

**2018-2019
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).

3/15/2019

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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
For a four year trend in fall scores, third grade showed the greatest percentage growth in DIBELS Benchmark with 90% (2013), 89% (2014), 89% (2015), and 86% (2016).	For a four year trend, from fall 2013 to spring 2016, second grade students scoring at Benchmark on the DIBELS assessment is consistently lower than students scoring at Benchmark in third grade: fall 2013 (2nd 89% and 3rd 90%); spring 2014 (2nd 84% and 3rd 88%); fall 2014 (2nd 85% and 3rd 89%); spring 2015 (2nd 83% and 3rd 84%); fall 2015 (2nd 84% and 3rd 89%); spring 2016 (2nd 81% and 3rd 83%).
The highest school index for 2018 was the Student Growth to Mastery Index (95.3%).	The lowest school index for 2018 was the LEAP 2025 Assessment Index (94%).
Over the past three years, discipline (number of suspensions) has steadily declined. The number of suspensions has declined in all years and across all grade levels. From 2015 - 2017, the number of suspensions in 2nd grade declined from 3 to 1. The number of suspensions in 3rd grade declined from 3 to 0. During the same time period, 0 expulsions were recorded.	Over the past two years, the third grade Social Studies Assessment Index has declined. There was a two year decline in Social Studies of 7.3 index points in 2016 - 2017 and 11 index points in 2017 - 2018.
On the Math LEAP 2025 assessment in 2017, Expressing Mathematical Reasoning (77%) and Modeling & Application (77%) were the highest scoring subcategories. In 2018 for percent proficient, Solving Problems with Any Operation (77%) was the highest proficiency scoring subcategory.	In 2018, 66% of students scored below proficiency in the category of History on the Social Studies LEAP 2025 assessment.
For grade 3, Reading Performance was consistently the highest performing category on the ELA LEAP 2025 in 2017 - 2018 with the greatest percent of students scoring proficient (2017 - 79% and 2018 - 78%).	For grade 3 on LEAP 2025 in 2018, 31% of the students scored Basic or below in Mathematics. Products & Quotients/Solving Multiplication & Division Problems (57% proficient) and Solving Time, Area, Measurement, and Estimation Problems (58% proficient) were the lowest subcategories. In addition, History was the lowest category on the Social Studies LEAP 2025 in 2018 with 34% proficient.
The White subgroup has consistently been the highest performing subgroup in ELA (2017 - 102.4 index points and 2018 - 101.3 index points) and Math (2017 - 98.4 index points and 2018 - 105.9 index points).	The Black subgroup within ELA (73.6 index points) and Math (66.4 index points) was the weakest performing subgroup in 2018. However, in 2016 and 2017, the Students with Disabilities subgroup in both ELA (56.1, 79.8 index points) and Math (72.2, 63.3 index points) was the weakest performing subgroup.

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<p>In 3rd grade, the subgroup Students with Disabilities increased over the past two years in ELA (2017 - by 23.7 index points and 2018 - by 0.4 index points).</p>	<p>In 3rd grade, there was not a consistent subgroup that declined over the past two years.</p>
<p>The Students with Disabilities subgroup decreased the Achievement Gap for 2 consecutive years in ELA (Index points of the achievement gap as follows: 2016-34.1, 2017 - 22.6, and 2018 - 21.1).</p>	<p>The Economically Disadvantaged subgroup increased the Achievement Gap for 2 consecutive years in Mathematics (Index points of the achievement gap as follows: 2016-16.8, 2017 - 18.1, 2018 - 20.4).</p>
<p>For grade 3, ELA is a strength for the Black subgroup (2016 - 81.3; 2017 - 96.9; 2018 - 73.6 index points).</p>	<p>For grade 3, Math is a weakness for the Black subgroup (2016 - 79.4; 2017 - 85.4; 2018 - 66.4 index points). Over the last two years, Math is a weakness for the Students with Disabilities subgroup (2017 - 63.3; 2018 - 78.7 index points).</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 Category/Subcategory Data, Subgroup Percent Proficiency, CRT Assessment Index, Dropout Credit Accumulation Index (DCAI), ACT Trend Data, WorkKeys, HISET Trend Data, EOC Trend Data, Graduation Index-Strength of Diploma, Cohort Graduation Rate, Discipline Data</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> • <i>Must Include at Least 1 Subgroup Goal</i> 	
<p>1. 2nd grade students will increase reading achievement by increasing the percentage of students scoring AT or Above Benchmark on DIBELS Next by 10% from Fall 2018 to Spring 2019.</p>	
<p>2. From Spring 2018 to Spring 2019 the percentage of 3rd grade students achieving Mastery or Above on the LEAP 2025 Social Studies Assessment will increase by 15 percentage points.</p>	
<p>3. From Spring 2018 to Spring 2019 the percentage of students achieving Mastery or Above the LEAP 2025 Math Assessment in grade 3 will increase by 10%.</p>	
<p>4. From Spring 2018 to Spring 2019 the students in the Black subgroup will increase their Assessment Index on LEAP 2025 as follows: ELA – Increase by at least 5 Index points from a 73.6 to a 78.6; Math – Increase by at least 10 Index points from a 66.4 to 76.4.</p>	
<p>5. From Spring 2018 to Spring 2019 the students in the Students with Disabilities will increase their Assessment Index on LEAP 2015 as follows: ELA – increase by at least 5 Index points from 79.8 to 84.8; Math – increase by at least 5 Index points from 78.7 to 83.7.</p>	

2. PARENT AND FAMILY ENGAGEMENT

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

PARENT/FAMILY ENGAGEMENT ACTIVITY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY	EFFECTIVENESS
<p>Describe how all parents will be involved in the design and evaluation of the SIP (include the month that activity will take place): Magnolia Trace parents will have the opportunity to design and evaluate the SIP through the following:</p> <p>Design:</p> <ul style="list-style-type: none"> • Two parent representatives are active SIP committee members (year-long, meetings October and November) • Post the SIP on the Magnolia Trace Website and request feedback via link (year-long) • Administration meets monthly with the PTA Executive and PTA General Board to discuss different portions of the SIP with open feedback opportunities (monthly) • Principal’s note in the PTA newsletter monthly with contact information provided • During a general PTA meeting, the principal will present school improvement goals, as well as, school performance scores. (December, February) • Additional events where information is shared and opportunities for feedback are available: Meet and Greet (August), Open House (August), PTA Room Parent training (September), Choir performance (December and May), Family Math and Reading Night (November), PTA Facebook page (year-long) 	<p>Goal(s):</p> <p>1 - 5</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><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Copy paper</p> <p>Ink</p> <p>School Website</p> <p>Monthly newsletter</p>	<p>Effectiveness Measure:</p> <p>Surveys, PTA meeting minutes, evaluation feedback at Open House, feedback on website link, EOY surveys, School of Excellence surveys</p> <hr/> <p>Effectiveness Results:</p>

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<p>Evaluation:</p> <ul style="list-style-type: none"> • Discuss progress towards goals at Open House (August) • Feedback via the MTE website link (year-long) • Parent Response Evaluations at Open House (August) • PTA Notes (monthly, year-long) • PTA School of Excellence survey (October/November, March) • Parent survey (April) 				
<p>Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:</p> <p>MTE parents and community stakeholders are provided opportunities to have a voice in school decisions through the following:</p> <ul style="list-style-type: none"> • Surveys (October/November, March, April) • Accessibility to Magnolia Trace Elementary website with feedback link (year-long) • Participation on various committees – volunteer, calendar, PTA, room parent (year-long) • PTA representatives / PTA general meetings (year-long) • PTA boards – executive and general (year-long) • Parent-Teacher communication (year-long) • Encourage parent involvement with overall school functions, as well as, within the classroom (year-long) • SAT, 504, IEP meetings (year-long) 	<p>Goal(s):</p> <p>1 – 5</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><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p> <p><input type="checkbox"/> Title IV</p> <p><input type="checkbox"/> Perkins</p> <p><input type="checkbox"/> JAG</p> <p><input type="checkbox"/> Bond Money</p> <p><input checked="" type="checkbox"/> Other</p>	<p>Items Needed:</p> <p>Copy paper ink Website</p>	<p>Effectiveness Measure:</p> <p>PTA Meeting minutes, Special event surveys, website link, EOY surveys, PTA School of Excellence surveys</p> <hr/> <p>Effectiveness Results:</p>
<p>Describe how the school communicates information to parents regarding the strategies and activities in the SIP, curriculum, assessments, student progress, etc.:</p> <ul style="list-style-type: none"> • Schoolwires (year-long) • Weekly teacher overviews (weekly, year-long) • Weekly VIP folder (weekly, year-long) • Curriculum-based Open House presentations (August) • Meet and Greet with classroom teacher (August) 	<p>Goal(s):</p> <p>1 - 5</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><input type="checkbox"/> IDEA</p> <p><input type="checkbox"/> Title III</p>	<p>Items Needed:</p> <p>Website Copy paper PowerPoint Weekly overviews Webmaster Special event supplies</p>	<p>Effectiveness Measure:</p> <p>Parent Surveys Special event surveys Website link for feedback Transition support meeting attendance/evaluation SAT meeting agendas and notes</p>

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<ul style="list-style-type: none"> • Magnolia Trace Website (year-long) • PTA newsletter (monthly, year-long) • Access to JPAMS (year-long) • Parent teacher conferences (year-long) • SAT, 504, IEP meetings (weekly, year-long) • Transition meetings (February, March, April, May) • Special Needs transition meeting (April) • Parent attendance during morning meetings (weekly, year-long) • PTA Facebook page (year-long) • Robocalls (year-long) • MTE handbook 		<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): 1-5</p>	<p>Budgets used to support this activity:</p> <input checked="" type="checkbox"/> Title I <input type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other	<p>Items Needed: Copies of translated information Translators as necessary</p>	<p>Effectiveness Measure: Surveys – EOY and Special Events, Minutes from translated meetings PTA School of Excellence survey (October and March)</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. Include the month that the activity will take place if applicable.

In compliance with LA Act 436, at least three meetings will be held during the school year to provide parents with information on how to access the curriculum. This information will be provided during school Open House events, PTA meetings, and other parent orientation meetings.

<p>Parent Family Engagement Activity 1: All families are invited to attend our Back to School Meet and Greet in August.</p> <ul style="list-style-type: none"> Meet and Greet (information provided in writing): JPAMS access, VIP folder, grading, procedures, curriculum overview and resources, academic schedule, homework guidelines, <p>All parents are invited to attend the annual Open House evening.</p> <ul style="list-style-type: none"> Open House (Information provided verbally): Curriculum PowerPoint presentation Grade level standards and expectations Units of study SIP goals and performance towards goals (presented by administration) 	<p>Goal(s): 1 – 5</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: Information letters and parent information packets Robo call</p>	<p>Effectiveness Measure: Parent survey</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 2: All families are invited and encouraged to participate in school based activities which offer extension to classroom lessons:</p> <ul style="list-style-type: none"> Big Science – 4 times per year students participate in hands-on, STEM learning activities Field Day – students focus on movement, exercise, and healthy living (October) Thanksgiving Feast (2nd grade) – students extend their Pilgrims unit with a mock feast Cultural Arts Day (February) – students learn about a country rotating through work stations Morning Meetings – (weekly, year-long) – students participate in monthly PBIS lessons Tutoring and Extension activities – parent and community volunteers facilitate tutoring and intervention activities 	<p>Goal(s): 1 – 5</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: PowerPoint slides Parent Handouts</p>	<p>Effectiveness Measure: Parent Survey and Attendance Log</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 3: All families are invited to attend Family Math and Reading Night where families engaged in curriculum activities which mirror standards-based classroom activities.</p> <ul style="list-style-type: none"> • Family Math and Reading Night • Sample learning activities • Learning strategies 	<p>Goal(s): 1 – 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Manipulatives, Graphic Organizers, Other Instructional Resources and Materials Paper Pencils Teacher volunteers</p>	<p>Effectiveness Measure: Parent survey and attendance log</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 4: Beginning in January, transition preparation for students transitioning to MTE from Marigny and students going to Lake Harbor and Mandeville Middle begins.</p> <ul style="list-style-type: none"> • Parental Transitioning Meetings for Parents of Students with Special Needs (April) • Parent Transitioning Meeting for Parents of All Incoming 2nd Graders (May) 	<p>Goal(s): 1 – 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Invitation Letters and Parent Information Packets Robocall</p>	<p>Effectiveness Measure: Parent Survey</p> <hr/> <p>Effectiveness Results:</p>

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<p>Parent Family Engagement Activity 5: Throughout the year, meetings with parents are held to provide support to meet individual student needs.</p> <ul style="list-style-type: none"> • Parent-Teacher Conferences, • Student Assistance Team Meetings • Individual Education Plan Meetings • 504 meetings. • Intervention planning conferences 	<p>Goal(s): 1 - 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Teacher – Parent Conference Notes and/or IEP, SAT, or 504 Forms, and Progress Monitoring Tracking Forms</p>	<p>Effectiveness Measure: Parent-teacher conference logs, SAT, IEP, and 504 Folders</p> <hr/> <p>Effectiveness Results:</p>
<p>Parent Family Engagement Activity 6: Parents are encouraged to engage in curriculum-based home learning with their students. Curriculum-based support programs are provided for parents and students.</p> <ul style="list-style-type: none"> • Oral Fluency Practice Program (weekly) • Moby Max Math fluency (weekly) • Summer workout packets (Summer) • Book Club expectations and activities (quarterly) • Website / instructional support links on the website (year-long) • My Math website access via Moodle 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Weekly oral fluency practice passage with and quarterly progress monitoring chart Summer workout program Book club rubric Moby Max Paper Folders Plastic sleeve</p>	<p>Effectiveness Measure: Oral Reading Fluency Tracking Chart for each student - DIBELS Summer Workout packet Math fluency chart</p> <hr/> <p>Effectiveness Results:</p>

3. SCHOOLWIDE PLAN STRATEGIES

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

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

Core Instruction

SCHOOLWIDE PLAN STRATEGY	GOAL(S) ADDRESSED	BUDGET(S) USED TO SUPPORT ACTIVITY	ITEMS TO BE PURCHASED TO SUPPORT ACTIVITY:	EFFECTIVENESS
<p>Rigorous, Standards-Based Curriculum: A rigorous, standards-based curriculum is implemented daily in all 2nd and 3rd grade classes. Instruction includes the use of the following resources:</p> <ul style="list-style-type: none"> • Guaranteed Curriculum • Graphic Organizers and Thinking Maps • Eureka and My Math • Guidebooks in 3rd Grade • Ready Gen 2nd Grade • Instructional Coach • Paraprofessionals • Moby Max for 2nd and 3rd Grade • DIBELS Interventions • Project READ • RACE • Write From the Beginning • Every Day Counts Math • RICE (Recall, Illustrate, Calculate, Explain) • Discovery Education 	<p>Goal(s): 1 - 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Internet Access, Anchor Charts, Textbooks, Anchor Texts, Teacher Manuals, Graphic Organizers, Thinking Maps, Instructional Resources and Materials, Manipulatives, Eureka Math Lessons, Flipcharts, Sprints, and Strategy Models</p>	<p>Effectiveness Measure: Common Assessments, Formative and Summative Assessments, LEAP 2025 Scores, and Benchmark, Interim and Mastery Assessment Performance</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Mystery Science • Eagle • Brainpop • iSafe • Achieve 3000 (3rd grade) • Typing Agent <p>The following instructional practices/strategies are implemented:</p> <ul style="list-style-type: none"> • Close Read • I do, we do, you do model • Questioning using Higher Order Thinking models • Kagan strategies • Power points and flip charts • Technology integration • Engagement measures • Hands-on learning • Science investigations focused on STEM • Rubrics for self-evaluation • Exit tickets • Literacy stations • Differentiated learning for intervention • Goal setting for individualized learning 				
<p>Use of Academic Assessments to Improve Instruction: Data from formative and summative assessments is used to make decisions about instructional needs for students. Assessment is planned and implemented as part of instruction. Teachers create assessments collaboratively during the Professional Learning Community (PLC) process. Students in need of individualized interventions are determined through the use of assessment data. Those students participate in an individualize intervention in the classroom several times per week. The following are examples of assessments used:</p> <ul style="list-style-type: none"> • Summative assessments – unit and chapter assessments, checkpoints, writing compositions 	<p>Goal(s): 1 - 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Copies of Assessments, Interims, and Parent – Teacher Conference Logs</p>	<p>Effectiveness Measure: LEAP 2025 Scores, Benchmark, Interim and Mastery Assessments, and Common Assessments, Data Analysis Spreadsheets</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Formative Assessments such as checklist, exit tickets, participation rubrics, rating scales are used to adjust instruction and provide intervention to students as needed. • Benchmark, Interim and Mastery Assessments • DIBELS assessment with corresponding interventions <p>Grades for summative assessments are recorded in the grade book on JPAMS, and sent home in the weekly folder.</p>				
<p>Strategies, Curriculum, and Assessments Specific to <u>Students with Disabilities</u>:</p> <p>Students with identified disabilities receive specialized instruction according to their 504 plan, IEP, or SAT action plan. Examples of this include:</p> <ul style="list-style-type: none"> • Thinking Maps • Project Read • 3rd Grade Guidebook Companion Guide and Adapted Novels • Inclusion Model • Ready GEN Ready Up and Scaffolding Guide • Staugler Assessment • PCI • Assistive Technology • Small group and individualized instruction • Research-based interventions • Fast ForWord • Moby Max • Volunteer Tutoring • Unique learning • Starfall • Write From the Beginning • Social stories • STEM learning • Ground works <p>To determine student’s needs, assessments are administered such as:</p> <ul style="list-style-type: none"> • DIBELS • Functional Behavior Assessment (FBA) • Barkley Rating scale 	<p>Goal(s): 1 – 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Thinking Maps, Graphic Organizers, Teacher Manuals, Internet Access, PCI Kit, Project Read Materials, Staugler Assessment materials</p>	<p>Effectiveness Measure: LEAP 2025 Scores, Benchmark, Interim and Mastery Assessments. On-going assessments: baseline, checkpoints, progress monitoring, IRP-3 data</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • Universal Dyslexia Screening • Speech and Language Processing screening • Assistive Technology Checklist • Silveroli • Curriculum Based Assessments • K-Bit 				
<p>Strategies, Curriculum, and Assessments Specific to <u>English Learners</u>:</p> <ul style="list-style-type: none"> • The LA Connectors for English Learners will be utilized to describe how language is used to meet the rigorous demands in each grade and grade band toward rigorous content demands. This will allow the EL student to focus on meaning and then engage in the content specific practices in ELA, math, social studies, and science. <p>Describe the EL program at your school, including how and what services are provided to the EL students:</p> <ul style="list-style-type: none"> • The ELPT is used to measure the performance of ELs as they progress through K-12 education and achieve college and career readiness. Results are used to determine a student’s level of English proficiency and to decide which language services and supports the student will need to fully participate in core content classes. • EL Tutor provides push-in and pull-out one on one instruction. 	<p>Goal(s): 1 – 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: E.L. Tutor, screening permission slips and forms, instructional resources, intervention materials and resources, counseling materials, progress monitoring tracking form</p>	<p>Effectiveness Measure: ELPT, Progress Reports, student grades</p> <hr/> <p>Effectiveness Results:</p>

Interventions for At-Risk Students

<p>Process for Determining Student Participation in School and Classroom Interventions: Students are identified by the classroom teacher for intervention support. Those interventions are based on individual student growth towards mastery of the content standards. The interventions take place during class time several times weekly. The following are used for identification of students needing intervention:</p> <ul style="list-style-type: none"> • Summative and Formative Assessments • Teacher Observation • Benchmark, Interim, and Mastery Assessments • Progress Monitoring • Checkpoint Assessments • Universal Screener • SAT • Progress toward meeting IEP goals • Discipline Data • Curriculum Based Assessments • Check In Check Out progress data 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Assessments, Data, screeners, interventions, IRP-3</p>	<p>Effectiveness Measure: Progress Monitoring, assessment data, screeners, IRP-3</p> <hr/> <p>Effectiveness Results:</p>
<p>The following are used as interventions for those students identified for intervention:</p> <ul style="list-style-type: none"> • Project Read • Fast ForWord • Moby Max • Florida Center for Research Interventions • Tutoring – Helping Hands and KIT • Handwriting Without Tears • DIBELS interventions • Check In-Check Out / PAWS program • Fluency interventions 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Project Read, FastForward, Moby Max, FCRR interventions, Tutor</p>	<p>Effectiveness Measure: Progress Monitoring</p> <hr/> <p>Effectiveness Results:</p>

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<p>Process to Identify Students Who Are Continuing to Experience Difficulty After Receiving the School and Classroom Interventions: Students who struggle to meet academic, behavior, and/or speech are referred to the Student Assistance Team (SAT). The team is comprised of the principal, TRT / SAT Chair, Pupil Appraisal Representative, and Speech Therapist. The team works with parents to create an individualized plan for student’s success. The plan includes:</p> <ul style="list-style-type: none"> • A prescribed intervention • Follow-up screeners and assessments (as necessary) <p>The team evaluates the student’s needs and, when applicable, can refer students for a full evaluation, consideration for 504 services, or additional interventions.</p>	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input 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: Progress Monitoring Materials, 504 Checklist, 504 Chairperson, Pupil Appraisal</p>	<p>Effectiveness Measure: 504 Checklist, Evaluation</p>
<p>Interventions Specific to <u>Students with Disabilities</u>: Students with Disabilities identified through a formal evaluation meeting the criteria of Bulletin 1508 and students meeting the criteria for 504 services will received additional support services for remediation to include:</p> <ul style="list-style-type: none"> • Project Read • Fast ForWord • PCI • Assistive Technology • Small group and Individualized instruction • Volunteer Tutoring • Moby Max • Ready Gen Ready Up and Scaffolding curriculum 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Project Read, FastForward, PCI, Moby Max, Ready Gen resources, Tutor, technology</p>	<p>Effectiveness Measure: Progress Monitoring Data, Re-evaluation, 9 weeks progress reports, Formative Assessments, Report card grades</p>

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<p>Interventions Specific to English Learners: English Learners will receive instruction to meet the rigorous demands of the grade level curriculum through the inclusion of the following supports:</p> <ul style="list-style-type: none"> • LA Connectors for English Learners • English Learner tutor • Project Read • Moby Max 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input checked="" type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Instructional resources, EL tutor, Project Read Moby Max, Ready Gen resources</p>	<p>Effectiveness Measure: ELPT, Progress Reports, Formative and Summative grades</p> <hr/> <p>Effectiveness Results:</p>
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Support and Extended Learning

<p>Support Structures and Programs that Provide Collaborative Support for Student Learning (e.g. Speech, Enrichment Classes, Accelerated Classes, Kids-In-Transition, P.E., Art, Music): A variety of classes and programs are offered to support the needs of students. The following are offered at MTE:</p> <ul style="list-style-type: none"> • Speech – 2 speech therapist • Enrichment Classes: Library, Art, Music and Physical Education • Gifted Academic and Enrichment Programs • Talented Visual Art, Talented Music, and Talented Theater • Outdoor Science Program – Big Science – STEM focused • Occupational Therapy • Visual Impairment • Adapted Physical Education • Physical Therapy • Classroom Guidance and Mental Health Assistance • Mental Health Provider • Small group counseling • Special Education models: Resource, RNC, Moderate, Inclusion, Co-teaching 	<p>Goal(s): 1-5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed:</p>	<p>Effectiveness Measure: 9 weeks progress reports, summative and formative assessments, LEAP 2025 scores</p> <hr/> <p>Effectiveness Results:</p>
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<p>Extended Learning Opportunities within and beyond the School Day and the School Year (e.g. 21st Century, before or after school tutoring, field trips): Programs and activities are offered to encourage student participation beyond the typical classroom and school day. Examples include:</p> <ul style="list-style-type: none"> • K-Kids Club (service club) • Field Trips (Curriculum Focused) • Learning Activities Promoting Achievement (Young Authors Contest, PTA Reflections, MLK Jr. Contest, Fair Art) • Tutoring Programs: Kids in Transition (KIT) Tutoring Program and Community/Parent Volunteer Tutors • Family Math and Reading Night • Extended School Year (ESY) Special Education Services • Lego League • MTE Website Resources and Links: Maggie Summer Workout Plan • Before Care and After Care (held on Marigny campus) • Karate club • Community Education (Spring 2019) • Big Science – STEM learning • Spring Musical • Choir • Veteran’s Day performance • Cultural Arts Day • Field Day • Relay Recess • Morning Meeting • Power Hour • Boy Scouts • Girls Scouts • Kiwanis Club • Violin / Strings 	<p>Goal(s): 1 - 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input checked="" type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Permission Slips, Refreshments, Play Equipment, Craft Materials, T-Shirts, Lego Kits and Program Resources, Busses, ESY Support Materials and Resources, KIT Tutor, Progress Monitoring Reports, Maggie Summer Workout Packets, Internet Access</p>	<p>Effectiveness Measure: LEAP 2025 and Mastery Assessment performance, Parent and Student Surveys, Monthly PBIS Behavior Tracking Log</p> <hr/> <p>Effectiveness Results:</p>
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Other Strategies and Activities to Improve Students' Skills Outside of the Academic Subject Areas

<p>Mental Health Provider Services:</p> <ul style="list-style-type: none"> Due to the transient and often unstable environments that many of our school's students experience, a full-time Mental Health Provider (MHP) will work with students. This counseling will help to improve academic achievement of students by helping them to develop coping strategies for handling conflicts and stresses they are facing in life. This will allow them to focus on their academic assignments in the classroom. Students will be selected through a referral process and will work with the MHP for varying amounts of time dependent on need. The school's administrators will monitor implementation of the MHP program. 	<p>Goal(s): 1 - 5</p>	<p>Budgets used to support this activity:</p> <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>Effectiveness Measure: Progress Notes, Parent Surveys, Progress Reports</p> <hr/> <p>Effectiveness Results:</p>
<p>Counseling Services: Counseling services are available to all students attending MTE. The counseling program works in coordination with the PBIS Team to create a comprehensive support for students. The counseling programs incorporated the following:</p> <ul style="list-style-type: none"> Classroom counseling sessions: Character Traits One per month PBIS theme focused booster (Power hour) Individual and Small group counseling Positive Actions With Support Program (PAWS) Mindful Moment Recess Check In – Check Out 	<p>Goal(s): 1 - 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Character Building Resources and Materials, PBIS Incentives, Behavior Tracking Sheets, Counseling Materials</p>	<p>Effectiveness Measure: Monthly PBIS Behavior Tracking Logs, Student, Parent, and Teacher Survey for counseling</p> <hr/> <p>Effectiveness Results:</p>

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Implementation of a schoolwide tiered model to prevent and address problem behavior:				
<p>Strategies Used to Prevent and Address Problem Behavior: The school-wide PBIS program is built on monthly themes and the Maggie 4 expectations. The belief is that direct teaching of PBIS expectations with on-going booster lessons leads to the prevention of non-desirable behaviors. The PBIS program is supported through the following:</p> <ul style="list-style-type: none"> • Collection and analysis of data on an on-going basis • Active PBIS Committee • Individual and Small group counseling • Check in- Check Out interventions (PAWS) • Monthly Themes / Power words • PBIS Rewards for positive behavior • Monthly Booster lessons for identified needs • Daily communication through universal Bone Chart 	<p>Goal(s): 1 - 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: PBIS Incentives, PBIS Events, Maggie Bone Chart, Maggie Challenge Posters, Stickers and Reward Pencils, Behavior Tracking Sheets and Counseling Materials</p>	<p>Effectiveness Measure: Monthly PBIS Behavior Tracking Logs, Student, Parent, and Teacher Survey for counseling</p> <hr/> <p>Effectiveness Results:</p>
Strategies for Assisting Students in the Transition from One School to the Next:				
<p>Transition Activities for Incoming and Outgoing Students include the following:</p> <ul style="list-style-type: none"> • School Visits/Buddy Activities for Incoming and Outgoing Students • New Parent Informational Meetings • Parent meeting for students with disabilities • Meet and Greet • New to MTE Counseling Sessions • Teacher collaboration meetings with feeder schools • Social Stories 	<p>Goal(s): 1 - 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input type="checkbox"/> Title II <input type="checkbox"/> LA4 <input 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: Permission Slips, Buses, Parent Information Packets, Writing Materials</p>	<p>Effectiveness Measure: Parent and Student Surveys Attendance log at parent transition meetings</p> <hr/> <p>Effectiveness Results:</p>

Professional Development

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

<p>Professional Learning Communities (PLCs): Professional Learning Communities focus on data analysis and planning instruction based on data to meet the needs of all students. Teachers in 2nd and 3rd grade participate in PLCs as follows:</p> <ul style="list-style-type: none"> • Once per month – whole grade level • Once per 6 weeks – ELA Team / Math Team 	<p>Goal(s): 1 - 5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Agendas Copies Instructional materials</p>	<p>Effectiveness Measure: Development of Scope and Sequence; Common Assessments, Exit Tickets, Meeting Notes; and Teacher Input and Reflection, Teacher Sign in</p> <hr/> <p>Effectiveness Results:</p>
<p>Other Professional Development: Additional job embedded Professional Development activities are implemented to include:</p> <ul style="list-style-type: none"> • Quarterly Faculty Professional Development • Monthly Faculty Meetings • Weekly Administrative Newsletters • Monthly Grade Level Meetings • Before and After School Meetings with Curriculum Specialists • Teacher Leader Presentations • Summer Institute • BOOST • District Level Professional Development • PBIS Conference • Special Education Specific Professional Development • NCI Training • Safe Schools Training • State Level Webinars 	<p>Goal(s): 1 -5</p>	<p>Budgets used to support this activity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Title I <input checked="" type="checkbox"/> GFF <input checked="" type="checkbox"/> Title II <input type="checkbox"/> LA4 <input type="checkbox"/> IDEA <input type="checkbox"/> Title III <input type="checkbox"/> Title IV <input type="checkbox"/> Perkins <input type="checkbox"/> JAG <input type="checkbox"/> Bond Money <input checked="" type="checkbox"/> Other 	<p>Items Needed: Agendas Copies Instructional materials</p>	<p>Effectiveness Measure: Exit Ticket, Teacher Observation and Evaluations, agendas, sign in, input and reflection</p> <hr/> <p>Effectiveness Results:</p>

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<ul style="list-style-type: none"> • In School and Between School Learning Walks • Crisis Training • School-level committees 				
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Recruit Effective Teachers, Particularly in High Needs Subjects/Schools:

- 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.

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.*

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

- Throughout the 2018-19 school year, at the end of each nine weeks period, and through the PLC process, the SIP will be monitored using multiple data points to include: summative assessments, checkpoint assessments, PBIS monthly data, counseling data, SAT referral/intervention data, Interim assessment data, DIBELS data, intervention data, special education progress reports, LEAP scores, special event surveys, and parent feedback via website link. Instructional adjustments will be made through the PLC and professional development process. Weekly SIP tips in the Administrative newsletter and monthly tips in the PTA newsletter will detail adjustments.

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

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

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

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

2018-2019 Committee Members

School Improvement Planning Committee

Responsible for the Design, Monitoring, Revision, and Evaluation of the SIP

Members Include:

- Principal: Sarah Revere
- Assistant Principal: Denise McCormick
- Student: Drew Cangiamilla
- TRT: Ada McBryde
- Teacher: Deeanna Ross
- Teacher: April Brown
- Teacher: Siobhan Friel
- Parent/Family: Ashley Dragon
- Parent/Family: Shannon Holland
- Community Member: Kim Wood

Parent/Family Engagement Committee

Responsible for the Implementation of the PFE Activities in the SIP

Members Include:

- Principal: Sarah Revere
- Assistant Principal: Denise McCormick
- Student: Drew Cangiamilla
- TRT: Ada McBryde
- Teacher: Deeanna Ross
- Teacher: April Brown
- Teacher: Siobhan Friel
- Parent/Family: Ashley Dragon
- Parent/Family: Shannon Holland
- Parent/Family: Lauren Rickels