

The background features a large, faint watermark of the Louisiana Department of Education seal. The seal is circular and contains the text "STATE OF LOUISIANA" at the top, "DEPARTMENT OF EDUCATION" at the bottom, and "CONFIDENCE" in the center. It also features a central figure of a person and two stars.

# **School Improvement Plan**

## **Magnolia Trace Elementary School**

### **St. Tammany Parish School System**

**Magnolia Trace Elementary**  
**2<sup>nd</sup> & 3<sup>rd</sup> Grade Levels**  
**1405 Highway 1088**  
**Mandeville, LA. 70448**

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***December 10, 2010***

## DATA COMPREHENSIVE NEEDS ASSESSMENT & DATA TRIANGULATION: SUMMARY REPORT

### Data Triangulation – Strengths & Contributing Factors to Strengths

**Part I:** Strengths should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

STRENGTHS	RANK ORDER	DATA SOURCE (250 Characters)
All Subgroups made gains in Math for 2009-2010	1	% Proficient Trend Data; NRT Index Trend Data; PBS Data
The SWD subgroup has made steady gains in ELA over the last 3 years and a significant gain in Math this year.	2	% Proficient Trend Data; NRT Index Trend Data; PBS Data
The Attendance Index has steadily increased points the last 2 years	3	Principal Report Card; PBS Data, Observations

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified strengths; see “Tools for Success,” SIP Rubric, Pages 74-76.

<b>Contributing Factor 1</b>	All subgroups made gains in Math in 2009-2010.		
<b>Domain/Subdomain</b> (Choose One Only)	--- 510 CIA: Instructional Strategies		
Findings (500 Characters)	Instrument (200 Characters)	Data Type	
1. Teachers are using Checkpoints data to individualize instruction	Checkpoints	Cognitive	
2. Monthly Parent Homework Calendar on Math provided and on web site	Handouts	Archival	
3. Grade Level teachers are using Every Day Counts Daily	Lesson Plans	Archival	
4. Cross Grade Level Collaboration Meetings with WOW team	Student Work	Archival	

<b>Contributing Factor 2</b>		The SWD subgroup made a 24.8 gain in 2009-2010.	
<b>Domain/Subdomain</b> (Choose One Only)		450 Leadership: Other 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Teachers are using Math CBA's to individualize instruction	Math CBA's	Cognitive
2.	More SWD students remaining in regular class for instruction	IEP Progress Notes	Archival
3.	Resource Teachers are using Every Day Counts Daily	Lesson Plans	Archival

<b>Contributing Factor 3</b>		The Attendance Index has steadily increased 11.2 points the last 2 years	
<b>Domain/Subdomain</b> (Choose One Only)		160 Climate: Other - Climate ---	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
1.	Implementation of monthly PBS activities	PBS Data	Attitudnal
2.	Parish Attendance Guidelines promotes attendance	Parish and School Handbooks	Archival
3.	Principal letter promotes attendance	Principal Letter	Archival

\*Must list **at least three findings** to justify Strengths  
Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

## Data Triangulation – Contributing Factors to Weaknesses

**Part II:** Weaknesses should be derived from the strengths in the Accountability Data (Cognitive, Student Performance Data: CRT data (LEAP, iLEAP, GEE, LAA), DRA, Dibels, classroom and unit assessment, benchmark assessment, IEP Data Progress Reports, etc.); see “Tools for Success,” SIP Rubric, Pages 74-76.

WEAKNESSES	RANK ORDER	DATA SOURCE (250 Characters)
The Language NRT Index dropped significantly this year (25.5 points).	1	NRT Index Trend Data; % Proficient Trend Data; CRT Index Data
The % of students "at risk" and "some risk" on DIBELS has increased from fall to spring for 2 <sup>nd</sup> & 3 <sup>rd</sup> grade students for the last three years.	2	DIBELS Data; Profile Data; Economically Disadvantage Profile
The CRT Scores in writing competently decreased.	3	CRT School Performance Data; Contend Strand Analysis; Writing Rubric Data

List the contributing factors from the *archival, attitudinal/perceptual, behavioral, and cognitive data* of the previously identified weaknesses; see “Tools for Success,” SIP Rubric, Pages 74-76.

<b>Contributing Factor 1</b>	The Language NRT Index dropped significantly this year (25.5points).		
<b>Domain/Subdomain</b> (Choose One Only)	--- 610 PD: Instructional Focus		
Findings (500 Characters)		Instrument (200 Characters)	Data Type
1.	The Free/Reduced population has increased yearly.	Economically Disadvantage Profile	Cognitive
2.	Faculty not fully committed to Write From The Beginning.	Teacher Survey	Attitudinal
3.	More whole group teaching and less individualized instruction	Documented in Lesson plans	Archival

<b>Contributing Factor 2</b>		The % of students "at risk" and "some risk" on DIBELS has increased from fall to spring for 2nd & 3rd grade students for the last three years.	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
<b>1.</b>	Increasing Free/Reduced student population	Economically Disadvantage Profile	Cognitive
<b>2.</b>	Limited Teacher Data Analysis of DIBLES Data	Survey	Attitudnal
<b>3.</b>	Limited knowledge of resources available for interventions	Documentation on Lesson Plans	Archival

<b>Contributing Factor 3</b>		The CRT Scores in writing competently decreased.	
<b>Domain/Subdomain</b> (Choose One Only)		--- 510 CIA: Instructional Strategies	
<b>Findings</b> (500 Characters)		<b>Instrument</b> (200 Characters)	<b>Data Type</b>
<b>1.</b>	Increased "at risk" student population	Economically Disadvantage Profile	Archival
<b>2.</b>	Limited motivation for writing	Student Survey	Archival
<b>3.</b>	Limited Professional Development on writing	Teacher Survey;	Archival

\*Must list **at least three findings** to justify a weakness

Refer to Louisiana Needs Analysis (LANA) page 56 Table 52 Domain and Sub domain codes

**The identified weaknesses will lead to the goals. The contributing factors will lead to the strategies.**

## ACTION PLAN

### GOALS AND OBJECTIVES

<b>GOAL 1</b>		<b>By 2013-2014, all students will reach high standards, attaining proficiency or better in reading/language arts.</b>
<b>Research-Based Strategy 1:</b>		<input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>
<b>1.1</b>	Students strategically learn and transfer knowledge to collaboratively solve problems.	Teachers will document in lesson plans weekly what activities and strategies are being used to promote student problem solving. Lesson plans will be submitted to the blackboard digital dropbox for the assistant principal to view weekly using a lesson plan rubric to ensure teacher fidelity. After learning walks by the WOW team four times yearly as well as administrators monthly learning walks, feedback via a checklist will be provided to the teachers by the WOW team as well as the administrators on activities that promote student problem solving. Teachers will use the feedback to continue to create lessons that promote student engagement. Rubrics will be used to assess student learning by the teachers at least three times during a quarterly period. Teachers will assess students level of engagement frequently using an engagement meter to determine whether the lesson/activity was successful and revise the lesson as needed. Teachers will continue to review and revise lessons as needed.
<b>1.2</b>	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Teachers will document in weekly lesson plans activities that build on prior knowledge and involve problem solving learning opportunities. Using a lesson plan rubric, the assistant principal will check these plans weekly. Teachers will collaborate to produce rubrics, engagement meters, and learning walk rubrics. Quarterly, WOW collaboration will lead teachers through training and experiences in examining student work to lesson effectiveness.
<b>1.3</b>	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Teachers will document (at least nine performance based assessments) using various types of assessment tools such as rubrics, Kagan group products, paper and pencil assessments, etc. Weekly, the teachers will use this information to individualize instruction, revise lessons, and reteach when necessary. These performance based assessments will be used for documentation of grades, student understanding, and level of authentic engagement.

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase School ELA CRT Index Scores in 3 <sup>rd</sup> grade from 124.5 to 126.5 by 2012.	Improvement in the area of locate, select, and synthesize information in grade three.
<b>1.2</b>	To increase SWD (subgroup) ELA per cent proficiency from 79.8 to 83.6 by 2012.	Improvement in the area of writing competently for grade three

**ACTIVITIES** (no more than 20)

**ACTIVITY 1** (Activities indicated should address all subgroups; 500 Characters)

All students in second and third grades will discover and implement methods of locating, selecting, and synthesizing information in text in order to better respond to constructed response questions to assess comprehension across the curriculum.

**ACTIVITY 2** (Activities indicated should address all subgroups; 500 Characters)

All students in second and third grade will utilize Thinking Maps and Write From The Beginning strategies for punctuation and other conventions of language to strengthen writing competently.

**ACTIVITY 3** (Activities indicated should address all subgroups; 500 Characters)

Over the course of this school year, highly qualified teachers will continue the process of Working on the Work (WOW) to develop curriculum that promotes authentic student engagement. The administration will lead teacher learning walks to allow teachers opportunities to observe colleagues during Math, ELA, and various other curriculum areas. Teachers will be encouraged to list one activity during the learning walks that the teacher will incorporate into their classrooms.

**ACTIVITY 4** (Activities indicated should address all subgroups; 500 Characters)

All highly qualified second and third grade teachers will assess students with Reading Checkpoints during the 1<sup>st</sup> and 2<sup>nd</sup> semester to determine progress on the GLE's.

**ACTIVITY 5** (Activities indicated should address all subgroups; 500 Characters)

All highly qualified teachers will promote student participation in the Reading Counts program. They will encourage students to read more and discuss what they have read with others.

**ACTIVITY 6** (Activities indicated should address all subgroups; 500 Characters)

Daily, highly qualified teachers will present methods, techniques, and strategies to help students identified "at risk" or needing strategic interventions In ELA.

**ACTIVITY 7** (Activities indicated should address all subgroups; 500 Characters)

All highly qualified teachers will participate in technology training in the use of flip cams, web cams, and avatars as additional sources of teaching strategies in the classrooms for ELA.

**ACTIVITY 8** (Activities indicated should address all subgroups; 500 Characters)

All highly qualified teachers will implement Kagan group structures to all subgroups as an instructional practice that promotes engaged learners for reading.

**ACTIVITY 9** (Activities indicated should address all subgroups; 500 Characters)

Activities and resources to strengthen student skills in ELA will be available to the parents through web-site sources and links on the MTE web-site as well as weekly teacher overviews and monthly newsletter articles. Parents will help promote our Reading Counts Program by encouraging students to read more books. Parents will also be encouraged to assist in the implementation of this program with the librarian and teachers.

**ACTIVITY 10** (Activities indicated should address all subgroups; 500 Characters)

Community Outreach will be promoted to our parents through participation in school activities such as Cultural Arts Day, Math & Reading Night, Artist In Residence Program, the Scientist In Residence Program, and our Computer Technician in Residence Program.

**ACTIVITY 11** (Activities indicated should address all subgroups; 500 Characters)

The PBS committee will meet monthly to analyze data and discuss ways to continue implementation of Tier 1 of PBS. The PBS committee will develop policies and procedures for implementation of the "check in/check out" component of Tier 2 of PBS in 2010-2011.

**ACTIVITY 12** (Activities indicated should address all subgroups; 500 Characters)

Positive behavior lessons will be taught by highly qualified teachers, counselors, and other school personnel that emphasize behavioral expectations for all students in all situations and locations at Magnolia Trace Elementary.

**ACTIVITY 13** (Activities indicated should address all subgroups; 500 Characters)

All highly qualified teachers will be trained on the policies and procedures for the integration of the "check in/check out" component of Tier 2 of PBS.

**ACTIVITY 14** (Activities indicated should address all subgroups; 500 Characters)

Weekly and monthly, social skills classes will be provided to students who qualify for them based on a criterion check-list. The Ripples Effect program will be incorporated into the social skills classes as well as social stories, and role playing of appropriate behaviors.

**ACTIVITY 15** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers and administrative staff will promote appropriate social behaviors with the school wide "Maggie 4" expectations and rules for all areas of the school by using the classroom discipline plan, Think Tank, and Good Choice Book to clarify the rules and "Maggie 4" expectations.

**ACTIVITY 16** (Activities indicated should address all subgroups; 500 Characters)

All students exhibiting appropriate social behaviors will be recognized monthly with charms to wear on shoes as well as monthly planned student activities.

**ACTIVITY 17** (Activities indicated should address all subgroups; 500 Characters)

Transitional visits will occur for 1<sup>st</sup> grade students who will enter MTE as second grade students from Marigny. Transitional visits will occur for 3<sup>rd</sup> grade students who will enter Lake Harbor and Mandeville Middle as 4<sup>th</sup> grade students.

**ACTIVITY 18** (Activities indicated should address all subgroups; 500 Characters)

Highly Qualified teachers, across grade levels, will meet four times yearly, to examine student and curriculum strengths and weaknesses in order to determine effective strategies to address the identified areas of need.

**ACTIVITY 19** (Activities indicated should address all subgroups; 500 Characters)

Through the Fontainebleau Learning Community, the administrative staff will examine data and communicate trends through the Administrative Retreat, Data Retreat, Monthly principal, assistant principal, and resource helping teacher meetings, on-line forum using Blackboard, and personal contact among schools.

**ACTIVITY 20** (Activities indicated should address all subgroups; 500 Characters)

All students will receive lessons and participate in the classroom and school wide character education program. The counselor will conduct bi-weekly classroom guidance lessons centered around safety, drug education and prevention, and effective life skills.

<b>GOAL 2</b>		<b>By 2013, all students will reach high standards, attaining proficiency or better in Math.</b>	
<b>Research-Based Strategy 2:</b>		<input type="checkbox"/> RTI <input type="checkbox"/> JEPD <input type="checkbox"/> DDD <input checked="" type="checkbox"/> MEL <input type="checkbox"/> CA <input type="checkbox"/> SIM <input type="checkbox"/> UDL	
<b>Indicators of Implementation (250 Characters):</b>		<b>Procedures for Evaluating Indicators of Implementation (250 Characters):</b>	
<b>1.1</b>	Students strategically learn and transfer knowledge to collaboratively solve problems.	Teachers will document in weekly lesson plans what activities and strategies are being used to promote student problem solving. Lesson plans will be submitted to the Blackboard digital drop box for the assistant principal to view weekly using a lesson plan rubric to ensure teacher fidelity. After learning walks by the WOW team four times yearly as well as administrators monthly learning walks, feedback via a checklist will be provided to the teachers by the WOW team as well as administrators on activities that promote student problem solving. Teacher will use the feedback to continue to create lessons that promote student engagement. Rubrics will be used to assess student learning by the teachers, at least three times during a quarterly period. Teachers will assess student level of engagement frequently using an engagement meter to determine whether the lesson/activity was successful and revise the lesson as needed. Teachers will continue to review and revise throughout the school year.	
<b>1.2</b>	Learning tasks often require integrated instruction that is interactive and builds on prior knowledge and incorporates problem-based learning.	Teachers will document in weekly lesson plan activities that build on prior knowledge and involve problem solving learning opportunities. Using a lesson plan rubric, the assistant principal will check these plans weekly. Teachers will collaborate to produce rubrics, engagement meters, and learning walk rubrics. Quarterly, WOW collaboration will lead teachers through training and experiences in examining student work to lesson effectiveness.	
<b>1.3</b>	Assessment of Engaged Learning involves performance-based assessments that are reliable, equitable, and have a seamless connection to curriculum and instruction.	Teachers will document (at least nine performance based activities) using various types of assessment tools such as rubrics, Kagan group products, paper/pencil assessments, etc. Weekly the teacher will use this information to individual instruction, revise lessons, and reteach when necessary. These performance based assessments will be used for documentation of grades, student understanding, and level of authentic engagement.	

<b>OBJECTIVES:</b> (up to six; 150 characters)		<b>DESIRED OUTCOMES:</b> (150 characters)
<b>1.1</b>	To increase School Math CRT Index Scores in third grade from 132.0 to 134.0 by 2012.	For improvement in the area of Algebra for grade three
<b>1.2</b>	To increase SWD (subgroup) Math percent proficiency from 78.8 to 82.8 by 2012.	For improvement in the area of measurement for grade three

**ACTIVITIES** (no more than 20)

**ACTIVITY 1** (Activities indicated should address all subgroups; 500 Characters)

Highly Qualified teachers will teach Every Day Counts calendar math daily to elicit discussions and exploration of patterns, relations, functions, algebra, and measurement to all students in second and third grade in all math classes.

**ACTIVITY 2** (Activities indicated should address all subgroups; 500 Characters)

Over the course of this school year, highly qualified teachers will continue the process of Working on the Work (WOW) to develop curriculum that promotes authentic student engagement. The administration will lead teacher learning walks to allow teachers opportunities to observe colleagues during Math, ELA, and various other curriculum areas. Teachers will be encouraged to list one activity during the learning walks that the teacher will incorporate into their classrooms.

**ACTIVITY 3** (Activities indicated should address all subgroups; 500 Characters)

All highly qualified teachers in second and third grade will assess all students with the parish "Math Checkpoints" three times yearly to determine progress of the Math GLE's.

**ACTIVITY 4** (Activities indicated should address all subgroups; 500 Characters)

All students in second and third grade will engage in contextual learning activities to experience and demonstrate understanding of patterns, relations, functions, algebra, and measurement in math. All students will participate in problem solving experiences through oral discussions and math related literature.

**ACTIVITY 5** (Activities indicated should address all subgroups; 500 Characters)

Highly Qualified teachers will implement assessment practices that include constructed response items on formal and informal evaluations on problem solving. All students in second and third grade will receive instruction on the components of how to write a constructed response in math more effectively.

**ACTIVITY 6** (Activities indicated should address all subgroups; 500 Characters)

Highly qualified teachers in second and third grade will attend weekly grade level meetings and frequent collaboration meetings to review test data results in math to effectively target areas for improvement. Highly qualified teachers will collaborate on ways to enhance math instruction and to focus on algebra and measurement.

**ACTIVITY 7** (Activities indicated should address all subgroups; 500 Characters)

Daily, highly qualified teachers will present methods, techniques, and strategies to help students identified "at risk" on the Math checkpoints.

**ACTIVITY 8** (Activities indicated should address all subgroups; 500 Characters)

Positive behavior lessons will be taught by highly qualified teachers, counselors, and other school personnel that emphasize behavioral expectations for all students in all situations and locations at Magnolia Trace Elementary.

**ACTIVITY 9** (Activities indicated should address all subgroups; 500 Characters)

All highly qualified teachers will participate in technology training in the use of flip cams, web cams, and avatars as additional sources of teaching strategies in the classrooms for Math.

**ACTIVITY 10** (Activities indicated should address all subgroups; 500 Characters)

All highly qualified teachers will implement Kagan group structures to all subgroups as an instructional practice that promotes engaged learners for Math.

**ACTIVITY 11** (Activities indicated should address all subgroups; 500 Characters)

Activities and resources to strengthen student skills in Math will be available to the parents through web-site sources and links on the MTE web-site as well as weekly teacher overviews and monthly newsletter articles. Parents will help promote the learning of math facts through the use of a school-home math facts program developed by the faculty.

**ACTIVITY 12** (Activities indicated should address all subgroups; 500 Characters)

The PBS committee will meet monthly to analyze data and discuss ways to continue implementation of Tier 1 of PBS. The PBS committee will develop policies and procedures for implementation of the "check in/check out" component of Tier 2 of PBS in 2010-2011.

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