

**Magnolia Trace Elementary**  
**2<sup>nd</sup> & 3<sup>rd</sup> grades**  
**Melanie Edwards**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

**1.COMPREHENSIVE NEEDS ASSESSMENT**

**STRENGTHS**

<u><b>Ia. Results of Comprehensive Needs Assessment</b></u>		<u><b>Ia. Measures used to Determine School Needs:</b></u>
<b>STRENGTHS</b>		<b>DATA SOURCES</b>
Math	1	<p>Cognitive – 3<sup>rd</sup> grade CRT 114.1 is the strongest index for 2015, % Proficient in White subgroup has improved over the past two years in Math (+1.1 in 13/14 &amp; +1.7in 14/15), ED subgroup has the highest percent proficient this yr. in Math (93.0). As a result of utilizing a curriculum closely aligned with CCSS, Eureka; Math proficiency scores for all subgroups are recently matched to those of ELA whose percent proficient has had a tendency to be higher than that of Math in 2012/13 and 2013/14.</p> <p>Archival – new curriculum, Eureka, was utilized with fidelity, relevant PD for Eureka math, Learning Walks, Administrative Observations, Teacher Assessments in JPAMS</p> <p>Attitudinal/Perceptual – More consistency of assessments through GC, Better foundations in 2<sup>nd</sup> grade, morning math spiral</p>
ELA	2	<p>Cognitive – 3<sup>rd</sup> gr. CRT 113.7, and improving trend is identified for the Whole School, it has typically been the SPS index strength for the past 2 of 3 years, &amp; is the highest % Proficient in 2015 for the Black subgroup (91.7) .</p> <p>Archival – Learning Walks, Administrative Observations, Equitable &amp; Required Teacher Assessments in JPAMS, feedback from Compass Evals., Collaboration to align instruction and assessments, anonymous teacher-to-teacher scoring &amp; feedback of student work.</p> <p>Attitudinal/Perceptual – Adjustments to curriculum focused on CCSS, Teacher focus on writing, professional development, writing across the curriculum, consistent and uniform rubrics/expectations</p>
Black Subgroup	3	<p>Cognitive – In 2015 the 3rd grade Black subgroup scored the highest % proficient in the ELA with 91.7. The Black subgroup shows a decreasing trend of the achievement gap in ELA (in 13/14 -9.5 &amp; in 14/15 -0.0). The Black subgroup has improved over the past two years in ELA (+10.7 in 13/14 &amp; +6.0 in 14/15). This is a strong indication that the achievement gap between White and Black subgroups is diminishing.</p>

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**2015-2016**

**CHALLENGES**

<u><b>Ib. Results of Comprehensive Needs Assessment</b></u>	<u><b>Ib. Measures used to Determine School Needs:</b></u>
<b>CHALLENGES</b>	<b>DATA SOURCES</b>
<p style="text-align: center;">Social Studies</p>	<p>1</p> <p>Cognitive – 3<sup>rd</sup> gr. CRT 101.8 is the weakest index area for 2015 and shows a tendency to be a weaker index as compared to ELA &amp; Math for the past 3 years.</p> <p>Archival – Administrative Observations, Some teachers do not devote adequate time at the end of the day for Social Studies instruction. Teacher Assessments in JPAMS indicate alignment to GLE concerns. At times this block of instructional minutes is also used for interventions such as Earobics, FastForWord and DIBELS Progress Monitoring.</p> <p>Attitudinal/Perceptual – teachers feel that students are developmentally not ready &amp; that they have insufficient PD, not taught daily (science/social studies time split), lack of exposure, early afternoon check-outs, text complexity and fatigue (end of day and end of testing week)</p>
<p style="text-align: center;">The Economically Disadvantaged &amp; Students with Disabilities Subgroups</p>	<p>2</p> <p>Cognitive – 3<sup>rd</sup> gr. Students with Disabilities has been the subgroup with the lowest % proficient in Math &amp; ELA for 2 of the past 3 years &amp; 3<sup>rd</sup> gr. ED Stds. has been the lowest for 1 out of the past 3 years. In 3<sup>rd</sup> grade Students with Disabilities show an increasing of the achievement gap in ELA (in 13/14 +19.4 &amp; in 14/15 +19.8). From 2013-2015 a gap of 7 points was created between ELA &amp; Math for the ED subgroup, &amp; a gap of 3.1 points was created between ELA &amp; Math for the Students with Disabilities subgroup.</p> <p>Behavioral – Administration and teachers feel there has not been enough training for teachers to assist students with disabilities to differentiate the new curriculum.</p> <p>Attitudinal/Perceptual – more difficult curriculum with higher order thinking across the curriculum, difficulty making connections between thoughts and writing in complete sentences, developmentally not ready, reading passages on frustration level, and multiple step math problems cause frustration (comprehension and computation).</p>

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**GOALS**

<b><u>Ic. Goals based upon Challenges and/or Maintaining Strengths</u></b>
<b>GOALS</b>
1 Continue to grow CRT scores in all subgroups for math and ELA by providing support and professional development on curriculum and assessments that are aligned to Louisiana Student Standards.
2 Continue to maintain a positive and safe learning environment that has minimal or no disruptions for classroom learning.
3 To address the social studies weaknesses lead teachers will participate in WOW Design Team’s Assessment Alignment Professional Development and will redeliver training to the faculty.
4 To address the social studies weaknesses we will collaborate on more ways to plan effectively, preserve more instructional time, and consider other ways to address specific strands across the curriculum such as through non-fictional text and library book selections.
5 To address the subgroup weaknesses (SWD and ED), administration, teachers, Para-professionals, the SAT team, and parents will continue to evaluate student IEP’s, address at-risk student needs, and continue to provide academic support with inclusion, FastForWord, Earobics, RNC, and additional support personnel.

**2. SCHOOL-WIDE REFORM STRATEGIES** to be used in your SIP. Please check all that apply.

- Response to Intervention
- Job-Embedded Professional Development
- Data-Driven Decision-Making
- Meaningful Engaged Learning
- Curriculum Alignment
- Differentiated Instruction

**3. INSTRUCTION BY HIGHLY QUALIFIED TEACHERS:** Enter the percentage of your staff that is highly qualified 100%.

- The HR department requires that all schools keep a folder on each teacher documenting their HQ status. This information is reported to HR on a spreadsheet at the beginning of each school year.
- The parish requires that all paras meet HQ status before they can be considered for employment.

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**2015-2016**

<b>4. PROFESSIONAL DEVELOPMENT:</b> Identify planned and ongoing professional development, to address the challenges found through the Comprehensive Needs Assessment.		
<p><b><u>Professional Learning Communities (PLCs)</u></b>- In May 2015, the district invited a speaker to train our PLC teams (MTE: Assistant Principal, RHT, 3<sup>rd</sup> gr. Gifted Teacher, 3<sup>rd</sup> gr. Inclusion Teacher, &amp; 2<sup>nd</sup> gr. Regular Ed. Teacher). This team collaborated on which subject areas to concentrate on (Math), how to build a timeline for creating and implementing lessons and common assessments, which methods to use for tracking data and identifying students' achievement levels, how to incorporate Flex Time into the Master Schedule in order to provide remediation, support, and enrichment lessons, and how to redeliver to the faculty at the beginning of the school year.</p> <p>During Professional Learning Community Mtgs. that meet seven times a year where substitutes are hired for ½ days shifts, grade level teachers collaborate on creating lessons and two common assessments a quarter in Math. Once teachers administer the common assessments and track the data on a spreadsheet, they analyze the data to determine students' levels of achievement. They use this data to prepare remediation, support, and enrichment lessons to conduct to small groups of students during designated Flex Time dates (two days of Math instruction after the common assessments are administered).</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input checked="" type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Tracking Excel Spreadsheets</li> <li>• Subs for Collaboration</li> </ul>
<p><b><u>Partnered Learning Walks/Observations</u></b> - Highly qualified teachers, across grade levels, will partner once a year to observe colleague's teaching strategies and to examine students' work progression in order to determine effective strategies that address the identified areas of need. New teachers will conduct two Learning Walks a year. Feedback is provided to the teachers that are observed.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input checked="" type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p> <p><input type="checkbox"/> Title II</p> <p><input type="checkbox"/> LA4</p> <p><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Bond Money</p> <p><input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Learning walk forms</li> <li>•Teacher/teacher observation forms</li> </ul>
<p><b><u>Liaison Grade Level Meetings</u></b> - Administrative team and highly qualified teachers that serve as grade level representatives from 2<sup>nd</sup> and 3<sup>rd</sup> grades will attend monthly Liaison Meetings to discuss curriculum alignment, needed materials/resources,</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I</p> <p><input type="checkbox"/> GFF</p> <p><input type="checkbox"/> SRCL</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•None</li> </ul>

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**2015-2016**

<p>grade level topics, school-wide student progression, district/school policy and procedures and professional development needs and training.</p>	<p>___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	
<p><b>Grade Level Meetings</b> - Highly qualified teachers in 2<sup>nd</sup> and 3<sup>rd</sup> grade will attend weekly 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><b>10. BUDGETS</b> used to support this activity:          ___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:          •None</p>
<p><b>WOW Design Team</b> – 2 Highly Qualified 3<sup>rd</sup> gr. teachers participate in quarterly training sessions organized by the district in coordination with the Schlechty Foundation to examine assessment creation and alignment in Social Studies. These teachers redeliver assessment analysis assignments to our faculty and collect random student work samples to analyze and share with other teacher leaders in the district.</p>	<p><b>10. BUDGETS</b> used to support this activity:          ___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:          • Substitute each meeting</p>
<p><b>District Professional Development Days</b> - 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, highly qualified teachers, and district curriculum specialist will provide training topics that address the identified areas of need.</p>	<p><b>10. BUDGETS</b> used to support this activity:          ___ Title I  <u> X </u> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:          •Training materials</p>
<p><b>Fontainebleau Learning Community</b> - 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</p>	<p><b>10. BUDGETS</b> used to support this activity:          ___ Title I          ___ GFF          ___ SRCL  <u> X </u> Title II</p>	<p>Item(s) to be purchased to support this activity:          •None</p>

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**2015-2016**

<p>contact among schools within the Fontainebleau Learning Community.</p>	<p><input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	
<p><b>Staff Development</b> - As staff development needs are identified through surveys and data analysis, necessary materials, trainings will be provided to faculty by administrators, RHT, or other qualified personnel. Some training may include DIBELS, Project Read, Kagan, WOW Design Team Training, 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.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  <ul style="list-style-type: none"> <li>• Training materials</li> </ul> </p>
<p><b>Online Parish &amp; State-Mandated Trainings</b> – All faculty and staff complete online trainings via the State Ethic 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, &amp; Suicide Prevention Annual Training</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  <ul style="list-style-type: none"> <li>• None</li> </ul> </p>
<p><b>Other Professional Development</b></p> <ul style="list-style-type: none"> <li>• After-school, before-school, and district sponsored professional development</li> <li>• New Teacher Meetings</li> <li>• Guaranteed Curriculum Review</li> <li>• Student, Parent, Teacher Surveys</li> <li>• Non-Violent Crisis Intervention Training for Special Education Teachers, Paraprofessionals, Counselors, &amp; Administration</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  <ul style="list-style-type: none"> <li>• Materials as needed</li> </ul> </p>

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**2015-2016**

**5. STRATEGIES TO ATTRACT HIGH QUALITY TEACHERS:** *See Attached District Plan.*

<p><b>6. PARENTAL INVOLVEMENT:</b> What strategies/activities do you employ to increase parental involvement? You may group strategies by type of activities, time of day, purpose, or any other way your school's design fits into 2 or 3 entries in this category.</p>		
<p>Planning for the upcoming school's PTA meetings, calendar of events, and committee needs is conducted by the executive board during PTA Planning Mtgs. - July &amp; August 2015. The parent involvement policy is reviewed and shared at the PTA Room Mom &amp; Volunteer Training - Sept. 4<sup>th</sup> 2015. The planning, implementation and evaluation of the Parent Involvement Plan and the School Improvement Plan is an on-going process that is addresses at all the PTA Board Mtgs. - Aug. 11, Sept. 18<sup>th</sup>, Oct. 6<sup>th</sup>, Nov. 10<sup>th</sup>, Dec. 8<sup>th</sup>, Jan. 12<sup>th</sup>, Feb. 16<sup>th</sup>, March 8<sup>th</sup>, April 12<sup>th</sup>, &amp; May 10<sup>th</sup>. 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.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <u> X </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>• Materials and supplies for various activities and instructional needs</li> </ul>
<p>Magnolia Trace's policy on parental involvement invites all parents to visit, volunteer, and/or participates 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. Throughout the year and at the end, surveys for Adanced, PBIS, counseling, PTA sponsored events are provided to parents for feedback that goes into planning for the next year. Parents are also encouraged to utilize MTE's website and PTA's Facebook page to communicate and gather up-to-date information. Parents organize and/or volunteer for the following school support committees: PTA Executive Board, PTA Board, AR, Book Fair, PTA Newsletters, PTA</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <u> X </u> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money  <u> X </u> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <ul style="list-style-type: none"> <li>• Materials and supplies for various activities.</li> </ul>

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**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>Contests, PBIS, K-Kids, NFL Super Bowl Festival &amp; Art Auction, Grandparent Week, Dad’s Club, Scientist in Residence lessons, SAT Sitters, SAT &amp; 504 meetings, IEP meetings, Morning Meetings, Supply Packs, Room Moms, Cultural Arts Day, Field Day, Lego League, Teacher Appreciation, Yearbook, and various fundraisers/educational activities throughout the year.</p>		
<p>Community outreach is 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: Scientist in Residence outdoor classroom lessons, Renaissance Accelerated Reading, Jr. FIRST Lego League, Cultural Arts Day, K-Kids, Kiwanis partnership, Family Math &amp; Reading Night, Veterans’ Day Show-n-Tell, and Grandparent Week. MTE welcomes community involvement by inviting families to enjoy the following student performances: Grade Level performances at PTA meetings, Choir Performances, Musical Performances, Art Night, Talent Show and Rite of Passage. Student news anchors also help communicate the expectations and culture of MTE to our learning community by inviting parents to view monthly happenings through MTE’s online news broadcast, WMTE.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>    </u> Title I  <u>  X  </u> GFF  <u>    </u> SRCL  <u>    </u> Title II  <u>    </u> LA4  <u>    </u> IDEA  <u>    </u> Title III  <u>  X  </u> Bond Money  <u>  X  </u> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <ul style="list-style-type: none"> <li>●Broadcast materials and equipment</li> <li>●Lego League supplies</li> <li>●Outdoor classroom lesson materials and supplies</li> <li>●School event materials and supplies</li> </ul>
<p>In compliance with Act 436, at least three meetings will be held during the school year to provide parents information on how to access the curriculum. This information will be provided to parents at school open house events, the new parent orientation meeting, and several other PTA meetings throughout the year. Activities and resources to strengthen student skills and to inform parents of curriculum, assessments and proficiency levels for students will be available to the parents through website sources and links on the MTE website and the STPSB website, Family Math and Reading Nights, New Parent Night meetings, teacher conferences, SAT meetings, IEP meetings, 504 meetings, Open House parent curriculum meetings, as well as through weekly teacher overviews and monthly informative PTA newsletter</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><u>    </u> Title I  <u>  X  </u> GFF  <u>    </u> SRCL  <u>    </u> Title II  <u>    </u> LA4  <u>    </u> IDEA  <u>    </u> Title III  <u>  X  </u> Bond Money  <u>  X  </u> Other</p>	<p>Item(s) to be purchased to support this strategy/activity:</p> <ul style="list-style-type: none"> <li>●Weekly overviews</li> <li>●PTA newsletter</li> <li>●Webmasters</li> <li>●Math and Reading Night Materials</li> </ul>



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**2015-2016**

<p>articles. Report cards go home each nine weeks, with an interim report for students with averages below a C.</p>		
<p>The documents prepared by the state to inform parents of their child’s academic achievement on state standardized testing are sent to the parents via U.S. Mail.</p> <p>Parents in need of translation services contact the school and a conference is set-up to discuss results. Parents may be requested to bring a trusted interpreter with them to facilitate the process.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Printing supplies</li> <li>•Postage</li> </ul>

<p><b>7. TRANSITION:</b> What activities are in planned to transition incoming and outgoing students at your school?. Be sure to list <i>at least one</i> for incoming and one for outgoing students.</p>		
<p>Incoming Students  <u><b>Incoming Students</b></u> - Transitional visits will occur during the month of May for the 1<sup>st</sup> grade students from Marigny who will enter MTE as 2<sup>nd</sup> grade students the following year.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>• Refreshments and goodie bags for visiting students.</li> </ul>
<p><u><b>Incoming Students</b></u> - Administration conducts a Parent Meeting after school hours in May for the parents of incoming students.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>• Information packets</li> </ul>
<p><u><b>Outgoing students</b></u> - 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 4<sup>th</sup> grade students the following year.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Bus to Mandeville Middle</li> </ul>

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**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

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<b><u>Students with Special Needs Transitioning</u></b> - Incoming and outgoing students with disabilities that participate in our Reduced Numbers Class are provided a photo journal of their new school environment and tour feeder schools with their RNC teacher and paraprofessionals typically in May, but also on an as-needed basis.	<b>10. BUDGETS</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Item(s) to be purchased to support this activity: <ul style="list-style-type: none"> <li>• Bus to feeder schools</li> <li>Transition journal</li> </ul>
The school guidance counselor conducts “New to MTE” small group sessions for students entering after the start date of school.	<b>10. BUDGETS</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Item(s) to be purchased to support this activity: <ul style="list-style-type: none"> <li>• Parent permission forms</li> <li>• Counseling supplies</li> </ul>

<b>8. USE OF ACADEMIC ASSESSMENTS:</b> How does your school include teachers in decisions regarding the use of academic assessments?		
<b><u>Assessment Alignment</u></b> - Highly qualified teachers in 2 <sup>nd</sup> and 3 <sup>rd</sup> grade collaborate in many different teams to review standards and skills addressed in the Guaranteed Curriculum, analyze student progress, and create a variety of weekly assessments (pre-assessments, formative assessments, and summative assessments). Assessments focus not only on students’ academic skill attainment but also students’ attitudinal/perceptual feedback. Data points from the various assessments are tracked on spreadsheets and are used by teachers to design differentiated instructional activities and strategies to meet the	<b>10. BUDGETS</b> used to support this activity: <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	Item(s) to be purchased to support this activity: <ul style="list-style-type: none"> <li>• Tracking Excel Spreadsheets</li> <li>• Subs for Collaboration</li> </ul>

**Magnolia Trace Elementary**  
**2<sup>nd</sup> & 3<sup>rd</sup> grades**  
**Melanie Edwards**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>needs of all students.  During monthly Faculty Mtgs., teachers, administrators, and support personnel collaborate on:</p> <ul style="list-style-type: none"> <li>•MTE Assessment &amp; Grading Guidelines</li> <li>•GC Unit Post Tests</li> </ul> <p>During weekly at Grade Level Mtgs., teachers create assessments that may vary from class to class to address students’ specific needs; however the skill and content focus is the same for each assessment at each grade level. These meetings cover the following:</p> <ul style="list-style-type: none"> <li>•Quarterly MTE Checkpoint ELA Assessments</li> <li>•Anonymous SLT Scoring</li> <li>•Assessment Accommodations</li> <li>•DIBELS Analysis</li> <li>•AR Analysis</li> </ul> <p>During Professional Learning Community Mtgs. that meet seven times a year for ½ days, grade level teachers collaborate on creating lessons and two common assessments a quarter in Math based on a timeline that was created with the scope &amp; sequence as well as Flex Time in mind. Once teachers administer the common assessments and track the data on a spreadsheet, they analyze the data to determine students’ levels of achievements. They use this data to prepare remediation, support, and enrichment lessons to conduct to small groups of students during designated Flex Time dates.</p>		
<p><b><u>MTE Assessment &amp; Grading Guidelines</u></b> – Highly qualified teachers in 2<sup>nd</sup> and 3<sup>rd</sup> grade collaborate at Faculty Mtgs. to address alignment of assessments to Louisiana Student Standards/Grade Level Expectations and how those assessments are weighted in each class across the grade level to give a consistent and accurate representation of pupil progression. Teachers have set quarterly Language Arts assessment parameters for each grade level to follow and reading and math suggestions as well. Within their parameters they have weighted how the 2<sup>nd</sup> &amp; 3<sup>rd</sup> gr. District Created SLT Writing Scoring Rubrics should be used. Each quarter teachers will assess the effectiveness of these parameters and will make adjustments as necessary.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  ___ <u>x</u> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Scoring Rubrics</li> </ul>

**Magnolia Trace Elementary**  
**2<sup>nd</sup> & 3<sup>rd</sup> grades**  
**Melanie Edwards**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p><b><u>GC Unit Post Tests</u></b> - Highly qualified teachers in 2<sup>nd</sup> and 3<sup>rd</sup> grade will follow the scope and sequence of the Guaranteed Curriculum (GC) along with MTE's sequence alterations in ELA, Science, &amp; Social Studies. Teachers will utilize the GC's Unit Pre-Test in a variety of ways to support their individualized instructional practices. Teachers will collaborate at Faculty Mtgs. to make alterations to the GC's Unit Post-Test. Alterations to this post-test will be uniformly administered across each grade level. Students' results on unit post-assessments will be used as pupil progression indicators within quarterly JPAMS report cards to ensure rigorous and consistent assessment of standards in each grade level. Data points from the GC Unit Post Tests 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.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I          ___ GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>•None</p>
<p><b><u>Quarterly MTE Checkpoint ELA Assessments</u></b> – Highly qualified teachers in 2<sup>nd</sup> and 3<sup>rd</sup> grade collaborate weekly as a grade level and during Grade Level Mtgs. to come to a consensus as to which post-assessments to use as Quarterly Checkpoints Assessments. Each teacher administers the same two post-assessments in reading per grade level each quarter. Teachers document students' results as pupil progression indicators within quarterly JPAMS report cards and on a tracking spreadsheet that is shared with administration via emails to ensure rigorous and consistent assessment of standards in each grade level. Data points from the teacher-made Quarterly Checkpoints Assessments 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.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <u>x</u> GFF          ___ SRCL          ___ Title II          ___ LA4          ___ IDEA          ___ Title III          ___ Bond Money          ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>•Tracking Excel Spreadsheets</p>
<p><b><u>Anonymous SLT Scoring</u></b> – Highly qualified teachers in 2<sup>nd</sup> and 3<sup>rd</sup> grade administer District Provided Student Learning Target Assessments (SLT). After administering, the assessments are anonymously delivered to teachers within their grade levels. These anonymous teachers assess students' progress to provide nonbiased feedback to</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <u>x</u> GFF          ___ SRCL          ___ Title II          ___ LA4</p>	<p>Item(s) to be purchased to support this activity:</p> <p>•SLT Assessments</p>

**Magnolia Trace Elementary**  
**2<sup>nd</sup> & 3<sup>rd</sup> grades**  
**Melanie Edwards**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>homeroom teachers on SLT results and to become familiar with assessment criteria. Strategies to remediate and enhance writings are discussed during weekly Grade Level Mtgs.</p>	<p><input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	
<p><b><u>Assessment Accommodations</u></b> – Highly qualified teachers in 2<sup>nd</sup> and 3<sup>rd</sup> grade perform a vital role in the decision making processes regarding academic assessments for students with struggles and/or disabilities. Teachers regularly attend parent conferences, Student Assistance Team Meetings, 504 Meetings, and Individual Education Plans Meetings to communicate students’ progress with parents and administration and to discuss how to set students’ goals. Regular education teachers collaborate with special education teachers and interventionists during grade level meetings to identify interventions and assessment accommodations that will assist students with struggles and/or disabilities in making academic progress. Students referred to SAT are progress monitored at 3-6 week intervals to ensure that the interventions selected are in fact effective.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  <ul style="list-style-type: none"> <li>•Inclusion Tracking Forms</li> <li>•IEP Forms</li> <li>•SAT Forms</li> <li>•504 Forms</li> </ul> </p>
<p><b><u>DIBELS Analysis</u></b> – During Grade Level Mtg. highly qualified teachers in 2<sup>nd</sup> and 3<sup>rd</sup> 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 Earobics, Triumphs, and/or Florida Center for Reading Research. At-risk students are also progress monitored at regular intervals to ensure that the interventions selected are in fact effective.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  <ul style="list-style-type: none"> <li>•DIBELS Assessments</li> <li>•Interventions</li> </ul> </p>
<p><b><u>AR Analysis</u></b> - Highly qualified teachers will analyze Reading Renaissance Accelerated Reader Assessment Reports to set individual goals with students, communicate goals with parents, provide instruction as to appropriate book selections, monitor student reading progress, and provide coaching to individual students accordingly.</p>	<p><b>10. BUDGETS</b> used to support this activity:  <input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:  <ul style="list-style-type: none"> <li>•Accelerated Reader Program</li> <li>•AR Tracking Sheets</li> <li>•Parent Communication Sheets</li> <li>•AR Incentives</li> </ul> </p>

**Magnolia Trace Elementary**  
**2<sup>nd</sup> & 3<sup>rd</sup> grades**  
**Melanie Edwards**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p><b>9. ACTIVITIES PLANNED FOR STUDENTS EXPERIENCING DIFFICULTIES:</b> What activities are in place to ensure that students who experience difficulty are provided effective, timely, additional assistance? For example: tutoring, MHP counseling services, etc.</p>		
<p><b><u>Mental Health Providers</u></b>- MHP: Due to the transient and sometimes unstable environments that some of Magnolia Trace Elem.'s students experience, a Mental Health Provider will work with students for 12 hours per week. This counseling will work to improve reading and math achievement by helping students to develop coping strategies for handling the conflicts and stresses that they face in life which in turn will allow them to focus on the academic materials being presented in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time depending on need. The administration at Magnolia Trace Elem. will monitor implementation of the MHP program. Due to the confidential nature of student involvement in the MHP program, guidance counselor will also monitor student academic progress in conjunction with the classroom teacher through monitoring numbers of behavioral referrals leading to out-of-class time and/or percentage of completed assignments as is appropriate for each individual student's situation. Review of performance on classroom assessments, benchmark assessments and standardized tests such as iLEAP will also occur.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF  ___ SRCL  ___ Title II  ___ LA4  <input checked="" type="checkbox"/> IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>• Tracking Instruments</li> </ul>
<p><b><u>Social Curriculum</u></b> -The Guidance Counselor will conduct bimonthly lessons for students based on character traits, iSafety, drug education &amp; prevention (Red Ribbon Week), anti-bullying, and child abuse prevention. Students that need extra support due to life challenges outside of the school environments 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 progressed monitored via student, teacher, parent surveys and PBIS discipline data collections.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Red Ribbon Materials</li> <li>•Character Trait Awards</li> </ul>

**Magnolia Trace Elementary**  
**2<sup>nd</sup> & 3<sup>rd</sup> grades**  
**Melanie Edwards**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p><b><u>Positive Behavior Intervention Support (PBIS)-</u></b>  The School Wide Positive Behavior Support Committee will collect and analyze information regarding student behavior based on monthly discipline referrals, review major/minor infractions and consequences yearly, and create and review a reward/incentives program for positive student behavior based on “The Maggie 4.” Support services/incentives will be provided for students with habitual referrals by the classroom teacher, guidance counselor, MHP, SAT committee and PAWS Program mentors.</p>	<p><b>10. BUDGETS</b> used to support this activity:  ___ Title I  <u>  x  </u> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  <u>  x  </u> Other</p>	<p>Item(s) to be purchased to support this activity:  •PBIS Incentives  •PBIS Events  •Maggie Paw Print Stickers &amp; Pencils</p>
<p><b><u>Instructional Program Enhancements</u></b> - To improve the academic performance of lower achieving students, we have several programs in place:</p> <ul style="list-style-type: none"> <li>• PTA Sponsors - Scientist in Residence Program and Cultural Arts Day</li> <li>• Speech Therapists – volunteer to implement and monitor our Earobics and FastForWord technology based interventions</li> <li>• RHT – conducts DIBELS Progress Monitoring, Interventions, College &amp; High School Student Teachers</li> <li>• Teachers – volunteer to plan and implement Family Math &amp; Reading Night</li> <li>• Teachers, High School Robotics Team Students &amp; Administration – volunteer to lead Jr. FIRST Lego League teams after school</li> <li>• Elective Teachers &amp; Administration – volunteer to assist students with creating a monthly WMTE broadcast</li> <li>• Elective Teachers, Secretarial Staff, Custodial Staff and Teachers – volunteer to support students in the MTE Apprenticeship Program</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:  ___ Title I  <u>  X  </u> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  <u>  X  </u> Other</p>	<p>Item(s) to be purchased to support this activity:  • Materials and supplies for various activities and instructional needs</p>
<p><b><u>Tutoring Programs-Pull out</u></b>  Students that are identified as homeless and are struggling academically qualify for Kids in Transition (KIT) Tutoring Program. Highly qualified teachers in 2<sup>nd</sup> and 3<sup>rd</sup> grade volunteer to serve as tutors before and after school based on student and family needs assessment. Tutors collaborate with classroom teachers and consult the GC for lesson support. Students’ progress is monitored via quarterly report cards grades, tutor</p>	<p><b>10. BUDGETS</b> used to support this activity:  ___ Title I  ___ GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money</p>	<p>Item(s) to be purchased to support this activity:  • KIT Tutor</p>

**Magnolia Trace Elementary**  
**2<sup>nd</sup> & 3<sup>rd</sup> grades**  
**Melanie Edwards**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>observations, and teacher/parent feedback. The tutoring program is evaluated based on student growth.</p>	<p style="text-align: center;"><u>  </u> <input checked="" type="checkbox"/> Other</p>	
<p><b><u>Tutoring/Helping Hands-Push-In</u></b> - Students with Limited English Proficiency are identified at registration. A paraprofessional in the English as a Second Language Program pushes-in to the 2<sup>nd</sup> &amp; 3<sup>rd</sup> gr. inclusion classes Limited English Proficiency students twice a week to provide support and monitor progress. Quarterly progress reports are provided to parents along with report cards.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="text-align: center;"><u>  </u> Title I  <u>  </u> <input checked="" type="checkbox"/> GFF  <u>  </u> SRCL  <u>  </u> Title II  <u>  </u> LA4  <u>  </u> IDEA  <u>  </u> <input checked="" type="checkbox"/> Title III  <u>  </u> Bond Money  <u>  </u> Other</p>	<p>Item(s) to be purchased to support this activity:</p>
<p><b><u>Technology Resources and Personnel:</u></b>  <b><u>General Technology</u></b> to increase engagement: High Qualified teachers will be explicit in their use of technology integration within their lesson and specific 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, BrianPop Jr., LA Pass, EAGLE, Promethean Planet, etc.) to assist students in developing targeted writing, math, science and social studies skills. Teachers will also conduct two lessons a month in the computer lab. Each class room is equipped with Promethean Boards, three computes, and one printer.</p> <p><b><u>Technology Interventions/Progress Monitoring</u></b>  Students at-risk for not obtaining pupil progression quality points in various subjects and/or those who are identified as at-risk via technology screenings such as: WRAPS, DIBELS, and/or Star Accelerated Reading Program, qualify for technology intervention programs such Earobics and FastForWord. The teacher, special education teacher, interventionist, SAT coordinator, 504 coordinator, and/or administration monitor students’ progress at regular intervals to adjust interventions as necessary. In addition each student has individualized Accelerated Reader goals based on their reading “Grade Level Equivalency identified through the AR Star test. Each quarter,</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p style="text-align: center;"><u>  </u> Title I  <u>  </u> <input checked="" type="checkbox"/> GFF  <u>  </u> SRCL  <u>  </u> Title II  <u>  </u> LA4  <u>  </u> IDEA  <u>  </u> Title III  <u>  </u> <input checked="" type="checkbox"/> Bond Money  <u>  </u> <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>● iPad &amp; apps</li> <li>● ipods</li> <li>● Digital Document Cameras</li> <li>● Software programs</li> <li>● Computers</li> <li>● Printers</li> <li>● Activotes</li> <li>● Promethean Boards</li> <li>● Hot Dots materials</li> </ul>



**Magnolia Trace Elementary**  
**2<sup>nd</sup> & 3<sup>rd</sup> grades**  
**Melanie Edwards**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p>teachers conference with students individually to progress monitor and set new reading goals to improve reading fluency and comprehension. Progress monitoring results/reports for AR, Earobics, and FastForWord are shared with parents on a quarterly basis.</p>		
<p><b><u>Special Education Program Design</u></b>  This year we had a large population of mild/moderate students in the 3<sup>rd</sup> grade, so we gained an additional mild/moderate teacher the 2<sup>nd</sup> quarter of school. We increased the number of inclusion classes in each grade level to accommodate Mild/Moderate, Moderate, Autistic, Limited English Proficiency, and Gifted students. Also, CAAB, MAE, and Sp. Ed. Paraprofessional support was increased to accommodate the needs of the students in special education classes. Students with disabilities are included into regular education classrooms that are reduced in size in order to meet the needs of all students. At various times of the day highly qualified special education teachers and paraprofessionals provide instruction to special education students and students at risk using hands-on learning strategies along with small group instruction within a regular education classroom setting. According to Individualized Education Plans, highly qualified special education teachers and paraprofessionals also provide instruction to special education students in a resource room setting.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>•None</p>
<p><b><u>Student Assistance Team (SAT):</u></b>  Students that are struggling with academics, behavior, and/or speech are referred to the Student Assistance Team (SAT). Administration, Resource Helping Teacher, highly qualified teachers, parents, speech therapist, pupil appraisal representative, and counselor collaborate on screenings or 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>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p><input type="checkbox"/> Title I  <input checked="" type="checkbox"/> GFF  <input type="checkbox"/> SRCL  <input type="checkbox"/> Title II  <input type="checkbox"/> LA4  <input checked="" type="checkbox"/> IDEA  <input type="checkbox"/> Title III  <input type="checkbox"/> Bond Money  <input type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <p>•None</p>

**Magnolia Trace Elementary**  
**2<sup>nd</sup> & 3<sup>rd</sup> grades**  
**Melanie Edwards**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

<p><b><u>DIBELS</u></b> - Highly qualified teachers in 2<sup>nd</sup> and 3<sup>rd</sup> grade administer DIBELS assessments in the fall, winter, and spring. They analyze DIBELS reports to determine the need for interventions and progress monitoring. At-risk students receive 30-60 minutes of tiered interventions through the teachers' choice of Earobics, Triumphs, and/or Florida Center for Reading Research.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF  ___ SRCL  ___ Title II  ___ LA4  <input checked="" type="checkbox"/> IDEA  ___ Title III  ___ Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>● Intervention Materials</li> </ul>
<p><b><u>FastForWord</u></b> - Special education students and students at-risk in reading fluency and/or comprehension may be eligible for a computer intervention program, Fast ForWord. A highly qualified special education teacher or speech therapist monitors the program usage in the computer lab or resource room and conducts students' progress report analyses. These reports are shared with all stakeholders involved in the students' instructional day: parents, homeroom teacher, special education teacher, and SAT/IEP team.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  ___ GFF  ___ SRCL  ___ Title II  ___ LA4  <input checked="" type="checkbox"/> IDEA  ___ Title III  ___ Bond Money  ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>● Fast ForWord licenses &amp; supervising teacher</li> </ul>
<p><b><u>Accelerated Reader Program</u></b> - All highly qualified teachers will promote student participation in the Reading Renaissance Accelerated Reader Program ensuring that goals are set according to students' individual needs. Teachers will encourage students to make personal book selections at their reading levels and practice students' oral speaking skills by discussing what they have read with their peers. Teachers will communicate students' individualized goals with parents, monitor student reading progress, and provide coaching to individual students accordingly.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III  ___ Bond Money  <input checked="" type="checkbox"/> Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>● AR Materials</li> </ul>
<p><b><u>Kagan</u></b> - Highly qualified teachers in 2<sup>nd</sup> and 3<sup>rd</sup> grade will implement Kagan Strategies with all subgroups as an instructional practice that promotes engaged learners for all subjects.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I  <input checked="" type="checkbox"/> GFF  ___ SRCL  ___ Title II  ___ LA4  ___ IDEA  ___ Title III</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>● Kagan Staff Development</li> <li>● Kagan Materials</li> </ul>

**Magnolia Trace Elementary**  
**2<sup>nd</sup> & 3<sup>rd</sup> grades**  
**Melanie Edwards**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

	<input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	
<p><b><u>Special Presentations/Field Trips</u></b> - Highly qualified teacher 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), 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>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Field Trip Buses</li> <li>•Speakers/Programs</li> </ul>
<p><b><u>Guaranteed Curriculum (GC)</u></b> - Highly qualified teachers in 2<sup>nd</sup> &amp; 3<sup>rd</sup> grade will access the GC which holds instructional resources including lesson plans, assessments, High Order Thinking questions, Close Read questions, interventions, supporting documents, PowerPoint presentations, internet sites and links. The GC is accessed daily and impacts instruction.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input checked="" type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Supplemental Texts</li> <li>•Laptop Computers</li> </ul>
<p><b><u>Graphic Organizers</u></b> - Highly qualified teachers in 2<sup>nd</sup> &amp; 3<sup>rd</sup> grade will lead students in the production of Thinking Maps or RACE models daily, both as part of a group and independently in all subjects. Students will demonstrate the ability to use higher order thinking skills across a variety of texts to organize information in ways the student can remember, verbalize, and express through writing.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Thinking Maps Materials</li> <li>•Supplemental Materials</li> <li>•Professional Development</li> </ul>
<p><b><u>Writing Across the Curriculum</u></b> - Highly qualified teachers in 2<sup>nd</sup> &amp; 3<sup>rd</sup> grade will use the Write From the Beginning, Response to Literature, Thinking Maps, &amp; RACE strategies daily with students across the curriculum to increase their ability to formulate and express ideas in a written format. Teachers will utilize the 2<sup>nd</sup> and 3<sup>rd</sup> gr. District Created SLT Writing Scoring Rubric to ensure rigorous and consistent assessment of standards.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Professional Development</li> <li>•Staff Collaboration</li> <li>•Supplemental Texts</li> </ul>



**Magnolia Trace Elementary**  
**2<sup>nd</sup> & 3<sup>rd</sup> grades**  
**Melanie Edwards**  
**SCHOOL IMPROVEMENT PLAN**  
**ST. TAMMANY PARISH SCHOOLS**  
**2015-2016**

model.	<input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	
<p><b>Grade Level &amp; PLC Meetings</b> - Highly qualified teachers in 2<sup>nd</sup> and 3<sup>rd</sup> grade will attend weekly Grade Level Meetings and frequent PLC 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><b>10. BUDGETS</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Subs for Collaboration</li> </ul>
<p><b>Learning Walks</b> - Highly qualified 2<sup>nd</sup> &amp; 3<sup>rd</sup> grade teachers will conduct Learning Walks in their colleagues' classrooms to examine instructional strategy, behavior managements strategies, student work and engagement in order to determine effective strategies to address the identified areas of need.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>•Learning Walk Materials</li> <li>•Subs for PLC Collaboration</li> </ul>

<b>10. COORDINATION OF PROGRAMS</b>		
<ul style="list-style-type: none"> <li>•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 and IDEA</li> <li>•Food Services-All students whose income qualifies them for free/reduced meals participate in the Federal Food Service program.</li> <li>•Identified students with disabilities receive all services specified in their IEP through GFF and IDEA funding.</li> <li>•Identified LEP students receive services through ESL Paraprofessionals and LEP tutors at their school site in an inclusion (push-in) setting. These services are paid for through GFF and Title III.</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> SRCL <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Bond Money <input type="checkbox"/> Other	<p>Item(s) to be purchased to support this activity:</p>

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<b>11. HOW ARE PROGRAMS ASSESSED AT YOUR SCHOOL TO DETERMINE EFFECTIVENESS?</b>		
<p>At the end of each school year the Administrative Team, SAT Team, Design 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.</p>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I            ___ GFF            ___ SRCL            ___ Title II            ___ LA4            ___ IDEA            ___ Title III            ___ Bond Money            ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>• None</li> </ul>
<p>After multiple members of the SIP team have gathered various forms of data and survey input to formulate a Draft SIP, a MS PPT is presented to the faculty at the 1<sup>st</sup> Faculty Mtg. of the school year. The faculty is surveyed again for their opinions and for additional contributions. The Draft SIP is then finalized and shared in the following manner:</p> <ul style="list-style-type: none"> <li>•Faculty Meetings</li> <li>•PTA Board Meetings</li> <li>•Open House</li> <li>•PTA Newsletters</li> <li>•STPSB website</li> </ul>	<p><b>10. BUDGETS</b> used to support this activity:</p> <p>___ Title I            ___ GFF            ___ SRCL            ___ Title II            ___ LA4            ___ IDEA            ___ Title III            ___ Bond Money            ___ Other</p>	<p>Item(s) to be purchased to support this activity:</p> <ul style="list-style-type: none"> <li>• None</li> </ul>