school year.

Use the sub-grant funds to meet all accountability measures:

The Consortium EL Coordinator will work directly with teachers of ELs, on-site ELD Coordinators, and school leaders to ensure that the consortium's new curriculum, revised EL Master Plan, and Title III Improvement Plan are implemented consistently and with fidelity. This will include relevant professional development (integrated ELD/CHATS Framework/SDAIE Strategies), teacher training (EL Master Plan), 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, including AMAOs. The EL Coordinator will work with on-site ELD Coordinators and teachers of English Learners to carefully monitor the progress of current English Learners and Reclassified students, as well as create action plans and meet with the parents of those students who are not making adequate annual progress.

Hold the school sites accountable:

Magnolia Public Schools has hired an EL Coordinator to assist with Title III accountability. Please see detailed description in the first category of Part A. Although the EL Coordinator's primary duty will be to provide the previously outlined services to ELs, in addition to the aforementioned description of duties, the EL Coordinator will also work with the Chief Academic Officer, on-site ELD Coordinators, and Office Managers to support schools with accountability. Some examples of how the consortium will hold member schools accountable are:

- 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 work with school leadership and on-site ELD Coordinators to ensure that binders are maintained and updated.
- The executive office manager will ensure and certify the timely submission of all CALPADS data pertaining to ELLs
- School leadership will certify the timely submission of all Title III notifications mailed to parents of ELLs
- The consortium EL Coordinator will conduct walk-throughs of classrooms to ensure program fidelity, and provide coaching and feedback to teachers
- The consortium EL Coordinator will support teachers with progress monitoring of ELLs and provide a framework for progress monitoring
- The consortium EL Coordinator will train on-site ELD coordinators – coach teachers, shared responsibility

Promote parental and community participation in programs for ELs:

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

- At the beginning of the school year: Host a meeting for parents of ELLs that discusses and outlines school expectations, the MPS EL Program, annual notifications, and enrichment opportunities for ELLs, as well as provides parents with an opportunity to network and ask questions
- Provide necessary translation services as needed
- Host relevant workshops designed to facilitate parent involvement – examples of topics include: college applications, study skills, computer literacy, extracurricular activities and enrichment, and parent resources and associations (ex. California Association of Bilingual Education – conference for parents and educators, Colorin Colorado)
- Implement the *Parent College Program* – Parent College is a parent empowerment workshop series designed to improve parents’ understanding of the education system so they can become informed advocates for their children’s education. In 2016, Parent College will serve over 500 parents in Magnolia Schools in six communities in Reseda, Northridge, Van Nuys, Culver City, Bell, and Santa Ana. We will work diligently to create a Parent College experience that responds to the specific community’s needs.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	<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>On-site ELD Coordinators</p> <p>Teachers</p>	<p>Salaries</p> <p>Supplemental Materials</p>		<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 and is being delivered to teachers of English Learners.</p> <p>Additionally, EL Coordinator will share PD opportunities with MPS staff and school leaders. Teachers will continue to receive a minimum of 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>On-site ELD Coordinators</p> <p>Teachers</p>	<p>Salaries</p> <p>Supplemental Materials</p>		<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> <ul style="list-style-type: none"> ▪ The criteria for placing ELs in separate ELD classes in a self-contained classroom and in secondary departmentalized settings were not clearly defined, implemented, or monitored. ▪ There is no common assessment to monitor EL’s progress in ELD ▪ The Consortium did not have a systematic way to label RFEP students in its school information system and monitor their achievement for two years after reclassification. ▪ The Consortium did not adopt school-wide integrated ELD strategies across grade levels and subjects; teachers use strategies inconsistently. ▪ The Consortium did not adequately monitor staff use of research-based strategies in ELA and ELD designed to help ELs progress through proficiency levels on the CELDT. ▪ The Consortium did not provide resources to help parents of ELs support their students’ language proficiency and academic achievement. ▪ The professional development plan did not identify expectations for implementation of content from ELD training. ▪ The Consortium did not provide adequate professional development specifically on ELD standards and integrated ELD instruction. ▪ The Consortium does not have adequate resources (counseling staff, materials, etc.) to support Immigrant students. ▪ The Consortium did not review and implement appropriate interventions and action plans for Long Term English Learners.

	<p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p><u>Changes to Curriculum (purchased this school year – Title III funds were not used for purchase):</u> Magnolia Public Schools has purchased new curriculum for both ELA and Math from McGraw Hill. Included in the ELA Program is an integrated and designated program for ELD. MPS teachers will be using the McGraw Hill curriculum and will supplement using existing, available resources and texts. All teachers using this curriculum/program will be trained by McGraw Hill on correct implementation, as well as utilizing the ELD components and online resources.</p> <p>This year, we changed our Math and ELA Core Curriculum. We also adopted a new designated ELD Curriculum (through StudySync), and will be piloting a free, online language acquisition program (DuoLingo). We will continue to use available, supplemental programs including National Geographics’ ELD resources, BrainPop ESL, Kate Kinsella’s Academic Vocabulary Toolkits, and Rosetta Stone.</p> <p><i>Below is a brief description of new English Language Arts curriculum and ELD curriculum – Study Sync with embedded/integrated English Language Development, and an independent/designated English Language Development program, both of which are aligned to the ELD standards and recently adopted framework.</i> McGraw Hill describes StudySync as 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. Grades K-3 will use the elementary program, Wonders. Product features include:</p> <ul style="list-style-type: none"> • Extensive Digital Library • Online access to hundreds of classic and contemporary texts— 	MPS Chief Academic Officer MPS EL Coordinator School Leaders On-site ELD Coordinators Teachers	Curriculum Supplemental Materials	N/A – Title III Funds are not being used for these modifications	General Purpose Categorical Block Grant Title I Funds
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	<p>both fiction and nonfiction—based on the Common Core.</p> <ul style="list-style-type: none"> • Weekly Writing Practice • Study Sync’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. <p><u>Changes to Instruction:</u> INTEGRATED</p> <ul style="list-style-type: none"> • Teachers will receive training 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 is carefully broken down in the book <i>The Language Rich Classroom</i> 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 				
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	<p><i>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:</i></p> <p>C – Content Reading Strategies H – Higher Order Thinking Skills A – Assessment T – Total Participation Techniques S – Scaffolding Strategies</p> <p>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.</p> <ul style="list-style-type: none"> • 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. <p>DESIGNATED:</p> <ul style="list-style-type: none"> • 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 				
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	<p>language acquisition programs to help newcomers.</p> <ul style="list-style-type: none">• 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.				
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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> <p>Because Title III Funds are distributed to our lead school (MSA 1), and are not dispersed to our member schools, we have decided to use the funds to hire a Consortium EL Coordinator that can visit all member schools on a rotational basis, and provide direct, supplemental services to our English language learners (ELLs) and teachers of English language learners. 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:</p> <ul style="list-style-type: none"> • 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 ELLs • Help teachers monitor the progress of ELs and Reclassified students, and create appropriate interventions and action plans as needed • Lead and train ELD Coordinators at each school site, including facilitate team meetings as well as coordinate the EL program 	<p>Chief Academic Officer</p> <p>MPS EL Coordinator</p> <p>School Leaders</p> <p>On-Site ELD Coordinators</p> <p>Teachers</p> <p>Timeline: Ongoing</p>	Salaries	\$ 36,564.19	Title III General Purpose

	<p>strategic planning process</p> <ul style="list-style-type: none"> • 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 				
<p>F. EL Overall Budget</p>		<p>EL 2% for Administrative/Indirect Costs:</p>			<p>\$ 746.21</p>
		<p>EL Estimated Costs Total:</p>			<p>\$ 36,564.19</p>

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><i>Magnolia Public Schools is not receiving Title III Immigrant funding this year.</i></p>	N/A	N/A	N/A	N/A
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		N/A	
		Immigrant Estimated Costs Total:		N/A	