

Magnolia Independent School District
Magnolia West High School
2022-2023 Campus Improvement Plan



Mission Statement

The mission for Magnolia West High School is to ensure that every student graduates with a viable plan and with the requisite knowledge, skills, and attitude for success after high school.

Vision

Magnolia West High School is dedicated to be the best high school in the State of Texas.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Magnolia West High School is located in a mostly rural area of Magnolia, TX. This secondary campus is comprised of 9th through 12th grades with a total of 2032 students. Most families attending the school are strong believers in community and tradition. Although this improvement plan focuses on the 2019-2020 school year, the demographic information comes from the most recent TAPR report available from the 2017-2018 school year. Specific student demographic information is below.

Total Number of Students: 2032

African American: 2.1%

Hispanic: 32.3%

White: 62.7%

Economically Disadvantaged: 44.9%

English Learners: 6.1%

At-Risk: 42.8%

Special Education: 8.6%

CTE: 61.3%

Attendance Rate: 95.1%

Demographics Strengths

The student population has been continuing to grow at Magnolia West High School. However, the student ethnicity breakdown has continued to remain the majority of students being white, with slowly growing populations of hispanic and african american students. A strength for Magnolia West is the number of students enrolled in Career and Technical Education (CTE) courses. The percentage enrolled at Magnolia West is 61.8%, which is well above the 25.% state average. These courses are important for preparing students for future careers and many courses offer industry certifications to assist students with acheiving their post-secondary goals.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The attendance rate dropped from 95.3% in the 2017-2018 school year to 95.1% in 2018-2019. **Root Cause:** The lack of consistent monitoring of attendance policies and procedures due to administration turnover.

Student Learning

Student Learning Summary

		Campus	Hispanic	White	Econ Disadv
STAAR Performance Rates by Tested Grade, Subject, and Performance Levels^^					
End of Course English I At Approaches Grade Level or Above	2018	69%	64%	72%	62%
	2017	61%	*	67%	*
At Meets Grade Level or Above	2018	48%	39%	54%	36%
	2017	43%	*	51%	*
At Masters Grade Level	2018	9%	4%	11%	4%
	2017	5%	*	7%	*
End of Course English II At Approaches Grade Level or Above	2018	73%	67%	78%	64%
	2017	68%	*	71%	*
At Meets Grade Level or Above	2018	55%	48%	61%	43%
	2017	47%	*	56%	*
At Masters Grade Level	2018	6%	5%	7%	4%
	2017	5%	*	7%	*
End of Course Algebra I At Approaches Grade Level or Above	2018	81%	78%	84%	78%
	2017	78%	77%	79%	75%
At Meets Grade Level or Above	2018	42%	35%	47%	36%
	2017	31%	27%	33%	28%
At Masters Grade Level	2018	19%	16%	22%	14%
	2017	9%	8%	10%	8%
End of Course Biology At Approaches Grade Level or Above	2018	93%	89%	95%	88%
	2017	86%	82%	90%	81%
At Meets Grade Level or Above	2018	74%	65%	80%	61%
	2017	61%	51%	67%	47%
At Masters Grade Level	2018	36%	23%	44%	23%
	2017	25%	16%	31%	14%

		Campus	Hispanic	White	Econ Disadv
End of Course U.S. History	2018	93%	90%	95%	87%
At Approaches Grade Level or Above	2017	95%	91%	97%	90%
At Meets Grade Level or Above	2018	75%	68%	79%	64%
	2017	74%	63%	80%	64%
At Masters Grade Level	2018	47%	38%	53%	31%
	2017	42%	30%	48%	32%
All Grades All Subjects	2018	81%	76%	84%	74%
At Approaches Grade Level or Above	2017	76%	71%	80%	69%
At Meets Grade Level or Above	2018	58%	50%	64%	46%
	2017	51%	40%	58%	39%
At Masters Grade Level	2018	22%	15%	26%	13%
	2017	16%	10%	20%	9%
All Grades ELA/Reading	2018	71%	66%	75%	63%
At Approaches Grade Level or Above	2017	64%	57%	69%	54%
At Meets Grade Level or Above	2018	51%	43%	57%	39%
	2017	45%	33%	53%	32%
At Masters Grade Level	2018	7%	5%	9%	4%
	2017	5%	1%	7%	1%
All Grades Mathematics	2018	81%	78%	84%	78%
At Approaches Grade Level or Above	2017	78%	77%	79%	75%
At Meets Grade Level or Above	2018	42%	35%	47%	36%
	2017	31%	27%	33%	28%
At Masters Grade Level	2018	19%	16%	22%	14%
	2017	9%	8%	10%	8%
All Grades Science	2018	93%	89%	95%	88%
At Approaches Grade Level or Above	2017	86%	82%	90%	81%
At Meets Grade Level or Above	2018	74%	65%	80%	61%
	2017	61%	51%	67%	47%
At Masters Grade Level	2018	36%	23%	44%	23%
	2017	25%	16%	31%	14%
All Grades Social Studies	2018	93%	90%	95%	87%
At Approaches Grade Level or Above	2017	95%	91%	97%	90%
At Meets Grade Level or Above	2018	75%	68%	79%	64%

		Campus	Hispanic	White	Econ Disadv
At Masters Grade Level	2017	74%	63%	80%	64%
	2018	47%	38%	53%	31%
	2017	42%	30%	48%	32%

	Campus	African American	Hispanic	White	American Indian	Two or More Races	Special Ed	Econ Disadv
College, Career, and Military Ready Graduates (Student Achievement)								
College, Career, and Military Ready (Annual Graduates)								
2016-17	57.7%	64.3%	50.0%	59.8%	71.4%	66.7%	32.4%	49.6%
Only College Ready (Annual Graduates)								
2016-17	49.0%	28.6%	41.7%	51.1%	71.4%	66.7%	2.7%	37.9%
Only Career/Military Ready (Annual Graduates)								
2016-17	5.7%	35.7%	5.7%	5.3%	0.0%	0.0%	29.7%	9.6%
College Ready and Career/Military Ready (Annual Graduates)								
2016-17	3.0%	0.0%	2.6%	3.4%	0.0%	0.0%	0.0%	2.1%
College Ready Graduates								
College Ready (Annual Graduates)								
2016-17	52.0%	28.6%	44.3%	54.5%	71.4%	66.7%	2.7%	40.0%
TSI Criteria Graduates (Annual Graduates)								
English Language Arts								
2016-17	55.2%	28.6%	42.6%	60.6%	71.4%	66.7%	2.7%	39.3%
Mathematics								
2016-17	63.4%	57.1%	58.3%	65.2%	85.7%	66.7%	10.8%	57.1%
Both Subjects								
2016-17	47.3%	14.3%	34.8%	52.3%	71.4%	66.7%	2.7%	34.3%
Either Subject								
2016-17	71.4%	71.4%	66.1%	73.5%	85.7%	66.7%	10.8%	62.1%
Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)								
Any Subject								
2016-17	16.2%	0.0%	14.8%	17.4%	0.0%	0.0%	0.0%	8.6%
AP/IB Met Criteria in Any Subject (Annual Graduates)								
Any Subject								
2016-17	22.9%	14.3%	22.6%	22.7%	14.3%	33.3%	0.0%	20.0%

	Campus	African American	Hispanic	White	American Indian	Two or More Races	Special Ed	Econ Disadv
Associate's Degree								
Associate's Degree (Annual Graduates)								
2016-17	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Associate's Degree but not Career/Military Ready (Annual Graduates)								
2016-17	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Associate's Degree and Career/Military Ready (Annual Graduates)								
2016-17	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates								
Career or Military Ready (Annual Graduates)								
2016-17	7.5%	35.7%	7.0%	7.4%	0.0%	0.0%	29.7%	10.7%
Approved Industry-Based Certification (Annual Graduates)								
2016-17	0.7%	0.0%	0.9%	0.8%	0.0%	0.0%	0.0%	0.7%
Graduate with Completed IEP and Workforce Readiness IEP (Annual Graduates)								
2016-17	2.2%	14.3%	2.6%	1.9%	0.0%	0.0%	24.3%	3.6%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)								
2016-17	7.0%	14.3%	8.7%	6.4%	0.0%	0.0%	18.9%	10.7%
U.S. Armed Forces Enlistment (Annual Graduates)								
2016-17	1.7%	14.3%	0.0%	2.3%	0.0%	0.0%	0.0%	2.1%
	State	District	Campus	African American	Hispanic	White	American Indian	Asian
Attendance Rate								
2016-17	95.7%	96.0%	95.3%	94.7%	95.5%	95.2%	96.2%	98.1%
2015-16	95.8%	95.9%	95.0%	97.4%	95.1%	94.8%	95.9%	97.8%
Annual Dropout Rate (Gr 7-8)								
2016-17	0.3%	0.0%	-	-	-	-	-	-
2015-16	0.4%	0.2%	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)								
2016-17	1.9%	0.5%	0.5%	2.2%	0.1%	0.5%	0.0%	0.0%
2015-16	2.0%	0.7%	0.6%	0.0%	0.8%	0.5%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)								
Class of 2017								
Graduated	89.7%	96.9%	96.8%	87.5%	99.1%	96.3%	100.0%	*
Received TxCHSE	0.4%	0.3%	0.2%	0.0%	0.0%	0.4%	0.0%	*
Continued HS	4.0%	1.1%	1.0%	0.0%	0.9%	1.1%	0.0%	*
Dropped Out	5.9%	1.7%	2.0%	12.5%	0.0%	2.2%	0.0%	*
Graduates and TxCHSE	90.1%	97.2%	97.0%	87.5%	99.1%	96.6%	100.0%	*
Graduates, TxCHSE, and Continuers	94.1%	98.3%	98.0%	87.5%	100.0%	97.8%	100.0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian
Class of 2016	89.1%	95.1%	96.1%	100.0%	97.2%	95.9%	100.0%	*
Graduated								
Received TxCHSE	0.5%	0.6%	1.1%	0.0%	0.0%	1.7%	0.0%	*
Continued HS	4.2%	1.8%	0.7%	0.0%	0.9%	0.7%	0.0%	*
Dropped Out	6.2%	2.5%	2.1%	0.0%	1.9%	1.7%	0.0%	*
Graduates and TxCHSE	89.6%	95.7%	97.2%	100.0%	97.2%	97.6%	100.0%	*
Graduates, TxCHSE, and Continuers	93.8%	97.5%	97.9%	100.0%	98.1%	98.3%	100.0%	*
5-Year Extended Longitudinal Rate (Gr 9-12)								
Class of 2016	91.6%	96.5%	96.6%	100.0%	98.2%	96.3%	100.0%	*
Graduated								
Received TxCHSE	0.7%	1.1%	1.4%	0.0%	0.9%	1.7%	0.0%	*
Continued HS	1.2%	0.1%	0.2%	0.0%	0.0%	0.3%	0.0%	*
Dropped Out	6.6%	2.3%	1.8%	0.0%	0.9%	1.7%	0.0%	*
Graduates and TxCHSE	92.2%	97.6%	97.9%	100.0%	99.1%	98.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.4%	97.7%	98.2%	100.0%	99.1%	98.3%	100.0%	*
Class of 2015	91.3%	94.5%	97.5%	100.0%	97.9%	97.2%	*	-
Graduated								
Received TxCHSE	0.8%	1.1%	1.1%	0.0%	0.0%	1.6%	*	-
Continued HS	1.2%	0.1%	0.0%	0.0%	0.0%	0.0%	*	-
Dropped Out	6.7%	4.3%	1.4%	0.0%	2.1%	1.2%	*	-
Graduates and TxCHSE	92.1%	95.6%	98.6%	100.0%	97.9%	98.8%	*	-
Graduates, TxCHSE, and Continuers	93.3%	95.7%	98.6%	100.0%	97.9%	98.8%	*	-
6-Year Extended Longitudinal Rate (Gr 9-12)								
Class of 2015	91.8%	94.5%	97.5%	100.0%	97.9%	97.3%	*	-
Graduated								
Received TxCHSE	1.0%	1.3%	1.1%	0.0%	0.0%	1.6%	*	-
Continued HS	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	*	-
Dropped Out	6.7%	4.0%	1.4%	0.0%	2.1%	1.2%	*	-
Graduates and TxCHSE	92.8%	95.9%	98.6%	100.0%	97.9%	98.8%	*	-
Graduates, TxCHSE, and Continuers	93.3%	96.0%	98.6%	100.0%	97.9%	98.8%	*	-
Class of 2014	90.9%	94.0%	96.1%	100.0%	92.4%	97.4%	*	*
Graduated								
Received TxCHSE	1.2%	1.5%	0.0%	0.0%	0.0%	0.0%	*	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*
Dropped Out	7.2%	4.5%	3.9%	0.0%	7.6%	2.6%	*	*
Graduates and TxCHSE	92.2%	95.5%	96.1%	100.0%	92.4%	97.4%	*	*
Graduates, TxCHSE, and Continuers	92.8%	95.5%	96.1%	100.0%	92.4%	97.4%	*	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)								
Class of 2017	89.7%	96.0%	95.6%	87.5%	98.2%	94.8%	100.0%	*
Class of 2016	89.1%	93.5%	94.4%	100.0%	94.5%	94.3%	100.0%	*
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)								
Class of 2016	91.6%	95.4%	95.7%	100.0%	95.5%	95.9%	100.0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian
Class of 2015	91.3%	93.2%	95.9%	100.0%	96.8%	95.3%	*	-
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)								
Class of 2015	91.8%	93.9%	97.0%	100.0%	96.8%	96.9%	*	-
Class of 2014	90.9%	93.5%	95.4%	100.0%	92.4%	96.4%	*	*
RHSP/DAP Graduates (Longitudinal Rate)								
Class of 2017	88.5%	82.5%	85.0%	71.4%	81.3%	87.4%	77.8%	*
Class of 2016	87.4%	79.2%	81.0%	88.9%	81.6%	80.7%	66.7%	*
FHSP-E Graduates (Longitudinal Rate)								
Class of 2017	6.0%	1.6%	3.0%	-	0.0%	5.6%	*	-
Class of 2016	5.5%	0.0%	0.0%	-	0.0%	0.0%	-	-
FHSP-DLA Graduates (Longitudinal Rate)								
Class of 2017	60.8%	7.9%	15.2%	-	21.4%	11.1%	*	-
Class of 2016	54.0%	0.0%	0.0%	-	0.0%	0.0%	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)								
Class of 2017	85.9%	77.3%	79.4%	71.4%	73.6%	82.5%	70.0%	*
Class of 2016	85.1%	76.4%	77.5%	88.9%	76.9%	77.3%	66.7%	*
RHSP/DAP Graduates (Annual Rate)								
2016-17	87.2%	82.2%	83.9%	71.4%	80.8%	85.7%	85.7%	*
2015-16	85.6%	76.0%	79.0%	88.2%	80.2%	78.9%	62.5%	60.0%
FHSP-E Graduates (Annual Rate)								
2016-17	7.2%	1.0%	2.9%	-	0.0%	5.3%	-	-
2015-16	5.6%	0.0%	0.0%	-	0.0%	0.0%	*	-
FHSP-DLA Graduates (Annual Rate)								
2016-17	56.5%	4.8%	14.3%	-	18.8%	10.5%	-	-
2015-16	51.9%	0.0%	0.0%	-	0.0%	0.0%	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)								
2016-17	84.0%	73.4%	78.1%	71.4%	72.2%	80.7%	85.7%	*
2015-16	83.3%	73.2%	75.5%	88.2%	75.7%	75.6%	55.6%	60.0%

Student Learning Strengths

Preliminary data from the 2018-2019 school year shows that the number of graduates considered College, Career, and Military ready have increased.

Every senior that graduated in 2019 had a post secondary plan.

STAAR performance from 2017 to 2018 showed gains in many areas. At the "Approaches" level, there were gains made on the English 1, English 2, Algebra 1, and Biology EOCs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement on the Algebra 1 EOC showed students approaching, meeting, and mastering the standards were lower than the state averages. **Root Cause:** Students continue to struggle with the rigor and pace of the curriculum.

Problem Statement 2 (Prioritized): The English 1 and English 2 EOCs continue to have the lowest passing rates. **Root Cause:** More intervention and support is needed to assist the Hispanic and Economically Disadvantaged sub pop students.

Problem Statement 3: Student achievement on the Algebra 1 EOC showed students approaching, meeting, and mastering the standards were lower than the state averages. **Root Cause:** Students continue to struggle with the rigor and pace of the curriculum.

School Processes & Programs

School Processes & Programs Summary

Magnolia West High School is made up of a highly qualified staff. There is effective communication between staff and administration. The district provides a clear scope and sequence of curriculum to guide teachers. Teachers participate in district and campus professional development to learn and implement new skills that can lead to increased student achievement.

The average number of years spent in the district for teachers is 5.3 years.

The school has AP, dual credit, and IB programs for advance academics. Teachers within these programs attend professional development opportunities offered through the respective programs.

School administration communicate effectively with each other and have regular meetings to discuss operations and instruction. Discipline procedures are consistent across the campus. A school wide vaping policy has been implemented.

School Processes & Programs Strengths

Student participation in clubs, athletics, and other extra-curricular activities is high. Several athletic programs advanced to playoffs this year (boy's soccer, football, baseball, girl's basketball). Many of the other programs have had successes, such as FFA students advancing to state competitions, band receiving superior ratings, and the UIL One Act play advancing from the district level. The successes of individual programs too much to list.

The principal sends out regular emails detailing pertinent information to all staff members.

The district and campus use Eduphoria as an effective tool for monitoring student progress and achievement data on teacher made tests, district common assessments, benchmarks, and state tests.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Communication between parents and the school has increased, but could still be improved. **Root Cause:** There was a steady decline in the use of social media by the campus and no consistent format for sharing details about school events with parents.

Problem Statement 2 (Prioritized): While a school wide discipline process for vaping has been created, there continues to be an issue with students vaping on campus. **Root Cause:** Vapes have become increasingly easier for students to access and hide.

Problem Statement 3 (Prioritized): The number of graduates that were enrolled in a coherent sequence of CTE courses to receive a certification was much lower than the state average. **Root Cause:** Staff members are unaware of the CTE coherent sequence requirements.

Perceptions

Perceptions Summary

At Magnolia West High School, we are committed to building a positive culture and climate that promotes respect and collaboration among all stakeholders. Students, faculty, and staff have open lines of communication. We are committed to offering all students within the school a rigorous curriculum in every class that prepares them for their post secondary goals. We are also committed to ensuring the safety of all students and staff members.

Perceptions Strengths

Through our commitment to safety, we have regular safety drills and 2 school resource officers on campus.

Parent volunteers setup and offer lunches for staff throughout the year. Administration and other organizations contribute to the positive culture by showing teacher appreciation through offering snacks, lunches, and small gifts throughout the year as well.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a lack of parent volunteers on the campus. **Root Cause:** Parent's are unaware of opportunities due to lack of communication.

Problem Statement 2: The attendance rate dropped from 95.5% in the 2018-2019 school year to 95.1% in 2019-2020. **Root Cause:** The lack of consistent monitoring of attendance policies and procedures due to attendance office turnover.

Priority Problem Statements

Problem Statement 1: The attendance rate dropped from 95.3% in the 2017-2018 school year to 95.1% in 2018-2019.

Root Cause 1: The lack of consistent monitoring of attendance policies and procedures due to administration turnover.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student achievement on the Algebra 1 EOC showed students approaching, meeting, and mastering the standards were lower than the state averages.

Root Cause 2: Students continue to struggle with the rigor and pace of the curriculum.

Problem Statement 2 Areas: Student Learning

Problem Statement 6: Communication between parents and the school has increased, but could still be improved.

Root Cause 6: There was a steady decline in the use of social media by the campus and no consistent format for sharing details about school events with parents.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a lack of parent volunteers on the campus.

Root Cause 7: Parent's are unaware of opportunities due to lack of communication.

Problem Statement 7 Areas: Perceptions

Problem Statement 3: The English 1 and English 2 EOCs continue to have the lowest passing rates.

Root Cause 3: More intervention and support is needed to assist the Hispanic and Economically Disadvantaged sub pop students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: While a school wide discipline process for vaping has been created, there continues to be an issue with students vaping on campus.

Root Cause 4: Vapes have become increasingly easier for students to access and hide.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The number of graduates that were enrolled in a coherent sequence of CTE courses to receive a certification was much lower than the state average.

Root Cause 5: Staff members are unaware of the CTE coherent sequence requirements.

Problem Statement 5 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

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

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
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- 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
- Section 504 data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject
- School safety data

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
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent 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

Goals

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





Performance Objective 1: Through implementation of district curriculum and effective instructional strategies STAAR performance will increase so that 90% of all subgroups will reach the "Approaches" grade level standard and the percentage of student at "Meets" and "Masters" grade level standards will increase.

High Priority

Evaluation Data Sources: STAAR Data, TAPR reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Identify students in need of academic assistance. Strategy's Expected Result/Impact: List of students that need to have additional targeted assistance. Staff Responsible for Monitoring: Administration, Academic Coordinator, teachers - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement comprehensive tutorial program with targeted aims/objectives and monitor student progress. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Administration, Academic Coordinator, teachers - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Hire additional tutors to work with identified students during the school day. Strategy's Expected Result/Impact: Increased student achievement, Improved STAAR scores. Staff Responsible for Monitoring: Associate Principal, Academic Coordinator - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy	Formative		
	Dec	Mar	May

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement focused professional development to enhance classroom culture and increase student performance expectations. Strategy's Expected Result/Impact: Increased student achievement. Increased rigor and relevance of instruction. Staff Responsible for Monitoring: Administration, Content lead teachers - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Develop/implement common instructional and communication/writing strategies to be used across the campus. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Administration, Content lead teachers - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	May
Strategy 6 Details	Formative Reviews		
Strategy 6: Using the backwards design model, work in content teams to design units and corresponding assessments. Strategy's Expected Result/Impact: Improved instruction and alignment. Staff Responsible for Monitoring: Content lead teachers, administration	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Schedule planning days for all core teachers. Strategy's Expected Result/Impact: Completed lesson plans that incorporate appropriate levels of rigor and relevance. Staff Responsible for Monitoring: Core teachers, Academic Coordinator	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Train staff and implement the RTI process with fidelity. Strategy's Expected Result/Impact: Increased student achievement by ensuring that student needs are being identified and met. Staff Responsible for Monitoring: Academic coordinator	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Purchase additional Chromebooks so that students have more technology resources in the classroom. Strategy's Expected Result/Impact: Increased student access to digital resources. Staff Responsible for Monitoring: Principal	Formative		
	Dec	Mar	May





Strategy 10 Details	Formative Reviews		
Strategy 10: Train new staff and implement PLC process. Strategy's Expected Result/Impact: Increased student achievement through appropriate planning and instruction. Staff Responsible for Monitoring: Administration, Content lead teachers	Formative		
	Dec	Mar	May
Strategy 11 Details	Formative Reviews		
Strategy 11: Train new staff members and offer continued support for teachers to use CANVAS in accordance with campus and district expectations. Strategy's Expected Result/Impact: Student access to digital classroom materials. Staff Responsible for Monitoring: Administration, tech liaisons, content lead teachers.	Formative		
	Dec	Mar	May
Strategy 12 Details	Formative Reviews		
Strategy 12: Continue working to ensure that all students leave Magnolia West with a viable plan so that they are ready to pursue post-secondary goals (college, career, military). Strategy's Expected Result/Impact: Students will be more successful in the pursuit of post-secondary goals. The dropout rate will decrease. Staff Responsible for Monitoring: Administration, Counselors, Economics Teachers	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: All students will have positive and meaningful relationships with adults on campus.

Evaluation Data Sources: Student survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Honor roll lunches Strategy's Expected Result/Impact: Increased morale for students, incentive for improving grades. Staff Responsible for Monitoring: Administrators, counselors	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop classroom norms so that students have consistent classroom experiences across the campus. Strategy's Expected Result/Impact: Consistency and clear classroom expectation. Staff Responsible for Monitoring: All staff, administration	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Hold quarterly student meetings to educate students on various academic and social issues, including vaping. Strategy's Expected Result/Impact: Increased student awareness. Staff Responsible for Monitoring: Administrators, counselors, teachers	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: IB students will serve as student ambassadors for all new students. Strategy's Expected Result/Impact: Increased sense of belonging for new students. Staff Responsible for Monitoring: Counselors, Sponsor	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Hold awards and scholarship nights to recognize student achievements. Strategy's Expected Result/Impact: Increasingly positive school culture. Staff Responsible for Monitoring: Administration, counselors	Formative		
	Dec	Mar	May





Strategy 6 Details	Formative Reviews		
Strategy 6: Train staff and implement a program to build student-staff relationships. Strategy's Expected Result/Impact: Increased positive relationships and increased morale in student and staff populations. Staff Responsible for Monitoring: Administration, Carrie Cassata, selected teachers	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Actively monitor student attendance and offer attendance incentives. Strategy's Expected Result/Impact: Increased student attendance. Staff Responsible for Monitoring: Administration, Teachers	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 1: Increase the percentage of parents actively involved on campus.

Evaluation Data Sources: Volunteer applications, sign in logs, and parent-staff activities

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase participation in our MWHS Mustang Volunteer Parent Group (MVP's) and utilize volunteers at school functions. Strategy's Expected Result/Impact: More parental involvement at MWHS. Staff Responsible for Monitoring: Administration, Parent Volunteers	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Encourage parent participation at school activities via social media and Weekly message from Principal. Strategy's Expected Result/Impact: Increased parental awareness of school activities. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Have a freshman orientation/organizational fair to present opportunities and educate students/parents of West culture. Strategy's Expected Result/Impact: Increased participation and parent awareness Staff Responsible for Monitoring: Campus groups/organizations	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Conduct an open house/parent night to build a relationship between teachers and parents. This could include parent nights for Spanish speaking parents, only, as well. Strategy's Expected Result/Impact: Building positive relationships between parents and the school Staff Responsible for Monitoring: Phone system, email, website, marquee - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Staff will respond to parent communication within 24 hours. Strategy's Expected Result/Impact: Building a positive relationship between parents and the school. Staff Responsible for Monitoring: All staff	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Encourage the use of "Sign Up Genius" by all organizational leaders--A website for parents to sign up for volunteer opportunities. Strategy's Expected Result/Impact: Increased parent volunteers. Staff Responsible for Monitoring: Website	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Offer English classes to Spanish speaking parents. Strategy's Expected Result/Impact: Increased participation of Spanish speaking parents. Staff Responsible for Monitoring: Associate principal, Spanish teachers	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide information in Spanish on Social Media and written correspondence. Strategy's Expected Result/Impact: Increased awareness of school information by Spanish speaking parents. Staff Responsible for Monitoring: Administration, Bilingual staff members.	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Share a fluid Event calendar to all parents to provide with the most accurate and up to date information pertaining to school events. This document would also include a staff member's contact info for parent volunteers, along with number of volunteers needed for the event. Strategy's Expected Result/Impact: Increase communication to parents, as well as increase parental volunteer numbers Staff Responsible for Monitoring: Administration, organizational leaders, school secretary - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: Ensure the recruitment, development, retention, and support of highly qualified faculty and staff.

Evaluation Data Sources: Turnover rates; LDAS evaluations

Strategy 1 Details	Formative Reviews		
Strategy 1: Professional development for teachers specific to subject areas. Strategy's Expected Result/Impact: Retaining teachers because of increased support and more instructional support. Staff Responsible for Monitoring: Administration, curriculum department. - TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide instructional support to teachers via instructional lead teacher, videoed observations, and administrator classroom visits. Strategy's Expected Result/Impact: Increased student achievement by supporting teachers to improve instruction. Staff Responsible for Monitoring: Administration, Instructional lead teachers	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide staff recognition, such as teachers of the quarters awards, Wrangler awards, Teacher/Para/Rookie of the year awards. Strategy's Expected Result/Impact: Increased morale and building a positive school culture. Decreased teacher turnover. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Offer luncheons/Mustang Munch, 12 days of Christmas for staff. Strategy's Expected Result/Impact: Building a positive school culture and increasing collaboration among staff members. Staff Responsible for Monitoring: Administration, MVP's	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Teacher appreciation week recognition Strategy's Expected Result/Impact: Build a positive school culture in which teachers feel valued. Decreased teacher turnover. Staff Responsible for Monitoring: Administration, MVP's, campus organizations TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Recruit highly qualified teachers through the interview process and a representative from the curriculum in need. Strategy's Expected Result/Impact: Hiring highly qualified staff that meet the needs of students. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: New teacher mentor program Strategy's Expected Result/Impact: Support of new teachers so that they can meet the needs of students and be retained. Staff Responsible for Monitoring: Academic coordinator, Administration TEA Priorities: Recruit, support, retain teachers and principals	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide additional training for CTE teachers to understand coherent sequences and ensure that students are taking courses that can possibly lead to a certification. Strategy's Expected Result/Impact: The number of student receiving industry based certifications will increase. Staff Responsible for Monitoring: Administration, counselors TEA Priorities: Connect high school to career and college	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Provide all staff with more training on the PLC process. Strategy's Expected Result/Impact: Teachers will learn how to plan more efficiently as a team. Staff Responsible for Monitoring: Administration, Department Chairs - ESF Levers: Lever 2: Effective, Well-Supported Teachers	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
Strategy 10: Provide intervention training for all teachers. Strategy's Expected Result/Impact: Provide teachers a better understanding on how to plan appropriate interventions for their students in need. Staff Responsible for Monitoring: SPED Department, Administration	Formative		
	Dec	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			





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

Performance Objective 1: Provide and maintain a safe climate for students and staff.

High Priority

Evaluation Data Sources: Safety drill logs, discipline reports

Strategy 1 Details	Formative Reviews		
Strategy 1: Review and adjust campus crisis plan. Strategy's Expected Result/Impact: Students and staff will be prepared to act accordingly with any crisis. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	May
Strategy 2 Details	Formative Reviews		
Strategy 2: Set up a campus wide CPI and MERT team for emergency situations. Strategy's Expected Result/Impact: Effective plan for addressing student crisis situations. Staff Responsible for Monitoring: Administration, SRO's, CPI certified personnel	Formative		
	Dec	Mar	May
Strategy 3 Details	Formative Reviews		
Strategy 3: Education of students on problem situations (peer pressure, substance abuse, vaping). Strategy's Expected Result/Impact: Increased student awareness of how to handle non-academic issues. Decreased discipline issues. Staff Responsible for Monitoring: SRO's, Administration, Counselors	Formative		
	Dec	Mar	May
Strategy 4 Details	Formative Reviews		
Strategy 4: Periodic parking lot, classroom, and random locker checks for illegal substances. Strategy's Expected Result/Impact: Decreased discipline issues. Staff Responsible for Monitoring: Administration, SRO's	Formative		
	Dec	Mar	May
Strategy 5 Details	Formative Reviews		
Strategy 5: Red Ribbon week activities to increase drug use awareness. Strategy's Expected Result/Impact: Decreased drug related discipline issues. Staff Responsible for Monitoring: Student Council, Administration	Formative		
	Dec	Mar	May

Strategy 6 Details	Formative Reviews		
Strategy 6: Monitor student office referrals, ISS assignments, and suspensions. Strategy's Expected Result/Impact: Decreased discipline referrals. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	May
Strategy 7 Details	Formative Reviews		
Strategy 7: Utilize Remind and school messenger system in the event of an emergency. Strategy's Expected Result/Impact: Effective communication in the event of an emergency. Staff Responsible for Monitoring: Administration, Office staff	Formative		
	Dec	Mar	May
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide teachers with the latest information on vaping news and what to look for. Strategy's Expected Result/Impact: To decrease number of vaping violations school-wide Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	May
Strategy 9 Details	Formative Reviews		
Strategy 9: Provide hygiene products for students/staff so we can help maintain a safe and clean environment. Strategy's Expected Result/Impact: Helping to maintain a clean environment to prevent the spreading of viruses and illnesses. Staff Responsible for Monitoring: Administration/Counselors/ School Nurse - ESF Levers: Lever 3: Positive School Culture	Formative		
	Dec	Mar	May
Strategy 10 Details	Formative Reviews		
Strategy 10: Provide substitute teachers up to date information on all emergency situation procedures and policies, and encourage teachers to support these substitutes. Strategy's Expected Result/Impact: To ensure the safety of all students and staff. Staff Responsible for Monitoring: Administration, teachers, substitute support staff	Formative		
	Dec	Mar	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>			

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Identify students in need of academic assistance.
1	1	2	Implement comprehensive tutorial program with targeted aims/objectives and monitor student progress.
1	1	3	Hire additional tutors to work with identified students during the school day.

Addendums

