

2024-2027
SCHOOL ADVANCEMENT PLAN
Every Student, Every Future

Magnolia Trace Elementary



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

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 at-risk student groups as well an examination of student, teacher, and school strengths and weaknesses.

- Be sure to include both quantitative and qualitative data in your analyses.

- [Data Analysis Guiding Questions](#)

STRENGTHS

WEAKNESSES

2024-25

STUDENT ACHIEVEMENT DATA - DIBELS, LEAP 2025, ACT, WORK KEYS, IBCS, GRAD RATE, ETC.

All Students

DIBELS:

- Composite: 2nd grade above benchmark increased from 30% EOY 2023-2024 to 38% BOY 2024-2025
- Composite: 3rd grade benchmark increased from 31% EOY 2023-2024 to 38% BOY 2024-2025
- Composite: Surpassed district scores in 2nd grade - benchmark and above benchmark and 3rd grade - benchmark
- Accuracy: Surpassed district reading accuracy subscores in 2nd grade by 11%
- ORF: 2nd grade increased above benchmark by 6%

DIBELS:

- Reading comprehension subscores were the lowest for 2nd with 48% of students scoring benchmark or above benchmark and 52% scoring below and well below benchmark on the 2023-2024 EOY DIBELS Assessment.
- Reading accuracy subscores were the lowest for 3rd with 49% of students scoring benchmark or above benchmark and 51% scoring below and well below benchmark on the 2023-2024 EOY DIBELS Assessment.

<p>EOY 2023-2024 to BOY 2024-2025</p> <ul style="list-style-type: none"> ● ORF: 3rd grade increased benchmark by 11% EOY 2023-2024 to BOY 2024-2025 ● Composite: scores were the highest for 2nd with 76% of students scoring benchmark or above benchmark ● Reading comprehension subscore was the highest for 3rd with 71% scoring benchmark or above benchmark 	<ul style="list-style-type: none"> ● Reading accuracy subscores for 3rd grade is below district for benchmark by 4% on the 2023-2024 EOY DIBELS Assessment.
<p>ELA LEAP 2025 Assessment Index:</p> <ul style="list-style-type: none"> ● During the spring 2024, students scoring Advances remained fairly consistent on the LEAP 2025 Assessment: 29 students scored Advanced in 2023 and 26 students scored Advanced in 2024. 	<p>ELA LEAP 2025 Assessment Index:</p> <ul style="list-style-type: none"> ● During the spring of 2024, our LEAP ELA Assessment Index decreased from 93.6 to 87.6 on the LEAP 2025.
<p>ELA LEAP 2025 Subcategories:</p> <ul style="list-style-type: none"> ● During the spring 2024, the percent of students scoring strong in Knowledge & Use of Language increased 22% on the ELA LEAP 2025 assessment: students scoring strong in 2023- 36%; students scoring strong in 2024- 58%. ● On the LEAP 2025 Written Expression Subcategory, the percent of students scoring strong is trending upward: 2021- 46%; 2022- 55%; 2023- 73%; 2024- 68%. 	<p>ELA LEAP 2025 Subcategories:</p> <ul style="list-style-type: none"> ● During the spring 2024, the percent of students scoring strong in Informational Text decreased 11% on the ELA LEAP 2025 assessment: students scoring strong in 2023- 67%; students scoring strong in 2024-56%.

<p>Science LEAP Assessment Index:</p> <ul style="list-style-type: none"> ● Students who scored Advanced and Mastery at Magnolia Trace in the area of Science was 47.8% in comparison to the district which was 38.7%. ● Students who were strong in the Reason Scientifically portion of science increased by 14% 	<p>Science LEAP Assessment Index:</p> <ul style="list-style-type: none"> ● Our Science Assessment index decreased by 3 points from 2023-2024. ● Students who scored strong in the investigation and evaluate portion of science decreased by 2% from previous year
<p>Math LEAP Assessment Index:</p> <ul style="list-style-type: none"> ● Students who scored Advanced and Mastery at Magnolia Trace in the area of Mathematics was 50.5% in comparison to the district which was 42.8%. ● 52% of students at Magnolia Trace consistently scored Strong in Solving Problems with Any Operation from 2023 to 2024. 	<p>Math LEAP Assessment Index:</p> <ul style="list-style-type: none"> ● Our Mathematics Assessment index decreased by 11.9 points from 2023-2024. ● On the LEAP 2025 All Major Content Areas, the percentage of students scoring strong is trending downward since 2022: <ul style="list-style-type: none"> ○ Products & Quotients / Solve Multiplication & Division Problems <ul style="list-style-type: none"> ■ 2022 - 55% ■ 2023 - 41% ■ 2024 - 34% ○ Solve Problems with Any Operation <ul style="list-style-type: none"> ■ 2022 - no data ■ 2023 - 52% ■ 2024 - 52% ○ Fractions as Numbers & Equivalence

	<ul style="list-style-type: none"> ■ 2022 - 52% ■ 2023 - 50% ■ 2024 - 46% ○ Solve Time, Area, Measurement & Estimation Problems <ul style="list-style-type: none"> ■ 2022 - 54% ■ 2023 - 56 % ■ 2024 - 50%
<p style="text-align: center;">At-Risk Student Groups (SWE and ESL data must be included as well as any other potential labeled student group)</p>	
<p>Based on the 2024 ELPT results:</p> <ul style="list-style-type: none"> ● During the spring 2024, 78% of students scored early advanced or higher on the listening component of the ELPT. ● During the spring 2024, 66% of students scored early advanced or higher on the speaking component of the ELPT. <p>On the LEAP 2025 All Major Content Areas, the percentage of SWE students scoring Unsatisfactory decreased since 2023:</p> <ul style="list-style-type: none"> ● In ELA the percentage of students scoring 	<p>Based on the 2024 ELPT results:</p> <ul style="list-style-type: none"> ● During the spring 2024, 44% of students scored early advanced or higher on the writing component of the ELPT. ● During the spring 2024, 44% of students scored early advanced or higher on the reading component of the ELPT. <p>On the LEAP 2025 All Major Content Areas, the percentage of SWE students scoring Basic or Above decreased since 2023:</p> <ul style="list-style-type: none"> ● In ELA the percentage of students scoring Basic

<p>Unsatisfactory went from 23 % in 2023 to 16 % in 2024.</p> <ul style="list-style-type: none">● In Math the percentage of students scoring Unsatisfactory went from 28% in 2023 to 8% in 2024.● In Science the percentage of students scoring Unsatisfactory went from 25% in 2023 to 8% in 2024. <p>On the LEAP 2025 All Major Content Areas, students in the Hispanic/Latino subgroup has shown an increase in our assessment index in all subject areas from 2023 to 2024:</p> <ul style="list-style-type: none">● ELA assessment Index went from 72.1 in 2023 to 81.1 in 2024.● Math assessment index went from 81.4 in 2023 to 81.6 in 2024.● Science assessment index went from 63.6 in 2023 to 83.2 in 2024.	<p>or Above went from 73 % in 2023 to 68% in 2024.</p> <ul style="list-style-type: none">● In Math the percentage of students scoring Basic or Above went from 70% in 2023 to 59% in 2024.● In Science the percentage of students scoring Basic or Above went from 70% in 2023 to 59% in 2024. <p>On the LEAP 2025 Assessment, the percentage of students in the White and Economically Disadvantaged subgroups scoring Mastery of Above has decreased in Math over the past 3 years:</p> <ul style="list-style-type: none">● In the White Subgroup, the percentage of students scoring Mastery and Above went from 68% in 2022, 66% in 2023, to 52% in 2024.● In the Economically Disadvantaged Subgroup, the percentage of students scoring Mastery or Above went from 56% in 2022, 42% in 2023, to 28% in 2024.
<p>SCHOOL CULTURE DATA – MRA (Discipline data must be included as well as the identified recommendations in the MRA report)</p>	

<p>Strengths according to the MRA:</p> <ul style="list-style-type: none"> • Family Engagement went up six points. This included families feeling they were an active part of their child’s learning. • 72% of students knew their teachers were proud of them. • School climate went up nine points. 	<p>Weaknesses according to MRA:</p> <ul style="list-style-type: none"> • In the area of Leadership, our community involvement was our lowest score. • Students setting their own goals decreased by four points. • School belonging went down by five points.
2025-26	
STUDENT ACHIEVEMENT DATA	
All Students	
<p>LEAP Math Subcategories From 2021 to 2024 on LEAP, a consistent strength has been the Modeling and Application subcategory with the greatest percent of students scoring Strong in this subcategory every year. In 2025 on LEAP, Expressing Mathematical Reasoning had the highest percent of students scoring Strong with Modeling and Application integrated into that subcategory.</p> <p>LEAP Science Subcategories From 2021 to 2025 on LEAP, a consistent strength has been the Investigate subcategory with the greatest percent of students scoring Strong in this subcategory every year.</p> <p>LEAP ELA Subcategories</p> <ul style="list-style-type: none"> • In 2025, the percentage of students who scored “strong” in Writing Performance was 62%. Every year 	<p>LEAP Math Assessment Index From 2023 to 2025 on LEAP, there was a significant drop from 91.6 to 73.2 points for a total of 18.4 point decrease.</p> <p>LEAP Math Subcategories In 2025 on the LEAP, 37% of students scored Weak in the Solve Time, Area, Measurement, & Estimation Problem subcategory.</p> <p>LEAP Science Assessment Index From 2019 to 2025 on LEAP, there has been a consistent decrease from 83.7 points to 59.2 points.</p> <p>From 2024 to 2025 on LEAP, there was a significant decrease with a drop of 18.2 points (2024 was 77.4 and 2025 was 59.2).</p>

since 2021, Writing Performance has been the strongest subcategory.

LEAP Social Studies Subcategories

- In 2025, the percentage of students who scored “strong” in the category of “A Growing and Changing Nation” was 51%.

DIBELS Composite

- In second grade, the percentage of students scoring below and well below decreased from 27% on BOY 2024-2025 to 17% EOY 2024-2025.
- In third grade, the percentage of students scoring below and well below decreased from 35% on BOY 2024-2025 to 29% EOY 2024-2025.
- 2nd grade above benchmark increased from 36% on BOY 2024-2025 to 51% EOY 2024-2025
- 3rd grade above benchmark increased from 28% on BOY 2024-2025 to 47% on EOY 2024-2025.
- 2nd surpassed district average in both benchmark and above by 13% on EOY 2024-2025, which is 2nd in the district.
- 3rd grade surpassed the district average in both benchmark and above by 1% on EOY 2024-2025.

DIBELS Subcategories

LEAP Science Subcategories

From 2021 to 2025 on LEAP, a weakness has been the Evaluate subcategory because for two out of the five years a majority of students scored Moderate in this subcategory.

LEAP ELA Subcategories

- In 2025, the percentage of students who scored “strong” in Informational Text was 48%. In 2021-2023, the percentage of students scoring “strong” was consistently in the 60-67% range. In 2024, it decreased to 56%. In 2025, it decreased again to 48%.

LEAP Social Studies Subcategories

- In 2025, the two weakest performing categories were “Foundations, Papers, and Places of the United States of America” and “Establishing Context.” Both categories had a percentage of 32% of students scoring “weak.”

DIBELS Composite

- In third grade, the percentage of students scoring benchmark and above was only 71%, which is 11th in the district on EOY 2024-2025.

<ul style="list-style-type: none"> • In third grade, reading accuracy benchmark subscores increased from 48% on BOY 2024-2025 to 87% on EOY 2024-2025. • In second grade, basic comprehension (MAZE) benchmark and above subscores increased from 47% BOY 2024-2025 to 78% on EOY 2024-2025. 	<p>DIBELS Subcategories</p> <ul style="list-style-type: none"> • In second grade, reading accuracy benchmark subscores decreased from 58% BOY 2024-2025 to 55% EOY 2024-2025. • In third grade, the percentage of students scoring well below on word reading fluency increased from 19% on BOY 2024-2025 to 20% on EOY 2024-2025.
<p style="text-align: center;">At-Risk Student Groups (SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)</p>	
<p>ELPT: Based on the 2025 ELPT results:</p> <ul style="list-style-type: none"> • During the spring 2025, 71% of students scored proficient overall, resulting in graduation from the EL program. • During the spring 2025, 71% of students increased their score in the subcategory of Writing on the ELPT, scoring early advanced or advanced. <p>LEAP Subgroup On the LEAP 2025 Assessment, students in the Black or African American subgroup has shown an increase in our assessment index in the area of math from 2024 to 2025:</p> <ul style="list-style-type: none"> • Math assessment index went from 57.1 in 2024 to 60 in 2025. 	<p>ELPT: Based on the 2025 ELPT results:</p> <ul style="list-style-type: none"> • During the spring 2025, 57% of students scored beginning or above on the reading component of the ELPT. • During the spring 2025, 86% of students scored beginning or early advanced on the speaking component of the ELPT. <p>LEAP Subgroup On the LEAP 2025 Assessment, the percentage of students in the White, Hispanic/Latino, Special Education Classification and Economically Disadvantaged subgroups scoring Mastery of Above</p>

On the LEAP 2025 Assessment the students scoring mastery increased in the subcategories of White, Black or African American, Special Education, and Economically Disadvantaged in the area of Math from the year 2024 to 2025.

has decreased in ELA, Math and Science over the past 2 years:

- **ELA:**
 - White decreased from 89.6 in 2024 to 80.1 in 2025
 - Black or African American from 70 in 2024 to 59.3 in 2025
 - Hispanic/Latino from 81.1 in 2024 to 60.6 in 2025
 - Special Education from 65.7 in 2024 to 41.1 in 2025
 - Economically Disadvantaged from 71.1 in 2024 to 63.9 in 2025.
- **Math:**
 - White decreased from 82.4 in 2024 to 73.5 in 2025
 - Hispanic/Latino from 81.6 in 2024 to 62.9 in 2025
 - Special Education from 59.2 in 2024 to 46.2 in 2025
 - Economically Disadvantaged from 61.1 in 2024 to 56.1 in 2025.
- **Science:**
 - White decreased from 78.7 in 2024 to 60.8 in 2025
 - Black or African American from 65.7 in 2024 to 47.9 in 2025

	<ul style="list-style-type: none"> ○ Hispanic/Latino from 83.2 in 2024 to 35.9 in 2025 ○ Special Education from 55.1 in 2024 to 29.1 in 2025 ○ Economically Disadvantaged from 61.1 in 2024 to 44.8 in 2025.
--	--

<p align="center">SCHOOL CULTURE DATA - MRA</p> <p align="center">(Discipline data must be included as well as the identified recommendations in the MRA report)</p>

<p>MRA: On the Spring 2025 MRA survey results indicated the following scores:</p> <p>Leadership</p> <ul style="list-style-type: none"> *Advocacy 83 with an increase of 4 (79 to 83) *School and Family Partnership 80 increase of 5 points from year before. (75 to 80) *Positive Well Being 81. *Personal Development 80. <p>Culture</p> <ul style="list-style-type: none"> *Trusting Relationships 83 with increase of 2 points (81 to 83) *School Climate with score of 83 <p>Instruction</p> <ul style="list-style-type: none"> *School Goals 80 *Social Support 80 *Student Goals 79 with 4 point increase (75 to 79) <p>Culture being an overall highest score with 80</p> <p>Discipline: JPAMS discipline data included the following:</p> <ul style="list-style-type: none"> * Bus referrals decreased from twelve to eight. 	<p>MRA: On the Spring 2025 MRA survey results indicated the following scores:</p> <p>Leadership</p> <ul style="list-style-type: none"> * Interpersonal Effectiveness 74 with a decrease of two, 76 to 74 * Community Engagement 74, but with an increase of one, 73 to 74 <p>Culture</p> <ul style="list-style-type: none"> * Collective Efficacy 77 with a decrease of eight, 85 to 77 <p>Instruction</p> <ul style="list-style-type: none"> * Student Goal Support 77 with a decrease of 1, 78 to 77 * School Goals 80 is a strength, but decreased by five, 85 to 80. <p>Leadership being the overall lowest category score with 78.</p> <p>Discipline: JPAMS discipline data included the following:</p> <ul style="list-style-type: none"> * Total suspensions increased by four, from eight to twelve *Students with repeat offenses increased based on office referrals going from 24 to 29 but student referrals decreased from 16 to 13.
--	---

* The amount of students receiving a referral decreased from sixteen to thirteen.	
2026-27	
STUDENT ACHIEVEMENT DATA	
All Students	
At-Risk Student Groups (SWE, ESL, and the lowest performing 25% in ELA and math data must be included as well as any other potential labeled student group)	
SCHOOL CULTURE DATA – MRA (Discipline data must be included as well as the identified recommendations in the MRA report)	

LEADERSHIP GOAL - PRINCIPAL'S WILDLY IMPORTANT GOAL (WIG)• *Based on the above*

needs assessment and the Beginning-of-the-Year conference, what will be the school improvement area of focus that will impact all academic settings?

- *What is the leadership goal that was established during the Beginning-of-the-Year conference?*

School Improvement Focus Area Fluency, Mathematical Content, and Student goal Setting Communication	Leadership Goal – Instructional Leadership - Teacher Effectiveness and Meeting Student Needs <ul style="list-style-type: none"> • Develop Intervention time in master schedule and a system for monitoring student growth • Teachers working collaboratively with data during PLCs to enhance intervention time in their own classroom and with the school wide intervention time block. (ILT/PLC Master Schedule) • Leadership team developing a coaching model schedule with ILT which will gradually expand to all teachers. • Utilizing Teacher and Student Leadership Portfolios
2024-25	
Reading Fluency Major Content Culture (Student Goals)	Instructional Leadership -Teacher Effectiveness -Meeting Student Needs
2025-26	
Reading Fluency Major Content Culture (Student Goals)	Instructional Leadership -Teacher Effectiveness -Meeting Student Needs
2026-27	

LEADERSHIP TEAM LONG-RANGE PLAN

Use the LRP template below throughout the school year to strategically plan out ILT meetings.

2024-2025

<i>Date</i>	<i>PLC or ILT</i>	<i>Data</i>	<i>TOPIC/Objectives</i>	<i>Notes</i>
8-27-24	ILT	LEAP CLASS DIBELS DISCIPLINE SUBGROUPS Parent	SAP Overview <ul style="list-style-type: none"> Review School Trends Complete Data Analysis Develop WIGs Complete SAP Complete long-range PLC Guide 	
9-11-24	ELA PLC	DIBELS 3rd - ELA LEAP 360	SLTs Interventions BOY Conferences with Evaluator	BOY DIBELS Data (Class Fluency Tracker complete and the Google Spreadsheet due by 6th in spreadsheet)
9-12-24 (am only)	3rd Math PLC	Equip Data (pre, M1, M2&3)	SLTs Interventions groups Equip M2&3 WIG redelivery	
9-19-24	ILT	Fluency and Composite scores	Revisit long-range plan, make adjustments Data wall gallery walk (leader's perspective) WIG discussion Explore Illuminate (training)	

9-25-24	Math PLC 3rd Science/S.S	Equip data	SLTs Interventions BOY Conferences with Evaluator 2nd: Science/Social Studies 3rd: Science / Social Studies - See District PLC agenda (prior to checkpoint) <ul style="list-style-type: none"> unit planning as time allows 	2nd: go over Science/Social Studies assessments 3rd: Science/Social Studies district agenda <ul style="list-style-type: none"> Read and discuss the Checkpoint 1 Constructed Response Rubric Follow the Illuminate directions to create access codes and change settings for testing Check with your administration for protocols on acquiring any additional chromebooks/devices needed for testing Discuss grade adjustment options for input into JCampus
10-3-24	ILT		Revisit long-range plan, make adjustments WIG discussion	**End of quarter in 10-11-24
10-16-24	ELA PLC	WIG	Interventions Review Assessments: Look over new assessments added to Google Classroom (BOWD starting 10/25) Block Scheduling Discussion LEOU: Pick common ones to focus on	Start meetings discussing any intervention group changes that need to happen
10-24-24	ILT		Revisit long-range plan, make adjustments WIG discussion	
10-30-24	Math PLC	2nd: Equip Data (Post Pre, M2, M3)) 3rd: Science Checkpoint 1 data	Look at data- discuss intervention groups Science/ S.S. - district PLC agenda *Unit Science & S.S. planning <u>as time allows</u> Math - discuss BOY (grade before PLC) data and SLTs Science - Grade constructed response from district checkpoint	3rd: Science/Social Studies district agenda <ul style="list-style-type: none"> Analyze checkpoint 1 assessment data to determine next steps in identifying common trends and interventions to support student growth Finalize the grade adjustment plan as discussed in previous PLC and gain approval from the administration

			<i>Student binders</i>	
11-13-24	ELA PLC	WIG 2nd: Writing Sample 3rd: Writing Sample	2nd: Narrative (Greek Myth) 3rd: WIG Data Discussion Student binders Pacing Check In LEOU Collaboration BOWD Culminating Writing Collaboration	
12-5-24	ILT		Revisit long-range plan, make adjustments WIG discussion	<i>*Right after MOY DIBELS</i>
12-11-24	Math PLC	Module 3 3rd: Most Recent SS quiz (Ch. 1 LA Purchase test and constructed response) 2nd grade: Math Module 2 Topic D Test	2nd: unpack upcoming Module 3 3rd: Science- District PLC agenda <ul style="list-style-type: none"> Science look ahead at checkpoint 2 Unit planning science and s.s. as time allows Math - Discuss EOM 2 data	3rd Science/ S.S <ul style="list-style-type: none"> Read and discuss the Checkpoint 2 Constructed Response Rubric Follow the Illuminate directions to create access codes and change settings for testing. Check with your administration for protocols on acquiring any additional chromebooks/devices needed for testing. Discuss grade adjustment options for input into JCampus. S.S checkpoint 1 data early window
1-6-25 FULL DAY	Math / ELA PLC		PGPs MOY Review MOY Conferences with Evaluator (ELA/2nd grade math)	Possible MOY Review, all teachers <ul style="list-style-type: none"> 3rd math: Finish incomplete agenda from Dec. 11 as time allows 3rd ELA: Bring lesson 23 Cold Read and lesson 26 Exit Tickets (already graded - 2 H, 2 M, 2 L) 2nd ELA: Bring personal narrative (already graded - 2 H, 2 M, 2 L) Mention that behavior point sheets can be turned into Campo on a weekly basis for help with data entry

1-15-25	Math PLC	3rd Equip M2&3 post data 3rd Equip Data M4&5	MOY Review MOY Conferences with Evaluator (Math) 3rd: review Equip M2&3 plan for new intervention group Equip M4&5	
1-16-25	ILT		Revisit long-range plan, make adjustments WIG discussion	
1-29-25	ELA PLC	WIG DIBELS	MOY DIBELS scores Intervention Groups	3rd grade - Bring culminating writing for BOWD (already graded - 2H, 2 M, 2 L)
2-5-25	Math PLC	Equip 3rd: Math EOM 4 / MOY Assessment Science Checkpoint 2 Data	Review Equip data 3rd: Science- analysis of checkpoint 2 S-S - look ahead checkpoint 2 Math - Discuss EOM4 / MOY Assessment Science & S-S unit planning as time allows	Review Module 2-3 data *3rd will need to meet as a grade level for before 3/14 <ul style="list-style-type: none"> • intervention planning Equip Mod. 6 • EOM 5 • Analysis of s-s checkpoint 2
2-13-25	ILT		Revisit long-range plan, make adjustments WIG discussion	
2-19-25	ELA PLC	Writing Sample	3rd - LEAP 360 writing 2nd: Writing Sample- Informative	** LEAP 360 data due to Heather Raymond 2-21-25
4-30-25	ILT		EOY Review WIG discussion	All people
5-14-25	PLC		EOY SLT EOY Conferences with Evaluator	

2025-2026

<i>Date</i>	<i>PLC or ILT</i>	<i>Data</i>	<i>TOPIC/Objectives</i>	<i>Notes</i>
8-26-25	ILT	LEAP 2025 trends Subgroup Trends DIBELS Trends	SAP Overview <ul style="list-style-type: none"> Review School Trends Complete Data Analysis and SAP Reflection Develop WIGs Complete SAP Complete long-range PLC Guide Discuss Interventions 	
9-8-25	PD Day	Lexia DIBELS Coaching Plans	<ul style="list-style-type: none"> PGPs/Coaching Plans Numeracy Training Targeted Instruction Outline WIGs Overview 	
9-10-25	ELA PLC	2nd Grade: <ul style="list-style-type: none"> Domain 1 Vocabulary Sentences Domain 1 Listening Comprehension Test Skills Assessments (Lessons 6-10) 3rd Grade: <ul style="list-style-type: none"> Lexia Reports DIBELS BOY 	2nd <ul style="list-style-type: none"> Discuss upcoming narrative writing Targeted Support Groups Discuss how students scored on first listening comprehension test/short answer questions 3rd <ul style="list-style-type: none"> Targeted Support Groups BOY and target Unpack ELA District Checkpoint 1 <ul style="list-style-type: none"> Chromebook settings 	2nd <ul style="list-style-type: none"> Making sure everyone knows the plan for Targeted Support Stations and how to use planning page/tracking Bringing Skills assessments (lessons 6-10) 3rd <ul style="list-style-type: none"> Bring Chromebook Making sure everyone knows the plan for Targeted Support Stations and how to use planning page/tracking Bring class DIBELS report Be able to access Lexia reports
9-17-25	Math PLC	2nd Grade: <ul style="list-style-type: none"> Module 1, Part 1 Assessment 3rd Grade: <ul style="list-style-type: none"> Equip Mod. 2&3 	2nd Grade: <ul style="list-style-type: none"> Discuss Module 1, part 1 scores Math planning pages/goal tracking Reminder to administer Equip 2-3 Test Target Support groups activities/rotations 	2nd Grade: <ul style="list-style-type: none"> Bring graded Module 1, part 1 assessments 3rd Grade: <ul style="list-style-type: none"> Bring Chromebook

		<ul style="list-style-type: none"> 2024-2025 Science checkpoint data 	3rd Grade: <ul style="list-style-type: none"> Mod. 1 assessment discussion (prior to giving assessment) Analyze Mod. 2&3 Equip - targeted support groups Based on 2024-2025 Science checkpoint data - plan instructional support based on common errors Edit Science ch. quizzes to add rigor (unit 1 and 2) 	<ul style="list-style-type: none"> Bring clean copy of Mod. 1 assessment Bring scored Equip 2&3 pre-module assessment Bring current science ch. quizzes, and LEAP like Science questions Bring Science unit 1 and 2 planning materials
9-18-25	ILT		Revisit long-range plan, make adjustments WIG discussion Bulletin Board Criteria	
10-8-25	ELA PLC	2nd Grade: <ul style="list-style-type: none"> Fluency data 3rd Grade: <ul style="list-style-type: none"> Review Diagnostic LEAP 360 data Lexia 	<ul style="list-style-type: none"> 2nd: <ul style="list-style-type: none"> Look at fluency data from Reading Comprehension passage: "The Fox and the Cat" Try to have narrative writing graded Target Support groups activities/rotations Planning materials for Domain 4, Ls. 7-10 3rd: <ul style="list-style-type: none"> Analyze LEAP 360 data, strengths and weaknesses Check in on targeted support groups / Lexia Unpack S.S. checkpoint 1 - focus questions for chapter quizzes Unpack ELA Checkpoint 2 	3rd Grade: <ul style="list-style-type: none"> Bring Chromebook Access illuminate reports Bring clean copies on S.S. ch. tests
10-16-25	ILT		Revisit long-range plan, make adjustments WIG discussion, 1st quarter SAP reflections	
10-22-25	Math PLC	2nd Grade:	2nd Grade:	3rd Grade: <ul style="list-style-type: none"> Bring Chromebook

		<ul style="list-style-type: none"> Module 1, Part 2 Assessment District Benchmark Assessment <p>3rd Grade</p> <ul style="list-style-type: none"> Science ch. quiz student samples exit ticket samples from Mod. 2 Access to End of Mod. 2 assessment 	<ul style="list-style-type: none"> Bring Module 1, part 2 assessments to discuss scores Target Support groups activities/rotations <p>3rd Grade:</p> <ul style="list-style-type: none"> Discuss Mod. 2 assessment/ compare to exit ticket data Targeted support check-in Exit Ticket Tracking check-in Check in on new science ch. quizzes unpack district math checkpoint 1 	<ul style="list-style-type: none"> Access illuminate and GreatMinds reports
10-30-25	ILT		Revisit long-range plan, make adjustments WIG discussion	
11-6-25	Math PLC	<p>2nd Grade:</p> <ul style="list-style-type: none"> Exit Ticket Tracking <p>3rd Grade:</p> <ul style="list-style-type: none"> Exit Ticket Tracking Science Checkpoint 1 data Current graded science quizzes 	<p>2nd Grade:</p> <ul style="list-style-type: none"> Look at student binders to see how tracking is affecting module test grades <p>3rd Grade:</p> <ul style="list-style-type: none"> Look at student binders to see how tracking is affecting module test grades analyze science checkpoint 1 data Unpack Math benchmark 2 analyze new ch. science quizzes 	<p>2nd Grade:</p> <ul style="list-style-type: none"> Bring a couple of student binders <p>3rd Grade:</p> <ul style="list-style-type: none"> Bring student binder Bring graded science quizzes
11-13-25	ILT		Revisit long-range plan, make adjustments WIG discussion	
12-4-25	ILT		Revisit long-range plan, make adjustments WIG discussion, 2nd quarter SAP reflections	
1-5-26	ELA PLC (½ day)	<p>2nd:</p> <ul style="list-style-type: none"> MOY DIBELS Targeted Support Group <p>3rd:</p> <ul style="list-style-type: none"> MOY DIBELS 	<p>2nd Grade:</p> <ul style="list-style-type: none"> DIBELS data Discuss Targeted Support groups and possibly adjustments <p>3rd Grade:</p> <ul style="list-style-type: none"> DIBELS data 	<p>3rd grade:</p> <ul style="list-style-type: none"> Bring clean copies of S.S. ch. quizzes Review social studies checkpoint 1 question 6 constructed responses from students Preview social studies checkpoint 2 (Feb. 6-13)

		<ul style="list-style-type: none"> Targeted Support Group Lexia reports 	<ul style="list-style-type: none"> Discuss Targeted Support groups and possibly adjustments Unpack Social Studies checkpoint 2 	<ul style="list-style-type: none"> MOY DIBELS data Student binders
1-8-26	ILT		Revisit long-range plan, make adjustments WIG discussion, 2nd quarter SAP reflections	
1-22-26	ILT		Revisit long-range plan, make adjustments WIG discussion	
1-28-26	Math PLC	2nd Grade: <ul style="list-style-type: none"> Targeted Support 3rd Grade: <ul style="list-style-type: none"> Math checkpoint 1 data Equip 4&5 data 	2nd Grade: <ul style="list-style-type: none"> Discuss targeted support groups/adjustments 3rd Grade: <ul style="list-style-type: none"> Analyze math benchmark 1 (checkpoint) results Analyze equip mod. 4 and 5 results check-in on math targeted support exit ticket tracking unpack science checkpoint 2 edit unit 3 and 4 quizzes 	3rd grade: <ul style="list-style-type: none"> student binder science unit 3 and 4 planning materials
2-5-26	ILT		Revisit long-range plan, make adjustments WIG discussion	
2-11-26	ELA PLC	2nd Grade: <ul style="list-style-type: none"> Writing? 3rd grade: <ul style="list-style-type: none"> ELA Checkpoint 2 data 	2nd Grade: <ul style="list-style-type: none"> Discuss writing scores and talk about strengths/weaknesses 3rd Grade: <ul style="list-style-type: none"> Analyze ELA checkpoint 2 data 	
2-25-26	Math PLC	2nd Grade: <ul style="list-style-type: none"> Targeted Support Groups Module 3 Assessments 	2nd Grade: <ul style="list-style-type: none"> Discuss targeted support groups/adjustments Bring Module 3 assessment scores 3rd Grade: <ul style="list-style-type: none"> analyze Math checkpoint 2 data 	

		3rd Grade: <ul style="list-style-type: none"> Math Checkpoint 2 data Science Checkpoint 2 	<ul style="list-style-type: none"> continue unpacking and planning for Science checkpoint 2 	
3-4-26	ELA PLC	3rd Grade: <ul style="list-style-type: none"> S-S checkpoint 2 data LEAP 360 interim data 	3rd grade: <ul style="list-style-type: none"> Analyze s-s checkpoint 2 results Analyze ELA LEAP 360 interim 	
3-5-26	ILT		Revisit long-range plan, make adjustments WIG discussion	
3-18-26	Math PLC	2nd Grade: <ul style="list-style-type: none"> Topic Tickets Module 4 Assessment 3rd Grade: <ul style="list-style-type: none"> Science Checkpoint 2 Math Benchmark 3 Equip Mod 6? 	2nd Grade: <ul style="list-style-type: none"> Bring recent topic tickets to discuss 3rd Grade: <ul style="list-style-type: none"> check in Science checkpoint 2; in the administration window Unpack Math Benchmark 3 Targeted Instruction check-in 	
3-19-26	ILT		WIG discussion, LEAP, 3rd quarter SAP reflections	
4-9-26	ILT		WIG discussion/DIBELS Data	
4-30-26	ILT		EOY SAP Reflections	

LONG-TERM SCHOOLWIDE GOAL (LAG MEASURE) - SCHOOL'S ACADEMIC

WIG

- Goals must be Specific, Measurable, Achievable, Results-focused, and Time-bound
- Is the goal relevant? Does it align with the school needs assessment?
- Is the goal measurable? How will you progress monitor?
- Is the goal reasonable and achievable? Can it be met? Do you have a plan to meet it?
- What new learning and/or support is needed to meet the goal?

Schoolwide Goal

From Fall 2024 to Fall 2027, Magnolia Trace Elementary School will increase the SPS from 91.9 to 94.9 through a focus on reading fluency, math major content and setting individual student goals.

2024 SPS	2025 SPS	2026 SPS	2027 SPS
91.9	92.9	93.9	94.9
(Baseline)	Met Goal?	Met Goal?	Met Goal?
•	Y N	Y N	Y N

2024-25 Components of SPS

Assessment Index (AI)

- What is your current AI in –
 - ELA - 87.6
 - Math - 79.7
 - Science - 77.4
 - Social Studies - N/A
 - Overall - 81.6
- Where are there opportunities for growth?

Progress Index (PI) – NA

- What is your current PI in –
 - ELA?
 - Math?
 - Overall?
- Where are there opportunities for growth?

Science and Math	
<p>Interests and Opportunities (I/O)</p> <ul style="list-style-type: none"> • What is your current I/O - 150 out of 150 <ul style="list-style-type: none"> • TA2 - The arts will offer 60 or more minutes of arts instruction to students per week for the duration of the school year k-5 data (37.5 • TA7 - The arts school offers a showcase of the arts with student participation that happens as an enrichment opportunity outside of normal arts curriculum and allocated class time K-12 Documentation (37.5 • E1 - Extracurricular School offers physical education or health to a percentage of students taught by a certified teacher for that subject K-8 Data (37.5) • S4 STEM - School has adopted a high-quality science curriculum. **K-12 Data (37.5) • Where are there opportunities for growth? 	<p>DCAI (Jr. Highs ONLY) – NA</p> <ul style="list-style-type: none"> • What is your current DCAI? • Where are there opportunities for growth?
2025-26 Components of SPS	

<p>Achieve Index (AI)</p> <ul style="list-style-type: none"> ● What is your current AI in – <ul style="list-style-type: none"> ○ ELA - 78.6 ○ Math - 73.2 ○ Science - 59.2 ○ Social Studies - 75.1 ○ Overall - 73 ● Where are there opportunities for growth? <p>Science Achieve Index</p>	<p>Growth Index (GI)</p> <ul style="list-style-type: none"> ● What is your current GI in – <ul style="list-style-type: none"> ○ ELA - 29.8 ○ Math - 36 ○ Lowest 25% in ELA - 47.9 ○ Lowest 25% in Math - 59 ○ ELL population N/A ○ Overall - 43.2 ● Where are there opportunities for growth? <p>ELA Growth Index</p>
---	---

2026-27 Components of SPS	
<p>Achieve Index (AI)</p> <ul style="list-style-type: none"> ● What is your current AI in – <ul style="list-style-type: none"> ○ ELA? ○ Math? ○ Science? ○ Social Studies? ○ Overall? ● Where are there opportunities for growth? 	<p>Growth Index (GI)</p> <ul style="list-style-type: none"> ● What is your current GI in – <ul style="list-style-type: none"> ○ ELA? ○ Math? ○ Lowest 25% in ELA? ○ Lowest 25% in Math? ○ ELL population? ○ Overall? ● Where are there opportunities for growth?

Thrive Index (TI) (High Schools ONLY) <ul style="list-style-type: none"> • What is your current overall TI? • Where are there opportunities for growth? 	Readiness on Nationally Recognized Exams (High Schools ONLY) <ul style="list-style-type: none"> • What is your current percentage of students earning at least- <ul style="list-style-type: none"> ○ ACT of 20? ○ SAT of 1040? ○ CLT of 67? ○ WorkKeys Gold? ○ ASVAB (AFQT) of 59%? ○ Overall? • Where are there opportunities for growth?
--	--

PRIORITY GOALS - SCHOOL CULTURE & ACADEMICS

In order to grow the SPS, identify 1 culture and 2 academic core areas that will be a priority for the next three years. Create a goal for each priority area that includes an aligned focus area that is connected to the leadership goal. *Note: The focus area can be the same for all three goals or slightly different.*

- Priority Goal #1 (Culture) – Student Goals
- Priority Goal #2 (Academics) – Math Major Content
- Priority Goal #3 (Academics) – Reading Fluency

Priority Area #1 Goal:

From Fall 2024 to Fall 2027, Magnolia Trace Elementary School will increase the SPS from 91.9 to 94.9 through a focus on MRA sub-measure of student goals where students are confident in their ability to set and achieve their goals from 75% to 80% by 2027.

2024 MRA Score (Baseline)	2025 MRA Score		2026 MRA Score		2027 MRA Score	
	Goal	Actual	Goal	Actual	Goal	Actual
75	77%	79%	80%		80%	
	Met Goal? Y N		Met Goal? Y N		Met Goal? Y N	

How are we going to get there?

Purchased Resources to Support Priority Goals

Professional Development Offered
<p>Leader In Me Core 2 Training. Ongoing monitoring through PLCs.</p>

Short Term Wins (STW) (LEAD measures)

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

2024-25
<p>Whole school scoreboards to track goals. Data wall to represent composite and fluency growth. Student portfolios for tracking individual goals. Progress monitoring.</p>

2024-2025							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results

80% of Magnolia Trace Students will be confident setting and achieving their goals	75% of Magnolia Trace Students are confident in goal setting and achieving their goals.	Binders and tracking sheets have been created. Fluency individual goal setting has been introduced to students.	78.6% of 3 rd Graders are confident in setting and achieving their goals	There was an improvement in the use of student binders. All teachers are utilizing Action Steps and Graphs in binders.	Met goal for this year not overall goal 79%	Most teachers have a system for utilizing their student Leader in Me binders for setting goals and action steps.	Our score on the MRA in the area of student goal setting increased to 79%
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Students have been introduced to creating their individual student goals. After conducting a walk through it was found the implementation of students creating goals and consistently monitoring them is inconsistent across the school. 11 out of 19 teachers students are graphing their reading fluency progress, 7 out of 19 teachers are graphing math content progress, 13 out of 19 teachers have students setting individual goals, 8 out of 19 teachers have students tracking their LEAD measures. It is concluded that teachers need more direction on how to implement goal setting and utilize it to drive their instruction and assess student growth.

Quarter 2 Reflection –

This nine weeks we had our MOY review and did a PD with our Math teachers on goal setting. We adjusted daily tracking in student binders. We developed a plan for the PD when we return to teach teachers the importance of the goal setting process and further clarification on how to implement in classroom in a way that is more effective. We conducted learning walks with our ILT team.

Quarter 3 Reflection –

Mostly all students are setting fluency and math goals. Mostly all teachers have created a system in their classroom for utilizing the Leader in Me binders to create these goals and action steps. Some teachers have created systems for student to student and teacher to student accountability partners. We would like to incorporate the use of accountability partners school wide.

End of year Reflection –

We did make tweaks to the way we did student goal setting throughout the year to increase student understanding of the process. Students did begin to take more ownership over the goal setting process once new revised systems were in place. We would like to continue and add to the goal setting experience for students next year. It gave students more of a focus and motivation when they set their own goals. The team did brainstorm ways to incentivize when students meet their goals.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
MRA Results Student Goal Setting -80	79	Student goal setting tracking sheets have been adjusted to better serve their purpose. All classrooms are using data tracking sheets and binders	Students are becoming more aware of their progress in Math due to tracking exit tickets daily. Students are monitoring ELA tracking sheets weekly to see if they are	All classroom teachers are modeling goal setting and tracking through the use of teacher moves. Students have a strong understanding	Students are becoming confident with independently tracking progress in both Math and ELA binder. Students are beginning to engage in		

		intentionally and with consistency throughout the entire school.	meeting their goals. SWE students are attempting to track with validity. SWE students continue to struggle to understand the purpose of the tracking sheets.	of the purpose and procedures of goal setting and tracking.	more meaningful reflections as to why goals have been met or not met.		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

At this time teachers have varying opinions of the effectiveness of goal tracking sheets. Some concerns have been voiced for the need to be able to better individualized tracking sheets and goal setting. Others find the current tacking sheets and goal setting procedures effective and manageable. The SWE population has expressed that it has been challenging to keep up with the goal setting due to time demands and students accommodations.

Quarter 2 Reflection –

SWE population feels they are more successful with implementing the tracking sheets. It can be a little discouraging for SWE/general education students to continually see blank calendars in math, meaning unsuccessful exit tickets, and red rows on their ELA calendar. There have been some inconsistencies with how LEXIA units are being tracked. We discussed adjusting the success criteria based on SWE students or regular education students who consistently struggle with a subject or skill set.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –**End of year Reflection –****Priority Area #2 Goal**

From Fall 2024 to Fall 2027, Magnolia Trace Elementary School will increase the SPS from 91.9 to 94.9 through a focus on Major Content by increasing the percentage of students scoring strong from 46% to 58% through the use of interventions and extensions of their learning.

	2024 Math % Strong (Baseline)	2025 Math % Strong	2026 Math % Strong	2027 Math % Strong
All Students	46% (% proficient in Major Content)	50% 48% (actual)	54%	58%
		Met Goal? No	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
SWE	59.2 (SWE Assessment Index for math)	Goal: 63.2 46.2 (actual)	Goal: 67.2	Goal: 71.2
		Met Goal?	Met Goal?	Met Goal?

		No	Y N	Y N
EL	26.7 (Assessment Index)	Goal: 30.7	Goal: 34.7	Goal: 38.7

	for math)	56.1 (actual)		
		Met Goal? Yes	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

2024-2025

- We will administer Equip pre-module assessments to determine student intervention needs.
- Students will meet in intervention groups daily based on needs.
- Growth will be assessed by re-administering the Equip pre-module assessment following the instruction of the module.
- Students growth will increase by 4% for each module from pre to post.

Use "Purchased Resources to Support Priority Goals" document-- from above

Professional Development Offered
<ul style="list-style-type: none"> • Monthly PLC meetings • District PD days • Eureka Learning Walks

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

- Growth will be assessed by re-administering the Equip pre-module assessment following the instruction of the module.
- Students growth will increase by 4% for each module from pre to post.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results

Students will grow on Equip Modules from pretest to posttest.	3rd: 87% of 3rd graders scored 70% or higher on the Equip Module 1 pre-test 2nd: 31% of 2nd grade students scored 70% or higher on the Equip Module 1 pre-test	Developed a tracking system and a target goal. Students are taking the Equip pre and post test.	3rd: 99% of 3rd graders scored 70% or higher on the Equip Module 1 post-test 2nd: 65% of students scored 70% or higher on the Equip Module 1 post-test	The majority of students set math goals in their Leader in Me binders and are tracking their progress on the Equip Module pretest and posttest.	3rd: 39% of 3rd graders scored 70% or higher on the Equip Module 2 & 3 post-test.	The majority of students are tracking their math Equip progress in their Leader in Me binders and most teacher have a system for students setting math goals and action steps.	We did not meet our goal in Major Content Area. The goal for Major Content was 50%, our score was 48%. We did meet our goal in EL. The goal was 30.7 and our score 56.1.
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

After reviewing student data from our LEAP scores our focus area this year switched from mathematical reasoning to math content. We spent much time the first nine weeks developing tools to measure student growth and set goals with mathematical content. We are having to make some adjustments to how we track data and set individual student goals in the area of mathematical content.

Quarter 2 Reflection –

After reviewing student data from 3rd grade Equip Modules 2 & 3, student growth was 30% from pre- to post-assessment. Second grade has not completed Module 3 in order to administer the post-assessment.

Quarter 3 Reflection –

Most teachers have created a system in their classroom where students are tracking their Equip progress in their Leader in Me binders. Teachers have set up systems in their classrooms where students are setting math goals and action steps. Some teachers have developed systems for accountability partners.

End of year Reflection –

After reviewing student data from LEAP 2025, scores indicate that 48% percent of students scored strong in Major Content. Due to the timing of the LEAP 2025 assessment compared to the district pacing guide, not all standards within the Solve Time, Area, Measurement & Estimation Problems subcategory were explicitly taught. This subcategory was a weakness for our students, ultimately contributing to a lower score within Major Content Area.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
End of Module Assessments 54% of students consistently scoring 80%	Last year's baseline is 48% of students scoring strong on Major Content.	All teachers are checking exit tickets and giving immediate feedback. Students are tracking exit ticket success on a daily basis	2nd: An average of 64% (part 1) and 81% (part 2) of students scored strong on the Module 1 Assessment 3rd: An average of 59% of students scored strong	Teachers continue to check exit tickets and give immediate feedback. Students continue to track exit ticket success and are	2nd: An average 70% of students scored strong on the Module 2 assessment. 3rd: An average of 63% of		

			on the Module 1 Assessment	recognizing the correlation between exit ticket and module success.	students scored strong on the Module 2 assessment and 74% of students scored strong on the Module 3 assessment.		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

After the 1st quarter, students are exceeding the 54% on the first module assessments. The expectation is that this trend will continue to improve throughout the year. It is also important that the students better understand the relationship between exit ticket tracking and performance on quizzes and module assessments.

Quarter 2 Reflection –

Teachers will continue to emphasize the connection between exit ticket success and module assessment success. We’ve made plans to implement stations to math targeted instruction to further reinforce a variety of skills and increase engagement.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal?		Met Goal?		Met Goal?
			Y N		Y N		Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

Priority Area #3 Goal

From Fall 2024 to Fall 2027, Magnolia Trace Elementary School will increase the SPS from 91.9 to 94.9 through a focus on fluency as a result increasing from 65% to 74% proficient in Oral Reading Fluency on the DIBELS 8 assessment with the use of interventions and extensions of their learning.

	2024 PI/Growth % (Baseline)	2025 PI/Growth %	2026 PI/Growth %	2027 PI/Growth %
All Students	EOY: 65% (23-24)	Goal: 68% (EOY 24-25)	Goal: 71% (EOY 25-26)	Goal: 74% (EOY 26-24)
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Student Group(s)				
Second Grade	EOY: 62%(23-24)	EOY: 69% (24-25 Goal) BOY: 66% (24-25) EOY: 49% (24-25)	EOY: 72% (25-26 Goal)	EOY: 75% (26-27 Goal)
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
Third Grade	EOY: 69% (23-24)	EOY: 71% (24-25 Goal) BOY: 67% (24-25) EOY: 67% (24-25)	EOY: 73% (25-26 Goal)	EOY: 75% (25-26 Goal)

		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
SWE	BOY: 51.4% (24-25)	Goal: 54.4% (EOY 24-25)	Goal: 57.4% (EOY 25-26)	Goal: 60.4% (EOY 26-27)
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N
EL	BOY: 88% (24-25) *with accommodations *8 out of 9 students	Goal: 91% (EOY 24-25) *with accommodations	Goal: 94% (EOY 25-26) *with accommodations	Goal: 97% (EOY 26-27) *with accommodations
		Met Goal? Y N	Met Goal? Y N	Met Goal? Y N

How are we going to get there?

2024-2025

- We will administer DIBELS BOY assessment to determine student intervention needs.
- Students will meet in intervention groups daily based on needs.
- Growth will be assessed by progress monitoring monthly using DIBELS ORF.
- Student intervention needs will be flexible based on students progress with progress monitoring and MOY data.
- Student progress data will be reviewed monthly at our PLC meetings.
- Additional programs/strategies used: Amira, Six Minute Solutions, Fluency Homework

Use "Purchased Resources to Support Priority Goals" document from above

Professional Development Offered
<ul style="list-style-type: none"> • Monthly PLC Meetings • District Professional Development Days • Learning Walks

Short Term Wins

What will student success criteria be for this priority area? How will you know efforts are making an impact? What should you see students doing?

2024-2025 Short Term Goals

- By the end of the 2024-2025 school year, 69% of Magnolia Trace Elementary second grade students will read 94 words or more correctly per minute.
- By the end of the 2024 - 2025 school year, 70% of Magnolia Trace Elementary third grade students will read 114 words or more correctly per minute.

2024-25							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
74% of students will score proficient in oral reading fluency on the Dibels 8 assessment.	2nd grade: 62% met MOY Goal 3rd grade: 21% met EOY Goal	Over 50% of 2nd grade students are on target to meet their MOY fluency goal.	2nd grade progress: 60% met MOY Goal 3rd grade progress: 23% met EOY Goal	The majority of students are tracking their fluency progress in their Leader in Me binder.	2nd grade progress: 65% met MOY Goal 3rd grade progress: 60% met EOY Goal	The majority of students are tracking their fluency in their Leader in Me binders and most teacher have a system for students setting fluency goals and action steps.	3 rd grade – 67% of students are reading fluently**
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Students are progressing with their oral reading fluency. We have implemented ways to track their reading fluency consistently. We have set up our school wide reading intervention schedule and have begun implementing interventions for students. We are hoping with the intervention groups, the student goal setting, and teachers becoming more proficient in re-visiting student goals our fluency proficiency scores will increase.

Quarter 2 Reflection –

We are continuing to monitor and modify intervention groups, teachers have placed a greater emphasis on student goal setting, and teachers are becoming more proficient in re-visiting student goals which should increase our fluency proficiency scores.

Quarter 3 Reflection –

We are continuing to monitor and modify intervention groups. We have implemented a new intervention called Lexia and hope to utilize this more next year. Currently, teachers are familiarizing themselves and utilizing the intervention in their classrooms as they wish. We are continuing to revisit student goals. Most teachers have developed a system in their classroom where students are setting fluency goal and creating action steps to meet those goals.

End of year Reflection –

We continued to focus on oral reading fluency in our small group interventions and lessons. The vocabulary and sentence structure of the EOY passage were more difficult. The EOY ORF scores reflect this.

2025-26							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results

DIBELS ORF Goal: 71% (EOY 25-26)	2nd grade: ORF EOY: 49% (24-25) 3rd grade: ORF EOY: 68% (24-25)	2nd grade: ORF BOY 62% PM Oct. 66% 3rd grade: ORF BOY 72% PM Oct. 75%	Increase in both second and third grade from BOY to first PM in 1st quarter.	2nd grade was 7th in district for proficiency for composite 3rd grade was 2nd in district in % proficient for composite. High placement for % proficient within the district in both grade levels for the 2nd quarter.	2nd grade: ORF 62% 3rd grade: ORF 72%		
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Students met the goal set in SAP for ORF. We will continue to monitor and track progress throughout the year.

Quarter 2 Reflection –

Students did not meet the goal for middle year however, the students did well with the placement in the district among other elementary schools.

Quarter 3 Reflection –

End of year Reflection –

2026-27							
Goal and Data Used	Baseline	1 st Quarter STW	Results	2 nd Quarter STW	Results	3 rd Quarter STW	Results
			Met Goal? Y N		Met Goal? Y N		Met Goal? Y N

Quarter 1 Reflection –

Quarter 2 Reflection –

Quarter 3 Reflection –

End of year Reflection –

OTHER SUPPORT

When intervention is needed, how will you support students in need related to the above priority areas? What is your intervention plan? Be sure to include the resources needed for at-risk student groups?

Link/Upload your [school's yearly intervention plan](#) to the district-designated location (Title I schools ONLY).

Link/Upload your [school's literacy plan](#) that includes interventions to the district-designated location (K-3 schools ONLY).

Parent and Family Engagement (PFE) Activities

****Note - At least 3 PFE events must be scheduled EACH year, with at least one PFE event per priority goal area.***

- *How will parents be provided opportunities to give feedback and be included in the implementation of the school advancement plan and its priority areas?*

2024-25:
PTA/Parent Surveys
PTA Board Meetings
MRA Survey

2025-26:
PTA/Parent Surveys
PTA Board Meetings
MRA Survey
Communication Survey

2026-27:

- *Identify and describe PFE events (at least 3 per year) and activities to support family engagement.*

****Note – There should be a reflection for each PFE event in the “Reflections” section at the end of this document.***

2024-25:
Open House (Student Goals Fluency & Math Content)
STEM Night (Math)
Student Showcase (Student Goals: Fluency & Math)

2025-26
Open House (Student Goals Fluency & Math Content)
STEM Night (Math)
Student Showcase (Student Goals: Fluency & Math)

2026-27

● *How will you communicate information to parents regarding curriculum, assessments, and student progress?*

2024-25:

SBLC, Weekly Classroom Newsletters, Monthly School Newsletters, DIBELS results, Report Cards, Progress Reports, IEP/504 Meetings, Tutoring Plans

2025-26:

SBLC, Weekly Classroom Newsletters, Monthly School Newsletters, DIBELS results, Report Cards, Progress Reports, IEP/504 Meetings, Tutoring Plans

2026-27:

Transitions for Incoming and Outgoing Students

Identify your plans for transitioning incoming and outgoing students in the school community.

2024-25:
Marigny Visit
Incoming Parent Night
SWE/504/SBLC Transition Meetings
Middle School Visits
Lighthouse Student Interviews and Training

2025-26:
Marigny Visit
Incoming Parent Night
SWE/504/SBLC Transition Meetings
Middle School Visits
Lighthouse Student Interviews and Training

2026-27:

FISCAL PLANNING

Budgets used to support these priority areas

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

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 events 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