

Magnolia Independent School District
Smith Elementary
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications 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: In the 2023-2024 school year, all students will make a minimum of a full year's "average growth" within the Oral Reading Fluency subtest using the DIBELS screener.

High Priority

Evaluation Data Sources: "Growth Outcomes" section within the mClass platform.






Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will create small group plans for each reading group and keep notes to monitor and adjust as needed.</p> <p>Strategy's Expected Result/Impact: Teachers will be intentional in their small group lessons and be able to move students along faster or use different strategies to reach struggling students.</p> <p>Staff Responsible for Monitoring: Classroom teachers, instructional specialists, interventionists, Academic Coordinator</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Interventionists and Tutors to increase small group instruction; decodable readers; phonics kits - 211 Title I, Part A</p>	Formative		Summative
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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

Performance Objective 2: The subpopulations of Special Education, English Learners, and Economically Disadvantaged will increase their performance levels by at least 10% in Approaches, Meets, and Masters level at the end of the 2023-2024 school year.

High Priority

Evaluation Data Sources: STAAR Reading and Math for grades 3 and 4.






Strategy 1 Details	Reviews		
<p>Strategy 1: The students in the subpopulations will be tracked by teachers and the SIT committee at least every 6 weeks to monitor interventions and adjust as needed.</p> <p>Strategy's Expected Result/Impact: More individualized tracking will ensure that each student is getting personalized attention and intervention.</p> <p>Staff Responsible for Monitoring: Classroom teachers, special education teachers, interventionists, Academic Coordinator, instructional specialists, administrators, counselor.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
			
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Goal 1: Magnolia ISD will develop and enhance a culture that values outstanding instruction and high achievement for all students.

Performance Objective 3: In the 2023-2024 school year, Grade 3 and 4 students will increase Meets and Mastery proficiency levels by at least 10 percent in Reading and Math.

High Priority






Evaluation Data Sources: STAAR Reading and Math for Grades 3 and 4

Strategy 1 Details	Reviews		
<p>Strategy 1: Students in Grades 3 and 4 will be monitored by the Student Intervention Team with a check-in of at least every six weeks. Teachers will gain a deep understanding of each standard in order to push the rigor, problem-solving, and critical thinking skills of each student. In addition, students will set their own academic growth goals and monitor them regularly. Finally, tier 3 students will be progress monitored every two weeks.</p> <p>Strategy's Expected Result/Impact: Students in Grades 3 and 4 will increase proficiency levels on summative exams, district common assessments, and state tests.</p> <p>Staff Responsible for Monitoring: Administrators, academic coordinator, instructional coach, classroom teachers, interventionists</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
			
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Goal 1: Magnolia ISD will develop and enhance a culture that values outstanding instruction and high achievement for all students.

Performance Objective 4: Students will solve word problems in K-1 and multistep word problems in 2-4 using the appropriate grade-level operations.

Evaluation Data Sources: Summative assessments, district common assessments, STAAR






Strategy 1 Details	Reviews		
<p>Strategy 1: Vertically align problem solving strategies as well as intentional, data-driven small group instruction. In addition, tier 3 intervention groups.</p> <p>Strategy's Expected Result/Impact: 90% of students will "Meet Expectations" on the grade-level problem solving standards.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Academic Coordinator, interventionists, instructional specialist, administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Nov	Feb	May
			
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Goal 2: Magnolia ISD will continue to promote administrative efficiency and maximize resources.

Performance Objective 1: Families will be taught the necessary skills and strategies and be given tools to help support academic growth at home.

High Priority






Evaluation Data Sources: Academic Parent Teacher Team attendance
 Raising Readers attendance
 Parent Teacher conferences
 Student growth in math and reading

Strategy 1 Details	Reviews		
<p>Strategy 1: Teachers will communicate to parents at least once a month to discuss academics and instructional strategies. Strategy's Expected Result/Impact: Parents will learn instructional strategies to support learning at home. Staff Responsible for Monitoring: Classroom teachers, school administrators</p> <p>Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Through various committees and structures, staff members will build self-efficacy and be empowered to solve problems and make decisions.

Evaluation Data Sources: Organizational Health Inventory
Formative Climate Surveys

Strategy 1 Details	Reviews		
<p>Strategy 1: Through use of the communication Hubs, surveys and meeting with two-way communication, and resiliency training, staff will have the tools to problem solve issues as they arise on their teams.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will have more of a voice in problem solving.</p> <p>Staff Responsible for Monitoring: Teachers and staff, Administrators, District Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		Summative
	Nov	Feb	May
			
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Goal 2: Magnolia ISD will continue to promote administrative efficiency and maximize resources.

Performance Objective 3: Increased job satisfaction for all staff, leading to a better campus culture.

High Priority

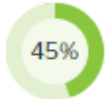





Evaluation Data Sources: Six week climate surveys
Organizational Health Inventory

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

Performance Objective 1: Throughout the 2023-2024 school year, students will maintain an attendance rate at or above 96%.

High Priority







Evaluation Data Sources: Attendance data monitored weekly

Strategy 1 Details	Reviews		
<p>Strategy 1: A staff member will call parents any time a student is absent and also educate parents on the importance and effects of good attendance. Dr. Rivera will hold truancy meetings with parents to increase awareness.</p> <p>Strategy's Expected Result/Impact: Parents will understand the importance of attendance and only keep their kids home when they are sick.</p> <p>Staff Responsible for Monitoring: Classroom teachers, attendance clerk, receptionist, administrators</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Students will have weekly attendance competitions while communication with the parents of truant students will increase.</p> <p>Strategy's Expected Result/Impact: A decrease in tardies and leave earlys and an increase in our daily attendance percentage.</p> <p>Staff Responsible for Monitoring: Classroom teachers, attendance clerk, administration</p>	Formative		Summative
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Performance Objective 2: Students will learn and apply social-emotional skills such as empathy and patience using the campus SEL program. Students will also learn, internalize, and model our guiding principles of BARK. This should lead to a 10% drop in discipline referrals.

Evaluation Data Sources: Discipline Records, Student Surveys, Counseling Group notes

Strategy 1 Details	Reviews		
<p>Strategy 1: On a weekly basis, the counseling team and Specials teachers will teach students the Character Education program, a research based social-emotional curriculum.</p> <p>Strategy's Expected Result/Impact: Students will have tools to navigate problems and conflicts with others in a healthy and productive manner.</p> <p>Staff Responsible for Monitoring: Counselors, Specials team (art, music, PE), classroom teachers, administrators</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
			
Strategy 2 Details	Reviews		
<p>Strategy 2: Increased counseling with problem solving skills over discipline procedures. In addition, the counselor will meet with students requiring extra support.</p> <p>Strategy's Expected Result/Impact: Students will learn appropriate problem-solving and social skills, which will lead to a decrease in disruptive behavior.</p>	Formative		Summative
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Cruse	Interventionist/Dyslexia Teacher	Reading and Math Intervention	
Beatriz Ambrosi	Tutor	Reading and Math Intervention	
Carolina Duke	Instructional Specialist/Dyslexia	Intervention and Curriculum	
Claudia Santoyo Ochoa	Instructional Aide	English and Spanish Reading Intervention	
Janneth Etter	Instructional Aide/Bil. Family Liaison	Reading and Math Intervention	
Jennylin Story	Interventionist	Reading and Math Intervention	
Krista Babich	Dyslexia Teacher	Reading Intervention	
Ramona Moore	Tutor	Reading and Math Intervention	
Trisha Hacker	Academic Coordinator	Curriculum and Student Intervention	

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Dion Rivera	Principal
District-level Professional	Angela Soper	Special Education Instructional Specialist
Parent	Katherine Houghtaling	Parent
Business Representative	Jordan Cole	Business Representative
Community Representative	Ryan Alms	Community Representative
Classroom Teacher	Patricia Hidalgo	Pre-K Bilingual Teacher
Classroom Teacher	Telma Gonzalez	Kindergarten Bilingual Teacher
Classroom Teacher	Elissa Hopper	1st Grade RLA Teacher
Classroom Teacher	Lauren Wappelhorst	2nd Grade RLA Teacher
Classroom Teacher	Jessica Markham	3rd Grade Math Teacher
Classroom Teacher	Robyn Dorow	4th Grade Math Teacher
Paraprofessional	Maria Ramos	Instructional Aide
Paraprofessional	Yolanda Rodriguez	Special Education Aide
Community Representative	Stephine Tyler	Community Member
Business Representative	Troy Duncan	Business Representative
Parent	Michele Bose	Parent