# ACIP

# Magnolia School

## Baldwin County Board of Education

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# TABLE OF CONTENTS

**Executive Summary**

**Improvement Plan Stakeholder Involvement**

**Student Performance Diagnostic**

**ACIP Assurances**

**Plan for ACIP 2018-2019**

**Stakeholder Feedback Diagnostic**

**Title I Schoolwide Diagnostic**

**Coordination of Resources - Comprehensive Budget**

**Parent and Family Engagement**

# Executive Summary

# Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

# Description of the School

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Magnolia School is located in rural Magnolia Springs, AL, which is located in southern Baldwin County. With a town population of about 780, the Magnolia School population is made up of children from the Magnolia Springs area and the city of Foley.   Industry surrounding Foley is tourism from the nearby Gulf Coast, medium-sized aerospace and materials companies and agricultural farming and forestry.

The school has an administrative team that consists of the principal and an assistant principal, one guidance counselor and a reading/instructional specialist. Our instructional staff consists of 54 certified teachers all who are highly qualified teachers by state definition. teachers, all of them hold a bachelor's degree or possess advanced degrees. The 24 support staff includes 2 school secretaries, registrar, bookkeeper, school nurse, paraprofessionals, food service workers, and custodians. The faculty is diversified in experience, training and certifications, which fulfills a comprehensive teaching skill set and learning environment. Teachers continually train through in-house collaborative professional development, district trainings and national conferences and workshops.

The Baldwin County school system has almost 31,0000 students.   Magnolia School's population reflects it's distinct location and diverse population. The school serves grades preschool through sixth with a total enrollment of 829 students.The student body consists of approximately 16% African Americans, 15% Hispanic and 67% Caucasian.  65-70% of the school's population qualifies for free and reduced lunch

In one year the student body has increased from 660 students to 829 due to a recent rezoning of the area.  Magnolia School gained approximately an additional 150  students from our neighboring Swift School.
According to local news sources, Foley's population and Baldwin County is projected to dramatically increase over the next decade. Faculty and administration are prepared and planning for this growth and maintain steadfast in their commitment to the students by providing quality education.  Magnolia School is currently in the process of adding an additional wing, scheduled to be complete early second semester, comprised of 15 classrooms for our fourth through sixth grades.

The community of Magnolia Springs is made up of working class citizens. However, the town, as a whole, is comprised of a lower-than-average socioeconomic status.  We feel one main challenge of our school is attendance and motivating our students to want to come to school and learn. Magnolia School is tightly woven into the community. Parents, Grandparents and all guardians rely on Magnolia School to make informed, smart decisions. Parents are involved with their student's education and extracurricular activities.

# School's Purpose

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The mission of Magnolia School is to empower students, faculty, and the community to find the greatness within themselves.

Also, the beliefs of Magnolia School are as follows: Each student is a valued and unique individual, Students deserve to be treated with respect and dignity, Students learn best when exposed to a curriculum that implements a variety of instructional approaches, Education should address the unique learning styles of all students, Family involvement is necessary for students to grow academically, socially, and emotionally, Administrators, staff, students, parents and our community share responsibility for providing a safe, encouraging, and supportive learning environment within our school, Students need to be taught essential character traits to become respected and responsible citizens.

Communicating the expectations and goals of all students and staff is imperative to a successful school.
We also provide students the opportunity to build character and become leaders through a host of clubs and school activities. Our school works to continuously improve parental involvement by hosting school-wide activities in the evenings when parents are able to attend.

# Notable Achievements and Areas of Improvement

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Community businesses support Magnolia and share a great partnership in educating our students. We have open houses and events throughout the year and invite our parents and community.

Magnolia School is extremely proud of its position as the only school in Baldwin County receiving the Fresh Fruit and Vegetable grant. Each Tuesday and Thursday the cafeteria staff diligently work to supply our students with a fresh fruit or vegetable ranging from commonly known to never heard of. The students are given the opportunity to sample the fruit or vegetable and determine whether or not they enjoy the food. Magnolia School is also a 21st century site, receiving $125,000 to supplement funding the after-school program.

Discipline referrals have decreased and we attest this to Magnolia incorporating the Leader in Me Program and providing students more opportunities for  leadership roles.  Teachers are using a visual behavior chart in their classroom, and the daily red folder used is the communication tool for teachers, students, and parents.

in the 2017-18 Magnolia developed the Ida White Multicultural Library in memory of Ida White.  We collected donations from faculty and staff to buy bilingual and multicultural books for this section of the library.  One of parents designed and donated a sign to display in the library to name this section.

This year Magnolia started our Robotics Program and we are collaborating with our feeder pattern schools for faculty training.  During the next three years there are many areas Magnolia School is striving to improve. We are continuing on our path of becoming a Leader In Me School, we would like to increase the number of clubs and activities offered to our students, we aim to complete the awning in the carpool line, and would like to increase equipment and update the kindergarten and first grade playground.

# Additional Information

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

We are very proud of the Magnolia School PTA, and the support it gives the students, faculty, and staff. The PTA is responsible for organizing and leading school fundraisers, giving teachers duty-free lunches, and providing the school with necessary items it needs.

At Magnolia School we pride ourselves on the high quality of parent teacher relations. Our teacher advisors work with students and parents to set goals and continue to improve on students' academic progress.  By building strong bonds with our parents and students, we are creating a system of support and encouragement to guide students to make
successful academic and career choices.

# Improvement Plan Stakeholder Involvement

# Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

# Improvement Planning Process

Improvement Planning Process

**Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.**

The process used to engage a variety of stakeholder in the development of Magnolia's improvement plan starts with an invitation. Stakeholders other than teachers and faculty are invited to attend faculty meetings held to facilitate the development of the improvement plan. This is a completely voluntary role. Stakeholders are then free to chose what area of the plan they will contribute. The Leadership/Continuous Improvement Team is composed of the principal, assistant principal, counselor, at least one teacher from every grade level, a special education teacher, reading coach, media specialist and parents.  During our Title 1 parent meeting, parents were invited to serve on the parental involvement committee.  Parent committee meetings are held quarterly to discuss and gain input on current school practices and budget recommendations.

**Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.**

Currently, we have two parents, one special education/ELL  teacher, ten general education teachers, a counselor, media specialist, reading coach, assistant principal, and principal representing the stakeholder groups at Magnolia School.  Their responsibilities include reviewing the school compacts, the parental involvement plan, and the school improvement plan.  One teacher serves as the School Improvement Leadership Team chair.

**Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.**

The final improvement plan will be sent home with students and posted to the school website.  Copies of the plan are also located at the front office and in the media center.  The plan will be updated on the website as it is modified.

# Student Performance Diagnostic

# Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

# Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | | ScantronRFoundations ScantronReading ScantronMath |

# Evaluative Criteria and Rubrics

Overall Rating: 3.5

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | Assessment Quality | The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity. | Level 4 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **2.** | Test Administration | All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes. | Level 4 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **3.** | Quality of Learning | Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected. | Level 4 |

| | Statement or Question | Response | Rating |
|---|---|---|---|
| **4.** | Equity of Learning | Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline. | Level 2 |

# Areas of Notable Achievement

**Which area(s) are above the expected levels of performance?**

6th grade math had a scaled score of 2683 which is quartile 3

**Describe the area(s) that show a positive trend in performance.**

For the Fall 2018 Assessment, there is to an established trend due to this serving as baseline data. Fall Baseline data is as follows:

Reading Foundation
1st 36.2% Q3, 22.4% Q4
2nd 72.2% Q3, 16/7% Q4

Reading
2nd 28.6% Q3,16.2% Q4
3rd 29% Q3, 21.5% Q4
4th 31% Q3, 17.2% Q4
5th 26.4% Q3, 20.8% Q4
6th 31.3% Q3, 14.1% Q4

Math
1st 32.2% Q3, 21.7% Q4
2nd 30.6% Q3,16.7% Q4
3rd 19.6% Q3, 18.7% Q4
4th 25.9% Q3, 18.1% Q4
5th 30.2% Q3, 12.7% Q4
6th 27.5% Q3, 18.6% Q4

Data from 2017-18 School Year Fall/Winter/Spring Gains & Growth
1st grade and 3rd grade math showed the most gains from fall to spring
1st 200 gain score 3rd 196 gain score

1st and 2nd grade reading showed the most gains from fall to spring
1st gain score 268 2nd gain score 296

**Which area(s) indicate the overall highest performance?**

Math:

1st-data analysis

2nd geometry

3rd data analysis & probability

4th data analysis & probability

5th geometry

6th  geometry

A noticeable pattern across grade levels is in data analysis and geometry


Reading

1st text comprehension

2nd nonfiction

3rd fiction

4th vocabulary

5th fiction

6th nonfiction

A noticeable pattern across grade levels is in fiction & non-fiction


**Which subgroup(s) show a trend toward increasing performance?**


Our gifted and white students are outperforming  as compared to all students across grade levels.


**Between which subgroups is the achievement gap closing?**


Fall 2018

In Math, our American Indian, white, and gifted students are outperforming all students by the following scaled scores:

American Indian 97.2, white 39.4, and gifted 257.3


In Reading, our American Indians, white and gifted are outperforming all students by the following scaled scores:

white 58.6, and gifted 315.3


**Which of the above reported findings are consistent with findings from other data sources?**


This is the second year that Performance Series has been administered as ALSDE State Assessment.  The findings from fall 2018

administration are consistent with those of the previous year.

# Areas in Need of Improvement

**Which area(s) are below the expected levels of performance?**

From fall 2017 to spring 2018

5th and 6th grade math indicated the least gains and Kindergarten and 6th grade showed the least gains in reading

Spring 2017
Kindergarten, 2nd, and 5th grades have the most students in quartiles 1 and 2  for math and Kindergarten and 6th grades have the most students in quartiles 1 and 2 for reading.

CURRENT PERFORMANCE FALL 2018
3rd and 6th grade have the most students in quartiles 1 and 2 for math and 2nd and 6th grade have more students in quartiles 1 and 2 for reading.

**Describe the area(s) that show a negative trend in performance.**

While second grade made more gains last year, this grade level consistently has more students in quartiles 1 and 2

Fall 2018
percentage of students scoring in quartile 1 and 2 in reading Performance Series are as follows:
Grade 2- 55.2%
Grade 3-49.6%
Grade 4-51.8%
Grade 5- 52.8%
Grade 6-54.6%

percentage of students scoring in quartile 1 and 2 in the Math Performance Series are as follows:
grade 1-46.1%
grade 2-52.8%
grade 3-61.6%
grade 4-56%
grade 5-57.2%
grade 53.9%

**Which area(s) indicate the overall lowest performance?**

Our lowest unit in reading is nonfiction. Our lowest scaled score areas are as follows:

gr.1-Phonics

gr.2-phonological awareness/fiction

gr.3-nonfiction

gr.4-nonfiction

gr.5-nonfiction

gr.6-Long passage

Our lowest unit in math is algebra.  Our lowest scaled score areas are as follows

gr.1-algebra

gr. 2-measurement

gr.3 -algebra

gr.4-measurement

gr.5-algebra

gr. 6-data analysis an probability

**Which subgroup(s) show a trend toward decreasing performance?**

The subgroups that are underperforming are as follows: special education, economically disadvantaged; black and hispanic.

The subgroup that shows the greatest difference from all students is our special education students.

**Between which subgroups is the achievement gap becoming greater?**

Based on the fall 2018 Performance Series results the subgroups that are underperforming in reading as compared to all students are:
Hispanic -110.7, Asian, Black/African American -150.9, American Indian/Native American -105.4 economically disadvantaged -55.4, Asian -27.6, multi-race -25.1, and  special education -271.0

The subgroups that are underperforming in math as compared to all students are:
Hispanic -66.7, Asian -144.6, black -94.0, multi-race -22.4, economically disadvantaged -23.9, special education -89.3

**Which of the above reported findings are consistent with findings from other data sources?**

This is the second year that Performance Series has been administered as an ALSDE State Assessment.  The results from our 2018 fall administration are consistent with the data findings from our previous year's scantron scores.

# Report Summary

## Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.5
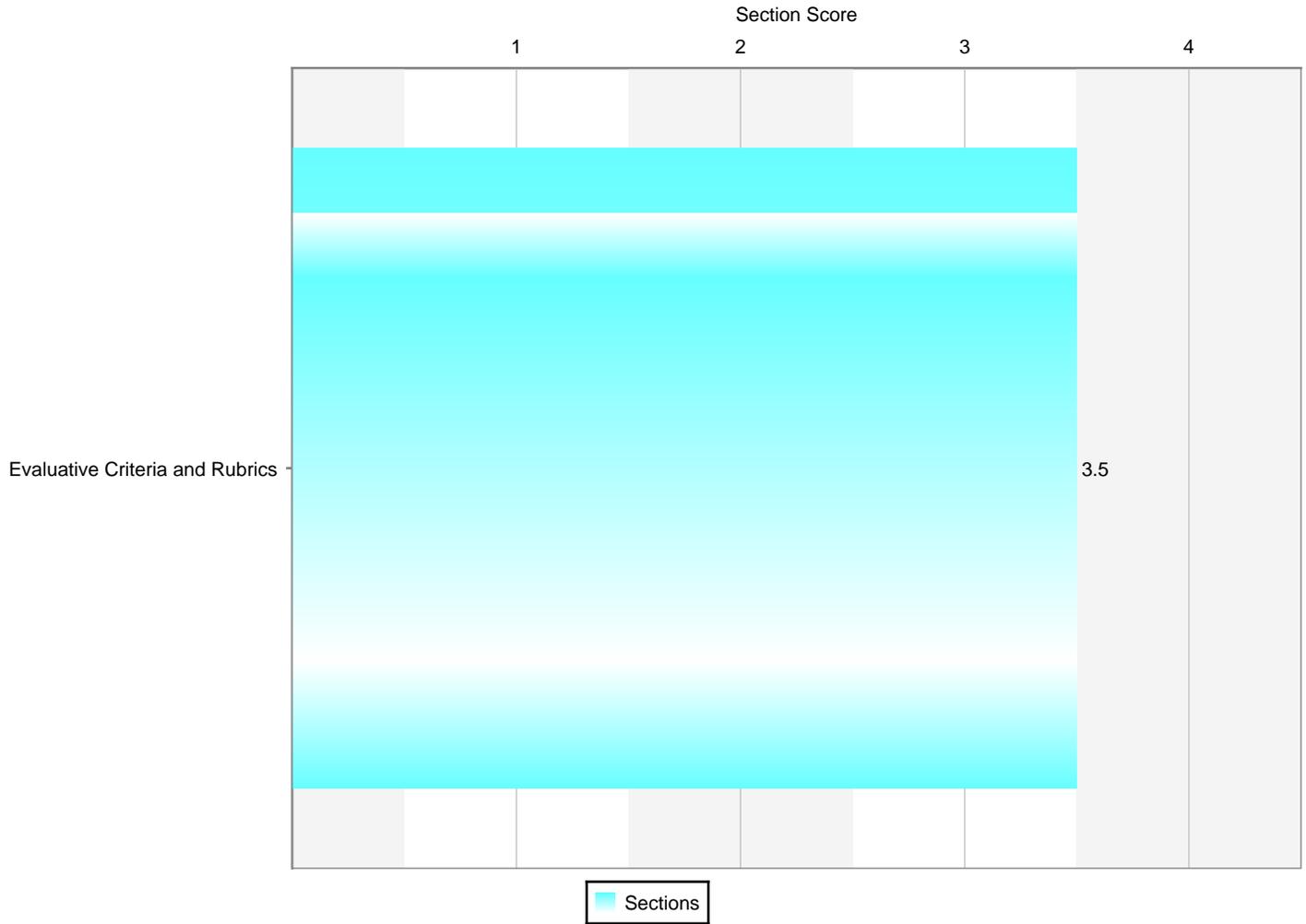
Sections

# ACIP Assurances

# Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

# ACIP Assurances

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 1. | The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site. | Yes | The instructional team at Magnolia consists of the principal, assistant, principal, reading coach, media specialist, counselor, special education teachers, general education teachers, and parents.<br><br>Pj Sute, Principal<br>Brooke Waters, Assistant Principal<br>Wendy SImmons, Reading Coach<br>Tomica WIggins, Counselor<br>Michelle Davis, Media Specialist<br>Teachers: April Brockett, LaCarcha Lane, Katie Parsons, Jennifer O'Donnell, Leigh Blair, Nikita Roper, Beckey Harrison, Lisa Cote, Cindy Bay, Jessica Partin, Courtland Craig<br>Parents - Liz McNair, Deanna Strehle | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 2. | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. | Yes | Board Policy#104 EQUAL OPPORTUNITY STATEMENT<br><br>Board Policy #105 EQUAL EDUCATION OPPORTUNITY & NON-DISCRIMINATION STATEMENT | Board Policy |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 3. | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field. | Yes | Pj Sute, Principal<br>Brooke Waters, Assistant Principal<br><br>1 Jaguar Loop<br>Foley, AL 36535<br>251.965.6200 | |

| Label | Assurance | Response | Comment | Attachment |
|---|---|---|---|---|
| 4. | The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically. | Yes | | PIP |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 5. | The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students. | Yes | | ParentCompact |

# Plan for ACIP 2018-2019

# Overview

**Plan Name**

Plan for ACIP 2018-2019

**Plan Description**

# Goals Summary

**The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.**

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|-----------|--------------|-----------|---------------|
| 1 | We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in mathematics.  We will increase our mathematics total proficiency score from 48% to 51%  this school year. | Objectives: 1<br>Strategies: 3<br>Activities: 9 | Academic | $0 |
| 2 | Students will gain knowledge in the area of science through implemented science curriculum. | Objectives: 1<br>Strategies: 3<br>Activities: 9 | Academic | $3000 |
| 3 |  Magnolia School will implement leadership notebooks in grades K-6 with a focus on aligning academics | Objectives: 1<br>Strategies: 2<br>Activities: 6 | Academic | $6500 |
| 4 | We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment ELA. We will increase our reading total proficiency score from 42% to 45% this year. | Objectives: 1<br>Strategies: 3<br>Activities: 9 | Academic | $0 |

# Goal 1: We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in mathematics.  We will increase our mathematics total proficiency score from 48% to 51%  this school year.

**Measurable Objective 1:**

A 3% increase of All Students  will demonstrate a proficiency  in mathematics in Mathematics by 05/23/2019 as measured by Scantron Performance Series results.

**Strategy 1:**

DOK - Each grade level will unwrap their standards to determine the learning target (then the depth) that each standard should be taught and assessed and plan instruction (whole group, small group, and independent tasks) accordingly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

| Activity - guidance/pacing guides | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| using guidance/pacing guides teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | teachers/reading coach |

| Activity - Daily Assessments that match Learning Targets | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will give a classroom assessment that matches the daily learning target's DOK level | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

| Activity - Checkpoints/Summative Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will give checkpoints or summative assessments that include questions at varying DOK levels. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

**Strategy 2:**

Learning Targets - Identity and utilize purposeful learning targets based on guidance/pacing documents and the unwrapped standards and plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: school data

| Activity - Learning Targets | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

| Activity - Learning Targets Revisited | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | Teachers |

| Activity - Learning Targets-Student Explanation | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will have students explain the daily learning target in their own words a means of wrapping up the lesson | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

**Strategy 3:**

Formative Assessments - Teachers will create and utilize formative assessments that require students to formulate responses to questions that have more than one possible answer and require students to justify, written or orally, the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited: school data

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will implement exit slips for each chapter/unit taught.  Exit slips will measure students' ability to demonstrate mastery of the given learning targets. Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed.  Exit tickets may be placed in students' mathematics journals with the learning target listed as the heading. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

| Activity - Exit Slip Feedback | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will give students feedback on the results of the their exit slip and discuss ways to improve or praise them for their mastery of the skill(s). | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

| Activity - Intervention | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data available through Scantron Analytics | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

# Goal 2: Students will gain knowledge in the area of science through implemented science curriculum.

**Measurable Objective 1:**

A 3% increase of Fifth grade students  will demonstrate a proficiency  in Science Scantron Performance Series. in Science by 05/23/2019 as measured by Science Scantron Performance Series.

**Strategy 1:**

DOK - Using guidance documents, the each grade level will un-wrap their standards to determine the learning target (then the depth) that each standard should be

taught and assessed an plan instruction accordingly.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - guidance documents | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Using guidance documents to unwrap standards to include activities at varying DOK levels | Direct Instruction | 09/10/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

| Activity - Daily Assessment | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will give a classroom assessment that matches the daily learning target's DOK level. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

| Activity - Stemscopes | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will utilize the StemScopes curriculum to perform hands-on experiences with science. | Direct Instruction | 09/17/2018 | 05/23/2019 | $2000 | Title I Schoolwide | teachers |

**Strategy 2:**

Learning Targets - Identify and utilize purposeful learning targets based on guidance documents and the unwrapped standards and plan lesson including whole group,

small group and independent tasks t the proper DOK level.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - Learning Targets | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

| Activity - Revisit LT's | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

| Activity - Student Explanation of LT | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

**Strategy 3:**

Formative Assessment - Create and utilize formative assessments that require student to formulate responses to question that have more than one possible answer
and require students to justify, written or orally, the response they give.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will implement exit slips for each chapter/unit taught.  Exit slips will measure students' ability to demonstrate master of the five learning targets. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

| Activity - DOK level Questioning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed.  Exit tickets may be placed in students' science journals with the learning target listed as the heading. | Direct Instruction | 09/17/2018 | 05/23/2019 | $1000 | Title I Schoolwide | teachers |

| Activity - Exit ticket feedback | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s) | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

# Goal 3:  Magnolia School will implement leadership notebooks in grades K-6 with a focus on aligning academics

**Measurable Objective 1:**

75% of All Students  will collaborate to set reading goals in their Leadership Notebooks. in Reading by 05/23/2019 as measured by Review of Leadership Notebooks.

**Strategy 1:**

Learning Targets - Teachers will assist students in creating academic learning targets and personal goals for themselves in the students Leadership Notebooks.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: school data

| Activity - Scantron Data | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will share individual Scantron data for students to record academic LT's in their leadership notebooks for goal setting purposes. | Academic Support Program | 09/24/2018 | 05/23/2019 | $500 | Title I Schoolwide | teachers |

| Activity - WIGS | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| teachers will assist students in creating individual WIGs that tie into the classroom WIG that ties into the school WIG. | Direct Instruction | 11/05/2018 | 05/23/2019 | $0 | No Funding Required | teachers |

| Activity - Chart Progress of LT | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will prompt and check to see that students are recording their data on a scorecard in their leadership notebook so students will be able to see if they are winning or losing the game. | Direct Instruction | 11/06/2017 | 05/23/2019 | $0 | No Funding Required | teachers |

**Strategy 2:**

Community Coaching Days - Teachers will participate in community coaching days provided by coaches with the Leader in Me.  These meeting will help teachers to stay the course in aligning academics with leadership.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: school data

| Activity - On site coaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will attend a coaching session with the LIM coach for a check on setting learning targets and personal goals for achievement in their students leadership notebooks | Academic Support Program, Behavioral Support Program | 08/15/2018 | 05/23/2019 | $2500 | Title I Schoolwide | administration /teachers/LIM Staff/Lighthouse Team |

| Activity - Coaching | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will attend a coaching session with the LIM coach for a check on setting learning targets and personal goals for achievement in their students leadership notebooks | Academic Support Program, Behavioral Support Program | 02/04/2019 | 05/23/2019 | $2500 | Title I Schoolwide | teachers, administration, lighthouse team, LIM coach |

| Activity - Leadership Day | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Students and the community will attend a leadership day where the students will display their leadership notebooks and explain then to parents and community members. | Academic Support Program, Behavioral Support Program | 02/25/2019 | 04/30/2019 | $1000 | Title I Schoolwide | lighthouse team, teachers, administration |
|---|---|---|---|---|---|---|

# Goal 4: We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment ELA. We will increase our reading total proficiency score from 42% to 45% this year.

**Measurable Objective 1:**

A 3% increase of All Students will demonstrate a proficiency overall in English Language Arts by 05/23/2019 as measured by Scantron Performance Series.

**Strategy 1:**

Learning Target - Using pacing/guidance documents, identify an utilize purposeful learning targets based on the unwrapped standard and plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research supports the use of pacing guides and planning.

| Activity - Increase Time in Text | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| increase time in text and apply standards to choice text whenever possible | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | teachers, librarian, reading coach |

| Activity - Focus on Learning Targets | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Guidance/Pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice in stations | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | reading coach, librarian, administrators, and teachers |

| Activity - Revisit Learning Targets | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teacher will stop and revisit learning target during the lesson. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | teachers, librarian, reading coach |

**Strategy 2:**

Formative Assessment - Create and utilize formative assessments that require students to formulate responses to questions that have more than one possible answer and requires students to justify the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited:  Research supports the use of formative assessments

| Activity - Variety Of Assessments | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Use a variety of assessment including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with expectation of standard. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | teachers/reading coach |

| Activity - Next Steps in GR Assessement | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Use "The Next Steps in Guided Reading Assessment" to determine knowledge of students before instruction. | Direct Instruction | 09/11/2018 | 05/23/2019 | $0 | No Funding Required | teachers/part time instructors/ reading coach |

| Activity - Running Records | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will administer ongoing running records as formative assessment during small group instructions and/or conferencing. | Direct Instruction | 09/04/2018 | 05/23/2019 | $0 | No Funding Required | teachers/reading coach |

**Strategy 3:**

DOK - DOK - Each grade level will un-wrap their standards determine the depth of knowledge that each standard should be taught and assessed then plan instruction (whole group, small group, and independent tasks) accordingly on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research has shown that level of questioning can impact student achievement.

| Activity - DOK Questioning | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | Teachers will meet weekly to plan collaboratively |

| Activity - Model Thinking Process | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|

| Model thinking process explicitly to students. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | Teachers |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---|---|---|---|---|
| Teachers will use exit slips or similar assessment tools after the lesson | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | No Funding Required | teachers/staff |

| Exit Slips | Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets. Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit tickets may be placed in students' mathematics journals with the learning target listed as the heading. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | teachers |
|---|---|---|---|---|---|---|
| Running Records | Teachers will administer ongoing running records as formative assessment during small group instructions and/or conferencing. | Direct Instruction | 09/04/2018 | 05/23/2019 | $0 | teachers/reading coach |
| Next Steps in GR Assessement | Use "The Next Steps in Guided Reading Assessment" to determine knowledge of students before instruction. | Direct Instruction | 09/11/2018 | 05/23/2019 | $0 | teachers/part time instructors/ reading coach |
| Learning Targets-Student Explanation | Teachers will have students explain the daily learning target in their own words a means of wrapping up the lesson | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | teachers |
| guidance/pacing guides | using guidance/pacing guides teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | teachers/reading coach |
| Intervention | Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data available through Scantron Analytics | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | teachers |
| guidance documents | Using guidance documents to unwrap standards to include activities at varying DOK levels | Direct Instruction | 09/10/2018 | 05/23/2019 | $0 | teachers |
| Exit Slip Feedback | Teachers will give students feedback on the results of the their exit slip and discuss ways to improve or praise them for their mastery of the skill(s). | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | teachers |
| Learning Targets | Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | teachers |
| Learning Targets | teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 | teachers |
| Model Thinking Process | Model thinking process explicitly to students. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | Teachers |
| Revisit LT's | Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 | teachers |
| Learning Targets Revisited | Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | Teachers |
| Exit Slips | Teachers will use exit slips or similar assessment tools after the lesson | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | teachers/staff |
| Focus on Learning Targets | Guidance/Pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice in stations | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | reading coach, librarian, administrators, and teachers |

| Student Explanation of LT | Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 | teachers |
|---|---|---|---|---|---|---|
| Revisit Learning Targets | Teacher will stop and revisit learning target during the lesson. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | teachers, librarian, reading coach |
| Variety Of Assessments | Use a variety of assessment including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with expectation of standard. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | teachers/reading coach |
| WIGS | teachers will assist students in creating individual WIGs that tie into the classroom WIG that ties into the school WIG. | Direct Instruction | 11/05/2018 | 05/23/2019 | $0 | teachers |
| Chart Progress of LT | Teachers will prompt and check to see that students are recording their data on a scorecard in their leadership notebook so students will be able to see if they are winning or losing the game. | Direct Instruction | 11/06/2017 | 05/23/2019 | $0 | teachers |
| Daily Assessment | Teachers will give a classroom assessment that matches the daily learning target's DOK level. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 | teachers |
| Exit Slips | Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate master of the five learning targets. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 | teachers |
| Increase Time in Text | increase time in text and apply standards to choice text whenever possible | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | teachers, librarian, reading coach |
| DOK Questioning | Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | Teachers will meet weekly to plan collaboratively |
| Checkpoints/Summative Assessments | Teachers will give checkpoints or summative assessments that include questions at varying DOK levels. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 | teachers |
| Exit ticket feedback | Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s) | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 | teachers |
| | | | | **Total** | $0 | |

# Stakeholder Feedback Diagnostic

# Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

# Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | | ParentFB<br>FacultyFB<br>K-2FB<br>3rd-5thFB<br>6thGradeFB |

# Evaluative Criteria and Rubrics

Overall Rating:  4.0

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **1.** | Questionnaire Administration | All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

|  | **Statement or Question** | **Response** | **Rating** |
|---|---|---|---|
| **2.** | Stakeholder Feedback Results and Analysis | Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented. | Level 4 |

# Areas of Notable Achievement

**Which area(s) indicate the overall highest level of satisfaction or approval?**

Parent Survey:
Purpose and Direction 4.33 out of 5.0
Resources and Support 4.35 out of 5.o

Early Elementary Student Survey:
About my School overall 2.9 out of 3.0

Elementary Student Survey:
Purpose and Direction 2.9 out of 3.0
Resources and Support 2.8 out of 3.0

6th Grade Student Survey:
Teachers work together to improve student learning 4.19 out of 5.0
The school has high expectations of me 4.28 out of 5.0
Multiple Assessments are offered 4.33 out of 5.0

Staff:
In the survey the staff felt a strength of our school is that our school has a continuous improvement process based on data, goals, actions, and measure for growth.

**Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

Both staff and parents feel our school has a clear purpose and direction, and has adequate resources and support available to the students.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

Formal and informal data gathered from community constituents strongly support the school and its values. Based on the results of the stakeholder surveys, parents and staff feel the school has a clear purpose, and they strongly support the governance and leadership.

# Areas in Need of Improvement

**Which area(s) indicate the overall lowest level of satisfaction or approval?**

Students:

The lowest rating was 2.3 (6th grade) and 2.73 (elementary) out of 3.0 believe that in my school student treat adults with respect

Staff:

Teachers rated themselves the lowest on the question, all teachers in our school use instructional strategies that require student collaboration, self-selection, and development of critical thinking skills.

Parents:

The lowest rating was 3.96 to the statement that all of my child's teachers keep me informed regularly of how my child is being graded.

**Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

Formal and informal data gathered from community constituents continue to show a negative trend in our schools governing body that does not interfere with the operation or leadership of our school.

**What are the implications for these stakeholder perceptions?**

For parents, the lowest average score (3.96) overall was in the area of Teaching and Assessing for Learning;  that all of my child's teachers keep me informed regularly of how my child is being graded.   As a school, we need to better communicate individual student information to parents.

Parents:

The lowest rating was 3.96 to the statement that all of my child's teachers keep me informed regularly of how my child is being graded.

**Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

The results from our Advanced Ed surveys are consistent with the findings of our Title 1 parent involvement survey.

# Report Summary

## Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

Evaluative Criteria and Rubrics

4
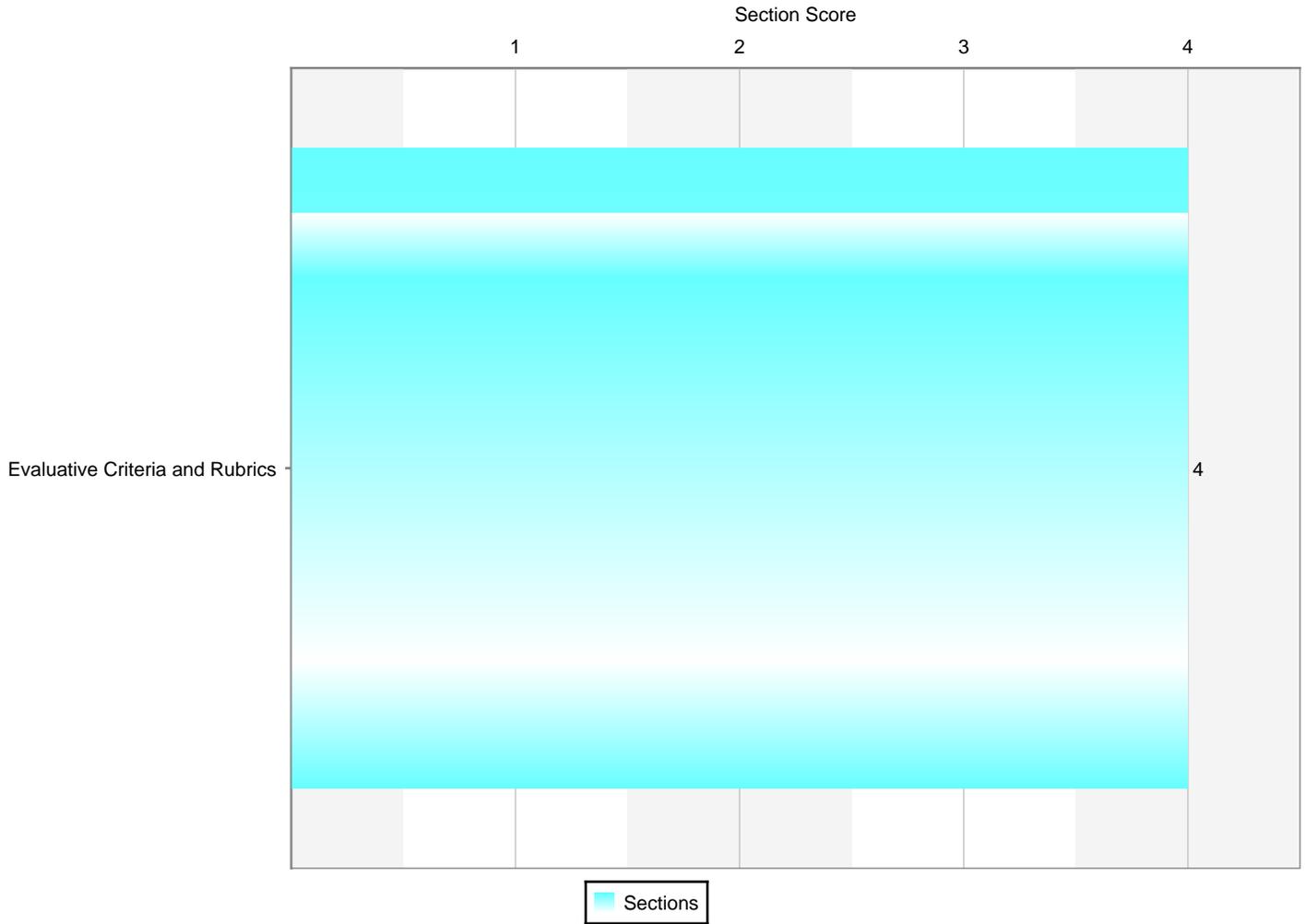
Sections

# Title I Schoolwide Diagnostic

# Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA).  The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

# Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

**How was the comprehensive needs assessment conducted?**

The school improvement leadership team  met and reviewed the data from various sources including the following: scantron, HQT status, ACCESS for English language learners, school perception information from parent surveys, discipline referrals, and attendance data. A parent/patron committee reviews the data to make recommendations to the SILT team. Strengths and weaknesses were identified and researched based strategies were chosen to help improve academic performance.

**What were the results of the comprehensive needs assessment?**

Fall 2018 Performance Series
Reading Foundation
1st 36.2% Q3, 22.4% Q4
2nd 72.2% Q3, 16/7% Q4

Reading
2nd 28.6% Q3,16.2% Q4
3rd 29% Q3, 21.5% Q4
4th 31% Q3, 17.2% Q4
5th 26.4% Q3, 20.8% Q4
6th 31.3% Q3, 14.1% Q4
Math
1st 32.2% Q3, 21.7% Q4
2nd 30.6% Q3,16.7% Q4
3rd 19.6% Q3, 18.7% Q4
4th 25.9% Q3, 18.1% Q4
5th 30.2% Q3, 12.7% Q4
6th 27.5% Q3, 18.6% Q4

Data from 2017-18 School Year Fall/Winter/Spring Gains & Growth
1st grade and 3rd grade math showed the most gains from fall to spring
1st 200 gain score 3rd 196 gain score

1st and 2nd grade reading showed the most gains from fall to spring
1st gain score 268 2nd gain score 296

**What conclusions were drawn from the results?**

From fall 2017 to spring 2018

5th and 6th grade math indicated the least gains and Kindergarten and 6th grade showed the least gains in reading

Spring 2017

Kindergarten, 2nd, and 5th grades have the most students in quartiles 1 and 2 for math and Kindergarten and 6th grades have the most students in quartiles 1 and 2 for reading.

CURRENT PERFORMANCE FALL 2018

3rd and 6th grade have the most students in quartiles 1 and 2 for math and 2nd and 6th grade have more students in quartiles 1 and 2 for reading.

**What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

in one year the student body has increased from 660 students to 829 due to a recent rezoning of the area. Magnolia School gained approximately an additional 150 students from our neighboring Swift School.

Formal and informal data gathered from community constituents strongly support the school and its values. Based on the results of the stakeholder surveys, parents and staff feel the school has a clear purpose, and they strongly support the governance and leadership.

According to the parent perception survey it was noted that the lowest score was achieved on parents being informed regularly of how my child is being graded. As a school, we need to better communicate individual student information to our parents.

Our student survey showed that our students feel that the principal and teachers have high expectations of them. However, the students do not feel that they (the students) do not respect other students or teachers at the school.

**How are the school goals connected to priority needs and the needs assessment?**

Behavior: Discipline data
Parents: Surveys
Students: Surveys
Teachers: Surveys
Academic: ELEOT and Stages observations, extended planning, Scantron Performance Series data, teacher grade level planning minutes

**How do the goals portray a clear and detailed analysis of multiple types of data?**

The data analyzed is representative of all grade levels and subgroups within the school including parents.

**How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?**

The data analyzed is representative of all grade levels and subgroups within the school including parents.

# Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

**Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.**

**Goal 1:**

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in mathematics. We will increase our mathematics total proficiency score from 48% to 51%  this school year.

**Measurable Objective 1:**

A 3% increase of All Students  will demonstrate a proficiency  in mathematics in Mathematics by 05/23/2019 as measured by Scantron Performance Series results.

**Strategy1:**

Formative Assessments - Teachers will create and utilize formative assessments that require students to formulate responses to questions that have more than one possible answer and require students to justify, written or orally, the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited: school data

| Activity - Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data available through Scantron Analytics | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Exit Slip Feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give students feedback on the results of the their exit slip and discuss ways to improve or praise them for their mastery of the skill(s). | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will implement exit slips for each chapter/unit taught.  Exit slips will measure students' ability to demonstrate mastery of the given learning targets. Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit tickets may be placed in students' mathematics journals with the learning target listed as the heading. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy2:**

DOK - Each grade level will unwrap their standards to determine the learning target (then the depth) that each standard should be taught and

assessed and plan instruction (whole group, small group, and independent tasks) accordingly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

| Activity - Daily Assessments that match Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give a classroom assessment that matches the daily learning target's DOK level | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - guidance/pacing guides | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| using guidance/pacing guides teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

| Activity - Checkpoints/Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give checkpoints or summative assessments that include questions at varying DOK levels. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy3:**

Learning Targets - Identity and utilize purposeful learning targets based on guidance/pacing documents and the unwrapped standards and

plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: school data

| Activity - Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Learning Targets Revisited | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers |

| Activity - Learning Targets-Student Explanation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will have students explain the daily learning target in their own words a means of wrapping up the lesson | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Goal 2:**

To increase the percentage of students who met his/her annual target.  We will increase our overall reading annual target percentage from 53% to 56% during the 2018-2019 school year.

**Measurable Objective 1:**

3% of Second, Third, Fourth, Fifth and Sixth grade students  will increase student growth  in meeting the Performance Series Annual Target in Reading by 04/26/2019 as measured by Performance Series Gains Analysis Report.

**Strategy1:**

Learning Targets - Example

Category: Develop/Implement College and Career Ready Standards

Research Cited: Example

| Activity - Learning Targets Based on Data | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Example | Direct Instruction Professional Learning Academic Support Program | 08/20/2018 | 05/24/2019 | $0 - No Funding Required | Example |

**Goal 3:**

Students will gain knowledge in the area of science through implemented science curriculum.

**Measurable Objective 1:**

A 3% increase of Fifth grade students  will demonstrate a proficiency  in Science Scantron Performance Series. in Science by 05/23/2019 as measured by Science Scantron Performance Series.

**Strategy1:**

DOK - Using guidance documents, the each grade level will un-wrap their standards to determine the learning target (then the depth) that

each standard should be taught and assessed an plan instruction accordingly.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - Daily Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give a classroom assessment that matches the daily learning target's DOK level. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - guidance documents | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Using guidance documents to unwrap standards to include activities at varying DOK levels | Direct Instruction | 09/10/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Stemscopes | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will utilize the StemScopes curriculum to perform hands-on experiences with science. | Direct Instruction | 09/17/2018 | 05/23/2019 | $2000 - Title I Schoolwide | teachers |

**Strategy2:**

Formative Assessment - Create and utilize formative assessments that require student to formulate responses to question that have more

than one possible answer and require students to justify, written or orally, the response they give.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - Exit ticket feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s) | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will implement exit slips for each chapter/unit taught.  Exit slips will measure students' ability to demonstrate master of the five learning targets. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - DOK level Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed.  Exit tickets may be placed in students' science journals with the learning target listed as the heading. | Direct Instruction | 09/17/2018 | 05/23/2019 | $1000 - Title I Schoolwide | teachers |

**Strategy3:**

Learning Targets - Identify and utilize purposeful learning targets based on guidance documents and the unwrapped standards and plan

lesson including whole group, small group and independent tasks t the proper DOK level.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Student Explanation of LT | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Revisit LT's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Goal 4:**

Magnolia School will implement leadership notebooks in grades K-6 with a focus on aligning academics

**Measurable Objective 1:**

75% of All Students  will collaborate to set reading goals in their Leadership Notebooks. in Reading by 05/23/2019 as measured by Review of

Leadership Notebooks.

**Strategy1:**

Learning Targets - Teachers will assist students in creating academic learning targets and personal goals for themselves in the students

Leadership Notebooks.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: school data

| Activity - WIGS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| teachers will assist students in creating individual WIGs that tie into the classroom WIG that ties into the school WIG. | Direct Instruction | 11/05/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Chart Progress of LT | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will prompt and check to see that students are recording their data on a scorecard in their leadership notebook so students will be able to see if they are winning or losing the game. | Direct Instruction | 11/06/2017 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Scantron Data | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will share individual Scantron data for students to record academic LT's in their leadership notebooks for goal setting purposes. | Academic Support Program | 09/24/2018 | 05/23/2019 | $500 - Title I Schoolwide | teachers |

**Strategy2:**

Community Coaching Days - Teachers will participate in community coaching days provided by coaches with the Leader in Me. These

meeting will help teachers to stay the course in aligning academics with leadership.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: school data

| Activity - Leadership Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Students and the community will attend a leadership day where the students will display their leadership notebooks and explain then to parents and community members. | Academic Support Program Behavioral Support Program | 02/25/2019 | 04/30/2019 | $1000 - Title I Schoolwide | lighthouse team, teachers, administration |

| Activity - On site coaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will attend a coaching session with the LIM coach for a check on setting learning targets and personal goals for achievement in their students leadership notebooks | Behavioral Support Program Academic Support Program | 08/15/2018 | 05/23/2019 | $2500 - Title I Schoolwide | administration/teachers/LIM Staff/Lighthouse Team |

| Activity - Coaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will attend a coaching session with the LIM coach for a check on setting learning targets and personal goals for achievement in their students leadership notebooks | Academic Support Program Behavioral Support Program | 02/04/2019 | 05/23/2019 | $2500 - Title I Schoolwide | teachers, administration, lighthouse team, LIM coach |

**Goal 5:**

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment ELA. We will

increase our reading total proficiency score from 42% to 45% this year.

**Measurable Objective 1:**

A 3% increase of All Students  will demonstrate a proficiency  overall in English Language Arts by 05/23/2019 as measured by Scantron Performance Series.

**Strategy1:**

DOK - DOK - Each grade level will un-wrap their standards determine the depth of knowledge that each standard should be taught and assessed then plan instruction (whole group, small group, and independent tasks) accordingly on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research has shown that level of questioning can impact student achievement.

| Activity - Model Thinking Process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Model thinking process explicitly to students. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will use exit slips or similar assessment tools after the lesson | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/staff |

| Activity - DOK Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers will meet weekly to plan collaboratively |

**Strategy2:**

Formative Assessment - Create and utilize formative assessments that require students to formulate responses to questions that have more than one possible answer and requires students to justify the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited:  Research supports the use of formative assessments

| Activity - Next Steps in GR Assessement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Use "The Next Steps in Guided Reading Assessment" to determine knowledge of students before instruction. | Direct Instruction | 09/11/2018 | 05/23/2019 | $0 - No Funding Required | teachers/part time instructors/ reading coach |

| Activity - Running Records | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will administer ongoing running records as formative assessment during small group instructions and/or conferencing. | Direct Instruction | 09/04/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

| Activity - Variety Of Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Use a variety of assessment including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with expectation of standard. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

**Strategy3:**

Learning Target - Using pacing/guidance documents, identify an utilize purposeful learning targets based on the unwrapped standard and

plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research supports the use of pacing guides and planning.

| Activity - Increase Time in Text | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| increase time in text and apply standards to choice text whenever possible | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers, librarian, reading coach |

| Activity - Revisit Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teacher will stop and revisit learning target during the lesson. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers, librarian, reading coach |

| Activity - Focus on Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Guidance/Pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice in stations | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | reading coach, librarian, administrators, and teachers |

**Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.**

**Goal 1:**

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in mathematics.

We will increase our mathematics total proficiency score from 48% to 51% this school year.

**Measurable Objective 1:**

A 3% increase of All Students  will demonstrate a proficiency  in mathematics in Mathematics by 05/23/2019 as measured by Scantron Performance Series results.

**Strategy1:**

DOK - Each grade level will unwrap their standards to determine the learning target (then the depth) that each standard should be taught and assessed and plan instruction (whole group, small group, and independent tasks) accordingly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

| Activity - Daily Assessments that match Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give a classroom assessment that matches the daily learning target's DOK level | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Checkpoints/Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give checkpoints or summative assessments that include questions at varying DOK levels. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - guidance/pacing guides | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| using guidance/pacing guides teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

**Strategy2:**

Learning Targets - Identity and utilize purposeful learning targets based on guidance/pacing documents and the unwrapped standards and plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: school data

| Activity - Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Learning Targets Revisited | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers |

| Activity - Learning Targets-Student Explanation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will have students explain the daily learning target in their own words a means of wrapping up the lesson | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy3:**

Formative Assessments - Teachers will create and utilize formative assessments that require students to formulate responses to questions

that have more than one possible answer and require students to justify, written or orally, the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited: school data

| Activity - Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data available through Scantron Analytics | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will implement exit slips for each chapter/unit taught.  Exit slips will measure students' ability to demonstrate mastery of the given learning targets. Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit tickets may be placed in students' mathematics journals with the learning target listed as the heading. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Exit Slip Feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give students feedback on the results of the their exit slip and discuss ways to improve or praise them for their mastery of the skill(s). | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Goal 2:**

Students will gain knowledge in the area of science through implemented science curriculum.

**Measurable Objective 1:**

A 3% increase of Fifth grade students  will demonstrate a proficiency  in Science Scantron Performance Series. in Science by 05/23/2019 as

measured by Science Scantron Performance Series.

**Strategy1:**

DOK - Using guidance documents, the each grade level will un-wrap their standards to determine the learning target (then the depth) that

each standard should be taught and assessed an plan instruction accordingly.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - Stemscopes | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will utilize the StemScopes curriculum to perform hands-on experiences with science. | Direct Instruction | 09/17/2018 | 05/23/2019 | $2000 - Title I Schoolwide | teachers |

| Activity - Daily Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give a classroom assessment that matches the daily learning target's DOK level. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - guidance documents | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Using guidance documents to unwrap standards to include activities at varying DOK levels | Direct Instruction | 09/10/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy2:**

Formative Assessment - Create and utilize formative assessments that require student to formulate responses to question that have more

than one possible answer and require students to justify, written or orally, the response they give.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - DOK level Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed.  Exit tickets may be placed in students' science journals with the learning target listed as the heading. | Direct Instruction | 09/17/2018 | 05/23/2019 | $1000 - Title I Schoolwide | teachers |

| Activity - Exit ticket feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s) | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will implement exit slips for each chapter/unit taught.  Exit slips will measure students' ability to demonstrate master of the five learning targets. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy3:**

Learning Targets - Identify and utilize purposeful learning targets based on guidance documents and the unwrapped standards and plan

lesson including whole group, small group and independent tasks t the proper DOK level.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - Student Explanation of LT | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Revisit LT's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Goal 3:**

Magnolia School will implement leadership notebooks in grades K-6 with a focus on aligning academics

**Measurable Objective 1:**

75% of All Students  will collaborate to set reading goals in their Leadership Notebooks. in Reading by 05/23/2019 as measured by Review of

Leadership Notebooks.

**Strategy1:**

Community Coaching Days - Teachers will participate in community coaching days provided by coaches with the Leader in Me.  These

meeting will help teachers to stay the course in aligning academics with leadership.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: school data

| **Activity - Coaching** | **Activity Type** | **Begin Date** | **End Date** | **Funding Amount & Source** | **Staff Responsible** |
|---|---|---|---|---|---|
| Teachers will attend a coaching session with the LIM coach for a check on setting learning targets and personal goals for achievement in their students leadership notebooks | Academic Support Program Behavioral Support Program | 02/04/2019 | 05/23/2019 | $2500 - Title I Schoolwide | teachers, administration, lighthouse team, LIM coach |

| **Activity - On site coaching** | **Activity Type** | **Begin Date** | **End Date** | **Funding Amount & Source** | **Staff Responsible** |
|---|---|---|---|---|---|
| Teachers will attend a coaching session with the LIM coach for a check on setting learning targets and personal goals for achievement in their students leadership notebooks | Behavioral Support Program Academic Support Program | 08/15/2018 | 05/23/2019 | $2500 - Title I Schoolwide | administration/teachers/LIM Staff/Lighthouse Team |

| **Activity - Leadership Day** | **Activity Type** | **Begin Date** | **End Date** | **Funding Amount & Source** | **Staff Responsible** |
|---|---|---|---|---|---|
| Students and the community will attend a leadership day where the students will display their leadership notebooks and explain then to parents and community members. | Academic Support Program Behavioral Support Program | 02/25/2019 | 04/30/2019 | $1000 - Title I Schoolwide | lighthouse team, teachers, administration |

**Strategy2:**

Learning Targets - Teachers will assist students in creating academic learning targets and personal goals for themselves in the students

Leadership Notebooks.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: school data

| **Activity - Scantron Data** | **Activity Type** | **Begin Date** | **End Date** | **Funding Amount & Source** | **Staff Responsible** |
|---|---|---|---|---|---|
| Teachers will share individual Scantron data for students to record academic LT's in their leadership notebooks for goal setting purposes. | Academic Support Program | 09/24/2018 | 05/23/2019 | $500 - Title I Schoolwide | teachers |

| **Activity - Chart Progress of LT** | **Activity Type** | **Begin Date** | **End Date** | **Funding Amount & Source** | **Staff Responsible** |
|---|---|---|---|---|---|
| Teachers will prompt and check to see that students are recording their data on a scorecard in their leadership notebook so students will be able to see if they are winning or losing the game. | Direct Instruction | 11/06/2017 | 05/23/2019 | $0 - No Funding Required | teachers |

| **Activity - WIGS** | **Activity Type** | **Begin Date** | **End Date** | **Funding Amount & Source** | **Staff Responsible** |
|---|---|---|---|---|---|
| teachers will assist students in creating individual WIGs that tie into the classroom WIG that ties into the school WIG. | Direct Instruction | 11/05/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Goal 4:**

To increase the percentage of students who met his/her annual target.  We will increase our overall reading annual target percentage from 53% to 56% during the 2018-2019 school year.

**Measurable Objective 1:**

3% of Second, Third, Fourth, Fifth and Sixth grade students  will increase student growth  in meeting the Performance Series Annual Target in Reading by 04/26/2019 as measured by Performance Series Gains Analysis Report.

**Strategy1:**

Learning Targets - Example

Category: Develop/Implement College and Career Ready Standards

Research Cited: Example

| Activity - Learning Targets Based on Data | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Example | Professional Learning Direct Instruction Academic Support Program | 08/20/2018 | 05/24/2019 | $0 - No Funding Required | Example |

**Goal 5:**

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment ELA. We will increase our reading total proficiency score from 42% to 45% this year.

**Measurable Objective 1:**

A 3% increase of All Students  will demonstrate a proficiency  overall in English Language Arts by 05/23/2019 as measured by Scantron Performance Series.

**Strategy1:**

Learning Target - Using pacing/guidance documents, identify an utilize purposeful learning targets based on the unwrapped standard and plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research supports the use of pacing guides and planning.

| Activity - Revisit Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teacher will stop and revisit learning target during the lesson. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers, librarian, reading coach |

| Activity - Focus on Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Guidance/Pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice in stations | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | reading coach, librarian, administrators, and teachers |

| Activity - Increase Time in Text | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| increase time in text and apply standards to choice text whenever possible | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers, librarian, reading coach |

**Strategy2:**

DOK - DOK - Each grade level will un-wrap their standards determine the depth of knowledge that each standard should be taught and

assessed then plan instruction (whole group, small group, and independent tasks) accordingly on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research has shown that level of questioning can impact student achievement.

| Activity - DOK Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers will meet weekly to plan collaboratively |

| Activity - Model Thinking Process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Model thinking process explicitly to students. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will use exit slips or similar assessment tools after the lesson | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/staff |

**Strategy3:**

Formative Assessment - Create and utilize formative assessments that require students to formulate responses to questions that have more

than one possible answer and requires students to justify the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited:  Research supports the use of formative assessments

| Activity - Running Records | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will administer ongoing running records as formative assessment during small group instructions and/or conferencing. | Direct Instruction | 09/04/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

| Activity - Next Steps in GR Assessement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Use "The Next Steps in Guided Reading Assessment" to determine knowledge of students before instruction. | Direct Instruction | 09/11/2018 | 05/23/2019 | $0 - No Funding Required | teachers/part time instructors/ reading coach |

| Activity - Variety Of Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Use a variety of assessment including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with expectation of standard. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

**Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-**

**•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas**

**•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools**

**•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)**

**Goal 1:**

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in mathematics. We will increase our mathematics total proficiency score from 48% to 51% this school year.

**Measurable Objective 1:**

A 3% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/23/2019 as measured by Scantron Performance Series results.

**Strategy1:**

Learning Targets - Identity and utilize purposeful learning targets based on guidance/pacing documents and the unwrapped standards and

plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: school data

| Activity - Learning Targets Revisited | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers |

| Activity - Learning Targets-Student Explanation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will have students explain the daily learning target in their own words a means of wrapping up the lesson | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy2:**

Formative Assessments - Teachers will create and utilize formative assessments that require students to formulate responses to questions

that have more than one possible answer and require students to justify, written or orally, the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited: school data

| Activity - Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data available through Scantron Analytics | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Exit Slip Feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give students feedback on the results of the their exit slip and discuss ways to improve or praise them for their mastery of the skill(s). | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will implement exit slips for each chapter/unit taught.  Exit slips will measure students' ability to demonstrate mastery of the given learning targets. Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit tickets may be placed in students' mathematics journals with the learning target listed as the heading. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy3:**

DOK - Each grade level will unwrap their standards to determine the learning target (then the depth) that each standard should be taught and assessed and plan instruction (whole group, small group, and independent tasks) accordingly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

| Activity - Checkpoints/Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give checkpoints or summative assessments that include questions at varying DOK levels. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Daily Assessments that match Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give a classroom assessment that matches the daily learning target's DOK level | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - guidance/pacing guides | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| using guidance/pacing guides teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

**Goal 2:**

Students will gain knowledge in the area of science through implemented science curriculum.

**Measurable Objective 1:**

A 3% increase of Fifth grade students  will demonstrate a proficiency  in Science Scantron Performance Series. in Science by 05/23/2019 as measured by Science Scantron Performance Series.

**Strategy1:**

Learning Targets - Identify and utilize purposeful learning targets based on guidance documents and the unwrapped standards and plan lesson including whole group, small group and independent tasks t the proper DOK level.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - Revisit LT's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Student Explanation of LT | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy2:**

DOK - Using guidance documents, the each grade level will un-wrap their standards to determine the learning target (then the depth) that each standard should be taught and assessed an plan instruction accordingly.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - guidance documents | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Using guidance documents to unwrap standards to include activities at varying DOK levels | Direct Instruction | 09/10/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Daily Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give a classroom assessment that matches the daily learning target's DOK level. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Stemscopes | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will utilize the StemScopes curriculum to perform hands-on experiences with science. | Direct Instruction | 09/17/2018 | 05/23/2019 | $2000 - Title I Schoolwide | teachers |

**Strategy3:**

Formative Assessment - Create and utilize formative assessments that require student to formulate responses to question that have more than one possible answer and require students to justify, written or orally, the response they give.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - DOK level Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed.  Exit tickets may be placed in students' science journals with the learning target listed as the heading. | Direct Instruction | 09/17/2018 | 05/23/2019 | $1000 - Title I Schoolwide | teachers |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will implement exit slips for each chapter/unit taught.  Exit slips will measure students' ability to demonstrate master of the five learning targets. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Exit ticket feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s) | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Goal 3:**

Magnolia School will implement leadership notebooks in grades K-6 with a focus on aligning academics

**Measurable Objective 1:**

75% of All Students  will collaborate to set reading goals in their Leadership Notebooks. in Reading by 05/23/2019 as measured by Review of Leadership Notebooks.

**Strategy1:**

Learning Targets - Teachers will assist students in creating academic learning targets and personal goals for themselves in the students Leadership Notebooks.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: school data

| Activity - Chart Progress of LT | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will prompt and check to see that students are recording their data on a scorecard in their leadership notebook so students will be able to see if they are winning or losing the game. | Direct Instruction | 11/06/2017 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - WIGS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| teachers will assist students in creating individual WIGs that tie into the classroom WIG that ties into the school WIG. | Direct Instruction | 11/05/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Scantron Data | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will share individual Scantron data for students to record academic LT's in their leadership notebooks for goal setting purposes. | Academic Support Program | 09/24/2018 | 05/23/2019 | $500 - Title I Schoolwide | teachers |

**Strategy2:**

Community Coaching Days - Teachers will participate in community coaching days provided by coaches with the Leader in Me. These

meeting will help teachers to stay the course in aligning academics with leadership.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: school data

| Activity - Leadership Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Students and the community will attend a leadership day where the students will display their leadership notebooks and explain then to parents and community members. | Behavioral Support Program Academic Support Program | 02/25/2019 | 04/30/2019 | $1000 - Title I Schoolwide | lighthouse team, teachers, administration |

| Activity - On site coaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will attend a coaching session with the LIM coach for a check on setting learning targets and personal goals for achievement in their students leadership notebooks | Academic Support Program Behavioral Support Program | 08/15/2018 | 05/23/2019 | $2500 - Title I Schoolwide | administration/teachers/LIM Staff/Lighthouse Team |

| Activity - Coaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will attend a coaching session with the LIM coach for a check on setting learning targets and personal goals for achievement in their students leadership notebooks | Academic Support Program Behavioral Support Program | 02/04/2019 | 05/23/2019 | $2500 - Title I Schoolwide | teachers, administration, lighthouse team, LIM coach |

**Goal 4:**

To increase the percentage of students who met his/her annual target. We will increase our overall reading annual target percentage from

53% to 56% during the 2018-2019 school year.

**Measurable Objective 1:**

3% of Second, Third, Fourth, Fifth and Sixth grade students  will increase student growth  in meeting the Performance Series Annual Target in Reading by 04/26/2019 as measured by Performance Series Gains Analysis Report.

**Strategy1:**

Learning Targets - Example

Category: Develop/Implement College and Career Ready Standards

Research Cited: Example

| Activity - Learning Targets Based on Data | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Example | Professional Learning Academic Support Program Direct Instruction | 08/20/2018 | 05/24/2019 | $0 - No Funding Required | Example |

**Goal 5:**

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment ELA. We will increase our reading total proficiency score from 42% to 45% this year.

**Measurable Objective 1:**

A 3% increase of All Students  will demonstrate a proficiency  overall in English Language Arts by 05/23/2019 as measured by Scantron Performance Series.

**Strategy1:**

Learning Target - Using pacing/guidance documents, identify an utilize purposeful learning targets based on the unwrapped standard and plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research supports the use of pacing guides and planning.

| Activity - Focus on Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Guidance/Pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice in stations | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | reading coach, librarian, administrators, and teachers |

| Activity - Revisit Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teacher will stop and revisit learning target during the lesson. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers, librarian, reading coach |

| Activity - Increase Time in Text | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| increase time in text and apply standards to choice text whenever possible | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers, librarian, reading coach |

**Strategy2:**

Formative Assessment - Create and utilize formative assessments that require students to formulate responses to questions that have more than one possible answer and requires students to justify the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited:  Research supports the use of formative assessments

| Activity - Variety Of Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Use a variety of assessment including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with expectation of standard. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

| Activity - Next Steps in GR Assessement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Use "The Next Steps in Guided Reading Assessment" to determine knowledge of students before instruction. | Direct Instruction | 09/11/2018 | 05/23/2019 | $0 - No Funding Required | teachers/part time instructors/ reading coach |

| Activity - Running Records | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will administer ongoing running records as formative assessment during small group instructions and/or conferencing. | Direct Instruction | 09/04/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

**Strategy3:**

DOK - DOK - Each grade level will un-wrap their standards determine the depth of knowledge that each standard should be taught and assessed then plan instruction (whole group, small group, and independent tasks) accordingly on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research has shown that level of questioning can impact student achievement.

| Activity - DOK Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers will meet weekly to plan collaboratively |

| Activity - Model Thinking Process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Model thinking process explicitly to students. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will use exit slips or similar assessment tools after the lesson | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/staff |

**English Language Proficiency Goal (Should address identified weaknesses and gaps):**

**Goal 1:**

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in mathematics.

We will increase our mathematics total proficiency score from 48% to 51% this school year.

**Measurable Objective 1:**

A 3% increase of All Students will demonstrate a proficiency in mathematics in Mathematics by 05/23/2019 as measured by Scantron Performance Series results.

**Strategy1:**

Formative Assessments - Teachers will create and utilize formative assessments that require students to formulate responses to questions that have more than one possible answer and require students to justify, written or orally, the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited: school data

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets. Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit tickets may be placed in students' mathematics journals with the learning target listed as the heading. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data available through Scantron Analytics | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Exit Slip Feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give students feedback on the results of the their exit slip and discuss ways to improve or praise them for their mastery of the skill(s). | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy2:**

Learning Targets - Identity and utilize purposeful learning targets based on guidance/pacing documents and the unwrapped standards and

plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: school data

| Activity - Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Learning Targets Revisited | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers |

| Activity - Learning Targets-Student Explanation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will have students explain the daily learning target in their own words a means of wrapping up the lesson | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy3:**

DOK - Each grade level will unwrap their standards to determine the learning target (then the depth) that each standard should be taught and

assessed and plan instruction (whole group, small group, and independent tasks) accordingly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

| Activity - Checkpoints/Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give checkpoints or summative assessments that include questions at varying DOK levels. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - guidance/pacing guides | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| using guidance/pacing guides teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

| Activity - Daily Assessments that match Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give a classroom assessment that matches the daily learning target's DOK level | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Goal 2:**

Students will gain knowledge in the area of science through implemented science curriculum.

**Measurable Objective 1:**

A 3% increase of Fifth grade students will demonstrate a proficiency in Science Scantron Performance Series. in Science by 05/23/2019 as measured by Science Scantron Performance Series.

**Strategy1:**

Learning Targets - Identify and utilize purposeful learning targets based on guidance documents and the unwrapped standards and plan lesson including whole group, small group and independent tasks t the proper DOK level.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Revisit LT's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Student Explanation of LT | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy2:**

DOK - Using guidance documents, the each grade level will un-wrap their standards to determine the learning target (then the depth) that

each standard should be taught and assessed an plan instruction accordingly.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - Stemscopes | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will utilize the StemScopes curriculum to perform hands-on experiences with science. | Direct Instruction | 09/17/2018 | 05/23/2019 | $2000 - Title I Schoolwide | teachers |

| Activity - guidance documents | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Using guidance documents to unwrap standards to include activities at varying DOK levels | Direct Instruction | 09/10/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Daily Assessment | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give a classroom assessment that matches the daily learning target's DOK level. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy3:**

Formative Assessment - Create and utilize formative assessments that require student to formulate responses to question that have more

than one possible answer and require students to justify, written or orally, the response they give.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate master of the five learning targets. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - DOK level Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit tickets may be placed in students' science journals with the learning target listed as the heading. | Direct Instruction | 09/17/2018 | 05/23/2019 | $1000 - Title I Schoolwide | teachers |

| Activity - Exit ticket feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s) | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Goal 3:**

Magnolia School will implement leadership notebooks in grades K-6 with a focus on aligning academics

**Measurable Objective 1:**

75% of All Students  will collaborate to set reading goals in their Leadership Notebooks. in Reading by 05/23/2019 as measured by Review of Leadership Notebooks.

**Strategy1:**

Community Coaching Days - Teachers will participate in community coaching days provided by coaches with the Leader in Me.  These meeting will help teachers to stay the course in aligning academics with leadership.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: school data

| Activity - On site coaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will attend a coaching session with the LIM coach for a check on setting learning targets and personal goals for achievement in their students leadership notebooks | Academic Support Program Behavioral Support Program | 08/15/2018 | 05/23/2019 | $2500 - Title I Schoolwide | administration/teachers/LIM Staff/Lighthouse Team |

| Activity - Leadership Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Students and the community will attend a leadership day where the students will display their leadership notebooks and explain then to parents and community members. | Academic Support Program Behavioral Support Program | 02/25/2019 | 04/30/2019 | $1000 - Title I Schoolwide | lighthouse team, teachers, administration |

| Activity - Coaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will attend a coaching session with the LIM coach for a check on setting learning targets and personal goals for achievement in their students leadership notebooks | Academic Support Program Behavioral Support Program | 02/04/2019 | 05/23/2019 | $2500 - Title I Schoolwide | teachers, administration, lighthouse team, LIM coach |

**Strategy2:**

Learning Targets - Teachers will assist students in creating academic learning targets and personal goals for themselves in the students Leadership Notebooks.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: school data

| Activity - Chart Progress of LT | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will prompt and check to see that students are recording their data on a scorecard in their leadership notebook so students will be able to see if they are winning or losing the game. | Direct Instruction | 11/06/2017 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Scantron Data | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will share individual Scantron data for students to record academic LT's in their leadership notebooks for goal setting purposes. | Academic Support Program | 09/24/2018 | 05/23/2019 | $500 - Title I Schoolwide | teachers |

| Activity - WIGS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| teachers will assist students in creating individual WIGs that tie into the classroom WIG that ties into the school WIG. | Direct Instruction | 11/05/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Goal 4:**

To increase the percentage of students who met his/her annual target.  We will increase our overall reading annual target percentage from 53% to 56% during the 2018-2019 school year.

**Measurable Objective 1:**

3% of Second, Third, Fourth, Fifth and Sixth grade students  will increase student growth  in meeting the Performance Series Annual Target in Reading by 04/26/2019 as measured by Performance Series Gains Analysis Report.

**Strategy1:**

Learning Targets - Example

Category: Develop/Implement College and Career Ready Standards

Research Cited: Example

| Activity - Learning Targets Based on Data | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Example | Professional Learning Academic Support Program Direct Instruction | 08/20/2018 | 05/24/2019 | $0 - No Funding Required | Example |

**Goal 5:**

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment ELA. We will increase our reading total proficiency score from 42% to 45% this year.

**Measurable Objective 1:**

A 3% increase of All Students  will demonstrate a proficiency  overall in English Language Arts by 05/23/2019 as measured by Scantron Performance Series.

**Strategy1:**

Formative Assessment - Create and utilize formative assessments that require students to formulate responses to questions that have more than one possible answer and requires students to justify the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited:  Research supports the use of formative assessments

| Activity - Next Steps in GR Assessement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Use "The Next Steps in Guided Reading Assessment" to determine knowledge of students before instruction. | Direct Instruction | 09/11/2018 | 05/23/2019 | $0 - No Funding Required | teachers/part time instructors/ reading coach |

| Activity - Running Records | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will administer ongoing running records as formative assessment during small group instructions and/or conferencing. | Direct Instruction | 09/04/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

| Activity - Variety Of Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Use a variety of assessment including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with expectation of standard. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

**Strategy2:**

DOK - DOK - Each grade level will un-wrap their standards determine the depth of knowledge that each standard should be taught and assessed then plan instruction (whole group, small group, and independent tasks) accordingly on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research has shown that level of questioning can impact student achievement.

| Activity - Model Thinking Process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Model thinking process explicitly to students. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will use exit slips or similar assessment tools after the lesson | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/staff |

| Activity - DOK Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers will meet weekly to plan collaboratively |

**Strategy3:**

Learning Target - Using pacing/guidance documents, identify an utilize purposeful learning targets based on the unwrapped standard and

plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research supports the use of pacing guides and planning.

| Activity - Focus on Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Guidance/Pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice in stations | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | reading coach, librarian, administrators, and teachers |

| Activity - Revisit Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teacher will stop and revisit learning target during the lesson. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers, librarian, reading coach |

| Activity - Increase Time in Text | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| increase time in text and apply standards to choice text whenever possible | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers, librarian, reading coach |

**Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.**

Magnolia teachers will have ongoing professional development opportunities provided by AMSTI and coaches from Leader in Me. Scholastic Guided Reading is being implemented throughout the district and Magnolia teachers will benefit from this professional development.

# Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 1. | Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this? | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|-----------|----------|---------|------------|
| 2. | Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this? | Yes | | |

**Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.**

Teacher certifications are checked prior to interviews and hiring. Teachers are placed into assignments where they will be most effective according to their training and experience.

# Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

**What is the school's teacher turnover rate for this school year?**

We had a turnover rate of 3% for this year

**What is the experience level of key teaching and learning personnel?**

Experience level of Magnolia's certificated staff are as follows:

Less than 5 years: 8

5-19 years: 23

20 years or more: 15

**If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).**

There was not a high turnover rate for this school year however Magnolia School gained approximately 15 new positions due to acquiring more students from rezoning

# Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))

**Describe how data is used from academic assessments to determine professional development.**

Magnolia teachers will have ongoing professional development opportunities provided by AMSTI, and coaches from Leader in Me. We Scholastic Guided Reading is being implemented throughout the district and Magnolia teachers will benefit from this professional development.

**Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.**

Professional Development Opportunities:
Teachers: AMSTI, ARI, Leader in Me, Scantron, Compass, math and reading PLC
Paras: Leader in Me
Parents: Literacy Night, Title I Program, Leader in Me
Principals: CLAS, AMSTI, ARI, Leader in Me, Scantron, Compass

**Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.**

All new staff members have been assigned a mentor. The assistant principal met with mentors and mentees with a plan that outlines activities that need to be addressed and due dates for addressing these activities. The mentors are responsible for turning in a check sheet at the end of the year with all of the activities completed. The county is also providing mentors for first year teachers.

**Describe how all professional development is "sustained and ongoing."**

Teachers meet monthly with our instructional partner to participate in ongoing professional development in the area of reading and math. We have dates set with AMSTI, Leader in Me and Scholastic,coaches to mentor the instructional partner on the topics of professional development so we stay on course and deliver best practices information to teachers.

# Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

**Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.**

**Goal 1:**

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment in mathematics. We will increase our mathematics total proficiency score from 48% to 51%  this school year.

**Measurable Objective 1:**

A 3% increase of All Students  will demonstrate a proficiency  in mathematics in Mathematics by 05/23/2019 as measured by Scantron Performance Series results.

**Strategy1:**

DOK - Each grade level will unwrap their standards to determine the learning target (then the depth) that each standard should be taught and assessed and plan instruction (whole group, small group, and independent tasks) accordingly.

Category: Develop/Implement College and Career Ready Standards

Research Cited: School data

| Activity - guidance/pacing guides | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| using guidance/pacing guides teachers will plan and implement learning tasks at varying DOK levels based on student data from the Performance Series assessment | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

| Activity - Checkpoints/Summative Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give checkpoints or summative assessments that include questions at varying DOK levels. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Daily Assessments that match Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give a classroom assessment that matches the daily learning target's DOK level | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy2:**

Learning Targets - Identity and utilize purposeful learning targets based on guidance/pacing documents and the unwrapped standards and plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: school data

| Activity - Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Learning Targets Revisited | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers |

| Activity - Learning Targets-Student Explanation | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will have students explain the daily learning target in their own words a means of wrapping up the lesson | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy3:**

Formative Assessments - Teachers will create and utilize formative assessments that require students to formulate responses to questions that have more than one possible answer and require students to justify, written or orally, the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited: school data

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate mastery of the given learning targets. Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit tickets may be placed in students' mathematics journals with the learning target listed as the heading. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Exit Slip Feedback | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will give students feedback on the results of the their exit slip and discuss ways to improve or praise them for their mastery of the skill(s). | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Intervention | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will provide intervention lessons based on the students' results from Scantron Performance and Achievement Series, as well as other assessment data available through Scantron Analytics | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Goal 2:**

Students will gain knowledge in the area of science through implemented science curriculum.

**Measurable Objective 1:**

A 3% increase of Fifth grade students will demonstrate a proficiency in Science Scantron Performance Series. in Science by 05/23/2019 as measured by Science Scantron Performance Series.

**Strategy1:**

Learning Targets - Identify and utilize purposeful learning targets based on guidance documents and the unwrapped standards and plan lesson including whole group, small group and independent tasks t the proper DOK level.

Category: Other - Next Generation Science Standards

Research Cited: school data

| Activity - Student Explanation of LT | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will have students explain the daily learning target in their own words as a means of wrapping up the lesson. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Revisit LT's | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will revisit the daily learning target throughout the lesson and check for students' understanding of it. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| teachers will post the daily learning target and unwrap it with their students at the beginning of the lesson. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy2:**

Formative Assessment - Create and utilize formative assessments that require student to formulate responses to question that have more than one possible answer and require students to justify, written or orally, the response they give.

Category: Other - Next Generation Science Standards

Research Cited: school data

| **Activity - DOK level Questioning** | **Activity Type** | **Begin Date** | **End Date** | **Funding Amount & Source** | **Staff Responsible** |
|---|---|---|---|---|---|
| Questions' DOK levels on exit slips should align to the depth and expectation of the standard being assessed. Exit tickets may be placed in students' science journals with the learning target listed as the heading. | Direct Instruction | 09/17/2018 | 05/23/2019 | $1000 - Title I Schoolwide | teachers |

| **Activity - Exit Slips** | **Activity Type** | **Begin Date** | **End Date** | **Funding Amount & Source** | **Staff Responsible** |
|---|---|---|---|---|---|
| Teachers will implement exit slips for each chapter/unit taught. Exit slips will measure students' ability to demonstrate master of the five learning targets. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| **Activity - Exit ticket feedback** | **Activity Type** | **Begin Date** | **End Date** | **Funding Amount & Source** | **Staff Responsible** |
|---|---|---|---|---|---|
| Teachers will give students feedback on the results of their exit slip and discuss ways to improve or praise them for their mastery of the skill(s) | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

**Strategy3:**

DOK - Using guidance documents, the each grade level will un-wrap their standards to determine the learning target (then the depth) that each standard should be taught and assessed an plan instruction accordingly.

Category: Other - Next Generation Science Standards

Research Cited: school data

| **Activity - guidance documents** | **Activity Type** | **Begin Date** | **End Date** | **Funding Amount & Source** | **Staff Responsible** |
|---|---|---|---|---|---|
| Using guidance documents to unwrap standards to include activities at varying DOK levels | Direct Instruction | 09/10/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| **Activity - Daily Assessment** | **Activity Type** | **Begin Date** | **End Date** | **Funding Amount & Source** | **Staff Responsible** |
|---|---|---|---|---|---|
| Teachers will give a classroom assessment that matches the daily learning target's DOK level. | Direct Instruction | 09/17/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| **Activity - Stemscopes** | **Activity Type** | **Begin Date** | **End Date** | **Funding Amount & Source** | **Staff Responsible** |
|---|---|---|---|---|---|
| Teachers will utilize the StemScopes curriculum to perform hands-on experiences with science. | Direct Instruction | 09/17/2018 | 05/23/2019 | $2000 - Title I Schoolwide | teachers |

**Goal 3:**

Magnolia School will implement leadership notebooks in grades K-6 with a focus on aligning academics

**Measurable Objective 1:**

75% of All Students  will collaborate to set reading goals in their Leadership Notebooks. in Reading by 05/23/2019 as measured by Review of Leadership Notebooks.

**Strategy1:**

Community Coaching Days - Teachers will participate in community coaching days provided by coaches with the Leader in Me.  These meeting will help teachers to stay the course in aligning academics with leadership.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: school data

| Activity - On site coaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will attend a coaching session with the LIM coach for a check on setting learning targets and personal goals for achievement in their students leadership notebooks | Academic Support Program Behavioral Support Program | 08/15/2018 | 05/23/2019 | $2500 - Title I Schoolwide | administration/teachers/LIM Staff/Lighthouse Team |

| Activity - Coaching | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will attend a coaching session with the LIM coach for a check on setting learning targets and personal goals for achievement in their students leadership notebooks | Behavioral Support Program Academic Support Program | 02/04/2019 | 05/23/2019 | $2500 - Title I Schoolwide | teachers, administration, lighthouse team, LIM coach |

| Activity - Leadership Day | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Students and the community will attend a leadership day where the students will display their leadership notebooks and explain then to parents and community members. | Behavioral Support Program Academic Support Program | 02/25/2019 | 04/30/2019 | $1000 - Title I Schoolwide | lighthouse team, teachers, administration |

**Strategy2:**

Learning Targets - Teachers will assist students in creating academic learning targets and personal goals for themselves in the students Leadership Notebooks.

Category: Develop /Implement Leader Effectiveness Plan

Research Cited: school data

| Activity - WIGS | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| teachers will assist students in creating individual WIGs that tie into the classroom WIG that ties into the school WIG. | Direct Instruction | 11/05/2018 | 05/23/2019 | $0 - No Funding Required | teachers |

| Activity - Scantron Data | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will share individual Scantron data for students to record academic LT's in their leadership notebooks for goal setting purposes. | Academic Support Program | 09/24/2018 | 05/23/2019 | $500 - Title I Schoolwide | teachers |

| Activity - Chart Progress of LT | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will prompt and check to see that students are recording their data on a scorecard in their leadership notebook so students will be able to see if they are winning or losing the game. | Direct Instruction | 11/06/2017 | 05/23/2019 | $0 - No Funding Required | teachers |

**Goal 4:**

We will engage learners through high quality aligned College and Career-Ready Standards, instruction, and assessment ELA. We will increase our reading total proficiency score from 42% to 45% this year.

**Measurable Objective 1:**

A 3% increase of All Students will demonstrate a proficiency overall in English Language Arts by 05/23/2019 as measured by Scantron Performance Series.

**Strategy1:**

DOK - DOK - Each grade level will un-wrap their standards determine the depth of knowledge that each standard should be taught and assessed then plan instruction (whole group, small group, and independent tasks) accordingly on a weekly basis.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research has shown that level of questioning can impact student achievement.

| Activity - DOK Questioning | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Plan for and use questions on a daily basis that get students to think deeply based upon the depth of the standards. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers will meet weekly to plan collaboratively |

| Activity - Exit Slips | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will use exit slips or similar assessment tools after the lesson | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/staff |

| Activity - Model Thinking Process | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Model thinking process explicitly to students. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | Teachers |

**Strategy2:**

Learning Target - Using pacing/guidance documents, identify an utilize purposeful learning targets based on the unwrapped standard and

plan lessons including whole group, small group, and independent tasks at the proper DOK level.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Research supports the use of pacing guides and planning.

| Activity - Increase Time in Text | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| increase time in text and apply standards to choice text whenever possible | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers, librarian, reading coach |

| Activity - Revisit Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teacher will stop and revisit learning target during the lesson. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers, librarian, reading coach |

| Activity - Focus on Learning Targets | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Guidance/Pacing documents for planning and break them down into daily learning targets for whole group, small group, and individual practice in stations | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | reading coach, librarian, administrators, and teachers |

**Strategy3:**

Formative Assessment - Create and utilize formative assessments that require students to formulate responses to questions that have more

than one possible answer and requires students to justify the response they give.

Category: Develop/Implement College and Career Ready Standards

Research Cited:  Research supports the use of formative assessments

| Activity - Next Steps in GR Assessement | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Use "The Next Steps in Guided Reading Assessment" to determine knowledge of students before instruction. | Direct Instruction | 09/11/2018 | 05/23/2019 | $0 - No Funding Required | teachers/part time instructors/ reading coach |

| Activity - Running Records | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Teachers will administer ongoing running records as formative assessment during small group instructions and/or conferencing. | Direct Instruction | 09/04/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

| Activity - Variety Of Assessments | Activity Type | Begin Date | End Date | Funding Amount & Source | Staff Responsible |
|---|---|---|---|---|---|
| Use a variety of assessment including, but not limited to rubrics, checklists, and anecdotal notes during instruction that align with expectation of standard. | Direct Instruction | 08/15/2018 | 05/23/2019 | $0 - No Funding Required | teachers/reading coach |

# Component 7: Teacher Participation in Making Assessment Decisions  (Sec.1114(b)(2))

**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Magnolia School has a School Improvement Leadership Team (SILT) that meets monthly to review data and make decisions on the path our school. The results of statewide assessments were shared with the faculty and a brainstorming session to come up with strategies from improvement. The SILT team also met and discussed the teacher survey from last spring and write goals for improvement.

# Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

**What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

The faculty of Magnolia meet monthly in problem solving teams to identify students who are struggling to meet state academic achievement standards. The PST discusses learning interferences, and strategies to fill the gaps and the interferences with learning. Student goals are set and monitored throughout the process.

**How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

Magnolia School's master schedule has a daily intervention schedule built in to be certain that intervention for struggling students is occurring daily. We also provide part time instruction 3 days a week during intervention time to work with small groups of Tier 2 students on identified areas of weakness. In addition to the intervention time, our part time instructors are scheduled in classrooms on a "need to go" basis to provide Tier 3 Instruction on specific needs.

**Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.**

Many teachers offer extra help before or after school. Our after-school care teachers offer academic assistance to students in their program. We also have clubs that meet after school that offer enrichment activities to all students at Magnolia.

**Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.**

The procedures used to address challenges for each of these groups are as follows: Foley Clothes Closet, the Santa Foundation, Blessings in a Backpack (food bags sent weekly), Project Jubilee, Project Rebound, dental and vision screenings, glasses help through United Way.

Chromebooks, Spelling City, Tumblebooks at home, Free/Reduced lunch, ELL, snack program, special ed program, Title I, counseling, social worker, personnel serve as interpreters, and county translator for print going home.

**Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.**

The procedures used to address challenges for each of these groups are as follows: The procedures used to address challenges for each of these groups are as follows: Foley Clothes Closet, the Santa Foundation, Blessings in a Backpack (food bags sent weekly), Project Jubilee, Project Rebound, dental and vision screenings, glasses help through United Way. Chromebooks, Spelling City, Tumblebooks at home, Free/Reduced lunch, ELL, snack program, special ed program, Title I, counseling, social worker, personnel serve as intepretors, and county translator for print going home.

# Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))

**List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.**

Magnolia School utilized state and local programs to assist us with our school wide program. We utilize AMSTI coaches to provide instructional assistance with the implementation of discovery based, hands-on, conceptual learning of the math College and Career Ready Standards. We utilize ARI coaches to provide professional development on best practices in implementing the English/language arts College and Career Ready Standards.

**How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?**

Magnolia School offers free/reduced breakfast and lunch, as well as Blessings in a Backpack (food sent home for the weekends with needy students). We also offer a preK program for 4 year old's that qualify. In addition, we offer the DARE program (drug free) presented by a deputy sheriff that serves as our school resource officer. We are a Leader in Me school, where we are teaching students how to use the 7 Habits of Happy Kids and Effective People.

## Component 10: Evaluation (Sec.1114(b)(3)):

**How does the school evaluate the implementation of the schoolwide program?**

Our School Improvement Lead Team (SILT) meets monthly to evaluate the implementation of our schoolwide program.

**How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?**

Magnolia School's SILT team meets to evaluate the results achieved by the school wide program.

**How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?**

The SILT team meets and disaggregates the data from our state testing and looks for gaps in subgroups. Strategies are identified to fill the gaps and implemented as part of a school-wide program.

**What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

The SILT team meets and reviews the plan and makes changes when necessary based on our progress, to ensure the continuous improvement of students.

# Coordination of Resources - Comprehensive Budget

# Introduction

List all federal, state, and local monies that the school uses to run its program.

# FTE Teacher Units

| Label | Question | Value |
|-------|----------|-------|
| 1. | Provide the number of Teachers assigned units. | 37.94 |

**Provide the number of classroom teachers.**

38.03

| Label | Question | Value |
|-------|----------|-------|
| 3. | Provide the total of all salaries for the FTE Teacher Units. | 2067694.0 |

Total                                                2,067,694.00

# Administrator Units

| Label | Question | Value |
|-------|----------|-------|
| 1. | Provide the number of Administrator assigned units. | 1.0 |

**Provide the number of administrators.**

1.00

| Label | Question | Value |
|-------|----------|-------|
| 3. | Provide the total of all salaries for the FTE administrator units. | 92492.0 |

Total                                                    92,492.00

# Assistant Principal

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Provide the number of Assistant Principal assigned units. | 1.0 |

**Provide the number of Assistant Principals.**

1

| Label | Question | Value |
|-------|----------|-------|
| **3.** | Provide the total of all salaries for the Assistant Principal. | 75698.0 |

Total                                                    75,698.00

# Counselor

| Label | Question | Value |
|-------|----------|-------|
| 1. | Provide the number of Counselor assigned units. | 1.0 |

**Provide the number of Counselors.**

1.00

| Label | Question | Value |
|-------|----------|-------|
| 3. | Provide the total of all salaries for the Counselor. | 66449.0 |

Total                                                        66,449.00

# Librarian

| Label | Question | Value |
|-------|----------|-------|
| 1. | Provide the number of Librarian assigned units. | 1.0 |

**Provide the number of Librarians.**

1.00

| Label | Question | Value |
|-------|----------|-------|
| 3. | Provide the total of all salaries for the Librarian. | 58732.0 |

Total                                                    58,732.00

# Career and Technical Education Administrator

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Provide the number of Career and Technical Education Administrator assigned units. | 0.0 |

**Provide the number of Career and Technical Education Adminstrators.**

0.00

| Label | Question | Value |
|-------|----------|-------|
| **3.** | Provide the total of all salaries for the Career and Technical Education Administrator. | 0.0 |

Total                                    0.00

# Career and Technical Education Counselor

| Label | Question | Value |
|-------|----------|-------|
| 1. | Provide the number of Career and Technical Education Counselor assigned units. | 0.0 |

**Provide the number of Career and Technical Education Counselors.**

0.00

| Label | Question | Value |
|-------|----------|-------|
| 3. | Provide the total of all salaries for the Career and Technical Education Counselor. | 0.0 |

Total                                          0.00

# Technology

| Label | Question | Value |
|-------|----------|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

**Not applicable, please place a value of 0 in the box.**

0.00

| Label | Question | Value |
|-------|----------|-------|
| 3. | Provide the total of all funding for Technology. | 12432.0 |

Total                                                    12,432.00

# Professional Development

| Label | Question | Value |
|-------|----------|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

**Not applicable, please place a value of 0 in the box.**

0.00

| Label | Question | Value |
|-------|----------|-------|
| 3. | Provide the total of all funding for Professional Development. | 3730.0 |

Total                                                  3,730.00

# EL Teachers

| Label | Question | Value |
|-------|----------|-------|
| 1. | Provide the number of EL Teachers in FTEs. | 0.0 |

**Provide the number of EL Teachers.**

0.00

| Label | Question | Value |
|-------|----------|-------|
| 3. | Provide the total of all funding for EL Teachers. | 0.0 |

Total                                                                    0.00

# Instructional Supplies

| Label | Question | Value |
|-------|----------|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

**Not applicable, please place a value of 0 in the box.**

0.00

| Label | Question | Value |
|-------|----------|-------|
| 3. | Provide the total of all funding for Instructional Supplies. | 22215.0 |

Total                                                          22,215.00

# Library Enhancement

| Label | Question | Value |
|-------|----------|-------|
| 1. | Not applicable, please place a value of 0 in the box. | 0.0 |

**Not applicable, please place a value of 0 in the box.**

0.00

| Label | Question | Value |
|-------|----------|-------|
| 3. | Provide the total of all funding for Library Enhancement. | 3984.0 |

Total                                                    3,984.00

# Title I

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Improving the Academic Achievement of the Disadvantaged Provide the total. | 307268.19 |

**Provide a brief explanation and breakdown of expenses.**

Instructional Personnel: $73813.74

Instructional Purchased Serv.:$28000.00

Instructional Supplies: $70744.26

Instructional Classroom Equip.: $38635.50

Parental Involvement: $3828.69

Professional Development: $83779.00

Ed Media: $1967.00

Equip. Services: $6500.00


Amendment#2

Instructional Personnel: $64614.78

Instructional Purchased Serv.:$41316.78

Instructional Supplies: $48099.64

Instructional Classroom Equip.: $53279.50

Parental Involvement: $3828.69

Professional Development: $87128.80

Ed Media: $2500

Equip. Services: $6500.00

# Title II

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Professional Development Activities.<br>Provide the total. | 0.0 |

**Provide a brief explanation and a breakdown of expenses.**

Services provided - funds not allocated directly to school

# Title III

| Label | Question | Value |
|-------|----------|-------|
| **1.** | For English Learners.<br>Provide the total. | 0.0 |

**Provide a brief explanation and a breakdown of expenses.**

Services provided - funds not allocated directly to school

# Title IV

| Label | Question | Value |
|-------|----------|-------|
| **1.** | 21st Century Schools.<br>Provide the total. | 0.0 |

**Provide a brief explanation and a breakdown of expenses.**

n/a

# Title V

| Label | Question | Value |
|-------|----------|-------|
| **1.** | For Rural and Low-income Schools<br>Provide the total. | 0.0 |

**Provide a brief explanation and a breakdown of expenses.**

n/a

# Career and Technical Education-Perkins IV

| Label | Question | Value |
|---|---|---|
| **1.** | Basic Grant (Title I)<br>Provide total. | 0.0 |

**Provide a brief explanation and breakdown of expenses.**

n/a

# Career and Technical Education-Perkins IV

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Basic Grant (Title I)<br>Provide total. | 0.0 |

**Provide a brief explanation and breakdown of expenses.**

n/a

| Label | Question | Value |
|-------|----------|-------|
| **1.** | Tech Prep (Title II)<br>Provide the total. | 0.0 |

**Provide a brief explanation and breakdown of expenses.**

n/a

# Other

| Label | Question | Value |
|-------|----------|-------|
| 1. | 21st Century, Learn and Serve, Even Start, School Improvement Grant<br>Provide the total. | 0.0 |

**Provide a brief explanation and a breakdown of expenses.**

n/a

# Local Funds

| Label | Question | Value |
|-------|----------|-------|
| 1. | Provide the total | 0.0 |

**Provide a brief explanation and breakdown of expenses.**

NA

# Parent and Family Engagement

# Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics:  the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic.  Parent Survey must be done annually, but it can be done electronically or by paper.

# Parent and Family Engagement

**Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))**

Parents of Magnolia School students are invited to attend an annual Title 1 meeting which is held in the fall of each year. Information about the Title 1 program, financial benefits and the minimum criteria necessary to qualify as a Title 1 school are communicated to parents. At that time, parents may provide input and voice concerns to be addressed by the School Improvement Leadership Team.

**Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school.  (Sec. 1116(c)(2)(3))**

Magnolia School holds an annual parent meeting to present information about its Title 1 program and additional parent workshops are held throughout the year. Parent workshops are publicized via flyers, social media, school website, newsletters, digital school sign, email, and our school messenger notification system. Magnolia School has a school improvement leadership team which is comprised of teachers from each grade level, special education teachers, librarian, ELL teacher, administrators, parents, and patrons.

We believe in involving parents in all aspects of the Title 1 program. We have parents and patrons active in the development of the continuous improvement plan.   Our leadership team members are responsible for decision making regarding our improvement plan and distribution of information to their constituents.

Title 1 funds are used to provide technical assistance and other support necessary for training parents to assist students academically, thus helping them perform better in school. Student communication folders are provided for all students to assist the school in communicating with parents on a daily basis.

**Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children.  (Sec. 1116(c)(4)(A)(B)(C))**

Magnolia School holds an annual parent meeting to present information about its Title 1 program, the curriculum and forms of academic assessments used.  Additional parent workshops are held as needed to address homework/study skills and testing. In addition, numerous fun filled workshops are offered to parents to engage in hands-on activities with their children. Parents are given a copy of the Parent Student handbook the first day of school. We have parent orientation, meet the teacher, literacy Night, AMSTI night, Genius Expo to showcase fine arts, and open house for parents to visit their child's classroom and be informed of expectations.  Teachers provide additional information to

parents as events take place. Parent teacher conferences are encouraged for parents to participate in decisions related to the education and discipline of their child. We have an English language liaison available to interpret for ELL students/parents at workshops and parent conferences. We also have documents/flyers available in Spanish for

our ELL families.

**Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))**

The school improvement leadership team developed the  School-Parent Compact specific to the academic and behavioral needs of the students we serve. The compact details clear expectations for the school, parent, and student. All vested parties sign the compact signifying their commitment to working in partnership to ensure student success. The principal and teacher sign the compact initially, then the teacher explains the compact to the class and obtains the student's signature. The compact is then sent home for parent review and signature. After obtaining parent signatures the compacts are filed in the classroom and used during future parent teacher conferences, and or student teacher conferences. Parent School Compacts are available in Spanish. The school improvement leadership team meets annually to review/modify the current compact. Revisions are made as guidelines change and concerns are presented.

**Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))**

Magnolia's Continuous Improvement Plan is located in the Federal Programs Coordinator's office, principal's office, school library, each certified teacher's classroom, and on the school website (www.magnoliaschoolk6.com). This plan is available upon request, during normal school hours, to parents, students, and for the public to review. Strategies and action steps implemented are scientifically researched based. A copy of the parental involvement plan is distributed at the annual Title 1 Parent Meeting providing parents an opportunity to become active participants in the revision process.  Copies are available in English and Spanish. If a parent not serving on the revision committee is dissatisfied with any aspect of the plan, they may call or meet with the school principal to voice concerns. Every parent's concerns will be heard. Parents may also put questions/concerns in writing. All submitted or voiced concerns are addressed at future CIP meetings.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.   (Describe)**

Magnolia School shall provide assistance to parents in understanding the academic standards for student achievement as set forth by the State of Alabama. Parents receive a home report that communicates their child's performance on the Scantron state assessment and a

parent letter that explains how to interpret the results. Conferences are held with parents to discuss individual student achievement, and to make recommendations for improvement. Magnolia School shall give an explanation regarding Title 1 services offered and parent rights under Title 1. Information shall be communicated to parents at intervals throughout the school year.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)**

Magnolia School shall provide materials and training to assist parents in working with their child to improve academic achievement. Parental involvement meetings are held annually and address a variety of current issues to educate parents on ways in which to assist students in becoming successful in school. We shall also ensure that information about school activities, parent programs, and meetings will be communicated through monthly calendars, social media, flyers, school website, and school newsletters. Important dates and other information are also included in daily communication folders, student agendas, classroom newsletters, email, and our rapid notification announcements.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)**

Magnolia School shall continue to work with our teachers through professional development  in-services, faculty meetings and Response to Instruction meetings in understanding the importance of parental involvement and that parents are our partners. To build strong ties between parents and the school
while keeping parents informed/involved. Magnolia School invites parents to participate in the following: parent orientation, meet the teacher, Thanksgiving Feast, Veteran's Day Program, Mother's Day Tea, PTO, Bingo night, room parents, field trip chaperones, classroom readers, holiday parties/festivities, Library Book Fairs, picture day, awards ceremonies, family nights, a Mardi Gras Gala, and literacy night.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)**

Magnolia School coordinates its parental involvement for all parents. We assist parents and parent organizations by informing them of resources to provide training, information, and support. Magnolia School provides numerous opportunities for parental participation for English and non-English speaking parents, parents with disabilities, and parents of migratory students. The school counselor plans parent meetings/activities that are academic and/or fun in nature and also has CD's, DVD's, and literature available for parents to checkout and utilize.

**Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)**

**To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:**

**Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)**

We currently have English Language Learners enrolled at Magnolia School. Our ELL personnel work diligently to meet the needs of these parents. Our school counselor has an abundance of parent materials available to all parents during school hours and at evening workshops. A listing of parent resources is distributed annually and posted on the school website. If parents request materials we do not have on hand, we can generally find them at the central office resource center.

**Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))**

Parents with limited English language proficiency, disabled parents, and parents of migratory students will be given a full opportunity to participate in all parental involvement activities. This will be accomplished with assistance for the Baldwin County Board of Education providing bilingual assistance to translate information presented at meetings, and reports/written information assistance from community social agencies, community members who are fluent in the parent's primary language and English and by obtaining printed materials which have been transcribed in the parent's primary language. Access to the campus is wheel-chair accessible. If parents with disabilities are unable to attend school meetings due to their disability, in-home conferences may be scheduled.