

**Magnolia Independent School District**  
**Nichols Sawmill Elementary**  
**2021-2022 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Summary: #1 DEMOGRAPHICS

##### Based on 2020-2021 Report Card

- Enrollment-- 528 students (PreK-4)
- Economically Disadvantaged-- 43.4%
- Gifted/Talented -- 4.33%
- English Language Learner--2.8%
- Students Receiving Special Education Services--14.8%
  - Students with Intellectual Disabilities
  - Students with Physical Disabilities
  - Students with Autism
- Students Receiving Dyslexia Services-- 6.40%
- Students At-Risk--
- Mobility-- 12.4%
- Average class sizes:
  - Pre-K- 16 students
  - Kindergarten- 20 students
  - 1st grade- 18 students
  - 2nd grade- 22 students
  - 3rd grade- 21 students
  - 4th grade- 20 students

- Attendance-- 95.33%
- Total Staff
  - Teachers-- 43
  - Administrative Support-- 14
  - Educational Aides-- 20
- Ethnicity
  - African American-- 1.6%
  - Hispanic-- 24.0%
  - White-- 70.5%
  - American Indian-- 1.3%
  - Asian-- 0.2%
  - Pacific Islander-- 0.0%
  - Two or More Races-- 2.5%

### Demographics Strengths

- NSE is using data to identify students with disabilities so that they can be placed in the appropriate programs (SPED, 504, GT).

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** NSE's attendance is below our goal of 97%. **Root Cause:** Students were absent and missing seat time for a number of legitimate and non-legitimate reasons.

**Problem Statement 2:** Approximately only half of NSE's population of ELs and economically disadvantaged sub pops are passing the 3rd/4th STAAR test. **Root Cause:** Students' absenteeism is causing low results.

**Problem Statement 3:** Absences are building even though academics are being offered virtually. **Root Cause:** Absent students due to COVID are not engaging in virtual instruction.

# Student Learning

## Student Learning Summary

[TXSchools.gov](https://www.txschools.gov)

Distinction designations were not awarded in 2021 (but we were a "C" in 18-19, so our goals are to definitely be an "A").

### 2020-2021 STAAR

Overall performance: 43

Overall performance details: "Normal accountability" scores were not given for 20-21 but will return for 21-22.

- Student Achievement--43%
- School Progress--
  - Academic Growth:
  - Relative Performance:
- Closing the Gaps--
  - Grade Level Performance:36%
  - *Academic Growth/Graduation Rate:*
  - Student Achievement: 43%

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### WRITING: 4th STAAR Performance Data and Goals

91 students	98 students	COVID	100 students										
Did Not Meet	43%	29%	---	45%	<b>4th Grade</b>	<b>2017 - 2018 STAAR</b>	<b>2018-2019 STAAR</b>	<b>2019-2020 STAAR</b>	<b>2020-2021 STAAR</b>				
Approaches	57%	71%	---	55%						(90%-60%-30%)	(85%-60%-40%)	(85%-60%-40%)	(85%-60%-40%)
Meets	37%	42%	---	25%									
Masters	11%	11%	---	4%									

MATH: STAAR Performance and Goals

	3rd 2018-2019	3rd 2019-2020	3rd 2020-2021	4th 2018-2019	4th 2019-2020	4th 2020-2021
	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR
	(85%-60%-40%)	(85%-60%-40%)	(85%-60%-40%)	(85%-60%-40%)	(85%-60%-40%)	(85%-60%-40%)
Students	104	COVID		98	COVID	
Did Not Meet	18%	---	36%	17%	---	39%
Approaches	82%	---	64%	83%	---	61%
Meets	45%	---	33%	65%	---	41%
Masters	21%	---	21%	45%	---	23%

READING: STAAR Performance and Goals

	3rd 2018-2019	3rd 2019-2020	3rd 2020-2021	4th 2018-2019	4th 2019-2020	4th 2020-2021
	STAAR	STAAR	STAAR	STAAR	STAAR	STAAR
	(85%-60%-40%)	(85%-60%-40%)	(85%-60%-40%)	(85%-60%-40%)	(85%-60%-40%)	(85%-60%-40%)
Students	104	COVID		98	COVID	
Did Not Meet	20%	---	18%	29%	---	31%
Approaches	80%	---	82%	71%	---	69%
Meets	45%	---	49%	53%	---	47%
Masters	28%	---	26%	28%	---	25%

**Student Learning Strengths**

- 3rd grade math maintained 21% masters from 18-19 to 20-21.
- 4th grade math 'approaches and meets' dramatically decreased in 20-21.
- 3rd grade reading decreased 'did not meet' and increased in 'approaches and meets' in 20-21.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** In 20-21, STAAR writing scores did not reflect the same scores achieved on district benchmarks. **Root Cause:** There is a discrepancy in what is expected, how teachers are teaching, and what students are achieving.

**Problem Statement 2:** NSE's goal is to have all students reading on grade level before exiting to the next grade. **Root Cause:** In 20-21, a lack of intentional interventions, documentation, and follow-through with small groups occurred.

# School Processes & Programs

## School Processes & Programs Summary

### Personnel - Policy and Procedures:

We recruit through a district application pool and a local job fair. We spend time on professional development and provide feedback to help staff improve their skills. We evaluate and provide feedback using TTESS and allocate resources to enhance areas of growth for individual staff and small groups (grade or department) or whole campus needs.

### Professional Practices:

For the past few years, our campus professional development has been planned on staff needs, unless it is a requirement from the district. It is planned based on data collection and classroom observations. They make a large impact on our teachers, especially when we have a series of professional developments to reinforce and/or clear up any misconceptions.

It depends on the decisions, but it seems that most decisions are made at the higher level and then it trickles down to the campus level. Our campus Leadership Team meets once a month to discuss and make campus-wide decisions.

Yes, our administration does include the whole staff with certain decisions. Our admin has always been very aware that these students are “our” students, so we will all come together to make campus decisions. These discussions usually occur during PLCs, staff meetings, plannings, etc.

The goal of our district is for every student to be the best that they can be. The goal of our campus is to empower all students to develop their full potential in collaboration with parents and the community to create lifelong learners in an ever-changing, diverse society.

Goals and performance are communicated through T-TESS. Teachers are provided with T-TESS training at the beginning of the year and work with their evaluator to ensure goals are being met. T-TESS appraisal drives the formative and summative reviews and expectations are covered during the training.

Each campus will create a campus improvement plan to outline areas of concern. Of course, the campus is focused on improving student academic achievement. We analyze data during PLCs to help us drive our instruction. We use the data collected from Fountas and Pinnell, Imagine, DCAs, module tests, interim assessments, released tests, CFAs, and writing samples. This helps us to determine which TEKS our students are struggling with. We use the Data Tool plan to help us ensure that each student’s needs are being met. We put each student in one of the four categories. Using the information, we are able to come up with a specific plan to target each student during our WIN time. We are able to meet the needs of all of our students based on the data that was collected and analyzed. We are adopting a new school improvement document with progress measures. We are linking the goal to the information provided from this Campus Needs Assessment. We put each student in one of the four categories.

### Programs and Opportunities For Students:

#### Special Education

When students arrive in our district they receive an evaluation if they are new to special education. If the student is transferred from another school district then the student's ARD paperwork is examined. The student is placed in the program that is most closely related to the program the student was enrolled in previously. We meet the needs of students through specially designed instruction (SDI) and related services to support them in the least restrictive environment.

After a full individual evaluation, a program is selected for a student based on the information from the evaluation guidelines from the district and support of the ARD committee. The programs are designed to meet the student where they are and help them to grow in the areas of need and in all academic areas. The staff are trained in the areas that will meet the needs of the students.

## **Bilingual/ESL**

There is a state-required screening process for any student who answered anything except English on their home language survey the first time they enter Texas public school. Students are tested with the appropriate grade level screener (Las Links) for language and if available, they are tested in their native language as well. Students are then offered Bilingual or ESL services based on the results. Students designated LEP may accept Bilingual or ESL services, or deny Bilingual services, accept ESL, or deny all Bilingual/ESL services. Designated LEP students are monitored for progress through LPAC and TELPAS even if they deny services.

## **Career and Technical Education**

We do not currently offer these services on our elementary campus.

## **GT**

Students may be referred for the GT Program by teachers, counselors, and parents. Data will be collected through both objective and subjective assessments to determine individual eligibility for the program. Assessments tools may include intelligence tests, creativity tests, behavioral checklists completed by teachers and parents, student/parent conferences and available student work products. A selection committee will evaluate each referred student according to the established criteria and will identify those students for an appropriate educational setting.

## **Dyslexia**

Screening, as described in the Dyslexia Handbook, and further evaluation should only be conducted by individuals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia and related disorders. After the evaluation, if a student qualifies for this program, the student will be pulled from general education classes to receive the support. The general education teacher will also give the student the support that is needed for the student to be successful.

We do not currently have and we are not actively integrating STEAM based learning in the classroom. We do offer a Girls Who Code club before school that is based on STEAM curriculum. This club is for 3rd and 4th grade girls only. The library also provides a makerspace lab on Fridays. Many of the makerspace challenges involve STEAM principles and lessons, however classes do not participate consistently to make up for the lack of STEAM instruction in the classroom.

We currently do not offer guidance for postsecondary education or career paths.

There are no programs that integrate academic and technical education content, curriculum-based entrepreneurship education at NSE.

## **Procedures:**

We are able to maximize our instructional time by coming to PLCs and team planning on time and being prepared. This gives the whole team time to look at the data together and come up with a plan for instruction. Our master schedule gives us specific days for PLCs and for planning times.

Funds to provide more support for students that qualify, support like paras to help them in the classroom regularly.

We are able to effectively transition from one grade level to the next by entering the data on the Data Point Sheet. This sheet is shared with the next grade level and will continue on for several years. This data gives the teachers each student's scores across the grade levels in one place.

Our schools use the CHAMPS classroom management plan. By using effective management practices, the teachers can help every student feel and behave like a champion. This school-wide implementation helps to give structure to each classroom and prompt responsible student behavior. It helps to teach students how to behave responsibly in every classroom situation. We have been able to develop a plan that is proactive, positive, and instructional.

We have procedures set in place by our counselor and assistant principal for specific safety issues. We use the Safe and Civil Schools, PBIS Pledge, and weekly Counselor lessons.

Our Crisis Team meets regularly to discuss and come up with a plan to continue to keep our school safe.

We have monthly drills like fire drills, severe weather drills, and intruder drills. Admin walks the halls to make sure everyone is in the right place and safe. Admin also provides feedback on reminders on what and how we are supposed to handle certain situations or if things need to be changed and/or corrected.

We watch Eduhero videos every year on how to handle many different situations/scenarios.

### **School Processes & Programs Strengths**

- NSE has adopted a belief that these are all of "our" students.
- NSE has adopted and is growing in the implementation of the district-wide initiative of Professional Learning Communities (PLCs).
- NSE has hired highly-qualified interventionists who focus on the learning of each student individually.
- Champs/PBIS/Safe and Civil Schools is used as our connecting framework for data, systems, and classroom practices affecting student outcomes every day.
- NSE has a very positive culture driven by high expectations and a fabulous PTO!

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

**Problem Statement 1:** In a large percentage of new NSE staff, classroom management strategies from CHAMPS were not being implemented to increase student learning. **Root Cause:** CHAMPS was not familiar enough and repetitive enough for new staff to recall on a consistent basis.

# Perceptions

## Perceptions Summary

### Student Engagement

#### Attendance

Our goal at NSE is to have our attendance rate 97% or above. According to our school registrar, we were much below our target with the 20-21 attendance rate 95.33%.

The information below shows attendance rates disaggregated by race/ethnicity and student groups:

#### Race/Ethnicity

- African American--.52%
- Hispanic--.23%
- White--73.06%
- American Indian
- Asian--0%
- Pacific Islander--0%
- Two or more races--2.20%

#### Student Groups

- Economically Disadvantaged--?
- Special Education--17.5%
- English Learners---3.0%

#### Behavior

Student behavior impacts instructional minutes by removing teacher attention from academics, distracting students, and other effects.

We have had 97 disciplinary referrals this year, but 70 of these came from just 4 students. Our percentage of students with discipline referrals is roughly equal to our enrollment percentages. We currently have no DAEP placements.

Since some of the survey data shows staff members consider student behavior an important issue, we will be focusing on this in upcoming PD trainings.

#### Safety

The Second Step program is one of the proactive steps that the district uses to help prevent bullying. At NSE the program is taught in the classroom. There are situational posters that hang in the hallways that offer positive suggestions to conflict. Mrs. Woody also goes into classrooms and teaches guidance lessons that provide tools for students to utilize when they are having difficulty getting along with others. The lessons address respect, conflict resolution and responsibility. At NSE, we have a low rate of bullying incidents reported. The few cases that have been reported were fully investigated and were not found to be true bullying.

NSE provides behavior support through PBIS resources from Safe and Civil Schools. This includes CHAMPS, as well as interventions through Behavior RtI, Teacher's Encyclopedia

of Behavior Management, and Interventions - Support for Individual Students with Behavior Challenges. We use a variety of behavior contracts, including check-in/check-out, Do Dots, and point systems. Behavior SST is the process used to track extreme behaviors and evaluate for behavior referrals. At NSE we don't have any students who have been sent to DAEP or the juvenile justice alternative education program.

NSE has effective procedures in place to promote safety for staff and students. NSE promotes safety by using ARC training that focuses on intruders or other emergency situations. These drills are practiced multiple times per year and are analyzed by people outside the district. We also have staff members trained in Stop the Bleed with several locations around campus equipped with emergency medical equipment.

Another promotion of safety at NSE is the use of Safe and Civil Schools. Safe and Civil Schools provides PBIS and Champs training in classroom management and discipline procedures to promote safety for staff and students in the classroom and all around campus. In previous years, we had a monthly outreach with parents to promote safety, emergency response, and mental health resources. There is not specific data this year to show how students and staff feel about safety at school.

## **Staff Engagement:**

### **Teacher Retention and Support**

The biggest way in which we retain teachers long term is by building our culture around the building. This goes beyond just our teams and our hallways. The teacher turnover rate fluctuates each year. Factors that contribute to the turnover rate include, spouse job relocations, desire for a different grade level, professional growth, and personal reasons.

We support inexperienced teachers at NSE by assigning grade level mentors, hosting the new teacher cadre, academic support offered by our campus ELA and Math coaches and district level academic coordinators. Behavior support is offered by our campus AP and district level behavior specialists.

## **Climate and Culture**

### **Teacher Expectations for Parent Involvement**

Our teacher expectations for parent involvement are high. NSE expects 90-100% of parent involvement. NSE teachers expect parents to be committed to their child's learning. As a result of parent involvement, the student's greatest potential will be met. To achieve high parent involvement, it is important for teachers to build a great relationship with the parents, be transparent, and have great communication skills with parents so they can be involved. Teachers involve parents through various types of methods including APTT meetings, parent-teacher conferences, Class Dojo, Twitter, newsletters, email, phone, school Facebook page, Canvas, SeeSaw, Wednesday folders, daily folders, and student planners. We also expect parents to be involved in their academics as well, such as reading packets, homework, sight word practice, and the 20 minute daily reading.

### **Involving Staff in Improvement Planning**

Several procedures are in place to involve staff in improving their planning such as the expectation to meet and communicate with their grade level teams in team meetings several times a week in order to be on the same page. Teachers also participate in weekly PLCs to plan and compare data, create CFAs, and plan 15 Day Challenges.

NSE Staff is very involved in the decision-making processes in order to make the best choices for the campus. Monthly Staff Celebrations and weekly SKIMs are in place to better communicate school happenings, needs, and concerns. A Leadership Team is also established to represent grade-level teams and special areas in order to relay information and to make decisions as a campus to do what is best for the students, staff, and district.

## **Parent/Guardian and Community Engagement**

### **Parent Participation**

NSE offers parents a variety of ways and opportunities to participate in the education of their child. We begin each year with our Meet-The-Teacher event. This event is used to begin

building an ongoing relationship with the families of our students that continually develops throughout the school year. In addition, we offer APTT (Academic Parent Teacher Teams) to promote family engagement. The goal of the APTT is to develop parent and teacher collaboration which focuses on the academic success and overall well-being of the student. Other events such as Family Fun nights allow parents a chance to engage with their child and teacher to experience fun learning strategies that are used in the classroom each day.

Meetings such as ARD's and 504's also allow parents, along with teachers and administrators, the opportunity to fully support each child based on their individual needs.

For each of the events mentioned above, the staff maintains attendance/participation records. The information is then compiled to develop participation rates. The data is analyzed and used to plan future events based on the participation and interest of the parents and what is most beneficial for family engagement.

According to our data, Meet-The-Teacher has been a highly successful event for our school. The event for the 2019-2020 school year yielded a high participation rate of 86.24%. In previous years, the event has maintained a participation rate above 86%. The data shows that this is an event that is of high importance to the families of our school therefore, it is an event we seek to continue to provide.

### **Parent Perceptions of School Effectiveness**

NSE is focused on being a "Great Place to Be!" The feedback we receive from families and from the community is positive and encouraging. We feel our parents perceive our school as one that is focused on the best interest of our students and provides a positive and effective learning environment. Parents show their support through the recognition of Star Educators, shout-outs, emails, and Teacher Appreciation Week involvement.

### **School Communications**

According to social media research and feedback from parents and teachers, it has been found that communication is available. However, there is a large percentage of parents that do not take the time to read what is sent out through apps such as Class Dojo, school social media accounts, district websites, email announcements, or the school calendar.

There are several social media groups of school parents within our district and the commonly asked questions include when is the first/last day of school, holiday breaks, and Covid information. According to the feedback from parents, they wish there was more or "better" feedback provided to them, but they either do not know where to look or know what is actually available. Social media accounts are proving to help since most parents are active online.

Several parents who receive both the district and school communications, as well as follow social media, feel the communication is wonderful; yet repetitive and almost too much. For example, they received multiple emails and phone calls in reference to the same information.

Parents feel that the district level communication could improve and that there are important situations in which information is held until the last minute which leaves parents without enough time to make an alternate plan.

Campus information, from administrators and teachers, is found to be very much appreciated and they hope it does not change. Parents appreciate being offered different forms of communication, especially the apps such as Class Dojo. Parents love the dojo updates and seeing what is going on at their child's school.

While the communication and information are available to families in several locations, it is not effective unless the targeted audience takes the time to read it.

### **Translations**

When needed, Spanish and more commonly spoken languages are translated either in-house or we pay for services. No one has asked recently, but we will translate in Spanish.

### **Site-Based Planning Committee**

Parents and community members do participate in the Site-Based Planning Committee. The team members rotate through the grades on a two-year rotation. Parents stay for two years, but when it is time for new ones, we ask the staff for recommendations from their interactions with community members.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** We have been unable to offer our family engagement events and we do not have current data to analyze. **Root Cause:** Covid has caused us not to have our usual family engagement events. However, as a staff, our school has made every effort to connect with our parents through virtual meetings and regular communication.

**Problem Statement 2:** Parents found communication to be wonderful, but often repetitive. **Root Cause:** Phone calls and emails were often too much for some parents and repeated information.

**Problem Statement 3:** District level communication could improve. **Root Cause:** Information is often given without enough time for parents to make an alternative plan.

# 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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 benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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
- 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

#### **Parent/Community Data**

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

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

- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Goals

Revised/Approved: December 17, 2021

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

**Performance Objective 1:** Due to aligned tier 1 instruction and targeted interventions, NSE readers will achieve one year's or more growth in reading and show comprehension skills on their accomplished reading level.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** BAS (reading levels) MCLASS, running records, LLI, Dibels, Imagine Language and Literacy, Dyslexia interventions, Benchmarks, CFA/DCA/Interim/STAAR assessment results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Reading teachers/Staff will be trained in administering LLI, Heggerty, and components of MCLASS and Imagine Learning to collect reading progress data. <b>Strategy's Expected Result/Impact:</b> Students will progress in their reading levels at targeted levels and times. <b>Staff Responsible for Monitoring:</b> Classroom teachers, Instructional coach, Paras	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Reading teachers will be trained to effectively collect accurate reading levels by administering running records and testing using BAS. <b>Strategy's Expected Result/Impact:</b> Students will progress in their reading levels at targeted levels and times. <b>Staff Responsible for Monitoring:</b> Classroom teachers, Instructional coach, District ELA personnel	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Reading teachers will submit weekly intervention lesson plans. <b>Strategy's Expected Result/Impact:</b> Students will progress in their reading levels at targeted levels and times due to intentional planning and consistently meeting with intervention groups. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional coach, Principal, Assistant principal	<b>Formative</b>		
	<b>Dec</b>	<b>Mar</b>	<b>May</b>
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

**Performance Objective 2:** Reading teachers/Staff will be trained in administering LLI, Heggerty, and components of Imagine Learning to collect reading progress data.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** BAS, MCLASS

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Reading teachers will submit weekly intervention lesson plans.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will progress in their reading levels at targeted levels and times due to intentional planning and consistently meeting with intervention groups.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional coach, Principal, Assistant principal</p>	Formative		
	Dec	Mar	May
			
<p style="text-align: center;">  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 3:** Acting as a professional learning community (PLC) in their weekly collaboration process, NSE teachers will determine specific learning objectives and targeted needs based on student data.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Team agendas, 15/20-day challenges, data point sheets, Eduphoria data/evaluation tools, CFA/DCA/Interim/STAAR assessment results

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

**Performance Objective 4:** The NSE master schedule assures that students have the opportunity to receive instruction for MISD's expected minutes per subject as well as 2 WIN times (Intervention: What I Need): one for math intervention and one for reading interventions for Tiers 1, 2, and 3.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** HB4545 interventions 4 days/week, Math tutoring (3 times/week), Flexible grouping data, anecdotal records taken in intervention groups and in guided reading

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Students will participate in intentional, planned, data-driven intervention 2 times a day (one math, one reading).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show much growth by attending interventions.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, academic coordinator, interventionists, specialists</p>	Formative		
	Dec	Mar	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 1:** Through careful evaluation based on the previous year's data, NSE administrators will provide the necessary instructional resources for teachers and staff.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** NSE STAAR data, benchmarks, DCAs

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> NSE administration and secretary will conduct a monthly review of NSE's budget to ensure campus-wide instructional needs are being met.</p> <p><b>Strategy's Expected Result/Impact:</b> The instructional needs of NSE teachers/staff will be met, and the NSE will operate within its normal limits of the yearly allotted budget.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Secretary</p>	Formative		
	Dec	Mar	May
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> NSE PTO will meet monthly to review budget and plan according to NSE's vision/mission.</p> <p><b>Strategy's Expected Result/Impact:</b> NSE's PTO will provide monthly engaging, academic-based activities for students and staff.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Secretary, PTO President, PTO Treasurer</p>	Formative		
	Dec	Mar	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 2:** NSE will maximize leadership, teaching abilities, and resources of the new academic coordinator, new reading interventionists, and new MISD reading specialist along with the current NSE interventionists to move students to gain at least one year's growth or more in reading levels.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** BAS testing, MCLASS

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

**Performance Objective 1:** Detailed safety procedures, crisis plans, and schoolwide procedures will be documented, practiced, and evaluated on a monthly basis.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Crisis drill logs, teachings from consultants (Save and Civil Schools & Jeff Hine's safety training), CHAMPS classroom management plans

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> NSE staff will attend training in crisis management and safety/security. <b>Strategy's Expected Result/Impact:</b> Schoolwide safety for all staff/students at NSE <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Dec	Mar	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>			

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

**Performance Objective 2:** NSE staff will attend training in crisis management and safety/security protocols so that we operate efficiently and effectively to keep all students and staff safe during a crisis.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Jeff Hine's consulting, Suzy McKinney (MISD Director of Student Services), Principal, Assistant Principal, Teachers, Staff, Parent Feedback

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> NSE staff will attend training in crisis management and safety/security.</p> <p><b>Strategy's Expected Result/Impact:</b> NSE will operate efficiently and effectively to keep all students and staff safe during a crisis.</p> <p><b>Staff Responsible for Monitoring:</b> Jeff Hine (independent consultant), Suzy McKinney (MISD Director of Student Services), Principal, Assistant Principal, Teachers, Staff</p>	Formative		
	Dec	Mar	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

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

**Performance Objective 3:** NSE will conduct monthly fire drills and semester safety drills (lock outs, lock downs, intruders inside, intruders outside, severe weather) so that students know the protocols and practice safely as if in real situations.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Principal, Assistant Principal, Staff

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> After the first few drills, all drills will be unannounced so that teachers practice as if in real situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers/Staff will practice the safety protocols rehearsed in August/September and follow through with those all year.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	Formative		
	Dec	Mar	May
			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>			

# Addendums