

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Smith Elementary school is currently a Pre-K through fourth grade campus with a population of 683 students. Of those students, 38% are English Learners, 50% of students are economically disadvantaged, 52% are considered at-risk, 9% receive special education services, and 3.4% are served by the Gifted and Talented program.

Female 337 49.34%

Male 346 50.66%

Hispanic-Latino 372 54.47%

American Indian - Alaskan Native 1 0.15%

Asian 16 2.34%

Black - African American 16 2.34%

Native Hawaiian - Pacific Islander 0 0.00%

White 258 37.77%

Two-or-More 20 2.93%

Demographics Strengths

We have an ethnically and economically diverse population. We also have an average of 16.7 students per teacher, which is a good ratio. Because we are a Title 1 school, we also have extra teachers and staff to better support all students. In addition, 22% of our staff is Hispanic, compared to only 10% of the Hispanic district staff members, which means that our staff better reflects our student demographics.

Problem Statements Identifying Demographics Needs

Problem Statement 1: English Learners and At-Risk students are performing lower than their peers. **Root Cause:** Not enough differentiated and targeted small group instruction and a need for a stronger RTI process.

Student Achievement

Student Achievement Summary

Smith Elementary currently has a TEA reading of a B, with a score of 80 out of 100. This is a drop from a 92 the previous year. Smith earned two Distinction Designations from TEA in Academic Achievement in Mathematics and Academic Achievement in English Language Arts/Reading. This was a drop from the previous year where the campus earned all six possible distinctions. Smith earned a letter grade of C in Student Achievement with 28% of students Mastering Grade Level, 48% Meeting Grade Level, and 77% Approaching Grade Level.

- 2 out of 5 Distinction Designations – Math and ELA

- Student Achievement = 78

- Student Growth = 82

- Closing the Gaps = 74

- Overall grade = 80

Student Achievement Strengths

- School Progress – how students perform and grow over time
- Highly-qualified teaching staff – GT and ESL certified
- Increased “Meets” performance
- Increased reading level growth from previous years

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Not all students are on reading level by the time they enter third grade. **Root Cause:** A lack of targeted foundational skills instruction in K-2.

School Culture and Climate

School Culture and Climate Summary

Smith Elementary has 46 teachers and 12 paraprofessionals. Results of culture and climate surveys are positive, and staff members feel safe and respected.

School Culture and Climate Strengths

Teachers feel respected, supported, and that they have the resources they need. They also feel that they are offered opportunities for professional growth.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers want more communication when it comes to decision making and problem solving. **Root Cause:** Administrators have made decisions with a small group of teacher leaders, but that should expand to allow for more leadership opportunities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Magnolia I.S.D. offers a competitive salary and bilingual stipends in order to recruit high-quality staff. The average salary is higher than the state average.

All teachers new to the campus, veteran or rookie, are assigned a mentor and have monthly new teacher meetings with administrators.

Staff Quality, Recruitment, and Retention Strengths

For the current year, we were able to fill more bilingual teaching positions than any previous year.

Successful teachers are staying on campus.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Our current turnover percentage for teachers is 14%, which is too high. **Root Cause:** The majority of resignations last year were because of family and commuting issues.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The teachers work off of curriculum that is set by the district. They use common assessments that the grade levels create and also district common assessments and module assessments created by the district. The district also had specific grading guidelines.

Curriculum, Instruction, and Assessment Strengths

Teachers have an abundance of support between the district directors and coordinators and the campus instructional specialists. Teachers know what to teach, when to teach it, and through collaborative meetings, they know how to teach the content using the most high-yield strategies and resources.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Assessments and grading are not aligned across grade levels. **Root Cause:** Teachers need to collaborate and use rubrics and common assessments.

Parent and Community Engagement

Parent and Community Engagement Summary

Smith Elementary is dedicated to increasing family engagement, and has been conducting relationship-building home visits and Academic Parent Teacher Team meetings for the past four years. As a Title 1 school, parents have many opportunities to get involved and partner with the school, and communicating with parents is a top priority.

Parent and Community Engagement Strengths

Home visits and attendance at the Academic Parent Teacher Team meetings has increased every year. Family survey results show that parents are satisfied with the engagement strategies that the school offers, and they feel connected to the school and to the teachers.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Families of English Learners do not participate as much as native English speakers. **Root Cause:** Language barriers among school staff and parent organizations.

School Context and Organization

School Context and Organization Summary

The school has a vision and mission statement, and two teacher leadership teams help make decisions for the whole group. The safety is a priority and supported by the district, and the budget is aligned to the campus goals.

School Context and Organization Strengths

A clear alignment exists for all staff members in their positions and what they are supposed to do; the school has well-defined lanes for all staff to operate efficiently. In addition, the budget is used primarily to support instruction and goes toward the teachers and students for curricular purposes.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Teachers feel they do not have enough time to plan and teach each subject. **Root Cause:** Self-contained teachers must plan various lessons and groups per day, which takes an immense amount of time.

Technology

Technology Summary

All staff members have laptops, Smart boards, document cameras, and tablets. Each classroom has enough tablets and chromebooks to support the majority of the classroom, and the devices will be one-to-one by the end of the year. The campus has two technology liaisons as well as an abundance of district instructional and technical support.

Technology Strengths

Teachers have all of the technology that they need in their classrooms, and the students have plenty of devices to easily meet their required online program minutes each week.

Problem Statements Identifying Technology Needs

Problem Statement 1: Teachers feel they do not have adequate training for the various tools and programs that students use. **Root Cause:** Programs and devices have been provided for the teachers, but they have not been trained.

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
- 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

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
- Accountability Distinction Designations

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results

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
- Special education/non-special education population including discipline, progress and participation data
- Special education 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.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Highly qualified staff data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Study of best practices





Goals

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

Performance Objective 1: All students will reach their reading goal as determined by the reading level growth tracker by the end of the 2020-2021 school year.

Evaluation Data Sources: Dibels and Fountas and Pinnell assessments - beginning, middle, and end of year.

Summative Evaluation: None

Strategy 1: Teachers will create lesson plans for each reading group and keep notes to monitor and adjust as needed. Strategy's Expected Result/Impact: Teachers will be intentional in their small group lessons and be able to move students along faster or use different strategies to reach struggling students. Staff Responsible for Monitoring: Classroom teachers, instructional specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Reviews			
	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: The subpopulations of Special Education, English Learners, and Economically Disadvantaged will increase their performance levels by at least 10% in Approaches, Meets, and Masters level at the end of the 2020-2021 school year.

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

Summative Evaluation: None





Strategy 1: The students in the subpopulations will be tracked by teachers and the RTI committee at least every 6 weeks to monitor interventions and adjust as needed. Strategy's Expected Result/Impact: More individualized tracking will ensure that each student is getting personalized attention and intervention. Staff Responsible for Monitoring: Classroom teachers, special education teachers, instructional specialists, administrators, counselor. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Reviews			
	Formative			Summative
	Dec	Mar	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Performance Objective 1: Family engagement strategies initiated by teachers and staff will lead to at least 75% of parents attending the APTT meetings throughout the year.

Evaluation Data Sources: APTT sign-in sheets
Parent survey feedback

Summative Evaluation: None





Strategy 1: Teachers will communicate to parents at least once a month to discuss academics and instructional strategies. Strategy's Expected Result/Impact: Parents will be stronger partners in their child's education and talk with the teacher about instruction and not just behavior or discipline. Staff Responsible for Monitoring: Classroom teachers, school administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Reviews			
	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Throughout the 2020-2021 school year, students will maintain an attendance rate at or above 98%.

Evaluation Data Sources: Attendance data monitored weekly

Summative Evaluation: None

Strategy 1: Teachers and staff will call parents any time a student is absent and also educate parents on the importance and effects of good attendance. Strategy's Expected Result/Impact: Parents will understand the importance of attendance and only keep their kids home when they are sick. Staff Responsible for Monitoring: Classroom teachers, attendance clerk, receptionist, administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Reviews			
	Formative			Summative
	Dec	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 2: Students will learn and apply social-emotional skills such as empathy and patience using the Second Step program during the 2020-2021 school year.

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

Summative Evaluation: None

Strategy 1: On a weekly basis, the counseling team and Specials teachers will teach students the Second Step program, a research based social-emotional curriculum. Strategy's Expected Result/Impact: Students will have tools to navigate problems and conflicts with others in a healthy and productive manner. Staff Responsible for Monitoring: Counselors, Specials team (art, music, PE), classroom teachers, administrators Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools	Reviews			
	Formative			Summative
	Dec	Mar	May	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Dion Rivera	Principal
Classroom Teacher	Jamie Japczynski	Teacher
Paraprofessional	Tamera Brockett	Registrar
Business Representative	Angie Ramirez	Business Owner
Parent	Tiffani Foxx	Parent
Non-classroom Professional	Cindy Dyess	Instructional Specialist
Parent	Trisha Hacker	Parent
Community Representative	Deana Morton	Community Member

Addendums