

**2019-2020
SCHOOL IMPROVEMENT PLAN**

**Magnolia Trace
Elementary**



St. Tammany Parish Public Schools

This schoolwide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

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1. COMPREHENSIVE NEEDS ASSESSMENT

- *Provide outcomes of the school’s comprehensive needs assessment, as well as a description of the data sources used in the process. Findings should include detailed analysis of all student subgroups; an examination of student, teacher, school, and community strengths and needs; and a summary of priorities that will be addressed in the schoolwide plan.*
- *The Comprehensive Needs Assessment will be used to develop a comprehensive plan for the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the school and District.*

| STRENGTHS | WEAKNESSES |
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| <p>According to the DIBELS Trend Data Analysis, the grade level with the lowest percentage of students At Risk is second grade for fall 2017-spring 2018 (15%) and fall 2018-spring2019 (16%).</p> | <p>According to the DIBELS Trend Data Analysis, the grade level with the highest percentage of At Risk students is first grade from spring 2016-spring 2019 (30% or greater).</p> |
| <p>According to the DIBELS Trend Data Analysis, the grade level with the highest percentage of students At Benchmark is second grade for spring 2018 (86%) and spring 2019 (85%).</p> | <p>According to the DIBELS Trend Data Analysis, the grade level with the lowest percentage of Benchmark is first grade from spring 2016 (65%), spring 2017 (67%), spring 2018 (70%), spring 2019 (65%).</p> |
| <p>According to the Whole School Trend Data Analysis, over the past two years the Progress Index has been highest (2018 - 95.3 points and 2019 - 98.5 points).</p> | <p>According to the Whole School Trend Data Analysis, over the past two years the Assessment Index has been the lowest (2018 - 94 points and 2019 - 89.9 points).</p> |
| <p>According to the Whole School Trend Data Analysis, during 2018, the third grade Math Assessment Index increased 3.7 points. (2017- 96.1 points, 2018 – 99.8 points)</p> | <p>According to the Whole School Trend Data Analysis, the third grade ELA Assessment Index (102 points, 96.4 points, 93.9 points) and the third grade Social Studies Assessment Index (84.9 points, 73.9 points, 73.6 points) declined two years in a row 2018-2019.</p> |
| <p>According to the School Performance Score, Subject Area, and Subcategory Data Analysis, for the past three years, the third grade Reading Performance category remained consistent (2017- 79% proficient, 2018-78% proficient, 2019- 77% proficient).</p> | <p>According to the School Performance Score, Subject Area, and Subcategory Data Analysis, for the past three years, in 2019, the third grade math percent proficient declined in all categories (Major Content 63%, Additional and Supporting Content 71%, Expressing Mathematical Reasoning 53%, Modeling and Application 65%).</p> |
| <p>According to the School Performance Score, Subject Area, and Subcategory Data Analysis, for the past three years, the third grade Reading Performance category remained consistent (2017- 79% proficient, 2018-78% proficient, 2019- 77% proficient).</p> | <p>According to the School Performance Score, Subject Area, and Subcategory Data Analysis, for the past three years, in 2019, the third grade math percent proficient declined in all categories (Major Content 63%, Additional and Supporting Content 71%, Expressing Mathematical Reasoning 53%, Modeling and Application 65%).</p> |
| <p>According to the School Performance Score, Subject Area, and Subcategory Data Analysis, for the past three years, over the past 3 out of 4 years (2016, 2018, and 2019), the White subgroup scored the highest points in ELA (89.5</p> | <p>According to the School Performance Score, Subject Area, and Subcategory Data Analysis, for the past three years, over the past 3 out of 4 years (2016, 2017, 2019), the Students with Disabilities subgroups has scored the lowest in</p> |

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| points, 101.3 points, 95.0 points), Math (103.6 points, 105.9 points, 94.1 points) | ELA (57.9 points, 80.2 points, 68.3 points), Math (71.1 points, 61.8 points, 69.0 points), and Science (64.3 points, 78.6 points, 59.8 points). |
| According to the Index Trend Subgroup Data Analysis, across all years (2016, 2017, 2018, 2019), the White subgroup consistently has highest index points in Math (103.6 points, 97.9 points, 105.9 points, 94.1 points). | According to the Index Trend Subgroup Data Analysis, from 2017 to 2019, the white subgroup declined in ELA (102.4 points, 101.3 points, 95.7 points) and Social Studies (86.0 points, 81.4 points, 77.9 points). |
| According to the Index Trend Subgroup Data Analysis, the White subgroup has the highest school performance score of 94.1 points (Letter Grade A), assessment index of 92.4 points (Letter Grade A), and progress index of 99.3 points (Letter Grade A). | According to the Index Trend Subgroup Data Analysis, the Student with Disabilities subgroup has the lowest school performance score of 73.5 points (Letter Grade C) and assessment index of 67.6 points (Letter Grade C). |
| According to the Subject Level Index by Subgroup Data Analysis, while the data fluctuates from year to year, ELA index points show a relative strength in 2017 and 2019 across 6/7 subgroups (Whole School - 102.0 points, 93.9 points; Black - 96.9 points, 87.2 points; Hispanic - 113.0 points, 86.9 points; White - 102.4 points, 95.7 points; Economically Disadvantaged - 90.2 points, 83.0 points). | According to the Subject Level Index by Subgroup Data Analysis, for the past three years (2017, 2018, 2019) Social Studies index points are the lowest across all subgroups (WS - 84.9 points, 73.9 points, 73.6 points; Black - 69.2 points, 35.0 points, 48.3 points; His - 89.0 points, 28.6 points, 62.5 points; White - 86.0 points, 81.4 points, 77.9 points; ED - 65.0 points, 50.0 points, 55.2 points; SWD - 58.8 points, 47.4 points, 52.4 points). |
| DATA SOURCES: School Demographic Information, DIBELS Trend Data, School Performance Scores (SPS), CRT Subject Indexes Trend Data, Assessment Index Comparison for Student Growth Purposes, Trend Data, ELA and Math Claim/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data | |
| GOALS <ul style="list-style-type: none"> • <i>Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> • <i>Must Include at Least 1 Subgroup Goal</i> | |
| 1. From Spring 2019 to Spring 2020, the School Assessment Index will increase by 5.1 points from 89.9 points to 95 points. | |
| 2. From Spring 2019 to Spring 2020, the percentage of students achieving Mastery or Above on the LEAP 2025 ELA Assessment in grade 3 will increase by 3% proficient from 76% proficient to 79% proficient with a focus on the Written Expression, Knowledge & Use of Language Conventions, and use of Informational Text. | |
| 3. From Spring 2019 to Spring 2020, the percentage of students achieving Mastery or Above on the LEAP 2025 Mathematics Assessment in grade 3 will increase by 5% proficient from 67% proficient to 72% proficient with a focus on all major categories. | |
| 4. From Spring 2019 to Spring 2020, the percentage of students achieving Mastery or Above on the LEAP 2025 Social Studies Assessment in grade 3 will increase by 6% proficient from 44% proficient to 50% proficient with a focus on all major categories. | |
| 5. From Spring 2019 to Spring 2020, the Assessment Index Points for the Students with Disability Subgroup will increase by 7.4 points from 67.6 points to 75 points with a focus on ELA, math, and science. | |

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2. PARENT AND FAMILY ENGAGEMENT

- *The SIP must be developed with the involvement of parents and other members of the community to be served, as well as individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals, and, if appropriate, specialized instructional support personnel, and school staff. If the plan relates to a secondary school, students may be included and other individuals determined by the school.*
- *The SIP shall be available to the District, parents, and the public, and information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- *Each school must meet ESSA requirements, including the development and implementation of a parent and family engagement policy that includes a school-parent compact outlining shared responsibility for high student academic achievement.*

| PARENT/FAMILY ENGAGEMENT ACTIVITY | GOAL(S) ADDRESSED | BUDGET(S) USED TO SUPPORT ACTIVITY | ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY | EFFECTIVENESS |
|---|----------------------------------|---|--|---|
| <p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place): Magnolia Trace parents will have the opportunity to design and evaluate the SIP through the following: Design:</p> <ul style="list-style-type: none"> • Two parent representatives are active SIP committee members (year-long, meetings October and November) • Post the SIP on the Magnolia Trace Website and request feedback via link (year-long) • Administration meets monthly with the PTA Executive and PTA General Board to discuss different portions of the SIP with open feedback opportunities (monthly) • Principal’s note in the PTA newsletter monthly with contact information provided • The November PTA newsletter will include a SIP feature explaining our 2020 growth goals and available resources to support growth goals. The newsletter is delivered to all families via paper copy, via Constant Contact, and electronically on the school’s website. • During a general PTA meeting, the principal will present school improvement goals, as well as, school performance scores. (December, March) | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other – PTA Funding | <p>Items Needed: Copy paper Ink School Website Monthly newsletter</p> | <p>Effectiveness Measure: PTA meeting minutes, Feedback on website link, Exit Tickets at Parent/ Community Events</p> <hr/> <p>Effectiveness Results:</p> |

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| <ul style="list-style-type: none"> • Third Grade LEAP 2025 Testing Information Meeting (March) • Additional events where information is shared and opportunities for feedback are available: Meet and Greet (August), Open House (September), PTA Room Parent training (August), Choir performance (December and May), Family Engagement Night (December), PTA Facebook page (year-long), PTA Constant Contact (year-long), Community Breakfast Events (monthly), Book Fair Bookmark (October) <p>Evaluation:</p> <ul style="list-style-type: none"> • Discuss progress towards goals at Open House (September) • Feedback via the MTE website link (year-long) • Parent Response via Exit Tickets at Parent/Community Events (year-long) • PTA Notes (monthly, year-long) | | | | |
| <p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions: MTE parents and community stakeholders are provided opportunities to have a voice in school decisions through the following:</p> <ul style="list-style-type: none"> • Event Exit tickets (year-long) • Accessibility to Magnolia Trace Elementary website with feedback link (year-long) • Participation on various committees – volunteer, calendar, PTA, event committees, room parent (year-long) • PTA representatives / PTA general meetings (year-long) • PTA boards – executive and general (year-long) • Parent-Teacher communication (year-long) • Encourage parent involvement with overall school functions, as well as, within the classroom (year-long) • SAT, 504, IEP meetings (year-long) | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other – PTA Funding | <p>Items Needed: Copy paper ink Website</p> | <p>Effectiveness Measure: PTA Meeting minutes, Parent / Community event Exit Tickets, website link</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Teacher Websites (year-long) • Weekly teacher overviews (weekly, year-long) • Daily/Weekly folder (daily, weekly, year-long) • Curriculum-based Open House presentations – Grade-wide uniformed presentations (September) • Students with Disabilities Open House presentations (September) • Meet and Greet with classroom teacher (August) • Magnolia Trace Website with curriculum links included (year-long) • PTA newsletter with grade level curriculum focus (monthly, year-long) • Access to JPAMS (year-long) • Parent teacher conferences (year-long) • SAT, 504, IEP meetings (weekly, year-long) • Transition meetings (May) • Special Needs transition meeting (May) • Parent attendance during morning meetings (weekly, year-long) • PTA Facebook page (year-long) • PTA Constant Contact (year-long) | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other - PTA funding | <p>Items Needed:</p> <ul style="list-style-type: none"> Website Copy paper PowerPoint Weekly overviews Webmaster Special event supplies | <p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Exit Tickets at Parent / Community Events Website link for feedback Transition support meeting attendance/evaluation SAT meeting agendas and notes <hr/> <p>Effectiveness Results:</p> |
| <p>Translation Services:</p> <ul style="list-style-type: none"> • Schools must ensure that all staff communicate with LEP families in a language they can understand and notify LEP families of any program, service, or activity communicated to English-speaking families, to the extent practicable. (<i>Title VI of the Civil Rights Act of 1964</i>) | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 | <p>Items Needed:</p> <ul style="list-style-type: none"> Copies of translated information Translators as necessary | <p>Effectiveness Measure:</p> <ul style="list-style-type: none"> Parent/Community Event Exit Tickets Minutes from translated meetings |

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| <ul style="list-style-type: none"> Parents in need of translation services to discuss student progress, assessment results, student concerns, etc. will contact the school and a conference will be arranged with a certified translator. Items That May Need to Be Written & Translated include: Handbooks/Discipline policies; Disciplinary notices; Report Cards/Progress Reports; Parent Permission Forms; Testing Information; Registration Documents; Home Language Survey, etc. Items that May Need to Be Verbally Interpreted include: Registration & Enrollment process; Counseling on Eligibility for EL Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. | | <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other | | <p>Effectiveness Results:</p> |
| <p><i>Describe specific strategies/activities to assist parents and families in understanding such topics as the challenging State academic standards, State and local assessments, and how to monitor a child's progress. Also, describe activities that provide materials and training to help parents work with their children to improve academic achievement. Include the month that the activity will take place if applicable.</i></p> | | | | |
| <p><i>In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.</i></p> | | | | |
| <p>Parent Family Engagement Activity 1: All families are invited to attend our Back to School Meet and Greet in August.</p> <ul style="list-style-type: none"> Meet and Greet (information provided in writing): JPAMS access, Daily/Weekly folder, grading, procedures, curriculum overview and resources, academic schedule, homework guidelines, Moodle/textbook access <p>All parents are invited to attend the annual Open House.</p> <ul style="list-style-type: none"> Open House (Information provided verbally): Curriculum PowerPoint presentation Grade-wide uniformed presentations Grade level standards and expectations Moodle / Textbook Access | <p>Goal(s): 1-5</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS | <p>Items Needed: Information letters Parent Information packets Powerpoint presentations Robo calls</p> | <p>Effectiveness Measure: Parent/Community Event Exit Tickets</p> <hr/> <p>Effectiveness Results:</p> |

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| <ul style="list-style-type: none"> • Units of study • Students with Disabilities Orientation | | <input checked="" type="checkbox"/> Other – PTA Funding | | |
| <p>Parent Family Engagement Activity 2: All families are invited and encouraged to participate in school based activities which offer extension to classroom lessons:</p> <ul style="list-style-type: none"> • Big Science – 4 times per year students participate in hands-on, STEM learning activities • Field Day – students focus on movement, exercise, and healthy living (October) • Thanksgiving Feast (2nd grade) – students extend their Pilgrims unit with a mock feast • Cultural Arts Day (February) – students learn about a country by rotating through work stations • Louisiana Day (3rd grade) – students extend their learning of Louisiana (February) • Morning Meetings – (weekly, year-long) – students participate in monthly PBIS lessons • Tutoring and Extension activities – (year-long) parent and community volunteers facilitate tutoring and intervention activities | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other – PTA Funding | <p>Items Needed: Items for events – Big Science materials, Field Day equipment, Cultural Arts materials, Louisiana Day materials, Morning Meeting PBIS lessons, Tutoring resources</p> | <p>Effectiveness Measure: Exit Tickets Visitor Log from Badgepass</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Parent Family Engagement Activity 3: All families are invited to attend Family Engagement Night (December) where families engage in curriculum activities which mirror standards-based classroom activities.</p> <ul style="list-style-type: none"> • Sample learning activities • Learning strategies related to SIP goals | <p>Goal(s): 1-5</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 | <p>Items Needed: Manipulatives, Graphic Organizers, Other Instructional Resources and Materials</p> | <p>Effectiveness Measure: Parent/Community Exit Tickets Event RSVP</p> |

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| | | <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other | Paper Pencils Teacher volunteers | Effectiveness Results: |
| Parent Family Engagement Activity 4: Beginning in January, transition preparation for students transitioning to MTE from Marigny and students going to Lake Harbor and Mandeville Middle begins. <ul style="list-style-type: none"> Students with an Individualized Education Plan – Individualized Education Plan developed/ revised with representatives from both schools in attendance (Yearly) Magnificent Maggie Moments – Parent Transitioning Event for Parents of All Incoming 2nd Graders (May) Special Education Parent Transition Station during Magnificent Maggie Moments (May) | Goal(s): 1 – 5 | Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other | Items Needed: Teacher – Parent Conference Notes and/or IEP, SAT, or 504 Forms, and Progress Monitoring Tracking Forms | Effectiveness Measure: Parent-teacher conference logs, SAT, IEP, and 504 Folders Parent/Community Exit Tickets Effectiveness Results: |
| Parent Family Engagement Activity 5: Throughout the year, meetings with parents are held to provide support to meet individual student needs. <ul style="list-style-type: none"> Parent-Teacher Conferences Student Assistance Team Meetings Individual Education Plan Meetings 504 meetings Intervention planning conferences | Goal(s): 1 – 5 | Budgets used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS | Items Needed: Teacher – Parent Conference Notes and/or IEP, SAT, or 504 Forms, and Progress Monitoring Tracking Forms | Effectiveness Measure: Parent-teacher conference logs, SAT, IEP, and 504 Folders Parent Exit Tickets Effectiveness Results: |

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| | | <input type="checkbox"/> Other | | |
| <p>Parent Family Engagement Activity 6: Parents are encouraged to engage in curriculum-based home learning with their students. Curriculum-based support programs are provided for parents and students.</p> <ul style="list-style-type: none"> • Reading Practice Guidelines/Suggestions • Moby Max • Website / instructional support links on the website • Textbooks/Resources accessed through Moodle • Zearn Access Information • Reflex Access (as applicable by class) • Monthly PTA Newsletter articles featuring units of study • Brainpop Jr access | Goal(s): | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other - PTA | <p>Items Needed: Moby Max Moodle Access Reading practice suggestions - paper</p> | <p>Effectiveness Measure: Chart for each student – DIBELS & IRLA Math fluency chart Moby Max progress online</p> |
| | | | | <p>Effectiveness Results:</p> |

3. SCHOOLWIDE PLAN STRATEGIES

The schoolwide plan shall include a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:

- *Provide opportunities for all children, including each of the subgroups of students, to meet the challenging State academic standards*
- *Use methods and evidence-based instructional strategies that strengthen the core academic program in the school, increase the quantity and quality of learning time, and help provide an enriched and rigorous curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;*
- *Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards; and*
- *Use evidence-based strategies to improve the achievement of the lowest-achieving students. (Include a description of how and when the strategies will be implemented. Be sure strategies are aligned to areas identified in the comprehensive needs assessment.)*

Core Instruction

| SCHOOLWIDE PLAN STRATEGY | GOAL(S) ADDRESSED | BUDGET(S) USED TO SUPPORT ACTIVITY | ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY: | EFFECTIVENESS |
|---|----------------------------------|--|---|---|
| <p>Rigorous, Standards-Based Curriculum: A rigorous, standards-based curriculum is implemented daily in all 2nd and 3rd grade classes. Instruction includes the use of the following resources:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum – District Developed Curriculum • Graphic Organizers and Thinking Maps • Eureka and My Math • Guidebooks in 3rd Grade • Ready Gen 2nd Grade • Independent Reading Level Assessment Framework (IRLA) • Instructional Coach • Paraprofessionals • Moby Max for 2nd and 3rd Grade • DIBELS Interventions • RACE • RICE (Recall, Illustrate, Calculate, Explain) • Discovery Education • Brainpop Jr. • iSafe • Typing Agent (3rd grade) <p>The following instructional practices/strategies are implemented:</p> <ul style="list-style-type: none"> • Close Read • I do, we do, you do model • Questioning using Higher Order Thinking models • Kagan strategies • PowerPoints and flip charts • Technology integration • Engagement measures • Hands-on learning • Science investigations focused on STEM • Rubrics for self-evaluation | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other – PTA Funding | <p>Items Needed: Internet Access, Anchor Charts, Textbooks, Anchor Texts, Teacher Manuals, Graphic Organizers, Thinking Maps, Instructional Resources and Materials, Manipulatives, Eureka Math Lessons, Flipcharts, Sprints, and Strategy Models</p> | <p>Effectiveness Measure: Common Assessments, Formative and Summative Assessments, LEAP 2025 Scores, and Benchmark, Interim and Mastery Assessment Performance</p> <hr/> <p>Effectiveness Results:</p> |

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| <ul style="list-style-type: none"> • Exit tickets • Literacy stations • Differentiated learning for intervention • Goal setting for individualized learning | | | | |
| <p>Use of Academic Assessments to Improve Instruction: Data from formative and summative assessments is used to make decisions about instructional needs for students. Assessment is planned and implemented as part of instruction. Teachers create assessments collaboratively during the Professional Learning Community (PLC) process. Students in need of individualized interventions are determined through the use of assessment data. Those students participate in an individualize intervention in the classroom several times per week. The following are examples of assessments used:</p> <ul style="list-style-type: none"> • Diagnostic Assessments – LEAP 360, Readiness/Baseline Assessments, DIBELS, Independent Reading Level Assessment, LEAP 2025 • Summative Assessments – Unit and chapter assessments, standards based checkpoints, writing compositions • Formative Assessments – Checklists, exit tickets, participation rubrics, rating scales are used to adjust instruction and provide intervention to students as needed. • Benchmark, Interim and Mastery Assessments • DIBELS assessment with corresponding interventions | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other | <p>Items Needed: Copies of Assessments, Interims, and Parent – Teacher Conference Logs</p> | <p>Effectiveness Measure: LEAP 2025 Scores, Benchmark, Interim and Mastery Assessments, and Common Assessments, Data Analysis Spreadsheets</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>: Students with identified disabilities receive specialized instruction according to their 504 plan, IEP, or SAT action plan. Examples of this include:</p> <ul style="list-style-type: none"> • Thinking Maps | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 | <p>Items Needed: Thinking Maps, Graphic Organizers, Teacher Manuals, Internet Access, PCI Kit, Project Read Materials</p> | <p>Effectiveness Measure: LEAP 2025 Scores, Benchmark, Interim and Mastery Assessments. On-going assessments: baseline, checkpoints, progress monitoring</p> |

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| <ul style="list-style-type: none"> • Project Read • 3rd Grade Guidebook Companion Guide and Adapted Novels • Inclusion Model • Ready GEN Ready Up and Scaffolding Guide • PCI • Assistive Technology • Small group and individualized instruction • Research-based interventions • Fast ForWord • Moby Max • Volunteer Tutoring • Unique learning • Starfall • Write From the Beginning • Social stories • STEM learning • Ground works <p>To determine student's needs, assessments are administered such as:</p> <ul style="list-style-type: none"> • DIBELS • Functional Behavior Assessment (FBA) • Barkley Rating scale • Universal Dyslexia Screening • Speech and Language Processing screening • Assistive Technology Checklist • Silveroli • Curriculum Based Assessments • KTEA-3 Brief – Gifted Screening | | <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other | | <p>Effectiveness Results:</p> |
| <p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 | <p>Items Needed: E.L. Tutor, screening permission slips and forms, instructional resources, intervention materials</p> | <p>Effectiveness Measure: ELPT, Progress Reports, student grades</p> |

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| <p>meaning and then engage in the content specific practices in ELA, math, social studies, and science.</p> <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student’s level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes. EL Tutor provides push-in and pull-out one on one instruction. | | <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other | <p>and resources, counseling materials, progress monitoring tracking form</p> | <p>Effectiveness Results:</p> |
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Interventions for At-Risk Students

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| <p>Process for Determining Student Participation in School and Classroom Interventions:</p> <p>Students are identified by the classroom teacher for intervention support. Those interventions are based on individual student growth towards mastery of the content standards. The interventions take place during class time several times weekly. The following are used for identification of students needing intervention:</p> <ul style="list-style-type: none"> Diagnostic Assessments Summative Assessments Formative Assessments Teacher Observation Benchmark, Interim, and Mastery Assessments Progress Monitoring Checkpoint Assessments Universal Screeners Student Assistance Team Progress toward meeting IEP goals Discipline Data Curriculum Based Assessments Functional Behavior Assessment Check In Check Out Progress Data | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other | <p>Items Needed: Assessments, Data, screeners, interventions, IRP-3</p> | <p>Effectiveness Measure: Progress Monitoring, assessment data, screeners, IRP-3, Checkpoint assessment data, Diagnostic assessment data</p> <hr/> <p>Effectiveness Results:</p> |
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| <p>The following are used as interventions for those students identified for intervention:</p> <ul style="list-style-type: none"> • Project Read • Fast ForWord • Moby Max • Florida Center for Reading Research (FCRR) Interventions • Tutoring – Helping Hands and Kids In Transition (KIT) • Handwriting Without Tears • Check In-Check Out / PAWS program • Reflex Math • Write From the Beginning | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other | <p>Items Needed: Project Read, Fast Forward, Moby Max, FCRR interventions, Tutor</p> | <p>Effectiveness Measure: Progress Monitoring Data, IRP-3</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: Students who struggle to meet academic, behavior, and/or speech standards/benchmarks are referred to the Student Assistance Team (SAT). The team is comprised of the principal, TRT / SAT Chair, Pupil Appraisal Representative, and Speech Therapist. The team works with parents to create an individualized plan for student’s success. The plan includes:</p> <ul style="list-style-type: none"> • A prescribed intervention • Progress monitoring of interventions • Follow-up screeners and assessments (as necessary) <p>The team evaluates the student’s needs and, when applicable, can refer students for a full evaluation, consideration for 504 services, or additional interventions.</p> | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other | <p>Items Needed: Progress Monitoring Materials, 504 Checklist, 504 Chairperson, Pupil Appraisal</p> | <p>Effectiveness Measure: 504 Checklist, Evaluation, Diagnostic Assessment Data, Grade Level Checkpoint Data, IRP-3, SAT log</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Interventions Specific to <u>Students with Disabilities</u>: Students with Disabilities identified through a formal evaluation meeting the criteria of Bulletin 1508 and students meeting the criteria for 504 services will received additional support services for remediation to include:</p> <ul style="list-style-type: none"> • Project Read • Fast ForWord • PCI • Assistive Technology • Small group and Individualized instruction • Volunteer Tutoring • Moby Max • Ready Gen Ready Up and Scaffolding curriculum | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other | <p>Items Needed: Project Read, FastForward, PCI, Moby Max, Ready Gen resources, Tutor, technology</p> | <p>Effectiveness Measure: Progress Monitoring Data, Re-evaluation, Quarterly progress reports, Formative Assessments, Report card grades</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Interventions Specific to <u>English Learners</u>: English Learners will receive instruction to meet the rigorous demands of the grade level curriculum through the inclusion of the following supports:</p> <ul style="list-style-type: none"> • LA Connectors for English Learners • English Learner tutor • Project Read • Moby Max • Small Group Instruction • Individualized Instruction • Write From the Beginning • Ready Gen Ready Up and Scaffolding curriculum | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> Other | <p>Items Needed: Instructional resources, EL tutor, Project Read Moby Max, Ready Gen resources</p> | <p>Effectiveness Measure: ELPT, Progress Reports, Formative and Summative grades</p> <hr/> <p>Effectiveness Results:</p> |
| <p><i>Support and Extended Learning</i></p> | | | | |
| <p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music): A variety of classes and programs are offered to support the needs of students. The following are offered at MTE:</p> <ul style="list-style-type: none"> • Speech – 2 speech therapists | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 | <p>Items Needed:</p> | <p>Effectiveness Measure: Quarterly report cards and progress reports, summative and formative assessments, LEAP 2025 scores, Mindful Moments attendance log</p> |

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| <ul style="list-style-type: none"> • Enrichment Classes: Library, Art, Music and Physical Education • Gifted Academic and Enrichment Programs • Talented Visual Art, Talented Music, and Talented Theater • Science Labs – Big Science – Science Technology Engineering and Mathematics (STEM) focused • Occupational Therapy • Visual Impairment • Adapted Physical Education (Kids’ Sensory Playground, Motor Room) • Physical Therapy • Classroom Guidance and Mental Health Assistance • Mental Health Provider • Small group counseling • Individual counseling • Parent support counseling • Special Education models: Resource, RNC, Inclusion, Co-teaching • Mindful Moments Lab • Kids’ Sensory Playground • Motor Room | | <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other – PTA Funding | | <p>Effectiveness Results:</p> |
| <p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips): Programs and activities are offered to encourage student participation beyond the typical classroom and school day. Examples include:</p> <ul style="list-style-type: none"> • K-Kids Kiwanis Club (service club) • Field Trips (Curriculum Focused) • Learning Activities Promoting Achievement (Young Authors Contest, PTA Reflections, PTA Safety Poster, PTA Essay Contest, MLK Jr. Contest, Fair Art) • Tutoring Programs: Kids in Transition (KIT) Tutoring Program and Community/Parent Volunteer Tutors • Family Engagement Night | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS | <p>Items Needed: Permission Slips, Refreshments, Play Equipment, Craft Materials, T-Shirts, Busses, ESY Support Materials and Resources, KIT Tutor, Progress Monitoring Reports, Internet Access</p> | <p>Effectiveness Measure: LEAP 2025 and Mastery Assessment performance, Family / Community Exit Tickets, Monthly PBIS Behavior Tracking Log</p> <p>Effectiveness Results:</p> |

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| <ul style="list-style-type: none"> • Extended School Year (ESY) Special Education Services • MTE Website Resources and Links • Before Care and After Care (held on Marigny’s campus) • Big Science – Science Technology Engineering and Mathematics (STEM) learning • Spring Musical • Choir • Veteran’s Day Performance • Cultural Arts Day • Field Day • Morning Meeting • Power Hour • Boy Scouts • Girls Scouts • Violin / Strings • Girls on the Run • 3rd grade Flag Team • 2nd grade Pledge Team • Reading Buddies (librarian and library aide) | | <input checked="" type="checkbox"/> Other – PTA Funding | | |
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Other Strategies and Activities to Improve Students’ Skills Outside of the Academic Subject Areas

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| <p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> • Due to the transient and often unstable environments that many of our school’s students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school’s administrators will monitor implementation of the MHP program. | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure: Progress Notes, Progress Reports</p> <hr/> <p>Effectiveness Results:</p> |
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| <p>Counseling Services: Counseling services are available to all students attending MTE. The counseling program works in coordination with the Positive Behavior Intervention Support (PBIS) Team to create a comprehensive support for students. The counseling programs incorporated the following:</p> <ul style="list-style-type: none"> • Classroom counseling sessions: Character Traits • One per month Positive Behavior Intervention Support (PBIS) theme focused booster (Power Hour) • Individual and Small group counseling • Positive Actions With Support Program (PAWS) / Check In Check Out (CICO) • Mindful Moment Lab | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other – PTA Funding | <p>Items Needed: Character Building Resources and Materials, PBIS Incentives, Behavior Tracking Sheets, Counseling Materials</p> | <p>Effectiveness Measure: Monthly PBIS Behavior Tracking Logs, Student, Parent, and Teacher Survey for counseling</p> <hr/> <p>Effectiveness Results:</p> |
| <p align="center">Implementation of a schoolwide tiered model to prevent and address problem behavior:</p> | | | | |
| <p>Strategies Used to Prevent and Address Problem Behavior: The school-wide Positive Behavior Intervention Support (PBIS) program is built on monthly themes and the Maggie 4 expectations. The belief is that direct teaching of PBIS expectations with on-going booster lessons leads to the prevention of non-desirable behaviors. The PBIS program is supported through the following:</p> <ul style="list-style-type: none"> • Collection and analysis of data on an on-going basis • Active Positive Behavior Intervention Support (PBIS) Committee • Individual and Small group counseling • Check In-Check Out interventions (Positive Action With Support - PAWS) • Monthly Themes / Power Words • Positive Behavior Intervention Support (PBIS) Rewards for positive behavior (daily, weekly, monthly, quarterly) • Monthly Booster lessons for identified needs • Daily communication through universal Bone Chart • Mindful Moment Lab • Student Apprenticeship | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input checked="" type="checkbox"/> Other – PTA Funding | <p>Items Needed: PBIS Incentives, PBIS Events, Maggie Bone Chart, Maggie Challenge Posters, Stickers and Reward Pencils, Behavior Tracking Sheets and Counseling Materials</p> | <p>Effectiveness Measure: Monthly PBIS Behavior Tracking Logs, Student, Parent, and Teacher Survey for counseling</p> <hr/> <p>Effectiveness Results:</p> |

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- Motor Room
- Kids' Sensory Playground

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| Strategies for Assisting Students in the Transition from One School to the Next: | | | | |
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| <p>Transition Activities for Incoming and Outgoing Students: Transition Activities for Incoming and Outgoing Students include the following:</p> <ul style="list-style-type: none"> • School Visits/Buddy Activities for Incoming and Outgoing Students • Magnificent Maggie Moments – Spring open school event for current and new students • Parent meeting for students with disabilities • Meet and Greet • Counseling Sessions • Teacher collaboration meetings with feeder schools • Social Stories | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other | <p>Items Needed: Permission Slips, Buses, Parent Information Packets, Writing Materials</p> | <p>Effectiveness Measure: Parent/Community Exit Tickets, Attendance log at parent transition meetings</p> <hr/> <p>Effectiveness Results:</p> |

Professional Development

High Quality and Ongoing Professional Development for Teachers, Paraprofessionals, and Other School Personnel to Improve Instruction, Use Data from Academic Assessments, and to Recruit and Retain Effective Teachers, Particularly in High-Needs Schools/Subjects:

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| <p>Professional Learning Communities (PLCs): Professional Learning Communities focus on data analysis and planning instruction based on data to meet the needs of all students. Teachers in 2nd and 3rd grade participate in PLCs as follows:</p> <ul style="list-style-type: none"> • Once per month – Whole Grade Level (Analysis of Student Data and Progress) • Once per quarter – ELA Team, Math Team, Science Team, Social Studies Team (Development of Assessment and Planning) | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other | <p>Items Needed: Agendas Copies Instructional materials</p> | <p>Effectiveness Measure: Common Assessments, Meeting Notes, Teacher Sign In</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Other Professional Development: Additional job embedded Professional Development activities are implemented to include:</p> <ul style="list-style-type: none"> • Quarterly Faculty Professional Development • Monthly Faculty Meetings • Weekly Administrative Newsletters with SIP Tips • Monthly Grade Level Meetings • Leadership Collaboration Team Meetings • Monthly Special Education Department Meetings with Special Education Consultant • Before and After School Meetings with Curriculum Specialists • Teacher Leader Presentations – Math and ELA Content Presentations • Summer Institute • BOOST Professional Development • District Level Professional Development • Positive Behavior Intervention Support (PBIS) Conference | <p>Goal(s): 1 – 5</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other | <p>Items Needed: Agendas Copies Instructional materials</p> | <p>Effectiveness Measure: Teacher Observation and Evaluations, Agendas, Sign In, Exit Tickets</p> <hr/> <p>Effectiveness Results:</p> |

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| <ul style="list-style-type: none"> • Special Education Specific Professional Development • Nonviolent Crisis Intervention (NCI) Training • Safe Schools Training • State Level Webinars • In School and Between School Learning Walks • Crisis Training / Team • School-Level Committees | | | | |
| <p>Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:</p> <ul style="list-style-type: none"> • All school administrators attend and interview teachers at the Spring Transfer Fair and Job Fair events to fill openings at their schools. • Teacher openings are advertised through the district website. • District leaders attend local college and university teacher recruitment fairs in the fall and spring. • The fall and spring schedules for district participation in local college and university recruitment fairs are advertised on all the district’s social media sites. • The District participates in the Teacher Residency Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Student Teachers from local universities are placed in schools throughout the district. • The STAR (Students Teaching and Reaching) Program in our high schools allows high school students to earn college credit or participate in teaching internships at our schools. • District Human Resources Coordinator serves as a speaker on college campuses for different education courses. • District Human Resources Coordinator serves on various College of Education department committees at local universities. | | | | |
| <p>Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:</p> | | | | |
| <p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> • | <p>Goal(s):</p> | <p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> |

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| Coursework to Earn Post-Secondary Credit: <ul style="list-style-type: none"> • | Goal(s): | Budgets used to support this activity: <input type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input type="checkbox"/> DSS <input type="checkbox"/> Other | Items Needed: | Effectiveness Measure: |
| | | | | Effectiveness Results: |

Coordination and Integration of Federal, State, and Local Resources, Services, and Programs:

McKinney Vento:

- All homeless students receive all services for which they are eligible at their school site through Title I, Title III, Food Services, LA4, IDEA, and McKinney Vento funds.

Food Services:

- All students whose income qualifies them for free/reduced meals participate in the federal food service program.

Special Education:

- Identified students with disabilities receive all services specified on their IEP through a combination of GFF, IDEA, Title I, Title III, or DSS funding.

English Learners (EL):

- Identified EL students receive services from EL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, Title III, and DSS Immigrant Funds.

21st Century Programs:

- Students in participating schools are entitled to attend the 21st Century afterschool programs during the school year and during the summer.

Headstart Preschool Programs:

- Headstart preschool children graduate into their feeder schools in the District in which they live. Receiving schools provide transition activities and services for children and parents. Preschool programs are funded through LA4, 8G grant, Title I, and GFF.

4. Regular Monitoring and SIP Revision

- *The SIP remains in effect for the duration of the school year, except the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards.*
- *The school will annually evaluate the implementation of, and results achieved by, the schoolwide program using data from the State’s annual assessments and other indicators of academic achievement to determine whether the plan has been effective in increasing achievement of students in meeting the State’s academic standards, particularly for those students who had been furthest from achieving the standards. The school will revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

Describe how and when the SIP is monitored during the school year using multiple types of data including diagnostic, interim, and summative assessment, in order to evaluate instructional practices, determine patterns of student achievement, and make necessary adjustments to increase student learning across grade levels, content areas, claims/subcategories, and subgroups:

- Throughout the 2019-20 school year, at the end of each nine weeks period, and through the PLC process, the SIP will be monitored using multiple data points to include: summative assessments, checkpoint assessments, PBIS monthly data, counseling data, SAT referral/intervention data, Interim assessment data, DIBELS data, intervention data, special education progress reports, LEAP scores, special event exit tickets, and parent feedback via website link. Instructional adjustments will be made through the PLC and professional development process. Weekly SIP tips in the Administrative newsletter and monthly tips in the PTA newsletter will detail adjustments.

Describe how and when the SIP Committee will meet and discuss school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

- The SIP Committee will meet in October, February, mid-May and early August to discuss the school programs outlined in the SIP. The effectiveness will be determined using a variety of data sources to include exit ticket data, parent feedback from website link, and student performance in meeting standards.

Describe how and when the evaluation results of the SIP are reported to the school’s stakeholders (faculty, staff, parents/families, and community members):

- Results of the SIP will be reported to the school’s stakeholders through the following on-going means: faculty meetings, professional development meetings, PTA Board and general meetings, PTA newsletter, PTA Constant Contact, Administrative newsletter weekly, MTE website, Open house

2019-2020 Committee Members

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| <p><u>School Improvement Planning Committee</u> Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP</p> | <p><u>Parent/Family Engagement Committee</u> Responsible for the Implementation of the PFE Activities in the SIP</p> |
| <p>Members Include:</p> | <p>Members Include:</p> |

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| <ul style="list-style-type: none">• Principal: Sarah Revere• AP: Denise McCormick• TRT: Ada McBryde• Third Grade Teacher: Casey Gleason• SLP/SPED: Melissa Ogden• Second Grade Teacher: Stephanie Longman• Parent/Family: Jessica Griffin• Parent/Family: Melissa Carbajal | <ul style="list-style-type: none">• Principal: Sarah Revere• AP: Denise McCormick• TRT: Ada McBryde• Third Grade Teacher: Casey Gleason• SLP/SPED: Melissa Ogden• Second Grade Teacher: Stephanie Longman• Parent/Family: Jessica Griffin• Parent/Family: Melissa Carbajal |
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DISTRICT ASSURANCES

- I certify that this school improvement plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A schoolwide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Superintendent Signature

Date

Principal Signature

Date

Chairperson, School Improvement Team Signature

Date