

**Magnolia Independent School District**  
**Magnolia Elementary**  
**2021-2022 Campus Improvement Plan**

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# Comprehensive Needs Assessment

Revised/Approved: May 20, 2021

## Demographics

### Demographics Summary

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

### Demographics Strengths

Many years of community participation within the school.

Strong PTO that supports students and teachers.

Positive interactions with all parents and students.

# Student Learning

## Student Learning Summary

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

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

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

## Student Learning Strengths

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

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

## Problem Statements Identifying Student Learning Needs

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

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

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

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

## School Processes & Programs Strengths

PLC

Common Planning Time

RTI time built into master schedule

Shared Calendar & Duty Schedules

PBIS implemented

# Perceptions

## Perceptions Summary

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

2019-2020 attendance rate was 96.95

2019-2020 teacher retention rate was 70%

## Perceptions Strengths

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

Supportive PTO

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

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

## Student Data: Assessments

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

- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

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

### **Employee Data**

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

### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

Revised/Approved: August 31, 2021

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

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

**Targeted or ESF High Priority**

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> The faculty of Magnolia Elementary, through collaborative effort, created The Mission, Vision, and Core Values. The Mission, Vision, and Core Values will be posted in all classrooms as well as common areas. These will become common language among all parties involved in the decision making process of MES.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect that our common goals will provide outstanding instruction and high achievement for all students.</p> <p><b>Staff Responsible for Monitoring:</b> All faculty and staff.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative		
	Dec	Mar	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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

**Targeted or ESF High Priority**

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will be progress monitoring frequently to target small group mastery of State standards. Through intervention, enrichment and immediate feedback we will support success for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect all students to show growth campus wide.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, interventionist, and administration.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative		
	Dec	Mar	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

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

**Targeted or ESF High Priority**

**HB3 Goal**

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

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> We will routinely review and practice safety drills and provide feedback on any improvements needed. We will continue to train and monitor our students through second step and daily life social scenarios.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect to be able to create productive members of society. They should be able to problem solve, and communicate needs effectively.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	Formative		
	Dec	Mar	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Magnolia Elementary uses a variety of data sources when making decisions that will impact curriculum, instruction, and assessment. We use the district approved curriculum and follow the outlined scope and sequence. Curriculum is closely monitored through lesson plans and walk through visits. Benchmarks are given throughout the year, and results from those are monitored for progress. Student progress is monitored by running records and benchmark scores. By analyzing AEIS/AYP/ benchmark data, and other screening tools, we have identified a need in the area of Reading, specifically with the Hispanics, males, and SPED subgroups. We also identified the need to meet the needs of the 21st Century Learner. Students in need of intervention receive small group and additional time while being continuously monitored. We also have an intervention and enrichment time during school hours for all students in order to grow every child.

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

<b>Donna Covarrubias</b>	<b>Principal</b>	<b>dcovarrubias@magnoliaisd.org</b>	<b>Administrator</b>	<b>Edit Delete</b>
Jackie Moore	A.P.	jmoore@magnoliaisd.org	Administrator	Edit Delete
Rachel Adams	parent	radams@magnoliaid.org	Student	Edit Delete
Kristi Barnett	Art Teacher	dbarnett@magnoliaisd.org	Classroom Teacher	Edit Delete
Jennifer Jasper	School Nurse	jjasper@magnoliaisd.org	Community Representative	Edit Delete
Maria Vazquez	Teacher	mvazquez@magnoliaisd.org	Classroom Teacher	Edit Delete
Lauw Amy	Teacher	alauw@magnoliaisd.org	Classroom Teacher	Edit Delete
Sophie Canning	Teacher	scanning@magnoliaisd.org.	Classroom Teacher	Edit Delete
Nicole Coovert	Teacher	ncoovert@magnoliaidf.org	Classroom Teacher	Edit Delete
Kat Sylvester	Teacher	ksylvester@magnoliaisd.	Classroom Teacher	Edit Delete
Buddy Adams	Community Member	radams@magnoliaisd.org	Business Representative	Edit Delete
Katelyn Murphy	Academic Coordinator	kmurphy@magnoliaisd.org	Administrator	Edit Delete

[Add Member](#)

## **2.2: Regular monitoring and revision**

Our staff and community members have access to our CIP. We are constantly monitoring and revising our plan. Please see committee meetings in our CIP meeting list.

## **2.3: Available to parents and community in an understandable format and language**

Our plan is presented in English and Spanish which reaches our entire school population.

## **2.4: Opportunities for all children to meet State standards**

Magnolia Elementary teachers and students are working very hard to meet state standards. We have programs that are tailored to meet each student's individual needs before and during school intervention programs. Students are monitored and brought to SST committee if needed for additional interventions. A student growth block is built into the master schedule to help struggling learners and provide time for enrichment. Supplemental materials and programs are used for both intervention and enrichment, along with hands on materials to help sequence that aligns with the state TEKS and essential outcomes. Grades 1-4 use Imagine learning and LLI to help support reading engagement. Each grade level uses common formative assessments to drive instruction and determine student needs. All grade levels utilize screeners, CBAs, and CFAs to monitor development that will directly impact instruction and support district initiatives. Our bilingual students will be piloting a computer program (Summit K-12) used to interact and monitor growth.

## **2.5: Increased learning time and well-rounded education**

MES has a master schedule for instruction including times and content areas being taught. All campus staff assists in daily duty needs such as car riders, buses, lunch duties, and hall duties. There are daily

morning announcements to share information and celebrations. Students arrive at 7:45 a.m. and report to homeroom classes. This morning time allows teachers to provide intervention to fill in academic gaps as well as providing enrichment activities to ensure growth of all students. Our campus also offers Makerspace and REACH services as enrichment opportunities. Student dismissal begins at 3:40 p.m. The campus has 30 minute lunch periods and 20 minute recess periods. We have specials that consist of Physical Education, Art and Music. Pre K -1st are self contained and 2nd through 4th change classes for core subject areas. There is one principal, an assistant principal and a counselor.

### **2.6: Address needs of all students, particularly at-risk**

Magnolia Elementary teachers and students are working very hard to meet state standards. We have programs that are tailored to meet each student's individual needs before and during school intervention programs. Students are monitored and brought to SST committee if needed for additional interventions. An SST block is built into the master schedule to help struggling learners and provide time for enrichment. Supplemental materials and programs are used for both intervention and enrichment, along with hands on materials to help sequence that aligns with the state TEKS and essential outcomes. Grades 1-4 use Imagine learning and LLI to help support reading engagement. Each grade level uses common formative assessments to drive instruction and determine student needs. All grade levels utilize screeners, CBAs, and CFAs to monitor development that will directly impact instruction and support district initiatives.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Our Parent and Family Engagement Policy was presented and posted on our website. We will continue to invite parents to participate and offer their suggestions through out the year.

<https://docs.google.com/document/d/1u3jIgkesFRHQbhl3kXJrhpxo18fkXH1Bwq8Zwicf6oo/edit>

### **3.2: Offer flexible number of parent involvement meetings**

This year our meetings will be held both in person and virtually. Our meetings will be presented in English and Spanish. We will offer duplicate meetings at least two different times to allow access for all parents to participate.

<b>Date</b>	<b>TIP</b>	<b>15 day notice</b>	<b>Campus Performance/Perf Objectives</b>	<b>Annual Title 1 Meeting #1</b>	<b>Annual Title 1 Meeting #2</b>	<b>CEIC Spring</b>
9/23/21	Sept. 21 6-7pm	Sept. 6 5-6 pm	Sept. 21 6-7pm	Sept. 21 6-7pm	Sept. 23 6-7pm	
	09/23 5-6 pm	Sept. 6 5-6 pm	09/23 5-6 pm	09/23 5-6 pm	09/23 5-6 pm	

# Title I Personnel

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

# Addendums