

Mt. Mahogany Targeted Assistance Plan 19-20

TITLE I, PART A TARGETED ASSISTANCE	
<p>Mission</p> <p>To provide positive, safe, and impactful learning experiences for all students.</p>	<p>Vision</p> <p>To ensure that students develop the knowledge, skills, and dispositions they need to be successful lifelong learners and productive members of society. We accomplish this through the support of our school family consisting of faculty, staff, parents, students, and community members focusing on collective commitments.</p>
COMPONENT #1: NEEDS ASSESSMENT	
PROCEDURES TO SUPPORT YOUR COMPREHENSIVE PLAN	
Plan	<p>Mt. Mahogany gathers information and feedback from stakeholders by meeting with PTA and SCC several times a year, holding multiple parent nights, administering an online needs assessment, and monthly leadership meetings with school staff. Our last needs assessment revealed that parents want more parent workshop nights and training on the school's goals and instructional practices.</p> <p>Mt. Mahogany currently has 850 students. Approximately 73% are Caucasian, 19% are Hispanic, and 7% are multi racial or other. Approximately 49% of the students are on free and reduced lunch which is why Mt. Mahogany is a Target Assist school</p> <p>Acadience scores in K-3 have steadily risen over the last several years and scores on SAGE/RISE have decreased or stayed the same in grades 3-6 in all content areas. Office referrals are low for bullying and fighting, but relatively high for classroom disruption and noncompliance.</p> <p>Mt. Mahogany follows district best practices and goals such as teacher collaboration, RTI, deep learning, and a focus on language arts. This year Mt. Mahogany implemented a systemic character education program, K-6 Acadience testing, a STEAM lab, and a revised positive behavior intervention system.</p>
Do	<p>School-wide goal for the year will be to increase K-3 proficiency in</p>

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	<p>language arts by 4% as measured by DIBELS. For students in grades 4-6, students will increase their proficiency by 4% as measured by the RISE Language Arts assessment. Our long-term goal is that 90% of 3rd Grade students will be reading on benchmark according to the DIBELS EOY assessment. Teachers will receive training, be held accountable, celebrate, receive frequent feedback, and collect data to review in professional development meetings and weekly grade level collaboration.</p>
Study	<p>These goals will be achieved by teachers successfully completing the PLC results cycle with specific focus on tier 1 instruction and formative assessment. Teachers will use collaboration time to discuss student progress, review assessment data, determine appropriate interventions and share best practices at each grade level. Best practices will be highlighted during professional development. Kindergarten-3rd Grade will use DIBELS, and classroom assessment data to identify students who are not currently at benchmark in reading. Students showing proficiency will be progress monitored at least monthly to ensure they do not fall below proficient levels. Phonics surveys will be administered at each grade level to provide further clarification on skill deficits experienced by struggling readers. Led by an instructional coach, teams will engage in the PLC Results Cycle to improve their Tier I instruction. At least one aide will be provided at each grade to provide additional literacy support.</p>
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COMPONENT #2: IDENTIFICATION OF STUDENTS

PROCEDURES TO SUPPORT PROGRAMS, ACTIVITIES AND COURSES TO ENSURE MASTERY OF ACADEMIC STANDARDS

Plan	<p>As a Target Assist school, Mt. Mahogany students have scored in critical needs in growth and proficiency scores for English Language Learners (ELL). These specific ELL students will be tracked by specifically to ensure they receive appropriate grade level instruction and intervention. At the time of this plan, 102 students are identified as ELL students at Mt. Mahogany. Working collaboratively, the school will strategically focus on ELL student achievement, increase staff capability, and intervene for ELL students in order to ensure increased student proficiency.</p>
Do	<p>Identified ESL students' data and progress will be tracked using the same goals that the school has established. School-wide goal for the year will be to increase K-3 proficiency in language arts by 4% as measured by DIBELS. For students in grades 4-6, students will increase their proficiency by 4% as measured by the RISE Language Arts assessment. Professional development will address strategies for teachers to use with struggling readers. Specific topics will address</p>

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	building an effective professional learning community, and bolstering literacy instruction. Subs will be given to teachers to look at data after DIBELS windows and upper grade benchmarks for teachers to study and plan how to best support students in the classroom. Instructional expertise and student learning abilities in ELA will be enhanced through the use of additional technology.
Study	Administration, instructional, behavior, and ELL coaches will regularly monitor progress by meeting with teams each Monday and review weekly goals, ensure accommodations are made, adequate tier 1 instruction is delivered, and highly effective interventions are provided and administered. In addition to the focus on students, parents of identified students will be involved in the progress of students and will be trained at parent workshops on how to assist their students.
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COMPONENT #3: PRACTICES AND STRATEGIES

PROCEDURES TO SUPPORT BEST PRACTICES TO STRENGTHEN ACADEMIC PROGRAM

Plan	<p>Students in grades K-1 have the opportunity to have expanded learning opportunities by attending summer school. Reading recovery is provided to at risk students in reading in 1st grade. In addition, more intensive instruction is provided through grade level intervention time. Mt. Mahogany has a school counselor that provides counseling and mental health support to ELL and other at risk students.</p> <p>Mt. Mahogany has adopted a school wide positive behavior intervention system featuring a tiered model of behavior support. Teachers are receiving training to teach and intervene for behavior the same way they would for academics. Ongoing training will be provided to teachers and staff through professional development opportunities at the school and through attendance at conferences focused on meeting the needs of students in the academics and social emotional realm.</p> <p>Many of the staff have or are receiving training for the ESL endorsement as well as other professional development. Teachers spend summer collaboration identifying essentials, tier 1 strategies, common assessments, effective interventions, and extension opportunities.</p>
Do	All teachers will be trained on effective strategies tier 1 instruction that benefits ESL students. Teachers will be given team time to implement and plan these strategies into their instruction. For example, teachers

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	will be taught the explicit teaching model of instruction with a focus on peer interaction and peer teaching.
Study	Throughout the 2019-20 school year, Mt. Mahogany teachers and staff will be implementing many of the strategies and plans. The plan will be implemented as intended but we anticipate the need to continually learn how to best meet the needs of our students, and make the adjustments to help our students behaviorally and academically.
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COMPONENT #4: COORDINATION AND TRANSITIONS	
PROCEDURES TO SUPPORT TRANSITION BETWEEN EARLY CHILDHOOD AND GRADES	
Plan	Mt. Mahogany has established two OEK kindergarten sessions, along with a summer school program for at-risk students in Kindergarten and 1 st Grade. These programs help identify, instruct, and provide early intervening services. All students are tested at the beginning of Kindergarten and the lowest testing students are invited to attend OEK Kindergarten and/or summer school programs.
Do	OEK Kindergarten students are following the same goals as the rest of the school. Kindergarten is following the PLC results cycle to achieve 90% proficiency according to Acadience. Kindergarten and 1 st grade teachers continually identify essential standards that will be administered through the PLC results cycle to improve end of year proficiency.
Study	We feel our efforts in providing these programs are beneficial in providing instruction to the students who need it most and helping them be prepared for 1st grade. We will continually track the students that attend OEK kindergarten to see if these students are on grade level by the end of 3rd grade.
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COMPONENT #5: PARENT & FAMILY ENGAGEMENT

PROCEDURES TO SUPPORT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Plan	Regular PTA and community council meetings are held throughout the year to solicit parent and staff input on goals, needs, and the basic operations of the school. In addition, an annual student and parent needs assessment survey is sent out which gives stakeholders the opportunity to offer specific feedback to teachers and administration. In the past, Mt. Mahogany has struggled to get ELL families represented in both PTA and SCC. In the most recent needs survey administered, the overwhelming majority were very pleased with the functioning of the school. A couple of suggestions included increasing communication, offering classes and workshops for parents. We plan on providing more opportunities for parent workshops on academics, behavior, and social/ emotional needs.
Do	At Mt. Mahogany, We understand that optimal learning requires collaboration between home and school. In that spirit, parents and teachers at Mt. Mahogany Elementary have developed several ways to work together to enhance the education of all students. In coordination with Mt. Mahogany's ELL coach, all parent communication will be translated into Spanish and ELL parents will be personally invited to all school events including parent teacher conferences, PTA activities, education nights, and school performances.
Study	There have only been a few parent nights and events so far this year but there has already been a significant rise in the amount of ELL parent involvement. We feel that the personal invites from the school has helped, specifically for parent teacher conferences, and parent workshops. We plan on reaching out to all ELL students and providing book fair incentives to increase access to literacy materials.
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COMPONENT #6: PROFESSIONAL DEVELOPMENT

PROCEDURES TO SUPPORT YOUR COORDINATION AND INTEGRATION OF SERVICES

Plan	Professional development will address training and strategies on how to increase the effectiveness of the PLC results cycle, with focus on tier 1 instruction, continuous formative assessment, and strategies teachers can use with struggling readers, especially ELL students. Specific topics will address building and cultivating an effective professional learning community, enhancing reading instruction, and helping meet
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	and address the social and emotional needs of students.
Do	Teachers will successfully go through the PLC results cycle using essential standards in language arts. This is a process goal, so a rubric will be created with the teachers so they can self evaluate throughout the year. By the end of the year, the goal is to have all teams either effective or highly effective in the PLC results cycle focusing on improving tier 1 instruction and formative assessments. Data will be collected throughout the year using such measures as DIBELS, DRA, classroom assessments, and RISE (interim and summative) testing. Research based curriculum and RTI strategies will be used to support the program.
Study	Grade level collaboration on the PLC results cycle, current student data, Professional Development days, Collaborative Team Leader (CTL) meetings with principal, Parent Teacher Conferences with parents, faculty celebrations and achievement recognition, and summer collaboration artifacts. Data will be shared at Parent Teacher Conferences with parents, faculty celebrations and achievement recognition, on the school website, and during summer collaboration. Data will be reviewed regularly during collaboration and team data dives with administration and instructional coaches.
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