

Magnolia Independent School District
Magnolia Elementary
2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	3
School Processes & Programs	4
Perceptions	5
Priority Problem Statements	6
Comprehensive Needs Assessment Data Documentation	7
Goals	10
Goal 1: Magnolia ISD will develop and enhance a culture that values outstanding instruction and high achievement for all students.	11
Goal 2: Magnolia ISD will continue to promote administrative efficiency and maximize resources.	11
Goal 3: Magnolia ISD will continue to provide a safe and secure environment for learning for all students.	12
Title I Personnel	13

Comprehensive Needs Assessment

Demographics

Demographics Summary

Magnolia Elementary School is a title 1 school. We are a school who is deeply rooted with community. Many community members were once students here and still have a bond with the campus. Their children also attend MES. Some of our staff members live in Magnolia and have taught here for many years. We support as well as rely on MEF who helps raise money to provide scholarships for our teachers and students. We also have a strong PTO who is a very interactive group within our school that helps support our staff, students and the community as well. There are district leaders who come to our campus to provide support with engaging academic activities. We also have a field day and fall carnival that includes all students, staff, district employees and especially community leaders.

Demographics Strengths

Many years of community participation within the school.

Strong PTO that supports students and teachers.

Positive interactions with all parents and students.

Student Learning

Student Learning Summary

Teachers work during PLCs to plan for Tier one engaging instruction. They put together a 15 day challenge that includes CFAs, Summatives and Diagnostic testing programs (Imagine, Mclass, F&P, and think through math)

We also provide intentional small group learning times with a grow time everyday for RLA.

Our students showed growth last year and we will continue to close the literacy gap with intentional i8ns

Student Learning Strengths

Teachers work during PLCs to plan for Tier one engaging instruction. They put together a 15 day challenge that includes CFAs, Summatives and Diagnostic testing programs (Imagine, Mclass, F&P, and think through math)

We also provide intentional small group learning times with a grow time everyday for RLA. We will place a focus on engaging stations in the classrooms along with enrichment extentions for all students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our higher level students are not growing to reach their full capacity in the classroom. **Root Cause:** Teachers are focused on growing lower level students to try and get them on grade level. Higher level students aren't growing as quickly as needed.

School Processes & Programs

School Processes & Programs Summary

MES sets high expectations for our students, and provide them with opportunities to grow through grow time, interventions and enrichment. Our school is organized into grade level teams, where collaboration (PLC model) is expected to meet the needs of the students. Pre K- 1st classes are self-contained, and 2nd-4th classes are teamed. Our master schedule provides for a common planning time of 55 minutes daily, and a built in RTI time for each grade level to minimize students missing core instruction; ESL and SPED intervention lines up with the common RTI time providing intervention and services for all students. We run a PLC campus and use collaboration time and data to drive instructional time.

We plan to recruit, select and retain highly qualified teachers by providing a mentor program with mentors and monthly new teacher meetings to share experiences and best practices. We will also provide crystal clear processes for our teachers and recruit staff who value our vision and mission for MES. We work hard to create a positive climate and culture for all who work at MES.

Our mission statement is: Magnolia Elementary is dedicated to providing academic, social, and emotional growth to every student to ensure a lifetime of success.

Our Vision statement is: At Magnolia Elementary School, our vision is to foster intrinsically motivated life long learners.

Our Pledge of Success is memorized by all our students on campus. It reads as: Today is a new day, a new beginning. It has been given to me as a gift. What I do with that gift today will affect me tomorrow. This is my life and I choose to make it a success.

School Processes & Programs Strengths

PLC

Common Planning Time

RTI time built into master schedule

Shared Calendar & Duty Schedules

PBIS implemented

Perceptions

Perceptions Summary

MES has an inviting culture and positive climate. Parents/Community and Staff recognized they were satisfied with their students education, feel safe, and supported at our school. Procedures are reviewed in depth at the beginning of each school year, and after long breaks. Our staff is trained along with our students, for emergency situations. Administrators are visible on campus to make sure instruction and safety is implemented. Our staff is focused on student achievement, learning and enrichment by hosting academic events. Communication between the campus community, teachers, parents, etc is strong. We have a strong parent and community involvement for our school. Businesses help our school by donating time to help with student activities. Parents are a big part of our support through Raising Readers, APTT nights, festivals and field days. Parents participate in CIP, PTO, and help contribute to our compact and LPAC meetings.

2019-2020 attendance rate was 96.95

2019-2020 teacher retention rate was 70%

Perceptions Strengths

Improvement in communication between teachers, parents, school and community.

Supportive PTO

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals





Goal 1: Magnolia ISD will develop and enhance a culture that values outstanding instruction and high achievement for all students.

Performance Objective 1: M.E.S. will develop a new mission, and vision statement along with core values. Our vision, mission and core values will drive our decision making process this year for our campus.

High Priority

HB3 Goal

Evaluation Data Sources: This process will be evaluated through school surveys from parents and staff.

Strategy 1 Details	Formative Reviews		
Strategy 1: The faculty of Magnolia Elementary, through collaborative effort, created The Mission, Vision, and Core Values. The Mission, Vision, and Core Values will be posted in all classrooms as well as common areas. These will become common language among all parties involved in the decision making process of MES. Strategy's Expected Result/Impact: We expect that our common goals will provide outstanding instruction and high achievement for all students. Staff Responsible for Monitoring: All faculty and staff. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Magnolia ISD will continue to promote administrative efficiency and maximize resources.

Performance Objective 1: We will raise test scores through great tier 1 instruction, small group framework, guided reading and computer generated programs.

High Priority

HB3 Goal

Evaluation Data Sources: Progress monitoring, Imagine, MClass, Hegerty, SILS, SIPs, LLI, Summit K-12

Strategy 1 Details	Formative Reviews		
Strategy 1: We will be progress monitoring frequently to target small group mastery of State standards. Through intervention, enrichment and immediate feedback we will support success for all students. Strategy's Expected Result/Impact: We expect all students to show growth campus wide. Staff Responsible for Monitoring: Teacher, interventionist, and administration. Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
	Dec	Mar	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 3: Magnolia ISD will continue to provide a safe and secure environment for learning for all students.





Performance Objective 1: Our students will perform safety drills monthly. We will provide SEL lessons to promote safety and security for all students.

High Priority

HB3 Goal

Evaluation Data Sources: Outside source that will measure level of security our campus contains.
We will compare referrals from last year to this year to determine SEL growth.

Strategy 1 Details	Formative Reviews		
Strategy 1: We will routinely review and practice safety drills and provide feedback on any improvements needed. We will continue to train and monitor our students through second step and daily life social scenarios. Strategy's Expected Result/Impact: We expect to be able to create productive members of society. They should be able to problem solve, and communicate needs effectively. Staff Responsible for Monitoring: All staff Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative		
	Dec	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Lea	Dyslexic Teacher		
Donnette Rusk	Para professional		
Heather Scardino	Tutor		
Jaci Brown	RLA interventionist		
Katelyn Murphy	Academic Coordinator		
Kim Powell	Para professional		
Lindsey Oler	Tutor		
Susana Hacket	Para professional		
Tonya Ice	RLA interventionist		