

**Magnolia Elementary
Campus Improvement
Plan
2018-2019**



Pearland Independent School District Mission Statement

In partnership with the community, Pearland ISD shall prepare students to perform at their highest potential and produce global citizens of tomorrow.

Magnolia Elementary School Mission Statement

The mission of Magnolia Elementary School is to develop our students academically, emotionally, socially, physically and technologically to their fullest potential, utilizing a broad balanced curriculum in a positive environment, so that they become productive and valued citizens of the 21st century.

Magnolia Elementary Vision Statement

The vision of Magnolia Elementary School is for all of our students to be taught academic, social, and emotional skills that will help them to be life-long learners and upstanding, productive citizens.

Magnolia Elementary
2017-2018 Campus Improvement Plan

Sharon Gifford, Principal

Rusty Mathis, Assistant Principal

Elizabeth Guzman, Assistant Principal

2018-2019

Campus Educational Improvement Committee Representatives

Kindergarten: Sierra Wilturner, Maribel Olvera

First Grade: Sara Holmes, Lisa Sheffield

Second Grade: Susan Harris, Christina Fingleman

Third Grade: Ann Hinojosa, Lisa Rocha

Fourth Grade: Ashlee Ross, Vanessa Raymond

Technology: Michelle Hicks

Specials: Laurabeth Nardo

Non-Teaching Rep: Rosie Flores

Bilingual: Lisa Rocha **SPED:** Caroline Holland

Title: Sara Ogunmuyiwa

District Level:

Parents: Kristi Ortiz

Community: Jim Schluntz

Business: Shirley Mutina

CAMPUS: Magnolia Elementary

2018-2019 SCHOOL YEAR

CAMPUS IMPROVEMENT PLAN

STUDENT PERFORMANCE GOALS

| District/Campus Goal: | Percent of Students Passing STAAR | All Students | Econ. Disadv. | White | African-American | Hispanic |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------|---------------|-------|------------------|----------|
| <p>Pearland ISD and each Pearland ISD campus will make academic achievement and student performance its priority.</p> | <i>Reading</i> | 93% | 86% | 95% | 94% | 89% |
| | <i>Writing</i> | 88% | 75% | 95% | 95% | 78% |
| | <i>ELA</i> | N/A | N/A | N/A | N/A | N/A |
| | <i>Math</i> | 94% | 86% | 95% | 91% | 90% |
| | <i>Science</i> | N/A | N/A | N/A | N/A | N/A |
| | <i>Social Studies</i> | N/A | N/A | N/A | N/A | N/A |

Principal :Sharon Gifford

MAGNOLIA ELEMENTARY

Campus Improvement Plan

2018-2019

Table of Contents

- Reading
- Writing
- Math
- Science
- Social Studies
- Technology
- Special Programs: Special Education
 - Special Programs: GT
 - At-Risk Programs/Title
 - Attendance
 - Family Involvement
- Bilingual/ESL/Dual Language

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: READING
Year: 2018- 2019 Campus: Magnolia**

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Campus Goal: All students at Magnolia will demonstrate STAAR Approaches academic performance or higher and will contribute positively to a global society. | Rationale/Evidence of Need: Overall STAAR reading scores for 2017-2018 showed an increase across the board in performance. There is still a slightly lower percentage for the low SES, special ed, ELLs and Hispanic groups. Continued student improvement is needed to narrow the gap between all students and increase their performance progress. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Objective: 1
 All student groups taking the STAAR reading test will meet the recommended passing standard or higher.

| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------|-------------------------------------------------------|-------------------------------------------|
| 1A. Assess the reading level of all students K-4, special education and at risk students, planning intervention based on results | K-4 Teachers ESL/Bilingual/Title Teachers Special Ed Teachers | Leveled Books DRA and O.S. Fall & Spring and other resources | Biannual: August/May | DRA/OS Pre and Post results | DRA/OS Pre and Post results |
| 1B. Train all new teachers to the district in the use of reading assessment instruments | District Reading Specialists, Teachers, Administrators | DRA and OS kits | Aug 2018-May 2019 | Training sessions, Fall DRA/OS testing, score reports | End of the year DRA |
| 1C. Promote reading through Book Fair, RIP Program, Whole School Reading Incentive | Teachers, Administration, PTA, Librarian | PTA funds | Fall and Spring | Parent, teacher, and student feedback | Parent Survey |
| 1D. Add resources in the “Leveled-Book Room”; Novels, big books, Spanish titles | Classroom Teachers, C&I Specialists | Campus Budget | Aug 2018-May 2019 | Purchase Orders completed | List of books Inventory |

| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------|-------------------------------------------------------------------------|-------------------------------------------|
| 1E. Provide training for all teachers in guided reading and small group instruction to implement small groups in classrooms | Teachers, Administration, C&I | Leveled Bookroom, Literacy Courses/trainings | Aug. 2018-May 2019 | Sign in sheets, observations, lesson plans | Lesson Plans, T-TESS |
| 1F. Develop and implement consistent instructional strategies with vertical alignment to teach reading skills. | All Teachers (ESL, Bilingual, Sp. Ed., Dyslexia, GT, Title & Reg.) Administrators, District Reading Specialists, Bilingual Specialists | District Reading Specialists | Aug. 2018-May 2019 | Walk throughs, observations, STAAR and Benchmarks, & Common Assessments | Benchmarks and STAAR tests |
| 1G. Provide opportunities for teachers to participate in TEKS & Literacy training, to also include District Literacy I&II, Dyslexia Conf. | Administration, C&I, Special Ed. | State TEKS materials Region IV District Campus In-Service Campus and District budgets | Sept.18-May 19 | Sign in sheets, observations, lesson plans | DRA/OS testing and STAAR Scores |
| 1H. Provide small group/guided reading instruction for Reg/Special Ed K-4 grade students who perform below level expectations on grade level assessments. | Classroom Teachers LLI Paras, Intervention Teacher/Title Teacher | State Comp., Campus budget, Title funds | Oct-May | DRA Tracking Charts | STAAR results/Guided Reading levels |

| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------|-------------|-------------------------------------------|-------------------------------------------|
| 1I. Provide small group LLI reading instruction for 1st-2nd Grade and Title Instruction for 3rd-4th Grade students who have struggles through RTI | Teachers, Tutors, LLI Teacher, Bilingual aide, Title Teacher | State Comp, Campus budget, Title & Federal funds | Fall/Spring | DRA/OS Pre and Post results | DRA |
| 1J. Purchase reading materials for small groups & tutoring | Principal, District C&I, Title Teacher | Campus budget | Oct-May | Purchase Orders completed | P.O.'s, STAAR results |
| 1K. Provide time for 3rd and 4th grade teachers to plan intervention during team planning and the RTI process. | Principal | Campus Budget | Fall/Spring | Sub Payroll plan | DRA |

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: WRITING/LANGUAGE ARTS
Year: 2018- 2019 Campus: Magnolia**

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Campus Goal: All students at Magnolia will demonstrate STAAR Approaches academic performance or higher and will contribute positively to a global society. | Rationale/Evidence of Need: Overall STAAR 2017-2018 STAAR writing scores showed an increase in all areas but a slight decrease in our ELL group. Continued student improvement is needed to narrow the gap between all students and increase their performance progress. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Objective: 1
 1. All student groups taking STAAR writing tests will achieve the recommended passing standard or higher.

| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------|-----------------------|------------------------------------------------------------------|----------------------------------------------|
| 1A. Analyze 17-18 STAAR data and develop Front Loading plans for the 18-19 year | District Accountability Specialist, Campus Administrators, Teachers, Vertical Team | STAAR Writing Benchmarks | By April 2019 | Analysis of data, CEIC/Vertical Team agenda and minutes | 4th Grade STAAR Writing Test/Benchmarks |
| 1B. Analyze benchmark data and informal teacher assessment to develop small group instruction | Teachers and Administration | Benchmarks and Aware | Sept. 2018-April 2019 | Benchmark data, Team mtgs, Observation, Portfolios | 4th Grade STAAR Writing Tests |
| 1C. Continue to implement vertically aligned instructional practices. | District Specialists, All Teachers | | Sept. 2018-April 2019 | Classroom observations, Lesson plans, Benchmark data, Portfolios | 4th Grade STAAR Writing Tests |
| 1D. Conduct in-school support | Teachers, Substitutes, Intervention Specialist, Title Teacher, Administration | State Comp, Campus budget | Oct. 2018-April 2019 | Tutoring lesson plans, Sign in sheets, Class observations | 4th Grade STAAR Writing Tests |

| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
|------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------|----------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------|
| 1E. Include grades K-3 on Writing STAAR and TELPAS days by providing grade level prompts | Teachers, Campus administration, Vertical Teams | Writing Prompts | Sept. 2018-Apr. 2019 | Scored writing benchmark results, analysis of writing samples | Interactive Notebooks Journals |
| 1F. Continue implementation of Writing Portfolios | K-4 Teachers, Campus administration | Writing Samples | Sept. 2018-May 2019 | Writing sample from each reporting period. | At the end of the year, beginning and end of year sample turned in with pink/blue cards. |

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: MATH
Year: 2018 - 2019 Campus: Magnolia**

| Campus Goal: All students at Magnolia will demonstrate STAAR Approaches academic performance or higher and will contribute positively to a global society. | | Rationale/Evidence of Need: Compared to the previous year math scores, all students, Hispanic, Special Ed., LSES, and ELL student groups all dipped in passing rate. Continued student improvement is needed to narrow the gap between all students and increase their performance progress. | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|----------------------------------------------------------------------------------------|-----------------------------------------------|
| all students at Magnolia will demonstrate STAAR academic performance or higher and will contribute positively to a global society. All student groups taking the STAAR math test will achieve the recommended passing standard or higher. | | | | | |
| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
| 1A. Train new teachers to the district in implementing district math process. Provide opportunity for teachers from each grade level to attend. | PK-4 Classroom Teachers, C&I / Math | Curriculum Dept. training materials | Sept. 2018-May 2019 | Classroom Observations Lesson Plans Benchmarks | 3rd and 4th Grade STAAR Math Test, Benchmarks |
| 1B. Continue development and implementation of math workstations providing remedial and enrichment activities for students PK-4 in small groups | PK-4 Classroom Teachers, Intervention Teacher | Materials Base Budget | Sept. 2018-May 2019 | Classroom Observations Lesson Plans Evidence of differentiation in walk throughs | 3rd and 4th Grade STAAR Math Test, Benchmarks |

| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
|-------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------|-------------------------------------------|
| 1C. Continue implementing Number Talk activities in classrooms PreK-4 Implement new TEKS | Administration, Teachers | Number Talk resources, PK-1 Daily Activity, 2nd-4th District Problem of the Day | Sept. 2018-May 2019 | Lesson Plans Classroom Observations | Lesson Plans Classroom Observations |
| 1D. Analyze 17-18 Benchmark data and common grade level assessments to develop small group instruction | Teachers, Administration | Teachers, Paras, and Workstations | Sept. 2018-May 2019 | Walk throughs, Lesson plans, Meeting agendas | STAAR Tests and Benchmarks |
| 1E. Provide 3rd and 4th teachers planning time for math intervention and RTI process. | Administrators, Teachers, Intervention teacher | Campus budget provides subs | Fall / Spring | Benchmarks | STAAR |
| 1F. Develop and implement consistent instructional strategies with vertical alignment to teach math skills. | District Specialist, Administrators, Teachers, Vertical teams | District and Campus materials | Sept. 2018-May 2019 | Release Tests and Benchmarks, Math Word Walls, Common Grade Level Assessments | STAAR Tests and Benchmarks |
| 1G. Provide small group math instruction for at risk students for PreK-4th | Administration, C&I, All Teachers, STAAR Intervention Teacher | State Comp, Campus Budget | Jan. 2018 - May 2019 | Benchmarks, FASTT Math, SMI, STAAR, Common Grade Level Assessments | STAAR |
| 1H. Provide STAAR training materials and support for all teachers | 3rd - 4th Grade Teachers, Administration | District Training C&I | Sept. 2018- May 2019 | Lesson Plans Classroom Observations | STAAR |

| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
|------------------------------------------------------------------------------------|-----------------------|---------------|----------------------|-------------------------------------------|-------------------------------------------|
| 11. Provide opportunities for teachers to attend workshops and district in-service | Administration | Campus Budget | Sept. 2018- May 2019 | Registration | STAAR |

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SCIENCE
Year: 2018- 2019 Campus: Magnolia**

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------------------------------------------------|---------------------|---------------------------------------------------------|------------------------------------------|
| Campus Goal: Students at Magnolia Elementary will master Science TEKS. | | Rationale/Evidence of Need: To prepare the students for future assessments. | | | |
| Objective: 1 Follow district plan to assist in student mastery of science TEKS and Benchmarks for 2018-2019. | | | | | |
| 1A. Students will receive instruction in Science TEKS | Teachers | Hands-on Experiments Manipulatives & Research lit. | Aug.-May | Lesson Plans Classroom observations | Benchmark tests, grade level assessments |
| 1B. Students K-4 will implement the scientific process through a variety of projects in class | Teachers, Science vertical team | Hands-on Experiments Manipulatives & Research lit. | Once a nine weeks | Lesson plans Classroom observations Sign in sheet | Lesson plans Classroom observations |
| 1C. Students 3-4 will take benchmarks to monitor their understanding of the TEKS | Teachers | Benchmarks provided by C&I | District determines | Benchmarks | Benchmarks |

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: SOCIAL STUDIES
Year: 2018 - 2019 Campus: Magnolia**

| Campus Goal: Students will master the Social Studies TEKS | | Rationale/Evidence of Need: To prepare the students for future assessment. To make students more culturally aware and to prepare students to meet needs of a culturally diverse world. | | | |
|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Objective: 1 To increase teacher's knowledge and understanding of the Social Studies TEKS. | | | | | |
| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
| 1A. Teachers will be provided opportunities to meet as a grade level to become familiar with their S.S. TEKS | Teachers Administration | Texas TEKS | Aug. -May | Lesson Plans, Team meeting agendas, Grade level Assessments, Observations | Lesson Plans Team meeting agendas, Classroom Assessments, Observations |
| Objective: 2 Follow district plan to assist in student mastery of Social Studies TEKS. | | | | | |
| 2A. Students will receive instruction on Social Studies TEKS | Teachers | Literature Research materials | Aug.-May | Lesson Plans | Lesson Plans |
| 2B. Host a Multicultural Night | Bilingual Dept. | District funds | Fall | | |
| 2C. Students will receive instruction/information on various careers through community member presentations and grade levels/homerooms | Counselor, Career speakers & Teachers | Community | Fall | Lesson Plans | Teacher feedback, student participation |

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: TECHNOLOGY
Year: 2018 - 2019 Campus: Magnolia**

| Campus Goal: Utilize technology to improve communications and enhance learning. | | Rationale/Evidence of Need: The communication of campus activities, accomplishments and information is important for community support and staff awareness. The use of technology should increase individual student support. | | | |
|------------------------------------------------------------------------------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------------------------------------------------|----------------------------------------------|
| Objective: Improve instruction and support through the incorporation of technology. | | | | | |
| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
| 1A. Encourage teachers to use technology resources | ETS, Classroom teachers, Librarian | Computer lab, Classroom computers, ENO, Laptops, IPADS. Lego Robotics, Mini iPads | Ongoing | Monitor lab use, tablets, Ipad & Laptop carts, and lesson plans | Student projects, products and lesson plans |
| 1B. Allow time to publicize school events, publish student work and provide enrichment opportunities | ETS, Campus Administration, Teachers | Web Pages, Newsletter, Calendars, Teacher peeks, Skyward messaging, and links to outside resources for enrichment activities | Ongoing | Web Page Content | Improved communication, parent participation |

| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------|------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| 1C. Vertically align integration of all technology TEKS into each grade level curriculum | ETS, Grade levels, Vertical Teams, C&I | TEKS C&I Lessons from ETS, Teacher Made Lessons | Ongoing | Lesson Plans Unit Plans | Annual CIP review |
| 1D. Continue to implement grade level Teacher&Campus web pages and utilize individual web pages | Grade levels Tech. Spec. Administration | Web pages Computers | Aug 2018-May 2019 | Web Page Content | End of the year survey Annual CIP review |
| 1E. Train all teachers on grade book, Attendance software, Skyward, BYOD, Web Pages, Tablets, One Note | Tech Spec. | Computers, Variety of Technology Devices | Aug 2018 - May 2019 | Sign-In Sheets | All teachers use Skyward K-4 use grade book K-1 Grade Non-numerical grade book |
| 1F. Students will use word processors, multi-media software (i.e. Office 365), calculators, content related software, and internet for knowledge acquisition and applications | Tech Spec. Classroom teachers Librarian | Computer lab Classroom computers Laptops | Aug 2018 - May 2019 | Access of the program | Annual CIP review |
| 1G. Weekly BYOD and Type to Learn | Teachers, students Grade levels | Ipad cart, Computers, Variety of technology devices, Computer labs | Aug 2018 - May 2019 | Lesson Plans, Unit Plans, Type to Learn usage reports | Summative Evaluation |

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN : SPECIAL EDUCATION
Year: 2018 - 2019 Campus: Magnolia**

| | |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Campus Goal: 100% of all special education students taking the STAAR/STAAR ALT 2 Tests will pass minimum requirements | Rationale/Evidence of Need: Continue to establish strength in academic excellence in reading, writing, and math skills for all special education students. |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Objective: 1
 To improve staff knowledge and understanding of classroom accommodations to meet the needs of students with disabilities.
 Increase knowledge and skills among staff regarding educating students with disabilities.

| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|---------------------------------------|-----------|------------------------------------------------|---------------------------------------------------------|
| 1A. Provide training to all staff on reading/analyzing important sections of an IEP/BIP and understand roles/responsibilities that correlate with providing classroom accommodations/modifications to enhance student performance for special education students. | District's Special Ed. Specialists, Teachers, Counselor, Paraprofessionals | District Special Programs Staff | Fall 2018 | Workshop evaluations and informal observations | Increase the number of Special Ed students taking STAAR |
| 1B. Non-violent crisis intervention training and updates for identified staff members. | Administrators, Counselor, Special Ed Teachers, Inclusion Teachers | District Special Ed. Staff, Region IV | Fall 2018 | Documentation of instances | Documentation/ Communication logs |

| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| 1C. Utilize Pre-Referral Process and RTI | Administrators, Counselor, Reg. Ed teachers, Resource teachers, Life Skills Paraprofessionals | District Special Ed. Staff, RTI minutes and calendar | Sept 2018 – April 2019 | RTI minutes and calendar, Team meeting notes on students of concern, Informal observations | Number of referrals, Report card grades |
| 1D. Provide inclusion support in areas of Reading, Language Arts, Math. SS And Science in K -4 th grade when applicable | Inclusion teachers, Special Education, Administrators, Tutors | Region IV, District Special Ed. Staff, Class scheduling of inclusion students, Sp Ed tutors | Aug 2018 – May 2019 | Informal evaluations, IEP progress, STAAR/ data, 2 nd -4 th grade benchmark testing results | Increase in scores on STAAR 2nd-4th benchmark results |
| 1E. Provide opportunities for all special education teachers and staff to attend workshops and district In service. | Administration, Special Education Teachers, Paraprofessionals | ESC, Region IV | Aug 2018-April 2019 | Registration | STAAR Scores |
| 1F. Provide staff development in inclusion support for general and sped teachers to implement the most effective inclusion strategies | Administration, Inclusion Teachers, Special Programs Dept., General Education Teachers, Inclusion Paraprofessionals | ESC, Region IV | Aug 2018-April 2019 | Registration | Special Ed Scores |

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: G/T EDUCATION
Year: 2017- 2018 Campus: Magnolia**

| Campus Goal: To identify and meet the needs of gifted and talented students. | | Rationale/Evidence of Need: Continue to establish strength in academic excellence in reading, writing, and math skills for all gifted/talented students | | | |
|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Objective: 1 100% of all gifted/talented students will master all STAAR reading, writing, and math objectives | | | | | |
| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
| 1A. Provide differentiated instruction to gifted and talented students. | Gifted /Talented teachers, Curriculum Dept. | Workshops on GT updates | Aug. 2018-May 2019 | Campus calendars and timelines reflected in lesson plans, Benchmark test results, Staff Development documentation | DRA results STAAR results Independent work samples GT Progress Reports |
| 1B. Disseminate information about the district and campus gifted/talented program to parents and community. | Administrators, GT District Specialist | Meeting; Parent newsletter; Information sent home to parents, District webpage | Aug. 2018-May 2019 | Sign-in sheets, copies of newsletters and agendas, evaluation | Increased parent participation numbers Sign-in sheets, Copies of newsletters and agendas, Evaluation |
| 1C. Encourage teachers to obtain 30 hours of G/T training and update those already certified with 6 hours of G/T training. | Administrators, GT Teachers | District | June 2018-June 2019 | Certificates filed with Curriculum Office at end of year. | Increased number of teachers on campus obtain 30 hrs. |

| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
|---------------------------------------------------------------------------------|----------------------------|--------------------------------------------------------------------------------------|-------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
| 1D. Provide opportunities for the identification of gifted/talented students | District Specialist | District provided test, COGAT testing, Student work samples, Teacher recommendations | Aug 2018-May 2019 | Documentation of testing and assessment, recorded information on G/T Profile card in permanent folders | Record of identified & referred students and test results |
| 1E. Provide cluster classes to meet the needs of the identified gifted students | GT teacher, Administrators | | Aug 2018-May 2019 | Lesson plans, Observations | STAAR, DRA, GT Progress Reports |

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: AT-RISK/Title
Year: 2018 - 2019 Campus: Magnolia**

| Campus Goal: All students at Magnolia will demonstrate STAAR Approaches academic performance or higher and will contribute positively to a global society. | | Rationale/Evidence of Need: Overall STAAR scores for 2018-2019 showed a narrowing of the gap between all subgroups. Continued student improvement is needed to narrow the gap between all students and increase the commended performance percentage. | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|---------------------------|-----------------------------------------------------|
| Objective:1 All at-risk students at Magnolia will demonstrate passing academic performance on STAAR and will contribute positively to a global society. | | | | | |
| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of | Summative Evaluation of Strategy/Activity |
| 1A. Provide in School Tutorials for at-risk students K-4 | Teachers, Administration, Title/Interventionist | State Comp, Title, Campus budget | Aug 2018-May 2019 | Attendance Logs, Payroll | DRA & STAAR results; EOY Math & Reading Assessments |
| 1B. Provide small group instruction in math, reading, & writing for all students at-risk | Teachers, Title/Interventionist, Tutors | Campus budget and State Comp | Aug 2018-May 2019 | DRA and Benchmark results | DRA & STAAR results |
| 1C. Provide RTI for K-4 at-risk students not meeting grade level expectations | Administrators, Counselor, Title Teacher, Intervention Teachers, LSSP/Diag | Campus budget, State Comp | Aug 2018-May 2019 | DRA and benchmark results | DRA & STAAR results |

| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of | Summative Evaluation of Strategy/Activity |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------|------------------------------------|---------------------------|-------------------------------------------|
| 1D. Provide Family Involvement to increase support at home. 2 Family Nights: Trunk or Treat and Game Night. | Principal, Teachers, Title Teacher, Vertical Teams | Campus Budget, Title funds | Fall 2018 and Spring 2019 Semester | DRA and benchmark results | Surveys |

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: ATTENDANCE
Year: 2018 - 2019 Campus: Magnolia**

| Campus Goal: 97% or above attendance rate for all students | | Rationale/Evidence of Need: Support and recognize good attendance for all student groups | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------|-------------------|------------------------------------------------------------------------|----------------------------------------------|
| Objective: To obtain a 97% attendance rate for all students | | | | | |
| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
| 1A. Recognize good student attendance with individual and class level awards | Teachers, Campus Clerk, Administration | Certificates and Award ceremony | End of nine weeks | End of the year award assembly | AEIS Attendance Report |
| 1B. Teacher contact after 3 absence types and written notification of unexcused absences at 3, 7 and 10 days to parents to maintain effective communication and encourage high attendance rates. | Attendance Clerk, Teachers, Administration | Teachers Attendance Clerk | Daily | Nine weeks attendance reports, Daily attendance logs, Phone logs | AEIS Attendance Report |

**PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: FAMILY INVOLVEMENT
Year: 2018 - 2019 Campus: Magnolia**

| Campus Goal: Involve parents in their children's education and improve school-home communication demonstrating the value of education. | | Rationale/Evidence of Need: To increase parental involvement and communication | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------|---------------------|----------------------------------------------------------------|---------------------------------------------------------------------|
| Objective: 1 Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication. | | | | | |
| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
| 1A. Provide Meet And Greet, Open House, and Kinder Orientation | Administrators Teachers | Teachers | Aug. 2018 | Sign-in sheets, Agendas | Sign-in sheets, Agendas |
| 1B. Provide on-going parent communication. | Teachers Principal Assistant Principals | Teacher Peeks, Newsletters, Marquee, Memos, Calendars, Web page, Family Nights, and Skyward | Aug. 2018- May 2019 | Newsletters Memos Communication Logs Skyward Messages | Newsletter Memos Communication Logs Parent Survey Peeks |
| 1C. Provide ways parents can help with homework or enrich lessons learned at school. | Teachers Parents | Peek of the Week, Web Pages | Aug. 2018-May 2019 | Communication logs, Peek of the Week | Communication logs, Peek of the Week |

| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of Strategy/Activity |
|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------|--------------------|--------------------------------------------------|---------------------------------------------------|
| 1D. Provide friendly atmosphere and open door policy for communication at campus. | Teachers Office staff Administration | | Aug. 2018-May 2019 | Parent and Teacher surveys Communication logs | Parent survey |
| 1E. Provide opportunities for parents to volunteer at the school. | Administration Teachers PTA | Sign in sheets | Aug. 2018-May 2019 | Sign in sheets, Participation | Parent and teacher survey Parent participation |
| 1F. Provide afterschool intervention/enrichment program for 2nd-4th grade students. | Administration Teachers ACE Coordinator | Referral Packets | Aug. 2018-May 2019 | Attendance records | Parent and teacher survey Parent participation |
| 1G. Provide family nights to bring children, parents and staff together: Multicultural Night & Fine Arts Night. | Administration Teachers PTA | Sign in sheets | Aug. 2018-May 2019 | Sign in sheets, Participation | Parent and teacher survey Parent participation |

PEARLAND INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: ESL/Dual Language/Title
Year: 2018 - 2019 **Campus: Magnolia**

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Campus Goal: All students at Magnolia will demonstrate STAAR Approaches grade level academic performance or higher and will contribute positively to a global society.</p> | <p>Rationale/Evidence of Need: Overall District scores for 2017-2018 showed a narrowing of the gap between all subgroups. There is still a slightly lower percentage for the low SES and LEP student groups. Continued student improvement is needed to narrow the gap between all students and increase the commended performance percentage. Improvement is needed to narrow the gap between all students and increase the commended performance percentage.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Objective: 1
a. All student groups taking STAAR will achieve the recommended passing standard or higher.

| Strategies/Activities | Person(s) Accountable | Resources | Timeline | Formative Evaluation of Strategy/Activity | Summative Evaluation of |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------|------------------------------------------------------------------|-----------------------------------------------|
| 1A. Provide pull-out and Inclusion ESL services | ESL/Bilingual teachers | Curriculum Dept. Resources | August 2018-May 2019 | DRA results/gains Classroom observations | OLPT results DRA results TELPAS results |
| 1B. Assess the reading level of all LEP and Dual Language students K-4 planning intervention based on results | K-4 Teachers Bilingual Teachers Intervention Teacher Title Teacher | Leveled Books DRA and OS Fall & Spring and other resources | Biannual: Aug 2018-April 2019 | DRA/OS Pre and Post results Levels documented in OLPT booklet | DRA/OS Pre and Post results OLPT |

| | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------|---------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1C. Add and update resources in the "Leveled-Books Room", including Spanish leveled books | Classroom Teachers | Campus Budget C&I Bilingual Dept. | Aug 2018-May 2019 | Purchase orders completed | List of books Inventory |
| 1D. Provide STAAR training and support for new Dual Lang./ESL Teachers | Administrators All Grade Levels | District Training | Aug 2018-May 2019 | Completed registration forms Bulletins | Sign-in sheets |
| 1E. Provide aide assistance in Dual Lang. classrooms based on student | Paraprofessionals Administrators | District Funds Campus Funds Federal Funds | Aug. 2018-May 2019 | Aide Schedules | Aide Schedules |
| 1F. Implement Dual Language team meeting to share ideas, strategies & training | Team Leader Administration Bilingual Director | Team Leader Administration Bilingual Director | 3 X Per year | Agendas / minutes | Agendas/ minutes |
| 1G. Provide opportunity for new Dual Language teachers to receive IDEA training, LPAC training, bilingual folder maintenance inst. & Project L | Bilingual Director District / Campus Administration | Release Time Campus sub funds | Sept. 2018-May 2019 | Certificate of IDEA training LPAC participation Bilingual Folder Maintenance | Certificate of IDEA training LPAC participation Bilingual Folder Maintenance |

| | | | | | |
|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------|-----------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| 1H. Pilot Dual Language program at Kinder - 4th | Teachers Administration Bilingual Coordinator Bilingual Director | C&I Dept Spanish Materials | 2018-2019 | DRA/OS Pre and Post OLPT Eng/ Spanish | Post Tests TELPAS |
| 1I. Provide small group instruction for all at risk students: both push in and pull out | Teachers Administration Bilingual Specialist Title Teacher Intervention Teacher LLI | C&I Dept Spanish Materials | 2018-2019 | DRA results/gains STAAR/Benchmark scores Common Grade Level Assessments | DRA results/gains STAAR/Benchmark scores Common Grade Level Assessments |
| 1J. Provide family involvement opportunity through Multicultural Night to connect families, students and staff. | District Dual Language Dept. | District | 2018-2019 | | |