

**Magnolia Independent School District**  
**Magnolia Elementary**  
**Campus Improvement Plan**  
**2020-2021**

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# Comprehensive Needs Assessment

Revised/Approved: August 14, 2020

## Demographics

### Demographics Summary

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

### Demographics Strengths

Many years of community participation within the school.

Strong PTO that supports students and teachers.

Positive interactions with all parents and students.

## **School Processes & Programs**

### **School Processes & Programs Summary**

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

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

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

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

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

**School Processes & Programs Strengths**

PLC

Common Planning Time

RTI time built into master schedule

Shared Calendar & Duty Schedules

PBIS implemented

**Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** We have many students who are ESL and Tier 3 or SPED. **Root Cause:** Scheduling doesn't always line up as needed

## Perceptions

### Perceptions Summary

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

2019-2020 attendance rate was 96.95

2019-2020 teacher retention rate was 70%

### Perceptions Strengths

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

### Supportive PTO

#### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Parents have voiced that in the past there was not enough communication between them and the school. **Root Cause:** Lack of routing interaction with the parents.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)



- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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

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

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

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

- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

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

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

# Goals

Revised/Approved: November 9, 2020

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

**Performance Objective 1:** By the end of 2020-2021 school year, all student populations taking STAAR will meet the standard set by the state.

## Targeted or ESF High Priority

### HB3 Goal

**Evaluation Data Sources:** 1.1 Differentiated instruction for GT students through learning based projects, differentiated homework and the REACH program.

1.2 Least restrictive environment for SPED students. Meet required timelines, pull out programs to meet needs, tutorial groups and small group instruction.

1.3 ELLs- implement modifications tutorials , small group instruction, monitor progress and provide interventions.

1.4 ELLs- ELL workshops, ELPs training, support Telpas and use Rosetta Stone 45 minutes per week.

1.5 ELLs - tutorials and small group instruction. I-station, i Learn math, Estrellita/ LA/program, Rosetta Stone

1.6 At Risk Students - Use RTI for screening needs, review report cards and speak with teachers as to why student is failing.

1.7 Implement effective instruction and document progress. Disaggregate data from district benchmarks and prior years STAAR testing results.

1.8 Intensive interventions for reading and math. Guided reading, I-Station, I-Learn Math, System 44, Rosetta Stone, Student mentoring

1.9 Technology- All classes will have tech tubs, at least 3 Chrome book carts for checkout.

1.10 Chrome books used for student assessments and assignments

1.11. Diagnostic tools to assess student mastery. Benchmarks, informal running records in reading, classroom tests, IRA - Independent Reading Assessment.

1.12 Tutoring for students who don't show mastery. In-school, I=Station, Rosetta Stone, and small group instruction

1.13 Integrate appropriate materials into curriculum to promote self esteem. character building, and violence intervention strategies .counseling, counselor corner's lessons, and character kudos

1.14 Vertical teams address uniform instructional strategies to meet state performance objectives and curriculum alignment. Canvas, Instructional Team meetings, and Model Classroom Project observations and feedback.

**Summative Evaluation:** Some progress made toward meeting Objective

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

**Performance Objective 2:** We will close the achievement gap and ensure growth by using student data to determine the needs of every student.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** M class, Imagine, LLI, Think Through Math and Fountas and Pinnell

**Summative Evaluation:** None

	Reviews			
	Formative			Summative
	Dec	Mar	May	June
<p><b>Strategy 1:</b> PLCs will use data collected by Mclass, Imagine, LLI, Think Through Math, and Fountas and Pinnell, to set classroom and student goals.</p> <p><b>Strategy's Expected Result/Impact:</b> We are expecting 8% growth across the board in every grade level</p> <p><b>Staff Responsible for Monitoring:</b> Administration, campus teachers, Instructional coaches, interventionists, paras and tutors on campus</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	0%	0%	0%	0%
<p>0% No Progress</p> <p>100% Accomplished</p> <p>→ Continue/Modify</p> <p>✗ Discontinue</p>				

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

**Performance Objective 1:** All student populations will maintain an attendance rate above 98%.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 2.1 Conduct parent-teacher conferences as needed for academics and attendance.

2.2 Utilize truant officer as needed for chronic attendance problems.

2.3 Utilize Parenting Center as a resource for parents in assisting with attendance and tardy problems.

2.4 Provide incentives to students for perfect attendance and regular attendance.. Class goals, treat w/teachers and administration, year end awards/ pedaling for success.

2.5 conduct attendance committee hearings at the end of the year for students who have exceeded the state compulsory attendance limit.

2.6 Allow students to access Canvas to do work online school while sick at home.

2.7 Use last years data to compare to this years data to show increase in attendance raates.

**Summative Evaluation:** Significant progress made toward meeting Objective

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




**Performance Objective 2:** We will reduce staff turnover by communicating clear expectations and forming positive relationships to build a strong cohesive work environment.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TTESS, PLCs, Data Desegregation, Professional Developments, Establish Clear Roles and Responsibilities, informal walkthroughs providing a grow and a glow feedback.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> We will build a strong campus by providing clear expectations of lessons, and proper academic planning. We will make sure that every teacher on campus is supported by building relationships through listening, and guided support.</p> <p><b>Strategy's Expected Result/Impact:</b> We will keep 98% of staff on campus through next year</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Academic coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	<b>Reviews</b>		
	<b>Formative</b>		
	<b>Dec</b>	<b>May</b>	<b>June</b>
	0%	0%	0%
0%	 Accomplished  Continue/Modify  Discontinue		

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

**Performance Objective 1:** Develop and implement a variety of strategies to ensure the safety and well-being of students and staff in a safe and well-maintained facility.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** 3.1 Provide appropriate professional development to address such issues as bullying, child abuse, and violence prevention.

3.2 Provide information to staff and parents regarding the district Crisis Management Plan.

3.3 Provide staff development on discipline management strategies and conflict resolution.

3.4 Provide age-appropriate programs for students to learn about inappropriate drugs and conduct (bullying, friendship, etc.)

3.5 collaborate with community agencies as needed to provide for safety and welfare of students at the campus.

3.6 Schedule a "walk through" each semester to determine facility needs.

3.7 Keep exterior doors locked during the school day with the front doors as the only entrance and exit.

3.8 Continue use of Raptor system to ensure safety on our campus from people who have a criminal background.

3.9 Install plexi-glass in the front office to limit the spread of germs from one person to another.

**Summative Evaluation:** Met Objective

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





**Performance Objective 2:** We will establish a well maintained environment for all students and staff to feel safe.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Reset and purchase additional cameras to monitor all entrances and exits of the building  
 Practice all weather and disaster drills with fidelity to maintain a safe environment  
 Keep lines of communication open between parents, staff and students  
 Use SEL programs such as the second step and character strong to support emotional balances for students

**Summative Evaluation:** None

	Reviews			
	Formative			Summative
	Dec	Mar	May	June
<p><b>Strategy 1:</b> The campus will be safe and help students to feel safe while at school</p> <p><b>Strategy's Expected Result/Impact:</b> We will practice safety drills with fidelity as well as promote the well rounded student to feel safe through second step and character strong</p> <p><b>Staff Responsible for Monitoring:</b> Administration, as well as all staff on campus</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</b></p>	0%	0%	0%	
	<p>0% No Progress  100% Accomplished  → Continue/Modify  X Discontinue </p>			



## Title I Schoolwide Elements

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

#### 1.1: Comprehensive Needs Assessment

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

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

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

Our CIP is developed with appropriate stakeholders. Attached is a copy of our CIP team.

Donna Covarrubias	Principal	dcovarrubias@magnoliaisd.org	Administrator	Edit Delete
Jackie Moore	Assistant Principal	jmoore@magnoliaisd.org	Administrator	Edit Delete
Brandy Schreiner	4th Grade Teacher	bschreiner@magnoliaisd.org	Classroom Teacher	Edit Delete
Janet Donovan	3rd Grade Teacher	jdonovan	Classroom Teacher	Edit Delete
Maria Vazquez	3rd Grade Bilingual Teacher	mvazquez@magnoliaisd.org	Classroom Teacher	Edit Delete
Amy Lauw	2nd Grade Teacher	alauw@magnoliaisd.org	Classroom Teacher	Edit Delete
Diana Turner	Bilingual Kindergarten Teacher	dturner@magnoliaisd.org	Classroom Teacher	Edit Delete

Diddy Flores	1st Grade Teacher	dflores@magnoliaisd.org	Classroom Teacher	Edit Delete
Jennifer Jasper	PTO president	jenniferdenisejasper@gmail.com	Parent	Edit Delete
Buddy Adams	Business Owner	radams@magnoliaisd.org	Business Representative	Edit Delete
Kristi Barnett	Pre K teacher	kbarnett@magnoliaisd.org	Classroom Teacher	Edit Delete
Kathryn Craig	ELAR coach	kcraig@magnoliaisd.org	Non-classroom Professional	Edit Delete

Add

## 2.2: Regular monitoring and revision

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

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

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

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

Magnolia Elementary's teachers and students are working very hard to meet state standards. We have programs that are tailored to meet each student's individual needs before and during school intervention programs. Students are monitored and brought to RTI committee if needed for additional interventions. An RTI block is built into the master schedule to help struggling learners and provide time for enrichment. Supplemental materials and programs are used for both intervention and enrichment, along with hands on materials to help sequence that aligns with the state TEKS and essential outcomes.

Grades 1-4 use Imagine learning and LLI to help support reading engagement. Each grade level uses common formative assessments to drive instruction and determine student needs. All grade levels utilize screeners, CBAs, and CFAs to monitor development that will directly impact instruction and support district initiatives

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

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

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

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

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

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

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

<https://docs.google.com/document/d/1u3jIgkesFRHQbh3kXJrhpxo18fkXH1Bwq8Zwicf6oo/edit>

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

This year our meetings will be virtual due to Covid 19. Our meetings will be presented in English and Spanish. We will offer duplicate meetings at least two different times to allow access for all parents to participate.

Date	TIP	15 day notice	Campus Performance/Perf Objectives	Annual Title 1 Meeting #1	Annual Title 1 Meeting #2	CEIC Spring
9/25/20	Sept. 29 6-7pm	Sept. 7 5-6 pm	Sept. 29 6-7pm	Sept. 29 6-7pm	Sept. 29 6-7pm	
	10/1 5-6 pm	Sept. 7 5-6 pm	10/1 5-6 pm	10/1 5-6 pm	10/1 5-6 pm	

## Campus Improvement Team

Committee Role	Name	Position
Administrator	Donna Covarrubias	Principal
Administrator	Jackie Moore	Assistant Principal
Classroom Teacher	Brandy Schreiner	4th Grade Teacher
Classroom Teacher	Janet Donovan	3rd Grade Teacher
Classroom Teacher	Maria Vazquez	3rd Grade Bilingual Teacher
Classroom Teacher	Amy Lauw	2nd Grade Teacher
Classroom Teacher	Diana Turner	Bilingual Kindergarten Teacher
Classroom Teacher	Diddy Flores	1st Grade Teacher
Parent	Jennifer Jasper	PTO president
Business Representative	Buddy Adams	Business Owner
Classroom Teacher	Kristi Barnett	Pre K teacher
Non-classroom Professional	Kathryn Craig	ELAR coach

# Addendums