

**2017-2018
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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| The cohorts from 2013 to 2015 showed a minimum increase of 11 percent points in Benchmark students and a maximum of 24 percent points from Kindergarten to 3rd grade as measured by DIBELS. | Each year, 3rd grade students show a minimum increase of 1 percent point from Benchmark to Strategic and 2nd grade students show a minimum increase of 2 percent points from Benchmark to Strategic as measured by DIBELS. |
| From 2012-2017 our CRT Assessment Index has increased by 8.1 points due to alignment of grade level assessments to standards & testing formats, continuity of grading expectations & teaching practices per subject, & more professional development opportunities. | The 2012-2013 CRT Assessment Index of 105.2 is lower than the highest CRT due to misalignments of assessments to CCSS's new curriculum expectations with not enough professional development opportunities and understanding of how to unpack the standards. |
| From 2013-2017 ELA CRT index points increased by 14 points, Math CRT index points increased by 8.7, and Science CRT index points increased by 10.9. | From 2013-2017 Social Studies CRT index points decreased by 3.9. |
| In 2017 our highest subclaim in ELA was Reading Performance with 79% proficient. In 2017 our highest subclaim in Math was Expressing Mathematical Reasoning & Modeling & Application with 77% proficient. | In 2017 our lowest subclaim in ELA was Written Expression with 46% proficient. In 2017 our lowest subclaim in Math was Major Content with 74% proficient and Additional & Supporting Content with 73% proficient. |
| In 2017 our highest subclaim in ELA was Reading Performance with 79% proficient. In 2017 our highest subclaim in Math was Expressing Mathematical Reasoning & Modeling & Application with 77% proficient. | In 2017 our lowest subclaim in ELA was Written Expression with 46% proficient. In 2017 our lowest subclaim in Math was Major Content with 74% proficient and Additional & Supporting Content with 73% proficient. |
| The subgroups of White and Hispanic have both shown strengths in ELA for 2 years. The subgroup of White has shown a strength in Math for 3 years. | The subgroup of Students with Disabilities has shown weaknesses in ELA and Math for 4 years, with the lowest percent proficiency compared to other subgroups. |
| All subgroups in ELA from 2013-2017 have shown improvement by: Black 9.6% proficient, Hispanic stayed equivalent, White 4.4% proficient, Economically Disadvantaged 12.3% proficient, & Students with Disabilities 10.8% proficient. | Students with Disabilities, has shown a decrease in Math from 2013-2017 by 11.4% proficient. |
| No subgroups show a declining trend in achievement gap for two or more years in a row in ELA & Math. | ELA Achievement Gap: Whole School increased by 5.1%, Black increased by 15.4%, ED increased by 5.8% since 14-15. Math Achievement Gap: ED increased by 11.5% and SWD increased by 12.2% since 14-15. |

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| <p>In ELA, the White subgroup was the highest % proficient in 2012/13, 2013/14, & 2016/17 with an average of 93.5%. In Math, the Economically Disadvantaged subgroup was the highest % proficient in 2012/13, 2014/15, & 2015/16 with an average of 85.8%.</p> | <p>In ELA, the Economically Disadvantaged subgroup was the lowest % proficient in 2012/13, 2014/15, & 2015/16 with an average of 81.1%. In Math, the White subgroup was the lowest % proficient in 2012/13, 2013/14, & 2016/17 with an average of 90.4%.</p> |
| <p>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/Subclaim 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</p> | |
| <p>GOALS</p> <ul style="list-style-type: none"> • <i>Goals must be <u>Specific</u>, <u>Measurable</u>, <u>Achievable</u>, <u>Results-focused</u>, and <u>Time-bound</u>.</i> • <i>Must Include at Least 3 Academic Goals Aligned to the Most Current School Data Analysis</i> | |
| <p>1. From spring 2017 to spring 2018, the 3rd grade students will increase the percentage of students achieving Mastery or Advanced by 9% (from 46% proficient to 55% proficient) in the Written Expression Sub Claim in ELA on LEAP.</p> | |
| <p>2. From spring 2017 to spring 2018, the 3rd grade students will increase the CRT Index by 5 points (from 100.1 to 105.1) in Social Studies on LEAP.</p> | |
| <p>3. From spring 2017 to spring 2018, the 3rd grade Students with Disabilities will increase their Subgroup CRT Index by 2 points (from 84.4 to 86.4) on LEAP.</p> | |
| <p>4. From spring 2017 to spring 2018, the 3rd grade students will maintain or increase the CRT Index (119.4 ELA, 113.7 Math, 113.3 Science CRT Indexes) on LEAP.</p> | |
| <p>5.</p> | |

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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 MEASURE |
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| <p>Describe how parents will be involved in the design, implementation, and evaluation of the SIP (include meeting dates):</p> <p>In an effort to provide parents an opportunity to design, implement, and evaluate the SIP, the following occurs:</p> <ul style="list-style-type: none"> • The upcoming school’s PTA meetings, calendar of events, and committee needs is conducted by the executive board during PTA Planning Mtgs. - July & August 2017. • The parent involvement policy is reviewed and shared at the PTA Room Mom & Volunteer Training – Aug. 23rd 2017. • The planning, implementation and evaluation of the Parent Involvement Plan and the School Improvement Plan is an on-going process that is addressed at all the PTA Board Mtgs. - Aug. 15, Sept. 12th, Oct. 10th, Nov. 14th, Dec. 12th, Jan. 9th, Feb. 6th, March 13th, April 17th, & May 8th. At each meeting, committee heads, administration, and teacher representatives provide a report of progress and needs assessments that is then shared with the community via PTA newsletter, MTE websites, and email to faculty of PTA mtg. minutes. Additionally, information is posted on MTE’s PTA Facebook page. • At the end of the year, a modified AdvancEd survey is sent home with each student for parents to anonymously | <p>Goal(s): 1,2,3, & 4</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 checked="" type="checkbox"/> Other | <p>Items Needed:</p> <p>Paper & ink for: District & School calendar of events, PTA Minutes, PTA Agendas, EOY faculty, parent, & student surveys</p> <p>Materials and supplies for various activities and instructional needs as determined by the PTA board, MTE administration & teachers.</p> | <p>Effectiveness Measure: PTA Meeting Minutes, Special Event & EOY surveys for parents</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>complete. The data is imputed to an Excel spreadsheet and is shared with the PTA Executive Board and the faculty and is utilized to make plans for the next year.</p> | | | | |
| <p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <p>Magnolia Trace’s policy on parental involvement invites all parents to visit, volunteer, and/or participate on committees. MTE has a very active PTA volunteer program and parents/ community volunteers are on our campus on a daily basis. The PTA Board meets once a month and they conduct four general meetings where parents are encouraged to attend and give input. The PTA Board works closely with administration to identify strengths and weakness and in designing and implementing student and parent activities to address areas of concern.</p> <p>Community outreach and trainings are promoted by inviting parents and community members to partner with MTE faculty and students in the development and implementation of the following academic enrichment programs & support committees:</p> <ul style="list-style-type: none"> • PTA Executive Board • PTA Board • PTA contests • PTA Newsletter • Positive Behavior Intervention Support (PBIS) • Book Fair • Student Assistance Team Meetings • Individual Education Plan Meetings • 504 meetings • Scientist in Residence outdoor lessons • Renaissance Accelerated Reading • Cultural Arts Day | <p>Goal(s): 1,2,3, & 4</p> | <p>Budgets used to support this activity:</p> <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 checked="" type="checkbox"/> Other</p> | <p>Items Needed: Paper & ink for: letters to notify families of events & needs</p> <p>Materials and supplies for various activities and instructional needs as determined by the PTA board, MTE administration & teachers.</p> | <p>Effectiveness Measure: PTA Meeting Minutes, Special Event & EOY surveys for parents</p> <hr/> <p>Effectiveness Results:</p> |

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| <ul style="list-style-type: none"> • K-Kids & Kiwanis partnership • Family Math & Reading Night • Veterans' Day Show-n-Tell • Grandparent Week • Supply Packs • Room Mom/Dads • Weekly Morning Meetings • NFL Super Bowl Carnival & Fun Run • Field Day • Jr. FIRST Lego League • Teacher Appreciation Committee • Field Trips • Fundraisers (Box Tops, W. F. Chocolate, snack sales, online sales) <p>MTE welcomes community involvement by inviting families to enjoy the following student performances:</p> <ul style="list-style-type: none"> • Grade Level performances at PTA meetings • Choir Performances • Musical Performances & Art Night • Strings Performances • Lego League Exposition • Talent Show • Holiday Parties | | | | |
| <p>Describe how the school communicates information to parents regarding the SIP, curriculum, assessments, student progress, etc.:</p> <p>MTE communicates information to parent in the following ways:</p> <ul style="list-style-type: none"> • Incoming parents of students with special needs mtg. in March | <p>Goal(s): 1,2,3, & 4</p> | <p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> | <p>Items Needed:</p> <p>Weekly overviews, PTA newsletter, Webmasters, Family Math & Reading Night</p> | <p>Effectiveness Measure:</p> <p>PTA Meeting Minutes, Special Event & EOY surveys for parents, parent-teacher conference logs</p> |

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| <ul style="list-style-type: none"> • New to MTE Parent Mtg. in May • Open House • MTE Parent Handbook • Weekly Teacher Overviews • Student Take-Home/Test/Conduct Folder • Teacher Websites • Sources and links on the MTE website • STPSB website • Parent/ Teacher conferences • Weekly Morning Meeting each Thurs. • Student Assistance Team Meetings • Individual Education Plan Meetings • 504 meetings • Report cards go home each nine weeks • Interim report for students with averages below a C • Parent access JPAM Student Progress Center • Student/Parent access to AR & Moodle via school website • JPAM Robo Calls • PTA Executive, Board, & General Meetings throughout the year where teachers, parents, & administration share updates & progress • Monthly PTA newsletters • PTA Facebook postings • Summer Workout Plan – Summer support activities handed out at New Parent Mtg. & posted on websire to maintain skills addressed in the previous grade level. | | <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 checked="" type="checkbox"/> Other | Materials, Oral Reading Fluency Home Practice | Effectiveness Results: |
| <p>LA Act 436 Requirements:</p> <ul style="list-style-type: none"> • 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 | Goal(s): 1,2,3, & 4 | 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 | Items Needed: Materials and supplies for various activities and instructional needs | Effectiveness Measure: PTA Meeting Minutes, Special Event & EOY surveys for parents |

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| <p>events, PTA meetings, and other parent orientation meetings.</p> | | <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 checked="" type="checkbox"/> Other | | <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>) 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 LEP Program; Disciplinary Hearings; Orientation/Back to School events; Parent-Teacher Conferences; Medical Emergencies/Nurse Calls; School-Wide Announcements over intercom; Special Education meetings; etc. | <p>Goal(s): 1,2,3, & 4</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 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: Translators & Copies of Translated Info</p> | <p>Effectiveness Measure: Special Event & EOY surveys for parents, Documentation/ Minutes from meetings that needed translation services</p> <hr/> <p>Effectiveness Results:</p> |

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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.

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| <p>Parent Family Engagement Activity 1:</p> <p>Parental Transitioning Meetings: Prior to the beginning of the new school year, 1st grade parents at Marigny Elementary are invited to attend introduction and transition meetings for Magnolia Trace Elementary starting in March.</p> <p><i>Parents of Students with Special Needs</i> - In March, parents of students with special needs are invited to MTE to meet special education teachers, speech therapists, administration, and other special service providers. Parents are introduced to the various special education placement models for social and academic instruction at MTE, the Kid Sensory Playground, the Motor Room, and how special instructional minutes can be utilized in and outside of a regular classroom in various combinations according to students needs. In addition, Marigny invites MTE's special education teachers to attend IEP Meetings for 1st graders with special needs that are held in the 4th quarter in order to meet parents and learn about students' strengths and weaknesses.</p> <p><i>Parents of All Incoming 2nd Graders</i> - In May, all parents of incoming students to 2nd grade are invited to MTE to learn about 2nd grade curriculum, textbooks, MTE's PBIS program, and changes in report card measures for students. Additionally, parents are informed of the "Maggie Summer Workout Plan" that is posted on MTE's website to help parents become aware of academic and social skills their child needs to retain over the summer break.</p> <p><i>Open House is for All Parents</i> - In August, all parents of 2nd & 3rd grade students are invited to MTE's Open House to learn about MTE's PTA, 2nd & 3rd grade curriculums, textbooks, how to access online textbook resources, and classroom grading, homework,</p> | <p>Goal(s): 1, 2, 3, & 4</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 checked="" type="checkbox"/> Other | <p>Items Needed: Invitation Letters & Parent Information Packets</p> | <p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p> |
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| <p>behavior, communication, and assessment policies and procedures.</p> | | | | |
| <p>Parent Family Engagement Activity 2:</p> <p>Communicating & Tracking Progress:</p> <p>Meetings - Throughout the year teachers, counselors, speech therapist, and administration call and send letters of invitations to families for Parent –Teacher Conferences, Student Assistance Team Meetings, Individual Education Plan Meetings, and/or 504 meetings. In these meetings parents and educators discuss students goals, progress monitoring of performance, standards, curriculum, accommodations, and teaching strategies to promote development.</p> <p>Oral Fluency Practice Program - In addition, we have also developed an “Oral Fluency Practice” program at home that correlates with reading practice that is done at school. We have provided each family with a quarterly tracking sheet in their child’s take-home folder that indicates how the oral reading fluency benchmarks increase each quarter per grade level. Weekly, we send home a new grade level passage with two comprehension questions. Families are to practice three times a week for just one minute each time and record student’s oral reading fluency progress. This at-home program is to allow students more opportunities to practice multiple word attack skills, eye tracking, and self-correction to omissions and substitutions. Furthermore, the home environment is a very safe place to experiment with pitch and volume, which are also important factors in reading fluency.</p> | <p>Goal(s): 1, 2, 3, & 4</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 checked="" type="checkbox"/> Other | <p>Items Needed: Teacher-Parent Conference Notes and/or IEP, SAT, or 504 Forms, & Progress Monitoring Tracking Forms</p> <p>Plastic sleeve added to Take-Home Folder to contain weekly oral fluency practice passage, weekly fluency passages, & quarterly progress monitoring chart.</p> | <p>Effectiveness Measure: Parent-teacher conference logs, SAT, IEP, & 504 Folders</p> <p>Oral Reading Fluency Tracking Chart for each student, DIBELS</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Parent Family Engagement Activity 3:</p> <p>Communicating & Teaching Strategies & Curriculum:</p> <p><u>Family Math and Reading Night</u> - This annual event provides exposure to families with a variety of reading, language arts, and math skills students need to develop in order to master grade level standards. Parents are encouraged to work with their children in several language arts and math stations. To support our SIP goals, we included manipulatives and graphic organizers to help improve written expression goals. Differentiation is provided in an effort to meet the needs of all learners, including students with disabilities. Strategies of differentiation include: scaffolding of Lower Order to Higher Order Thinking questions, one-on-one assistance, use of manipulatives, reduced answer choices, read alouds, and least to greatest prompting as needed.</p> <p><u>Mathematical Thinking Strategies</u> – An instructional PPT was created by MTE teachers to help parents better understand the mathematical strategies being used in the classroom, but not necessarily modeled in the math textbook. The Mathematical Thinking Strategies is posted on MTE’s website and each strategy (Arrow Way, Nearest Hundred, Place Value, Touch Point, Box Trick, Number Bonds, Say Ten, Vertical Method, Minus 1, Number Line, Tape Diagram) has its own PPT has a description of the strategy, an example of how it’s used, a practice problem to try the strategy’s application, and an answer slide for self-correction.</p> | <p>Goal(s): 1, 2, 3, & 4</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 checked="" type="checkbox"/> Other | <p>Items Needed: Graphic Organizers, Manipulatives, & Other Instructional Resources & Materials</p> | <p>Effectiveness Measure: Parent surveys & students’ completion of Summer Work Packets</p> <hr/> <p>Effectiveness Results:</p> |
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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.)*

| SCHOOLWIDE PLAN STRATEGY | GOAL(S) ADDRESSED | BUDGET(S) USED TO SUPPORT ACTIVITY | ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY: | EFFECTIVENESS MEASURE |
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| <p>Rigorous, Standards-Based Curriculum: Guaranteed Curriculum (GC) - Teachers in 2nd & 3rd grade will daily access the GC which holds instructional resources including lesson plans, pre- & post-assessments, questions (Essential, High Order Thinking, & Close Read), interventions, supporting documents, Flipcharts, PowerPoint presentations, and internet sites and links for all reading, grammar, writing, spelling, math, science, & social studies.</p> <p>While implementing lessons from the GC teachers in 2nd and 3rd grade will implement Kagan strategies with all subgroups in all subject areas as an instructional practice that promotes engaged learners.</p> <p>Additionally, teachers in 2nd & 3rd grade will utilize graphic organizers and Thinking Maps daily, as part of teacher modeled, teacher guided, partner, and independent learning practices in all subject areas. These tools will enable students to organize information in ways students can remember, verbalize, and build upon.</p> | <p>Goal(s): 1, 2, 3, & 4</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 checked="" type="checkbox"/> Other | <p>Items Needed: Internet Access, Anchor Charts, Textbooks, Anchor Texts, Kagan Training, Graphic Organizers, Thinking Maps, Highlighters, Instructional Resources & Materials</p> | <p>Effectiveness Measure: Grade Level Checkpoint Assessments, DIBELS Effectiveness Chart, LEAP Scores, 2nd grade SLTs</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Formal writing process – During the Language Arts instructional block, teachers in 2nd & 3rd grade will utilize fiction and nonfiction grade level passages to instruct students how to develop a written composition in response to literature using the following steps:</p> <ol style="list-style-type: none"> 1. Understanding what the writing prompt is asking the reader to respond to or analyze 2. Brainstorming by highlighting ideas in the prompt and passages and utilizing Thinking Maps 3. Organizing the flow of thoughts using Flee Map or RACE to create an introduction sentence, supporting details, and concluding statement 4. Verbalizing the meaning of Flee Map or RACE models before writing sentences 5. Creating a rough draft of varied and complete sentence structures that express meaning in a logical order to an intended audience 6. Learning how to self and peer proofread and edit using a variety of checklists and strategies (COPS, TAG, ARMS) 7. Publishing a final draft <p>Writing across the curriculum – In addition to teaching the formal writing process in Language Arts, teachers in 2nd & 3rd grade will use Thinking Maps, & RACE daily with students across the curriculum to increase students’ abilities to formulate and express ideas concerning a variety of fiction and nonfiction text through a written format. These forms of writing will include: journal entries, poetry, short constructed responses, annotations, and letters in response to literature.</p> | <p>Goal(s): 1, 2, 3, & 4</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 checked="" type="checkbox"/> Other | <p>Items Needed: Anchor Charts, Grade Level Appropriate Reading Passages & Writing Prompts, Highlighters, Thinking Maps, Writers’ Checklists, Textbooks, LEAP 2025 Writing Rubric, Writing Journals/Binders</p> | <p>Effectiveness Measure: LEAP Scores & 2nd Grade SLTs</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Diversified Math Instruction – In addition to the GC math lessons, teachers in 2nd & 3rd grade utilize a variety of math programs to reach all learners. Teachers will modify the Every Day Counts Calendar Math Program and create contextual learning activities to elicit discussions and exploration of patterns, relations, functions, algebra, and measurements. Teachers will incorporate math fluency</p> | <p>Goal(s): 1, 3, & 4</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: Anchor Charts, Every Day Counts Calendar Program, Thinking Maps, Touch Point Math, RICE, RACE,</p> | <p>Effectiveness Measure: Grade Level Checkpoint Assessments, LEAP Scores, & 2nd grade SLTs</p> |

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| <p>practice via sprints along with multiple strategies via the Eureka math models. Furthermore, teachers will implement the use of a variety of manipulatives and Touch Point Math to move from concrete to abstract calculations. Also, teachers will use the Recall, Illustrate, Calculate, & Explain (RICE), Thinking Maps, and RACE for rationalizations of word problems, number relations and functions.</p> | | <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 checked="" type="checkbox"/> Other | Manipulatives, Eureka Math Lessons, Flipcharts, Sprints, & Strategy Models | Effectiveness Results: |
| <p>Guidebooks 2.0 – In addition to the GC reading lessons, teachers in 3rd grade will utilize the state’s Guidebook Unit for <u>Because of Winn Dixie</u> during the 3rd quarter of the school year. Teachers will log-on to Learnzillion.com to access lessons, resources, and assessments.</p> | Goal(s): 1, 3, & 4 | 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 checked="" type="checkbox"/> Other | Items Needed: Internet access via Learnzillion.com, Anchor Text: <u>Because of Winn Dixie</u> , Literature Circle Books, Curriculum Blackline Masters, Organizational Binders | Effectiveness Measure: LEAP Scores Effectiveness Results: |
| <p>Accelerated Reader Program (AR) - In addition to the GC reading lessons, teachers in 2nd & 3rd grade, along with the school librarian, will promote student participation in the Reading Renaissance Accelerated Reader Program (AR) ensuring that goals are set according to students’ individual needs quarterly. Once students have taken their STAR reading test online, teachers will conference with students to set individualized goals, which will also be communicated with parents via students’ take-home folders.</p> | Goal(s): 1, 2, 3, & 4 | 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 | Items Needed: Online Accelerated Reader & STAR Programs, Reading Level Stickers for Books, AR Spirit Sticks, Incentive Rewards, | Effectiveness Measure: AR STAR Reports, Quarterly AR Tracking Reports, DIBELS Effectiveness Chart, LEAP Scores |

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| <p>Teachers and the librarian will encourage students to make personal book selections within students' zone of proximal development. After students have read their books, they may take AR quizzes on line in their classrooms or the library to reach their quarterly goals. Additionally, students can earn rewards for meeting AR Club goals that are set by the Library. Students are recognized quarterly in their classrooms for attaining their goals, weekly during Morning Meeting for class improvement, and once a month during Morning Meeting for meeting AR Club goals.</p> | | <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other | <p>Progress Tracking Reports</p> | <p>Effectiveness Results:</p> |
| <p>General technology to increase engagement - Teachers in 2nd & 3rd grades will be explicit in their use of technology integration within their lesson plan by specifying which technology skills they will teach throughout the year. In their classrooms they will utilize computer software, digital document cameras, iPad apps, iPods, instructional videos, and internet resources (United Streaming, Typing Agent, Moodle, BrianPop Jr., Moby Max, eDIRECT EAGLE, Promethean Planet, etc.) to assist students in developing targeted writing, math, science and social studies skills. Teachers will also conduct one lesson a week in the computer lab that not only focuses on academic skill attainment but also on keyboarding and online tools training for future online testing. Each classroom is equipped with a Promethean Board, three computers, and one printer. To assist with updates and maintenance of technology throughout the school, a Technology Paraprofessional comes one day a week. Furthermore, teachers post weekly overviews on the MTE website to keep families informed of academic focus and upcoming events.</p> | <p>Goal(s): 1, 2, 3, & 4</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 checked="" type="checkbox"/> Other | <p>Items Needed: Promethean Boards, Projectors, Computers, Online Licences for Brain Pop Jr., Computers for 2 Labs, 3 computers per classroom</p> | <p>Effectiveness Measure: LEAP Scores, Typing Agent Reports, EAGLE Reports</p> |
| <p>Guidance Counseling Curriculum -The Guidance Counselor will conduct bimonthly lessons for students based on character traits, test taking strategies, stress reduction, coping skills, iSafety, drug education & prevention (Red Ribbon Week), anti-bullying, and child abuse prevention.</p> | <p>Goal(s): 2 & 3</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: Character Award Certificates, Red Ribbon Week Bracelets, Counseling Materials</p> | <p>Effectiveness Measure: Monthly PBIS behavior tracking logs</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 checked="" type="checkbox"/> Other | | Effectiveness Results: |
| <p>Use of Academic Assessments to Improve Instruction:</p> <p>Weekly Assessments – Teachers in 2nd and 3rd grade collaborate in many different teams to review standards and skills addressed via the Guaranteed Curriculum and support programs to create a variety of weekly assessment formats. These assessments are used as pre-assessments, formative assessments, and summative assessments. Assessments focus not only on students’ academic skill attainment, but also on social skill attainment and students’ attitudinal/perceptual feedback. The various assessment formats utilized are: rating scales, oral presentation checklists, writing rubrics, math rubrics, participation rubrics, book reports, project rubrics, graphic organizers, compositions, reading & math fluency quizzes, subject tests with multiple choice questions and short constructed responses, and Grade Level Checkpoint Assessments. Data from these assessments are analyzed to develop remediation and/or enrichments lessons to further students’ development.</p> <p>Only summative assessments receive letter grades and are averaged together quarterly to create one report card grade per subject. Each subject grade on the report card is the average of nine summative assessments during the quarter. Summative assessments are sent home weekly via students’ take-home folders and are entered in to JPAMS in order to communicate students’ progress with families online. If students earn a “D” or “F” on a summative assessment, they are required to have a family member sign the assessment and return it to school. If at midterm a student is averaging below a “C” an interim is sent home to request a parent-teacher conference.</p> | <p>Goal(s): 1, 2, 3, & 4</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 checked="" type="checkbox"/> Other | <p>Items Needed: Copies of Assessments, Interims, & Parent – Teacher Conference Logs</p> | <p>Effectiveness Measure: LEAP Scores & 2nd grade SLTs</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Bi-Quarterly Grade Level Checkpoint Assessments (GLCA) - Teachers in 2nd and 3rd grade collaborate as a grade level to create eight GLCAs in the subjects of reading and math for the year. Each GLCA contains ~90% of the academic skills taught in one subject over a four week period of time. The GLCA also include questioning formats that align with the questioning format on the LEAP 2025. Teachers administer the GLCA as summative assessment every four weeks in the subjects of math and reading. Teachers document students’ results in JPAMS and on a tracking spreadsheet that is shared with administration to ensure rigorous and consistent assessment of standards in each grade level. Data points from the GLCAs are used by teachers to identify students who are above, below, and on level and to design differentiated instructional activities and strategies to meet the needs of all students during designated Flex Time dates.</p> | <p>Goal(s): 1, 3, & 4</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"/> Other | <p>Items Needed: Copies of GLCA & Data Spreadsheets</p> | <p>Effectiveness Measure: LEAP Scores & 2nd grade SLTs</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Student Learning Target Assessments (SLT)– At the beginning of the year, 2nd and 3rd grade teachers administer a diagnostic assessment that determines the readiness level of students for the grade they are entering. For 2nd graders, teachers administer the district created assessment in ELA and Math. For 3rd graders, teachers administer the state issued LEAP 360 in ELA and Math. Students’ scores are entered into a spreadsheet for teachers to determine where each students’ individual strengths and weaknesses are in relation to subject standards. The information allows teacher to group students either heterogeneously or homogeneously according to the activities they have planned to further develop students’ progress. During the middle of the year and at the end of the year more rounds of SLT assessments are administered to determine student growth, as well as the need for</p> | <p>Goal(s): 1, 3, & 4</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"/> Other | <p>Items Needed: BOY, MOY, EOY SLT Assessments & Data Spreadsheets</p> | <p>Effectiveness Measure: LEAP Scores & 2nd grade SLTs</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>teachers to provide remediation, support, or enrichment lessons. This assessment is formative in nature and not used for report card grades.</p> | | | | |
| <p>Dynamic Indicator of Basic Early Literacy Skills (DIBELS) – Teachers in 2nd and 3rd grade administer DIBELS assessments in the fall, winter, and spring. They analyze DIBELS reports to determine students’ need for interventions and progress monitoring. At-risk students receive 30-60 minutes of tiered interventions through the teachers’ choice of Triumphs, Florida Center for Reading Research, and/or other researched based “best practice” strategies. At-risk students are also progress monitored at regular intervals to ensure that the interventions selected are in fact effective. This assessment is formative in nature and not used for report card grades.</p> | <p>Goal(s): 3 & 4</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"/> Other | <p>Items Needed: BOY, MOY, EOY DIBELS Assessments, Data Spreadsheets for analysis, Intervention Materials & Resources, Progress Monitoring Tracking Forms</p> | <p>Effectiveness Measure: DIBELS Effectiveness Chart</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Online Accelerated Reader STAR Assessments – At the beginning of each quarter, students take an online STAR reading test that is part of the Accelerated Reader Program. After students have taken their STAR reading test online, a report is generated to determine the students’ scaled score, percentile rank, grade equivalent, instructional reading level, and zone of proximal development. Teacher use this information to conference with students and set individualized reading goals for the quarter. These goals are communicated with parents via students’ take-home folders. Teachers and the librarian will encourage students to make personal book selections within students’ zone of proximal development to increase students’ reading fluency and comprehension. This assessment is formative in nature and not used for report card grades.</p> | <p>Goal(s): 3 & 4</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 checked="" type="checkbox"/> Other | <p>Items Needed: Online STAR Program</p> | <p>Effectiveness Measure: LEAP Scores & 2nd grade SLTs</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Louisiana’s Education Assessment Program (LEAP) 2025 – At the end of the school year in May, 3rd grade students take a state issued cumulative assessment on standards learned from Kindergarten to 3rd grade in math, language arts, science, and social studies. Individual students’ results from this standardized assessment are shared with family members in the fall of the next school year. The results inform parents of their child’s achievement levels for each subject in terms of: Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory. The results are also shared with the MTE faculty, and is broken down into academic subclaims and student subgroups. Each fall the school’s School Improvement Plan committee (teachers, administration, & parents) analyze the data to determine the goals for the next school year. The LEAP 2025 assessment is formative in nature and not used for report card grades or to determine pupil progression at the 3rd grade level. It is used to determine the school’s overall performance rating within the district and state.</p> | <p>Goal(s): 1, 2, 3, & 4</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"/> Other | <p>Items Needed: Highlighters, Scratch Paper & Testing Accommodations Identified in IEPs such as: Manipulatives, Assistive Technology, Pencil Grips, etc.</p> | <p>Effectiveness Measure: LEAP Scores</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Process for Determining Student Participation in School and Classroom Interventions:</p> <ul style="list-style-type: none"> • <u>Summative Assessment Averages & Daily Behavior Communication Sheets</u> – Students in 2nd & 3rd grade, who repeatedly score at a “D” letter grade or below on their weekly summative assessments in a subject area, or have abnormal social/emotional behaviors on their daily communication sheets are flagged as “at-risk” for not developing at the normative rate. A parent-teacher conference is held to articulate strengths and weaknesses that are observed for that student both at home and at school. Then a plan for academic and/or behavioral intervention is developed to assist students in their areas of weakness. The plan is implemented, progressed monitored via assessments or tracking charts, and is reviewed at 3- 6 weeks to assess progress. During the review phase, teachers and parents analyze assessment or tracking data to decide whether to phase out the intervention, continue the intervention, or try another possible intervention for support. | <p>Goal(s): 1, 2, 3, & 4</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"/> Other | <p>Items Needed: Copies of Assessments & Progress Monitoring Forms, Instructional Resources, Intervention Materials & Resources</p> | <p>Effectiveness Measure: LEAP Scores, 2nd Grade SLTs, Monthly PBIS behavior tracking logs, DIBELS Effectiveness Chart, SAT logs</p> <hr/> <p>Effectiveness Results:</p> |

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| <ul style="list-style-type: none"> • DIBELS Data Analysis – Students in 2nd & 3rd grade are administered the DIBELS assessments in the fall, winter, and spring. Teachers analyze the DIBELS reports to determine students’ need for interventions and progress monitoring. At-risk students receive 30-60 minutes of tiered interventions through the teachers’ choice of Moby Max, Triumphs, Florida Center for Reading Research, and/or other researched based “best practice” strategies. At-risk students are also progress monitored at regular intervals to ensure that the interventions selected are in fact effective. • Universal Dyslexia Screening – In 2nd grade all students are administered the Universal Dyslexia Screening by their teacher to obtain data that would or would not indicate that a student exhibits signs or characteristics of potential Dyslexia, Dyscalculia, Dysgraphia, impulsivity, and/or focusing/attention problems. This data is shared with family members via a letter sent by the school screening specialist and is placed in their cumulative files. If a child flags in any of the areas on the screener, the Student Assistance Team (SAT) Chair calls the families to discuss the results. Parents are welcome to schedule a teacher-parent conference or SAT meeting to discuss potential interventions to put in place. | | | | |
| <p>Opportunities and Interventions for Students in Need:</p> <p>To improve the academic and behavioral performance of lower achieving students, we have several programs in place:</p> <ul style="list-style-type: none"> • Small group & one-on-one instruction within the regular classroom – Teachers build small group intervention time in their daily lesson plans to provide differentiated instruction for remediation and enrichment. Additionally, teachers plan differentiated activities in workstations that occur during ELA and math instruction. • Intervention Checkout Library - The SAT chair has printed all the activities available on the Florida Center for Reading Research (FCRR) website and has created activity packets on phonics, , | <p>Goal(s): 1, 2, 3, & 4</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"/> Other | <p>Items Needed: Screening Permission Slips & Forms, Instructional Resources, Intervention Materials & Resources, Counseling Materials, Progress Monitoring Tracking Forms</p> | <p>Effectiveness Measure: LEAP Scores, 2nd grade SLTs, Monthly PBIS behavior tracking logs, DIBELS Effectiveness Chart, Progress Monitoring Tracking Forms</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>fluency, comprehension, and vocabulary. Additionally, she has included packets for math strategies, Dolch sight words, and Fry phrases. Any teacher or parent may check out these packets to work with students who need support.</p> <ul style="list-style-type: none"> • FastForWord Computer Program – To assist students with reading decoding, fluency, comprehension, attention, and focusing struggles, our two speech therapists schedule and monitor student participation on the computer based FastForWord program in the computer lab or resource room. Students must attend to the program five days a week for 30 minute intervals. The speech therapists print students’ progress reports on the program and share them with all stakeholders involved in the students’ instructional day: parents, homeroom teacher, special education teacher, and SAT/IEP team. • Volunteer Tutoring – Parents, technology resource teacher, librarian’s aide, and administration volunteer to work with students using Spalding Phonics, DIBELS Burst, Project Read, and other “best practices” to assist struggling students. Once students are identified as “at-risk”, a phone call, letter, or meeting with parents is initiated to present tutoring availabilities. Typical tutoring sessions are one to three times a week for fifteen to twenty minutes in duration. Progress monitoring occurs at regular intervals to ensure that the interventions selected are in fact effective. • High School STAR Program – Highschool students from our feeder schools (FHS & LHS) expressing desires to enter college as an education major have the opportunity to intern with an MTE teacher as part of their instructional day. Under the classroom teacher’s supervision the STAR interns are permitted to use FCRR intervention packets with small groups of students in the classroom. | | | | |
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| <p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions:</p> <ul style="list-style-type: none"> • Student Assistance Team (SAT): Students who are struggling with academics, behavior, and/or speech are referred to the Student Assistance Team (SAT). Weekly, administration, resource helping teacher, teacher, parent(s), speech therapist, pupil appraisal representative, and counselor meet to analyze the following data sources to determine a student's strengths and weaknesses: summative assessment grades, daily behavior communication sheets, home case history, DIBELS progress monitoring, speech & language processing screener, assistive technology checklist, Barkley rating scale, Functional Behavioral Analysis, Behavior Intervention Plans, and Universal Dyslexia screener. The SAT team collaborates on interventions that can be implemented to help students progress. Students are progress monitored for 3-6 weeks to determine the effectiveness of the intervention. Follow-up SAT meetings are scheduled to determine whether to continue, replace, or stop the interventions or refer for a 504 Plan or pupil appraisal evaluation. | <p>Goal(s): 1, 2, 3, & 4</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"/> Other | <p>Items Needed: Screening Permission Slips & IRP Forms, Intervention Materials & Resources, Tracking Forms, Parent Information Resources</p> | <p>Effectiveness Measure: LEAP Scores, 2nd Grade SLTs, Monthly PBIS behavior tracking logs, SAT Progress Monitoring Tracking Forms</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Comprehensive and Coherent Approach to Meet Needs of LEP Students:</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 LEP student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. | <p>Goal(s): 1, 2, 3, & 4</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</p> | <p>Effectiveness Measure: LEAP Scores & 2nd grade SLTs</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Support Structures and Programs (e.g., Title I, ESL, Sp Ed) that Provide Collaborative Support for Student Learning:</p> <ul style="list-style-type: none"> • Tutoring/Helping Hands Push-In - Students with Limited English Proficiency are identified at registration. A paraprofessional in the English as a Second Language Program pushes in to the 2nd & 3rd grade ESL inclusion classes twice a week to provide support and monitor progress of LEP students. Quarterly progress reports are provided to parents along with report cards. | <p>Goal(s): 1, 2, 3, & 4</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, Quarterly Progress Reports</p> | <p>Effectiveness Measure: LEAP Scores & 2nd grade SLTs</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Special Education Structures:</p> <ul style="list-style-type: none"> • Mild/Moderate Resource Rooms - In 2nd grade, there is one special education teacher and one paraprofessional to manage the Mild/Moderate Resource Room. This teacher and paraprofessional provide scaffolded/remediated instructions in reading, math, and writing within the mild/moderate resource room. This teacher also collaborates with the teachers of four inclusion classrooms to support/monitor the progress of students with special needs in the regular education classroom. In 3rd grade, there are two special education teachers to manage two Mild/Moderate Resource Rooms. These teachers provide scaffolded/remediated instructions in reading, math, and writing within the mild/moderate resource rooms. These teachers also collaborate with the teachers of four inclusion classrooms to support/monitor the progress of students with special needs in the regular education classroom. • Moderate Resource Room - MTE has one special education teacher and two paraprofessionals to manage a mutli-grade Moderate Resource Room. These educators scaffold instructions for reading, math, and writing within thier resource room. In addition, these educators will continue | <p>Goal(s): 1, 2, 3, & 4</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"/> Other | <p>Items Needed: Instructional Resources, Quarterly Progress Reports, Behavior Tracking Sheets,</p> | <p>Effectiveness Measure: LEAP Scores, 2nd grade SLTs, Progress Tracking for IEP Goals</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>to build upon self-help and life skills when necessary. Furthermore, students with disabilities in this placement, along with close teacher and/or para support, are included in regular education classrooms as students' behavior/frustration levels allow.</p> <ul style="list-style-type: none"> • Reduced Numbers Class (RNC) – MTE has one special education teacher and two paraprofessionals to manage a mutli-grade RNC. This class is designed for students with disabailities that also have behaviors that could be harmful to self or others. These educators scaffold instructions for reading, math, and writing within the RNC room. In addition, these educators will continue to build upon self-help and life skills when necessary. Furthermore, students with disabilities in this placement, along with close teacher and/or para support, are included in regular education classrooms as students' behavior/frustration levels allow. <p>Inclusion Plans: When deemed appropriate by the IEP committee, students with disabilities are included into regular education classrooms that are reduced in size in order to meet the needs of all students. Factors that primarily contribute to these decisions are students' behaviors towards self and others and the least restricted environment to attain academic/social skills. According to Individualized Education Plans, special education teachers and paraprofessionals provide instruction to students with special needs using hands-on learning strategies along with small group instruction within a regular education classroom and/or/both in a resource room setting based on individual student's needs.</p> | | | | |
| <p>Special Education Support Services: The full team evaluations administered through Pupil Appraisal Services not only indicate student's strengths and weaknesses in academic content knowledge, but also in the areas of physical development, speech maturation, etc. Therefore, according to each</p> | <p>Goal(s): 1, 2, 3, & 4</p> | <p>Budgets used to support this activity:</p> <p><input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4</p> | <p>Items Needed: Screening Permission Slips & Forms, Instructional Resources, Quarterly Progress Reports, SAT</p> | <p>Effectiveness Measure: LEAP Scores, 2nd grade SLTs, & Progress Tracking for IEP Goals</p> |

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| <p>student's Individualized Education Plan, special services may be warranted in the following areas:</p> <ul style="list-style-type: none"> • Speech Therapy • Occupational Therapy • Adaptive Physical Education • Physical Therapy • Assistive Technology Team • Visual Intervention | | <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"/> Other | IRP 3 Progress Monitoring Tracking | Effectiveness Results: |
| <p>Gifted, Enrichment, & Talented Programs</p> <ul style="list-style-type: none"> • Gifted Academic Program – To participate in the Gifted Academic Program, a teacher or parent must request and give signed permission for a school level screening to be administered by the school's technology resource teacher. If the student's screening scores meet the requirements, the student will be referred to the Pupil Appraisal Team for a full academic evaluation. The student's scores on the full academic evaluation determine whether an Individual Education Plan Meeting for gifted services is further justified. Students in the Gifted Academic Program typically score two standard deviations above the mean in intellect, ELA, and/or math skills to qualify for gifted academic services. MTE has one part-time gifted teacher for 2nd grade students and one full-time gifted teacher for 3rd and 2nd grade | Goal(s): 1, 2, 3, & 4 | 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"/> Other | Items Needed: Screening Permission Slips & Forms, Instructional Resources, Quarterly Progress Reports | Effectiveness Measure: LEAP Scores, 2 nd grade SLTs, & Progress Tracking for IEP Goals |

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| <p>students. These teachers provide enriched academic instructions and summative grades in reading, writing, and math within the gifted classrooms five days a week. Students return to their homeroom classes for instruction and summative grades in Science and Social Studies. Quarterly progress reports and IEP meetings are held to discuss goals and progress.</p> <ul style="list-style-type: none"> <p>Enrichment Program - To participate in the Enrichment Program, a teacher or parent must request and give signed permission for a school level screening to be administered by the school's technology resource teacher. If a student's screening scores meet the requirements, the student will be referred to the Pupil Appraisal Team for a full academic evaluation. The students' scores on the full academic evaluation determine whether an Individual Education Plan Meeting for enrichment services is further justified. Students in the Enrichment Program typically have intellect scores that are two standard deviations above the mean; however their ELA and/or math scores may or may not be as high. MTE's one full time gifted teacher for 3rd and 2nd grade students also manages the enrichment program. This teachers provide enriched project-based learning activities to futher develop critical and creative thinking skills. Students participate in enrichment activities for 3-4 hours a week. Quarterly progress reports and IEP meetings are held to discuss goals and progress; however summative grades are not given through the enrichment program. All academic summative grades are earned through the students' homeroom/academic setting.</p> <p>Talented Music, Theatre, & Visual Art - To participate in the any of the talented programs, a teacher or parent must request and give signed permission for a school level screening. A screening of this nature is initiated because a student already shows signs of a particular talent budding within. Additionally, the student is prepared to present a portfolio of independent work to prove his/her talent</p> | | | | <p>Effectiveness Results:</p> |
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| <p>potential to the screener. The school level screening is administered by a teacher from the district's Talented Arts Program. If a student's screening scores meet the requirements, the students will be referred to the State's Talented Evaluators for a full evaluation. The student's scores on the state evaluation determines whether an Individual Education Plan Meeting for talented services is further justified.</p> <p>Teachers for the Talented Programs are assigned by the district as the needs arise. Currently, MTE hosts elementary talented classes for art and theatre. Therefore, additional students from other local elementary schools are bussed to MTE to participate in talented classes with our talented students. Lake Harbor Middle School hosts elementary Talented Music, therefore our talented music students are bussed to that location for services. Quarterly progress reports and IEP meetings are held to discuss goals and progress; however summative grades are not given through the talented programs. All academic summative grades are earned through the student's homeroom/academic setting.</p> | | | | |
| <p>Extended Learning Opportunities (within and beyond the school day and the school year):</p> <ul style="list-style-type: none"> • Before & After School Care – To accommodate disparities between parents' work schedules and their child's school schedules, MTE provides before and/or after school child care services at a financial rate that is comparable to that of nearby private child care facilities. Students from Marigny & Magnolia Trace Elementary schools (K-3) have the opportunity to gather in the Magnolia Trace Elementary gym or the BC/AC Room for snacks, homework, socialization, and play. Students are supervised by two paraprofessionals in the mornings and the afternoons and bus transportation is provided for students going between Marigny & Magnolia Trace. | <p>Goal(s): 1, 2, 3, & 4</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 checked="" type="checkbox"/> Other | <p>Items Needed: Permission Slips, Refreshments, Play Equipment</p> | <p>Effectiveness Measure: LEAP Scores & 2nd grade SLTs</p> <hr/> <p>Effectiveness Results:</p> |

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| <ul style="list-style-type: none"> • K-Kids Club – Kiwanis International is a worldwide organization of people interested in helping kids around the world. The Mandeville Northshore Kiwanis Club sponsors the K-Kids Club at MTE. The club is supervised and managed by two 3rd grade teachers from MTE. Volunteer teachers and parents are always welcome to attend and assist at the K-Kids Meetings. Student in 2nd & 3rd grade may join this afterschool service club that meets four times a year to learn about community connections and service opportunities. K-Kids members will learn the value of helping others by taking part in community service projects and club activities. Their objectives are: <ul style="list-style-type: none"> • To provide opportunities for working together in service to school and community. • To develop leadership potential. • To foster development of a strong moral character. • To encourage loyalty to school, community, and nation. K-Kids members will: <ul style="list-style-type: none"> • Attend a bi-monthly K-Kids after school meeting. • Participate in K-Kids service drives. • Practice the K-Kids core values (caring, inclusiveness, leadership, and character building). • Practice service leadership, which is coaching and building the talents in others. | <p>Goal(s): 2 & 3</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 checked="" type="checkbox"/> Other | <p>Items Needed: Permission Slips, Craft Materials, T-shirts Refreshments</p> | <p>Effectiveness Measure: Parent & Student Survey & Monthly PBIS Behavior Tracking Log</p> <hr/> <p>Effectiveness Results:</p> |
| <ul style="list-style-type: none"> • Jr. FIRST Lego League - This is a unique learning opportunity for twenty 3rd grade students to apply STEM (science, technology, engineering, and mathematics) while using Legos. The 2017 Lego League teams will work in teams comprised of 4 students and 1 adult coach. They will meet | <p>Goal(s): 1, 2, 3, & 4</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 | <p>Items Needed: Lego Kits & Program Resources, Batteries, Refreshments, T-shirts</p> | <p>Effectiveness Measure: LEAP Scores & Parent Surveys</p> |

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| <p>after school once a month for 1 hour the 1st semester & 1 1/2 hours the 2nd semester to:</p> <ul style="list-style-type: none"> • explore simple machines and mechanical designs using Legos. • practice “Gracious Professionalism” while working in collaboration teams. • research specific ways to help students think and design a motorized invention that will assist people in generating new ideas. • create a Lego display that communicates the team's research and the functionality of their motorized invention related to the season's challenge • present the culmination of their work publicly at a school exposition. <p>MTE Teachers, FHS Robotics Team students & administration volunteer to lead Jr. FIRST Lego League teams after school.</p> | | <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 checked="" type="checkbox"/> Other | | <p>Effectiveness Results:</p> |
| <ul style="list-style-type: none"> • Special Presentations/Field Trips - Teachers will provide students with real-life experiences to enhance learning by attending field trips, participation in learning activities which promote achievement (Young Authors Contest, PTA Reflections, MLK Contest), and inviting knowledgeable guest speakers into the classrooms for presentations. Families that cannot afford field trip expenses are assisted financially through a PTA fund. | <p>Goal(s): 1, 2, 3, & 4</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 checked="" type="checkbox"/> Other | <p>Items Needed: Busses, Presentations/ Speakers,</p> | <p>Effectiveness Measure: LEAP Scores & 2nd grade SLTs</p> <hr/> <p>Effectiveness Results:</p> |

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| <ul style="list-style-type: none"> • Extended School Year (ESY) Special Education Services – Students with special needs are progress monitored throughout the entire school year. However, during holiday breaks, special education teachers take specific data to monitor their students’ abilities to retain and apply skills after those holiday breaks. If the student’s data collection indicates significant signs of skill regression with an inability to quickly recuperate those skills, that student is eligible for Extended School Year (ESY) over the summer break. An IEP Mtg. will be held to discuss the level of intervention necessary to assist the student with maintaining current skill level and application over the summer. The IEP team will discuss how many ½ days students will attend the ESY Services hosted at Marigny Elementary. The student’s special education teacher at MTE will gather necessary and appropriate resources and materials to share with ESY teacher. | <p>Goal(s): 1, 2, 3, & 4</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 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"/> Other | <p>Items Needed: Support materials and resources to maintain skill levels per student</p> | <p>Effectiveness Measure: LEAP Scores, 2nd grade SLTs, & Progress Tracking for IEP Goals</p> <hr/> <p>Effectiveness Results:</p> |
| <ul style="list-style-type: none"> • Tutoring Programs-Pull out - Students who are identified as homeless and are struggling academically qualify for the Kids in Transition (KIT) Tutoring Program. Teachers in 2nd and 3rd grade volunteer to serve as tutors before and after school based on student and family needs assessments. Tutors collaborate with classroom teachers and consult the GC for lesson support. Students’ progress is monitored via quarterly report cards grades, tutor observations, and | <p>Goal(s): 1, 2, 3, & 4</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 | <p>Items Needed: KIT Tutor, Progress Monitoring Reports</p> | <p>Effectiveness Measure: LEAP Scores & 2nd grade SLTs</p> |

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| <p>teacher/parent feedback. The tutoring program is evaluated based on student growth.</p> | | <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other | | <p>Effectiveness Results:</p> |
| <ul style="list-style-type: none"> MTE Website Resources - Activities and resources to strengthen student skills will be available to the parents through website sources and links on the MTE website as well as through weekly teacher overviews and monthly PTA newsletter articles. In addition MTE teachers have created mini-PowerPoints to assist students and parents with understanding new Eureka math strategies. Additionally, the “Maggie Summer Workout Plan” is posted on MTE’s website to help parents become aware of academic and social skills their child needs to retain over the summer break. | <p>Goal(s): 1, 2, 3, & 4</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"/> Other | <p>Items Needed: Maggie Summer Workout Packets incoming students</p> | <p>Effectiveness Measure: LEAP Scores & 2nd grade SLTs</p> <hr/> <p>Effectiveness Results:</p> |
| <p><i>Counseling, Mental Health Provider, Specialized Instructional Support Services, Mentoring Services, And Other Strategies to Improve Students’ Skills Outside of the Academic Subject Areas:</i></p> | | | | |
| <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 Mental Health Provider (MHP) will work with students 12 hours per week. 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. | <p>Goal(s): 1, 2, 3, & 4</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 | <p>Items Needed: Counseling Materials</p> | <p>Effectiveness Measure: Outcome Measures for MHPs Chart</p> |

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| <p>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> | | <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"/> Other | | <p>Effectiveness Results:</p> |
| <p>Implementation of a schoolwide tiered model to prevent and address problem behavior:</p> | | | | |
| <p>Strategies Used to Prevent and Address Problem Behavior:</p> <ul style="list-style-type: none"> • Small group counseling - Students that need extra support due to life challenges outside of the school environment are eligible with parent permission to also receive small group counseling sessions focused around the following topics: Social Skills/Friendship, Military Deployment/Active Duty, Test Anxiety/Testing Skills, Blended Families, Divorce, and New Kids to MTE. Students participating in topical small groups are progress monitored via student, teacher, parent surveys and PBIS discipline data collections. • Positive Behavior Intervention Support (PBIS)- This program addresses the behavior of all students by adapting the environment to support positive behavior and teaching/reinforcing appropriate behavior and skills. As part of our efforts to promote positive behavior at MTE, our PBIS program was designed to acknowledge and reward students for meeting specific school-wide expectations through the use of a daily colored bone chart and periodic incentives. Parents receive notice of their child's behavior progress via a Daily Communication Sheet with a colored bone. Students who follow the Maggie 4: Be Safe, Be Respectful, Follow the Rules, & Make Good Choices, will enjoy special rewards that have included an extra recess with popsicles, a crazy hat day, a no shoes day, and a no homework pass. | <p>Goal(s): 1, 2, 3, & 4</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 checked="" type="checkbox"/> Other | <p>Items Needed: PBIS Incentives, PBIS Events, Maggie Bone Chart, Maggie Challenge Posters, Maggie Paw Print Stickers & Pencils, Behavior Tracking Sheets, Counseling Materials</p> | <p>Effectiveness Measure: Monthly PBIS Behavior Tracking Logs, Student, Parent, & Teacher Survey for counseling</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>The PBIS Committee will meet monthly to:</p> <ul style="list-style-type: none"> • collect & analyze information regarding student behavior based on discipline referrals • review major/minor infractions & consequences • prepare social skill lessons that promote anti-bullying • discuss crisis scenarios and team reactions • create and review a reward/incentives program for positive student behavior based on “The Maggie 4.” <p>Students that need more than the Universal PBIS approach are offered an alternative behavior monitoring program tailored to their specific needs via PAWS or the Apprenticeship Program.</p> <ul style="list-style-type: none"> • Positive Actions With Support Program (PAWS) – When the universal behavior plan is determined to be ineffective or not enough for a student, the guidance counselor assists that student with creating a check-in/check-out daily tracking sheet referred to as PAWs. The PAWS sheet divides the instructional day in to several time frames (usually am/pm or by subject area) with point values for each time frame that correlate with 1 or 2 behavior goals. The student chooses a check-in/check-out mentor (guidance counselor, technology resource helping teacher, elective teachers, paraprofessionals, librarian’s aide, head custodian, secretary, bookkeeper, teachers, or administrator) to meet with and review the student’s PAWS goals at the beginning, middle, and end of the day. Daily students earn points on the PAWS sheet and can earn classroom and home rewards based on progress. If the student makes consistent progress the point requirements increase, or new goals are put in place. If the student does not make consistent progress, goals are broken down to more specific actions steps and/or point requirements are lowered. | | | | |
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| <ul style="list-style-type: none"> • MTE Apprenticeship Program – When the universal behavior plan is determined to be ineffective or not enough for a student, the assistant principal assists that student with similar to but different plan than PAWS. Students apply for an apprenticeship by filing out an “MTE Job Application” that is signed by the parent. The teacher assigns two goals for the student to maintain throughout the day to earn a point value. If the student earns their points in the designated time, they are allowed to work along side an MTE faculty member of their choice for 15 min. twice a week for one quarter. Students may choose to work along side the guidance counselor, technology resource helping teacher, elective teachers, head custodian, secretary, bookkeeper, or administrator. | | | | |
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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:</p> <p>Incoming Students - Transitional visits will occur during the month of May for the 1st grade students from Marigny who will enter MTE as 2nd grade students the following year. Students from Marigny visit MTE twice to tour the school, visit with 2nd grade teachers, and participate in a “Buddy Writing” activity between 1st & 2nd grade students.</p> <p>Incoming Parents/Families - Administration conducts a “New to MTE” Parent/Family Meeting after school hours in May for the parents of all incoming 1st to 2nd grade students. Additionally, a transition meeting for parents of students with disabilities will occur in March.</p> <p>Outgoing students - Transitional visits will occur during the month of May for the 3rd grade students from Magnolia Trace who will enter Lake Harbor Middle or Mandeville Middle as 4th grade students the following year.</p> | <p>Goal(s): 1, 2, & 3</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"/> Other | <p>Items Needed: Refreshments, goodie bags for visiting students, parent information packets, bus for transportation to Mandeville Middle &/or feeder schools, sp. ed. transition photo journals, parent permission forms</p> | <p>Effectiveness Measure: Parent & student surveys</p> <hr/> <p>Effectiveness Results:</p> |
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| <p>Students with Special Needs Transitioning - Incoming and outgoing students with disabilities that participate in our Reduced Numbers or Moderate Class are provided a photo journal of their new school environment and tour feeder schools with their Sp. Ed. teachers and paraprofessionals typically in May, but also on an as-needed basis. In preparation for this tour, students will often meet their new Sp. Ed. teachers on the Kid’s Sense Sensory Playground several times during the month prior to the school tour.</p> <p>New to MTE - The school guidance counselor conducts “New to MTE” small group sessions for students entering after the start date of school. They typically meet once a week for three weeks to ensure students know how to ask for help, how the school building is laid out, and how to access services provided by the faculty.</p> | | | | |
| <p align="center">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:</p> | | | | |
| <p>Professional Learning Communities (PLCs): MTE has Professional Learning Communities based on grade levels. We have 2nd grade & 3rd grade PLC Teams comprised of regular and special education teachers. PLC Teams meet monthly either for a ½ day utilizing subs. (Aug. 9, Sept. 20, Nov. 15, Jan. 17, & March 9) or for 30 minutes in conjunction with their monthly Grade Level Meetings. Facilitators for each meeting are determined by the material that needs to be created and/or analyzed. However, the general leaders are the principal, assistant principal, technology resource teacher, the lead teacher for Guidebook 2.0, the 3rd grade chair, the 2nd grade chair, and the sp. ed./gifted chair.</p> <p>The 2nd grade PLC focus is to: Math - Design 8 study guides for the 8 Grade Level Checkpoint Assessments (GLCA) that were created in Math last year, Administer and analyze GLCA data to prepare remediation, on-level, and enrichment lessons for Flex Time, incorporate math “testing”</p> | <p>Goal(s): 1, 2, 3, & 4</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"/> Other | <p>Items Needed: S Drive to share GLCA & resources, Learnzillion.com access to Guidebooks 2.0, Literature Circle Books, GLCA Tracking Excel Spreadsheets, substitutes for team collaboration</p> | <p>Effectiveness Measure: LEAP Scores , 2nd grade SLTs, & Compass Evaluations</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>vocabulary into daily instruction, & learn about new state inserts to the math curriculum concerning skills tasks and spreadsheets</p> <p>Reading - Collaboratively design and implement 8 GLCA that correlate to LEAP 2025 testing formats</p> <p>Writing – Create a portfolio of reading passages and prompts that can be utilized to teach various text structures in response to literature</p> <p>The 3rd grade PLC focus is to:</p> <p>Math - Analyze GLCA data to prepare remediation, on-level, and enrichment lessons for Flex Time</p> <p>Reading - Unpack & prepare for 3rd quarter implementation of Guidebook 2.0, & collaboratively design 8 GLCA that correlate to LEAP 2025 testing formats</p> <p>Writing - Create a portfolio of reading passages and prompts that can be utilized to teach various text structures in response to literature</p> | | | | |
| <p>Other Professional Development:</p> <p>Partnered Learning Walks/Observations – Regular, sp. ed., and elective teachers, across grade levels, will partner once a year (twice for all new teachers) to conduct Learning Walks in their colleagues’ classrooms to examine instructional strategy, behavior management strategies, student work and engagement in order to determine effective strategies to address the identified areas of need. Feedback is provided to the teachers that are observed.</p> | <p>Goal(s): 1, 2, 3, & 4</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"/> Other | <p>Items Needed: Learning Walk Observation Forms, Teacher Feedback Forms</p> | <p>Effectiveness Measure: LEAP Scores, 2nd grade SLTs, & Compass Evaluations</p> <hr/> <p>Effectiveness Results:</p> |

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| <p>Faculty Meetings & Staff Development - As staff development needs are identified through surveys, compass observations, student data analysis, necessary materials, trainings will be provided to faculty by administrators, RHT, or other qualified personnel. Some training may include DIBELS, Project Read, CHAMPS, EAGLE, Typing Tutor, Moodle, Kagan, Earobics, ActivInspire, Dyslexia Screening, Broadcasting, Web Mastering, PBIS, Response to Literature, Eureka Math, RACE, GOAL, etc. Trainings will be offered before school, at faculty meetings, during common planning periods, after school, or through the district. Additionally, any new teachers at MTE are assigned a grade level mentor and attend a series of mini-briefings to acclimate the new teacher into MTE’s learning culture and climate.</p> | <p>Goal(s): 1, 2, 3, & 4</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"/> Other | <p>Items Needed: Training materials as needed</p> | <p>Effectiveness Measure: LEAP Scores, 2nd grade SLTs, & Compass Evaluations</p> |
| <p>Liaison Meetings - Administrative team and teachers that serve as grade level representatives from 2nd grade, 3rd grade, and gifted/sp. ed. will attend monthly Liaison Meetings to discuss curriculum alignment, needed materials/resources, grade level topics, school-wide student progression, district/school policy and procedures and professional development needs and training.</p> | <p>Goal(s): 1, 2, 3, & 4</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"/> Other | <p>Items Needed: None</p> | <p>Effectiveness Measure: LEAP Scores, 2nd grade SLTs, & Compass Evaluations</p> |

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| <p>Grade Level Meetings – Regular and sp. ed. teachers in 2nd and 3rd grade will attend monthly Grade Level Meetings and frequent collaboration meetings to review weekly test data, student writing samples, DIBELS reports, and AR reports to effectively target areas for improvement. They will collaborate on ways to enhance and differentiate instruction.</p> | <p>Goal(s): 1, 2, 3, & 4</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"/> Other | <p>Items Needed: None</p> | <p>Effectiveness Measure: LEAP Scores, 2nd grade SLTs, & Compass Evaluations</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Power Hour – Once a month, after teachers’ Grade Level Meetings, teachers will collaborate for an hour to address strengths and weaknesses in the areas of Science and Social Studies. Curriculum specialists will be invited to present resources & strategies, and teachers will utilize GC to design engaging lessons and prepare students for question formatting similar to LEAP 2025. While teachers are collaborating, elective teachers and administration will work with the students in the gym & cafeteria on:</p> <ul style="list-style-type: none"> • Growth Mindset • Test Taking Strategies • Phonics • Thinking Maps • Multi-step Problem Solving • Science & Soc. St. Activities | <p>Goal(s): 1, 2, 3, & 4</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"/> Other | <p>Items Needed: Training Materials as needed</p> | <p>Effectiveness Measure: LEAP Scores, 2nd grade SLTs, & Compass Evaluations</p> <hr/> <p>Effectiveness Results:</p> |
| <p>District Professional Development Days & Trainings - Professional Development Days scheduled by the district calendar will be used to analyze school-wide data, create Professional Growth Plans, and formulate a School Improvement Plan. The Administrative team, counselor, teachers, and district curriculum specialists will provide training topics that address the identified areas of need.</p> | <p>Goal(s): 1, 2, 3, & 4</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 | <p>Items Needed: Training materials as needed</p> | <p>Effectiveness Measure: LEAP Scores, 2nd grade SLTs, & Compass Evaluations</p> |

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| <p>Additionally, the district provides:</p> <ul style="list-style-type: none"> • After-school, before-school, and district sponsored professional development during the work day • New Teacher & Sped. Teacher Orientations over the summer • Boost Meetings for new teachers during the school year • LEAD training for prospective teacher leaders during the school year • Non-Violent Crisis Intervention Training for Special Education Teachers, Paraprofessionals, Counselors, & Administration at various intervals throughout the year | | <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 checked="" type="checkbox"/> Other | | <p>Effectiveness Results:</p> |
| <p>Fontainebleau Learning Community - The administrative staff will examine data and communicate trends through the Administrative Retreat, Data Retreat, monthly principal, assistant principal, and resource helping teacher meetings, on-line forum using Blackboard, and personal contact among schools within the Fontainebleau Learning Community.</p> | <p>Goal(s): 1, 2, 3, & 4</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 <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"/> Other | <p>Items Needed: None</p> | <p>Effectiveness Measure: LEAP Scores, 2nd grade SLTs, & Compass Evaluations</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Online Parish & State-Mandated Trainings – All faculty and staff complete online trainings via the State Ethics Board and Safe Schools on : Ethics, Bullying Annual Training (4hrs. initial, 2 hrs. continual), Medication Administration: Epinephrine Auto-Injectors, STPSB Employee Policy Trainings, Sexual Harassment Annual Training, & Suicide Prevention Annual Training</p> | <p>Goal(s): 1, 2, 3, & 4</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: Internet access</p> | <p>Effectiveness Measure: LEAP Scores, 2nd grade SLTs, & Compass Evaluations</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"/> Other | | Effectiveness Results: |
| <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. • Participation in the Teacher Residency Pilot Program through Southeastern Louisiana University where college education majors are selected to participate in 1-Year Internships in our schools. • Placement of Student Teachers from local universities • 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>Goal(s): 1, 2, 3, & 4</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 checked="" type="checkbox"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> |

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Strategies to Prepare For and Increase Awareness of Opportunities for Post-Secondary Education and the Workforce:

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|---|------------------------|---|-----------------------------|---|
| <p>Career and Technical Education Programs:</p> <ul style="list-style-type: none"> N/A | <p>Goal(s):</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 <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"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> |
| <p>Coursework to Earn Post-Secondary Credit:</p> <ul style="list-style-type: none"> N/A | <p>Goal(s):</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 <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"/> Other | <p>Items Needed:</p> | <p>Effectiveness Measure:</p> <hr/> <p>Effectiveness Results:</p> |

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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, or Title III funding.

English as a Second Language (ESL):

- Identified LEP students receive services from ESL teachers, paraprofessionals, and/or tutors at their school site. These services are paid for through GFF, Title I, Title III, and Title III 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.*

Explain how the SIP Committee meets and discusses school programs implemented, as outlined in the SIP, to determine effectiveness and to assist in planning for the upcoming school year:

In late May and early August, multiple members of the faculty and/or SIP Committee gather various forms of data (LEAP Scores, Grade Level Checkpoint Data, DIBELS scores, PBIS Behavior Tracking, PBIS Benchmarks of Quality Survey, student/parent/teacher small group counseling surveys, EOY AdvancEd parent/teacher surveys, special event surveys) to analyze with the faculty during district professional development days in August, just before school starts. The faculty works together in small groups to identify areas of strengths and weaknesses and to brainstorm ways to adjust, add to, or remove part or all of a program(s) to effectively and efficiently meet the needs of all students. Notes are gathered by the SIP Committee to formulate a draft SIP PPT that is sent out in Sept. to the entire faculty and PTA executive board for their opinions and additional contributions before the SIP is confirmed for the year.

Describe how the SIP is monitored during the school year using multiple types of data and how the information is used to make necessary adjustments to increase student learning:

Guidance Counseling & MHP Programs

Weekly, the guidance counselor and MHP meets with administration to review status of case loads and to verify that students, parents/families, and teachers are receiving timely and effective services measured by quarterly report cards, teacher/parent/ family/counselor observations, conferences, and student/parent/family/teacher surveys at the end of small group cycles. In addition, the MHP documents services via Accelify software and the guidance counselor maintains a small group service log to share with administration.

Accelerated Reader Program

Weekly the librarian identifies two classes per grade level to receive the “AR Spirit Stick” in recognition of classroom AR progress towards the school-wide goal of earning 20,000 AR points. Additionally to maintain high standards in reading monthly, the librarian announces students who have earned AR Club status to walk on stage at Morning Meeting for school-wide recognition and rewards. To earn club status, students must earn a specific number of points for each status level and maintain a percentage accuracy level of 80%. As students’ zones of proximal reading development increase with growth, teachers and students collaborate on new AR book selection ranges to further increase reading text complexity throughout the year. Parents are welcomed and encouraged to be a part of the celebration each Thurs. morning. Furthermore, students who have achieved their individualized quarterly AR reading goals are rewarded with a “No

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Homework Pass” and other fun rewards such as PJ Day and dress-up like favorite Literature Character Day. Each quarter, teachers and students collaborate to set personalized and new AR reading goals.

Positive Behavior Intervention Support (PBIS)

Weekly, to maintain high standards in social development, each teacher nominates a student who displays the Universal PBIS Behavior Plan, “The Maggie 4,” each week to walk on a stage at Morning Meeting for school-wide recognition, a paw print pencil, and paw print tattoo. Monthly, to maintain high standards in social development, each teacher nominates one student who displays the monthly character trait focus and another student who displays the character traits associated with TERRIFIC Kids to walk on stage at Morning Meeting for school-wide recognition, a paw print pencil, and various coupons from community businesses. Parents are welcomed and encouraged to be a part of the celebration each Thursday morning. Students who have difficulty with exhibiting appropriate social skills in school have extra opportunities to learn appropriate social skills via Think Tank Reflections and Social Skills Recess. Monthly the PBIS committee meets to review Major and Minor behavior data that is recorded in JPAMS by the assistant principal. The data is broken down into relevant categories with student confidentiality kept intact for committee members to analyze trends and make suggestions for school policy and procedure improvements. Additionally, the PBIS committee uses the Benchmark of Quality Rating Scale at the beginning and the end of each school year, along with student/parent/ family/teacher surveys at the end of the year to make effective changes for the following year.

Student Assistance Teams (SAT)

Weekly, SAT meets to collaborate with families to address academic, behavioral, and/or speech concerns for students identified as at-risk. The SAT Chair maintains a file of for each student invited to SAT to document strengths and weaknesses in all areas of development. Using this data interventions are selected according to the students’ needs and progress monitoring is charted weekly on a SAT IRP 3 form. Administration maintains a log of meeting times and SAT participants, as well as a separate log for various services that need to be provided to each SAT participant for follow-up inspections. Follow-up SAT meetings are scheduled 6 weeks after each initial SAT meeting for the team to collaborate on the results of 4-6 weeks of progress monitoring data. Based on the data, the SAT team elects to continue monitoring with the same intervention, continue monitoring with a new intervention, continue monitoring as the intervention is faded out, refer the student for a 504 Plan, and/or refer the student for a PAS evaluation. Follow-up meetings are scheduled as needed.

Tutoring/Helping Hands-Push-In

Students with Limited English Proficiency support services have quarterly progress reports written by the ESL Instructional Aide and are provided to parents along with report cards from the homeroom teacher. In addition, the ELDA Test is administered via the ESL Instructional Aide and homeroom teacher in the spring and ELDA Test scores for these students are mailed home at the end of the school year along with LEAP Test scores. In addition, the IPT I Oral is administered to “immigrant students” at the beginning and end of the year by the ESL Instructional Aide and is kept in confidential records at the school.

Tutoring Programs-Pull out

Students that are identified as Kids in Transition (KIT) Tutoring Program students have quarterly report card grades, tutor observations, teacher/parent conferences, and LEAP Test scores that are mailed home at the end of the year. The tutoring program is evaluated based on student growth.

Parent/Family Engagement Plan

Attendance logs for monthly board meetings and meeting minutes are recorded and shared with the faculty via email and the community via the PTA parent newsletter that is sent home and posted on the website monthly. In addition, the PTA president posts and responds to parent/family posts on the MTE PTA

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Facebook account. After each PFE event, the PTA executive board debriefs and documents event materials, costs, advertisement, volunteer hours, fundraiser venues, student/family participation rates, and projections vs. results in a binder that is passed to the new PTA board each year. Furthermore, parent/family surveys are provided at events as well as a modified AdvancEd survey at the end of the year. The survey results are shared with the faculty and the executive board to help design the SIP for the upcoming year.

In addition to parent-teacher conferences that are regularly scheduled to collaborate on students' needs, initial and annual review meetings are scheduled for students who have IEPs and/or 504 Plans to analyze students' progress towards goals and to add and/or remove accommodations as needed.

Professional Development:

At the end of the school year, faculty surveys are conducted to identify specific needs for professional development. As LEAP, ELDA, and LEAP Connect test scores, along with retention reports, and incoming students' cumulative data become available at the beginning of the school year, the faculty analyzes the data with the administration team and creates a professional development calendar. After each professional development, an exit ticket is provided for presenter feedback as well as to assess the faculty's need for follow-up services in areas related to the professional development.

At the end of each school year the Administrative Team, SAT Team, Liaison Grade Level Team, Special Education Department, Inclusion Teachers, Lead Teachers, Counselors and PTA Board meet to examine data, reflect on the programs' progress, and plan for the upcoming year. As various program surveys are gathered from students, parents, and teachers, along with standardized test scores, adjustments are made to the SIP.

Describe how diagnostic, interim, and summative assessment data is used to evaluate instructional practices, determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, content areas, claims/subclaims, and subgroups:

Daily:

Teachers monitor students' social skill development with a communication sheet that travels back and forth to families via the take-home folder nightly. If patterns of unsuitable behavior disrupts student learning, the teacher will work with parents to create a plan to teach appropriate replacement behaviors. If necessary, the counselor, administration, and/or SAT committee will also intervene to collaborate on a plan for success and safety so that academic learning and social skill development can proceed at the normative rate. As teachers are implementing daily lessons/academic programs, teachers often ask students to rate their levels of learning and/or engagement for that particular the lesson. Other times at the end of the lesson the teacher may request a journal reflection or teachers may administer an "exit ticket" as a formative assessment so that the teacher knows which students need more challenges or remedial support throughout the lessons.

Weekly:

Along with teacher modeling, guided practice, partner practice, and individual practice activities, teachers plan and administer one summative assessment a week for all subject areas. These summative assessments are shared weekly with families via take-home-folders and online through JPAMS. Using this information, teachers adjust lessons to provide differentiated instruction/activities for students at various level of readiness.

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4 – 6 Weeks:

Every 4 weeks in math and reading, teachers administer a Grade Level Checkpoint Assessment (GLCA) as a summative assessment. These assessments were created by grade level teachers to reflect ~90% of the standards addressed over 4 weeks and administered on the same day. Teachers input students' data into a spreadsheet in order to analyze and address strengths and weaknesses in skills per standards taught. Teachers share this data with administration and then collaborate within the grade level to prepare for Flex Time. Every 4 weeks after GLCA are administered and analyzed, there are 1-2 days built into MTE's curriculum scope & sequence referred to as Flex Time. During Flex Time, no new material is introduced during the instruction block of time, only differentiated instruction that addresses remediation, reinforcement, and enrichment needs of students.

Should students' summative assessment mid-term averages equal a "D" or below in any subject area, an interim is sent home notifying parents and requesting a parent-teacher conference to address the students' needs. The teacher brings a portfolio of work progress completed in class and parents bring the "Oral Reading Fluency" homework tracker (formative assessment) to analyze data and collaborate on strategies to assist the student.

Quarterly:

Each quarter, students' nine summative assessments are averaged in each subject and are sent home via report cards. If teacher observations and/or student performance in academics and/or behavior are not proficient a parent-teacher conference is requested to address students' needs.

BOY, MOY, EOY:

At the beginning of the year, teachers administer the DIBELS assessment. The DIBELS data is entered in a spreadsheet by the technology resource teacher and then shared with administration and classroom teachers to determine which students are above benchmark, benchmark, strategic, or at-risk for reading fluency & comprehension development. Students that are identified at strategic receive progress monitoring every 3 weeks, and those identified as at-risk are progress monitored every 2 weeks. These students receive 30 minutes of individual and/or small group interventions 30 min. three times a week from their reading teacher. Additionally, the technology resource teacher, parents, and administration volunteer to tutor small groups of students for 15 min. sessions as needed to support development. At the middle of the year, another round of DIBELS assessments with more text complexity and higher requirements for fluency rates. The DIBEL cycle of administration, data reporting, and classifying student progress is repeated with students' updated MOY DIBELS data and the cycle starts again. If a student who was identified as strategic or at-risk is not making proficient gains with interventions, they may be referred to the Student Assistance Team for more support. An end of the year, DIBELS is also administered and data is submitted to the district to be included as data for the next year's SIP development.

At the beginning of the year, teachers administer the ELA & Math SLT diagnostic assessments to determine the skills students have retained over the summer and to set goals for further development. Teachers will often use SLT data to group students either homogeneously or heterogeneously depending on the learning objectives of the lesson. Further more teachers will use SLT data, along with teacher observations and other assessments, to determine differentiation needs for students. At the middle of the year, formative SLT assessments in ELA & math are given to assess whether students have mastered the standards and skills introduced during the first semester of school. Again, teachers will use this data for grouping and differentiation purposes. Teachers and administration will meet to discuss ways to address students' needs and will adjust SLT goals for exceptional cases. At the end of the year, formative SLT assessments in ELA & math are given to assess whether or not students have achieved their learning targets.

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While the EOY SLT assessments are formative in nature for students; for teachers the ELA & math SLT student scores represents ½ of the teacher's yearly evaluation in both 2nd & 3rd grade. This data is used by the teacher to reflect on and revise planning for lesson development and instructional practices for the upcoming year.

Describe how results of this assessment are reported to the school's stakeholders:

- Faculty & Professional Development Meetings
- PTA Board Meetings
- Open House
- PTA Newsletters
- STPSB & MTE website
- WOW Room bulletin board & mini bookmarks highlighting strengths, weaknesses, and plan of action
- "New to MTE" Parent Meeting