

2021-2024 SCHOOL ADVANCEMENT PLAN

Magnolia Trace Elementary



This school-wide plan meets the requirements as outlined in the Every Student Succeeds Act (ESSA).

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1. COMPREHENSIVE NEEDS ASSESSMENT

- Provide outcomes of the school's data analysis by providing the top strengths and weaknesses that have been identified. Findings should include detailed analysis of all student groups as well an examination of student, teacher, and school strengths and weaknesses.

STRENGTHS	WEAKNESSES
In the year 20-21 students reading at benchmark or above increased significantly from the beginning of the year Dibels 8 th Edition assessments to the end of the year assessments. The number of Third grade students scoring proficient increased by 10%, and the number of Second grade students scoring proficient increased by 17% on the Dibels 8 th Edition assessments.	100% of our EL students scored progressing on the Spring ELPT (2 out of 2 students)
Based on the Spring 2021 LEAP 2025 assessment data, 64% of Third grade math students scored Strong (mastery or advanced) in the reporting categories of Additional and Supporting Content and Modeling and Application.	Based on our 3rd grade Spring Math LEAP 2025 scores 46% of our third graders were below proficient (Moderate or Weak) in the area of expressing mathematical reasoning.
Based on the Spring 2021 LEAP 2025 assessment data, 70% of Third grade ELA students scored Strong (mastery or advanced) in the reporting categories of Reading Literary Text.	Based on our 3rd grade Spring ELA LEAP 2025 scores 54% of our third graders were below proficient (Moderate or Weak) in the area of written expression.
According to Dibels 8th Edition, Fall 2021 BOY scores, 69% of all Second graders and 78% of all Third graders scored at or above benchmark. The percentage of students beginning their 3rd grade year in 2021 scoring at or above benchmark increased by 15% from the previous year.	According to our Spring 2021 Leap 2025 scores 41% of our third graders scored proficient (Strong) in Science.
According to the Math District Readiness Assessment, 84% of all Second graders scored proficient in the area of numbers and operations in base 10.	SWE IRLA scores- 63% of our 2nd grade Students with Exceptionalities subgroup are scoring below grade level benchmark as noted on the Beginning of the year initial IRLA assessment.
According to the 3rd Grade Leap 360 Diagnostic, 88% of our Third graders scored proficient in the area of operation and algebraic thinking.	IRLA beginning of the year data indicates that 58% of second grade students are identified as reading below grade level readiness (1R).
The total number of discipline referrals decreased from 99 in the year 2018-2019 to 17 in 2020-2021.	

2. SCHOOLWIDE GOAL FOR CORE ACADEMICS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must Include at least 3 Core Academic Goals Aligned to the Most Current School Needs Assessment*
 - *Pre-K through 8th grade schools must have one ELA goal, one Math goal, and one additional academic goal*
 - *High schools must have one Math goal, one goal for Strength of Diploma, and one additional academic goal*

Goal #1 From Spring 2021 to Spring 2024, the percentage of 3rd grade students achieving Strong (Mastery or Above) on the LEAP 2025 in the category of Written Expression will increase by 15% percentage points as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3rd	46%	51%	56%	61%

<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Writing within Guidebooks utilizing Writing Revolution Strategies. (Daily Writing and Unit Tasks Writing) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● The Writing Revolution book and website ● STPPS Writing Revolution Google Classroom ● GB Grammar Guide (grade level writing samples) ● GB Writing Guide 	<p><u>Team Reflection:</u></p>
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Information on specific Writing Revolution strategies to use at home. ● Students Monthly School Newsletter Submissions. 	<p>Resources needed:</p> <p>Writing Revolution Tips Sheet</p>	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>

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<p>Professional Development:</p> <ul style="list-style-type: none"> ● The Writing Revolution Overview ● The Writing Revolution Focus on Specific Strategies ● Analyzing Student Writing ● Lesson Planning for Writing within Guidebooks ● Four Strategies for Effective Learning (focus on writing) 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● The Writing Revolution book and website ● STPPS Writing Revolution Google Classroom ● GB Grammar Guide (grade level writing samples) ● GB Writing Guide ● ELA Instructional Coach 	<p>Feedback from Teachers:</p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● PLCs will focus on <ul style="list-style-type: none"> ➢ planning for writing instruction (within GB lessons/unit) ➢ using common assessments to evaluate writing and TWR strategies ➢ analyzing student writing using the writing rubric ➢ tracking student writing 		

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x	x												

<p>Monitoring and Evaluating</p>	
<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 ● Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks (CWT, ET, CRT, and teacher created unit assessments) 	<p>Observations:</p> <ul style="list-style-type: none"> ● One administrator will visit every 3rd grade ELA classroom a minimum of two times per school year to conduct a snapshot using the writing snapshot rubric.

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- GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit)
- GB 2020 - Section Diagnostics and Culminating task

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

Goal #2

From Spring 2021 to Spring 2024, the percentage of 3rd Grade students achieving Strong (Mastery or Above) on the LEAP 2025 in the reporting category of Expressing Mathematical Reasoning (Type II tasks) will increase by 5 percentage points each year as follows:

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3rd	54%	59%	64%	69%

Instructional Focus:

- **2021-2022:** We will use Writing Revolution strategies to express mathematical reasoning by constructing mathematical arguments and critiques. (written arguments/justifications, critique of reasoning, or precision in mathematical statements, Facilitating Productive Mathematical Discussions/Discourse)

Resources needed:

- Great Minds Curriculum Resources- inSync, Equip, Affirm/Edulastic
- District Resources within Guaranteed Curriculum
- District provided Math Google Classrooms

Team Reflection:

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<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Monthly math conversations starters published in monthly parent newsletter. ● LDOE Parent Support Information linked to webpage ● Communication of assessments/scoring criteria using progression to mastery rubrics specifically on items addressing expressing mathematical reasoning. ● Parent Math Night 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Louisiana Believes State Planning Documents ● District Resources within Guaranteed Curriculum ● District provided Math Google Classrooms 	<p>Number of Participants:</p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>												
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Mathematical Practices- focused primarily on MP.3 (Construct viable arguments and critique the reasoning of others), & MP.6 (Attend to precision) ● Orchestrating and Facilitating 5 Practices for Productive Mathematical Discourse 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Great Minds Curriculum Resources- inSync, Equip, Affirm/Edulastic ● District Resources within Guaranteed Curriculum ● District provided Math Google Classrooms 	<p><u>Feedback from Teachers:</u></p>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● PLCs will focus on planning for purposeful task selection, anticipating student strategies for solving problems, monitoring development, selecting student work samples, sequencing student work samples for feedback, connecting student work to the overall goal of the unit/module. ● Curriculum Specialist provides specific PD based on goal identified/follow up support. ● Certified Tutors to work with students on Tier II math intervention. 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x											x		

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Monitoring and Evaluating

Assessments:

- EOY: 3rd grade LEAP 2025, K-2 Math District Assessments
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, Unit tasks and teacher created unit assessments
- Interim LEAP 360 data to track progress toward LEAP Type II tasks
- Assessment Items specifically focused on Expressing Mathematical Reasoning
- (K-2 Benchmark assessment items)
- Observational Assessment Items within Equip to support justifications and explanations.

Observations:

- One administrator will visit every math classroom a minimum of two times per school year to conduct a snapshot using the math snapshot rubric.

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

Goal #3

From Spring 2021 to Spring 2024, the percentage of Third Grade students achieving Strong (Mastery or Above) on the LEAP 2025 in Science will increase by 2% each year as follows.

Grade	2021 Score	2022 Goal	2023 Goal	2024 Goal
3rd	41%	43%	45%	47%

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<p>Instructional Focus:</p> <ul style="list-style-type: none"> ● Implementing high quality instructional resources from the Guaranteed Curriculum, including supports from the Writing Revolution. 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Google Classroom and STPPS guaranteed curriculum. ● STEM activities. ● PLTW Materials 	<p><u>Team Reflection:</u></p>												
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Stem Day Video ● Tips for ‘At Home’ conversations on how to explore unknown concepts. 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Google Classroom and STPPS guaranteed curriculum. 	<p><u>Number of Participants:</u></p> <p><u>Summary of Parent Feedback/Exit Tickets/Survey:</u></p>												
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Building Writing Revolution activities based on Science content. 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● Google Classroom and STPPS guaranteed curriculum. ● Writing Revolution strategies 	<p><u>Feedback from Teachers:</u></p>												
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● PLCs focused on planning for high quality instruction implementing and analyzing extended writing. ● Curriculum Specialists ● PLTW follow up meetings 														
<p>Budgets used to support this activity:</p>														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													x
<p>Monitoring and Evaluating</p>														
<p>Assessments:</p> <ul style="list-style-type: none"> ● EOY: LEAP 2025 							<p>Observations:</p> <ul style="list-style-type: none"> ● Twice a year the School Advancement Team will visit every Science classroom to conduct a snapshot using the Science Observation ‘Look- 							

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Fors' tool to determine if STPPS based lessons are being taught with supports from Writing Revolution.

Middle of the Year Monitoring Results/Areas for improvement:

End of the Year Results:

3. SCHOOLWIDE GOALS FOR DIVERSE NEEDS

- *Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound*
- *Must include one discipline goal, one goal for Students with Exceptionalities, and one goal for English Learners*

DISCIPLINE

- *Schools will be given the label Urgent Intervention Required for Discipline (UIR-D) if the out-of- school suspension rate is more than two times the national average for the past three years*
- *Two times the national average equals 5.2% for grade PK-4 and 20.2% for grades 5-12*

Goal #1 (Discipline):

From Spring 2021 to Spring 2024, the percentage of students receiving discipline referrals will decrease by .1 % points each year as follows:

2020-2021	2021-2022	2022-2023	2023-2024
%	%	%	%
1.8	1.7	1.6	1.5

Tier 1 (School wide):

Mindful Moments, weekly social skills lessons, positive behavior reinforcement, brain breaks, seating charts, school counselor guidance lessons on character and social emotional competencies, supportive counseling.

Triad of Instruction:

- Classroom Management Plan
- Weekly Social Emotional Learning on Google Classroom
- PBIS
- Development of classroom culture
- Supportive counseling not occurring on a regular basis

Resources needed:

Schedule time to plan, develop and collaborate- set times to conduct data reviews, team staffing, wellness events, parent engagement activities, observations, etc.

Team Reflection:

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<ul style="list-style-type: none">- Classroom Guidance Lessons		
<p>Tier 2 (Targeted Prevention):</p> <p>Calming corners, calming boxes, sensory rooms, check in check out, lunch buddies, breakfast or lunch small groups, parent conferences</p> <p><u>Triad of Instruction:</u></p> <ul style="list-style-type: none">- Targeted social skills instruction- Student specific reinforcement system- Peer Based Supports- Behavior Contracts- Mental Health Counseling Services Individual and Group- Classroom Groups- Small group counseling groups- Check in/Check out		
<p>Tier 3 (Intensive Individual):</p> <p>referrals to wrap around community supports, home school plans to improve relationships and create proactive plans</p> <p><u>Triad of Instruction:</u></p> <ul style="list-style-type: none">- FBA & BIP- Safety Plan- Daily, explicit social skill instruction- Crisis Intervention Plans- Mental Health Counseling Services Individual and Group- Crisis Intervention Services- CSoC (Coordinated System of Care wrap-around referral)		

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- FINS (Families in need of services referral)														
Parent and Family Engagement Activity: <ul style="list-style-type: none"> • Terrific Kids, parent invitation to join • “Counselor’s Corner” published in monthly newsletter 					Resources needed: Zoom Link Certificates Kiwanis Pencils and Book Marks Counseling Curriculum					Participation Outcome: <u>Parent Feedback/Exit Tickets/Survey:</u>				
Professional Development: <ul style="list-style-type: none"> • Conscious Discipline • Behavior Management Plans • Restorative Practices and Crisis Management 					Resources needed: District Behavior Tracking Documents Conscious Discipline PD Individual Goals and Action Plans PAWS meeting times Trained Coaches Check in and Check out Forms School Survey Google Classroom Crisis Plan Restorative Practices Reference Sheet.					<u>Feedback from Teachers:</u>				
Follow Up and Support: <ul style="list-style-type: none"> • Behavior Coach-Social Emotional Google Classroom and Classroom Management Plan • Every semester survey the school climate and provide follow up and support to the areas most in need. • Classroom Observations-Proactive Classroom Management plans • Coaching • Weekly team staffing 														
Budgets used to support this activity:														
Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													x
Data used to Monitor and Evaluate Goal: <ul style="list-style-type: none"> • Semester Survey Results • Data tracked to monitor behavior referrals • Data tracked to monitor counselor/MHP referrals 														
Middle of the Year Monitoring Results/Areas for Improvement:														

End of the Year Results:

STUDENTS WITH EXCEPTIONALITIES

- *Universal Design for Learning (UDL) Strategies can be used to adapt the curriculum so that it is differentiated and able to meet the various needs of all learners. ([UDL Strategies - Goalbook Toolkit \(goalbookapp.com\)](http://goalbookapp.com))*

Goal #2 (SWE):

From Spring 2021 to Spring 2024, SPS for the SWE student group will increase in all subjects.

Describe policies and practices to identify disabilities early and accurately:

- TAT process
- SBLC process
- LRE process
- District Screeners

Team Reflection:

Describe structures to increase collaboration amongst general and special education teachers:

- PLC meetings
- Grade Level meetings

Team Reflection:

Supports and Strategies in Tier 1 (Core Instruction):

Tier 1 (School-wide)

- IRLA
- Guidebooks
- Ready Gen
- Unique Learning and News 2 You (Moderate, Severe, RNC)
- Amplify Reading
- Writing Revolution

Resources needed:

- GB -Diverse Learners Guide/ Supports Flow Chart
- ReadyGen – Scaffolded Strategies Handbook
- District Resources within Moodle/Google Classrooms

Team Reflection:

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<p>Supports and Strategies in Tier 2 (Targeted Prevention): <u>Tier 2 (Targeted Prevention)</u></p> <ul style="list-style-type: none"> - Amplify Instruction - Guidebook Support - IRLA - Project Read (Small Group) 	<ul style="list-style-type: none"> ● Louisiana Believes State Planning Documents and Resources ● Discovery Education ● STPPS Writing Revolution Google Classroom/The Writing Revolution book and website 	
<p>Supports and Strategies in Tier 3 (Intensive Individual): <u>Tier 3 (Intensive Individual)</u></p> <ul style="list-style-type: none"> - Amplify Instruction - IRLA - Project Read (Small Group) 		
<p>Parent and Family Engagement Activity:</p> <ul style="list-style-type: none"> ● Open House ● Conferencing with parents 	<p>Resources needed:</p> <p>Google Meets JPAMS Google Classroom</p>	<p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p> <ul style="list-style-type: none"> ● Using the Writing Rubric and the Modified Writing Rubric ● Lesson planning/unit planning for ReadyGEN ● The Writing Revolution Overview and focus on specific strategies ● Project Read – Phonics, Linguistics ● Amplify ● Dibels ● IRLA ● Unique Learning/News 2 You ● SER, FBA, BIP trainings ● Monthly SWE consultants meetings 	<p>Resources needed:</p> <ul style="list-style-type: none"> ● ELA instructional coach ● GB -Diverse Learners Guide/ Supports Flow Chart ● ReadyGen – Scaffolded Strategies Handbook ● District Resources within Moodle/Google Classrooms 	<p><u>Feedback from Teachers:</u></p>
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● Leadership Team (Administrators, Content Leaders, Instructional Coaches, Curriculum Specialists, Interventionists, SWE Consultants) 		

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<ul style="list-style-type: none"> ● Model lessons - Instructional Strategies, pedagogy and scaffolding ● Purposeful planning for student tracking toward progress of identified standards and/or IEP goals. ● Analyzing assessments, feedback and next steps ● Walk Through and Look fors 	<ul style="list-style-type: none"> ● Louisiana Believes State Planning Documents and Resources ● Discovery Education 	
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Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X	X												

Data used to Evaluate Goal:

- EOY: LEAP 2025
- Progress Monitoring: LEAP 360 diagnostic, LEAP 360 Interim, District/teacher created unit assessments, Unit Tasks/ Culminating Writing Tasks
- Dibels
- Unique Learning assessments
- District Readiness Benchmark/End of Year (K-2)
- GB Unit Tasks: CWT - Culminating Writing Tasks, ET - Extension Tasks, and CRT - Cold Read Tasks (all include writing and can be tracked for each unit), GB 2020 – section diagnostics

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

ENGLISH LEARNERS

- *Consider translating the following items: handbooks/discipline policies, disciplinary notices, report cards/progress reports, parent permission forms, testing information, registration documents, home language survey, etc.*
- *Consider verbally interpreting: registration & enrollment process, counseling on eligibility for EL program, disciplinary hearings, orientation/back to school events, parent-teacher conferences, medical emergencies/nurse calls, school-wide announcements over intercom, meetings; etc.*

Goal #3 (English Learners):

From Spring 2021 to Spring 2024, all EL students will progress at least one level in each domain (Listening, Speaking, Reading, Writing), each year on the ELPT assessment until reaching the proficiency level of English according to the state of Louisiana. (see EL Progress Tracking Chart)

Supports and Strategies in Tier 1 (Core Instruction):

- Tier 1 (Core Instruction):

Resources needed:

Team Reflection:

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<p>The focus of the instructional program for ELs in STPPS is to learn English while simultaneously meeting challenging state academic content and student academic achievement standards.</p> <ul style="list-style-type: none"> ● Grades K - 6: full English language immersion with push-in support 	<ul style="list-style-type: none"> ● District EL Para Educator to support in classroom ● GB -Diverse Learners Guide/ Supports Flow Chart ● ReadyGen – Scaffolded Strategies Handbook ● District Resources within Moodle/Google Classrooms ● Louisiana Believes State Planning Documents and Resources ● Discovery Education ● STPPS Writing Revolution Google 	
<p>Supports and Strategies in Tier 2 (Targeted Prevention):</p> <ul style="list-style-type: none"> ● IRLA (supplement to core classroom instruction) ● Project Read 		
<p>Supports and Strategies in Tier 3 (Intensive Individual):</p> <ul style="list-style-type: none"> ● If the student does not show significant gains, the teacher implements and tracks the student's progress with Tier III interventions as long as needed (for a minimum of 20 school days). If the interventions are unsuccessful, the SBLC with input from the Pupil Appraisal member may consider a referral for Bulletin 1508 Evaluation. ● Programs include: <ul style="list-style-type: none"> ○ Project Read ○ IRLA (supplement to core classroom instruction) 		
<p>Parent and Family Engagement Activity: Intentional efforts to welcome EL families into the schools, i.e.:</p> <ul style="list-style-type: none"> ● LEAP presentations (emphasizing how EL parents can help prepare their children for statewide testing) ● Additional resources to supplement learning at home 	<p>Resources needed: EL Outreach documents for families, i.e., Provide school information in parents’ native language, Robocalls, and Summer Learning Brochure</p>	<p><u>Participation Outcome:</u></p> <p><u>Parent Feedback/Exit Tickets/Survey:</u></p>
<p>Professional Development:</p>	<p>Resources needed:</p>	<p><u>Feedback from Teachers:</u></p>

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<ul style="list-style-type: none"> ● Identification of ELs and language proficiency levels Differentiating instruction ● Modifying curriculum to be more accessible to EL students ● Understanding and using LEP accommodations effectively ● SBLC considerations for English language learners (environmental, language and cultural) 	<ul style="list-style-type: none"> ● LDOE K-12 Lau (EL) Plan for Serving English Learners (ELs) 	
<p>Follow Up and Support:</p> <ul style="list-style-type: none"> ● EL Team (Elena Dieck and Lynn Upchurch, EL teachers and EL instructional aides on campus, Math and ELA district coaches) ● Whole classroom observations ● EL Team (Elena Dieck and Lynn Upchurch) Presentation/ Q & A during PLCs ● ESL Integration Specialist meets with classroom teacher upon request to provide interventions for the classroom 		

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													

Data used to Evaluate Goal:

- ELPS screeners to begin services; initial ELPS screener for new students to the state of Louisiana
- ELPT - administered every February
- LEAP/ LEAP Connect

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

4. PARENT AND FAMILY ENGAGEMENT

- *The school-wide plan 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 students (if applicable).*
- *The school-wide plan shall be available to the District, parents, and 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 the federal 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.*

Describe how the school communicates information to parents regarding curriculum, assessments, student progress, etc.:

- Teacher weekly newsletters and Take Home Folders
- Progress Reports, Interim Reports, and Report Cards
- DIBELS home connect letters
- Google Classroom
- The November PTA newsletter will include a SAP feature explaining our 2021-22 growth goals and available resources to support growth goals. The newsletter is delivered to all families via paper copy, via Constant Contact, and electronically on the school's website.
- Principal's note in the PTA newsletter monthly with contact information provided
- PTA Facebook page (year-long)

Describe how parents and community stakeholders are included as decision makers in a broad spectrum of school decisions:

- Post the SAP 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 SAP with open feedback opportunities (monthly)

Resources Needed to Support Parent and Family Engagement:

Copy paper

Ink

School Website

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Monthly newsletter

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													X

Team Reflection:

5. INTERVENTIONS FOR AT-RISK STUDENTS

Process for determining student participation in school and classroom interventions and the process for monitoring the interventions:

- Diagnostic and Readiness Assessments
- DIBELS BOY assessments/Amplify Progress Monitoring
- TAT process, including IRP-3 progress monitoring
- FBA
- Teacher observation

Describe how the school ensures that interventions do not replace core instruction:

- Designated 30 minute time in schedule allocated for ELA and MATH intervention

Interventions/programs available for students in need (include grade levels and skills addressed):

- Implementation of Project Read, Grades 2 and 3 to address Reading Foundational Skills
- Implementation of Amplify Interventions, Grades 2 and 3 to address Reading Foundational Skills and Comprehension
- Implementation of Zearn intervention, Grades 2 and 3 to address gaps in Math proficiency and fluency
- Implementation of Reflex Math intervention, Grades 2 and 3 to address Math fluency
- Utilization of Equip to identify and instruct students in need of intervention to address gaps in Math proficiency
- Individualized behavior plans

Describe the process for ensuring progress monitoring is carried out and results are monitored:

- District mandated scheduled progress monitoring dates provided; teachers report to TRT upon completion
- TAT process includes periodic check-ins, including a four week conference with teachers to review data and effectiveness of interventions.
- Progress monitoring data utilized in PLC to analyze and adjust intervention groups

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X											X		

Resources Needed to Support Interventions:

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- DIBELS and Amplify Program
- Project Read Training
- Math Equip Program
- Math Equip Training
- Reflex Training

Middle of the Year Monitoring Results:

End of the Year Results:

6. SUPPORT AND EXTENDED LEARNING

Support and extended learning opportunities within the school day (field trips, art, music, etc.)

- Enrichment Classes provided (Physical Education, Art, Music, and Library)
- Opportunity for students to engage in Violin instruction
- Opportunity for students to become involved with Talented Art, Music, and Drama
- Field Trips aligned to Louisiana State Standards
- STEM and Cultural Arts Day

Resources needed:

Art Supplies
Musical Instruments and Materials
STEM materials
P.E. Equipment
Transportation for off campus Field Trips

Extended learning opportunities beyond the school day and school year (e.g. 21st century, before or after school tutoring, credit recovery, etc.):

- ALO small groups
- STPSB Summer Learning Camp

Resources needed:

Schedule Duty Positions
Grade Level Standards
SWE personnel
Articulation Standards/Language Objectives
Learning Activity Packets and Manipulatives
Phonics Practice Activities.

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	X													X

List programs that need to be evaluated and what data will be used to monitor and evaluate:

- Parent and Faculty feedback survey

Middle of the Year Monitoring Results/Areas for Improvement:

End of the Year Results:

7. COUNSELING SERVICES

A full-time Mental Health Provider (MHP) will work with students to develop coping strategies for handling conflicts and stresses, enabling them to re-direct their focus on academic achievement. 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.

Services Provided by Mental Health Provider(s):

Resources needed:

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<ul style="list-style-type: none"> ● One on One counseling ● Restorative Practices ● Google Classroom for educator support ● Professional development for faculty and staff ● Parent liaison to community resources ● Tier II and Tier III behavior interventions (including FBA, CICO, etc) ● Crisis Response team leader 	<p>Social and Emotional Health lesson plans Conscious Discipline lessons District Forms District Trainings</p>																														
<p>Services Provided by Counselor(s):</p> <ul style="list-style-type: none"> ● Mindful Moments Lab ● Classroom Guidance Lessons ● Small Group Sessions ● District Mandated Sexual Abuse Prevention Lessons ● Restorative practices ● PBIS/ Terrific Kids ● Tier I and Tier II behavior support 	<p>Resources needed:</p> <p>Parent Letter sent home for Sexual Abuse Prevention Sexual Abuse Prevention Curriculum Social and Emotional Health lesson plans</p>																														
<p>Budgets used to support this activity:</p>																															
<table border="1"> <thead> <tr> <th>Title I</th> <th>GFF</th> <th>Title II</th> <th>LA4</th> <th>IDEA</th> <th>Title III</th> <th>Title IV</th> <th>Perkins</th> <th>JAG</th> <th>Bonds</th> <th>DSS</th> <th>CDF</th> <th>ESSER</th> <th>SCA</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td></td> <td align="center">x</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td align="center">x</td> </tr> </tbody> </table>		Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other		x													x
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	x													x																	
<p>Team Reflection:</p>																															

8. TRANSITION ACTIVITIES

Describe school-wide transition activities including those for Students with Exceptionalities, such as:

- *coordinating supports at key transition points and preparing students for successful transition within the PK-12 system and beyond;*

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- *familiarizing the student and family with the structures, routines, and expectations of new settings/schools; and*
- *preparing students for postsecondary transition.*

Transition Activities for Students:

- 1st Grade and 3rd grade Feeder School Tours
- 2nd grade and 1st grade classroom penpals.
- SWE, MHP/Counselor, SBLC collaboration meetings
- SWE field trips, early introductions, and social stories.

Resources needed:

Schedules
School Information Packets

Parent and Family Engagement Activity:

- Meet and Greet
- New Parent Orientation

Resources needed:

School Presentation Slides

Participation Results:

Feedback from Parents/Families: Parent Survey

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													x

9. PROFESSIONAL LEARNING COMMUNITIES

PLCs provide collaboration time for groups of teachers including, but not limited to, core academics, Students with Exceptionalities, English Language, CTE interventionists, instructional coaches, and administration in order to:

- analyze student data to plan for individual lessons with embedded supports to address unfinished learning and
- plan for the use and implementation of high-quality curriculum, share best practices for teaching and learning, and study units within the curriculum.

Describe the structure/make-up of your PLC groups:

- Grade Level and Small group Subject Specific

Resources needed:

Substitutes
 Student Data
 Agendas
 Student Work
 ELA Instructional Coach
 District Leaders

Describe the format of your PLC groups (When? How often? How long?):

- Two times a month for 2 hours each.

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x	x												

Middle of the Year Reflection/Areas for Improvement:

End of the Year Feedback from Teachers:

Areas for Improvement:

10. OTHER PROFESSIONAL DEVELOPMENT

High quality and ongoing professional development for teachers, paraprofessionals, and other school personnel to improve instruction

Other Professional Development:

- District Professional Development in Equip, Project Read, IRLA, Amplify, Writing Revolution, Behavior Interventions (All programs within the Triad of Instruction).

Describe how the Instructional Coach will support your school (if applicable):

- Support the implementation of Writing Revolution

Resources needed:

Moodle
Instructional Coach
Technology Available to access Zoom Trainings

Budgets used to support this activity:

Title I	GFF	Title II	LA4	IDEA	Title III	Title IV	Perkins	JAG	Bonds	DSS	CDF	ESSER	SCA	Other
	x													

Middle of the Year Reflection/Areas of Improvement:

End of the Year Feedback from Teachers:

Possible PD needs for next school year:

11. SCHOOL ADVANCEMENT PLANNING

Describe how all parents will be included in the development of the school-wide plan (include the months that this will take place):

- MTE parents and community stakeholders are provided opportunities to have a voice in school decisions through the following:
 - Event Exit tickets (year-long)
 - Accessibility to Magnolia Trace Elementary website with feedback link (year-long)
 - Participation on various committees – volunteer, calendar, PTA, event committees, 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)
 - SBLC, 504, IEP meetings (year-long)

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

- Twice a year via PTA meetings, Faculty Meetings, and Newsletter.

Describe how and when the school-wide committee will meet and discuss school programs implemented, as outlined in this document, to determine effectiveness and to assist in planning:

- The committee will meet in October (analyze baseline data and develop goals for SAP), January (Review progress and make any adjustments), and May (Revisit Plan and report results).

2021-2024 Committee Members

<u>School-wide Planning Committee</u> Responsible for developing, monitoring, revising, and evaluating	<u>Parent/Family Engagement Committee</u> Responsible for the implementation of the PFE activities
<p>Members Include:</p> <ul style="list-style-type: none"> ● Administrator: Jamie Breaux and LaRobyn Houston ● Teacher: Amanda Keller ● Teacher: Deeanna Ross ● Teacher: Katie Lamonte 	<p>Members Include:</p> <ul style="list-style-type: none"> ● Administrator: Jamie Breaux and LaRobyn Houston ● Teacher: Amanda Keller ● Teacher: Deeanna Ross ● Teacher: Katie Lamonte

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- **Parent/Family: Ashley Dragon**
- **Parent/Family: Shannon Holland**
- **Community Member: Eileen Lacour**

- **Parent/Family: Ashley Dragon**
- **Parent/Family: Shannon Holland**

DISTRICT ASSURANCES

- I certify that this school-wide plan was designed to improve student achievement with input from all stakeholders.

- I assure that the school-level personnel, including stakeholder representatives responsible for implementation of this plan, have collaborated in the writing of the plan.

- I hereby certify that this plan has all of the following components:
 - Evidence of the use of a comprehensive needs assessment
 - Measurable goals
 - Parent and family engagement activities aligned with assessed needs
 - Evidence-based methods, strategies, and activities that guide curriculum content, instruction, and assessment
 - Plans for transitioning incoming and outgoing students in the school community
 - Professional development aligned with assessed needs and strategies to attract and keep high quality teachers
 - Coordination and integration of federal, state, and local resources, services, and programs
 - Evaluation plan that includes methods to measure progress of implementation and effectiveness of strategies and programs
 - A school-wide action plan with timelines and specific activities for implementing the above criteria

- I further certify that the information contained in this assurance is true and correct to the best of my knowledge.

Principal Signature

Date

Supervisor Signature

Date

Superintendent Signature

Date