

## Comprehensive Progress Report

**Mission:** Our mission is to prepare children to be productive life-long learners. In partnership with parents, administration, and community members, we will provide a comprehensive curriculum utilizing technology and real world experiences in a safe, positive learning environment.

**Vision:** Magness Creek Elementary is a caring community where all learners matter.

**Goals:**

All students will learn. Magness Creek Elementary has been spending funds but has not necessarily tracked the effectiveness of programs on student achievement. Based on this needs assessment, the school ACSIP team has selected to focus on the following: Increase the effectiveness of ELO and Summer Reading Programs Utilize data from MAP and ACT Aspire Interim assessments to target intervention needs and strengthen the RTI process Develop a new parent survey to assess current family needs

After reviewing student progress and lesson plans, it was discovered that strengthening core instruction for all students was an area of need. Data used to make this determination were ones on report card list for 1st semester, MAP, ACT Aspire Interims, RtI documentation of interventions, and lesson plans. We will strengthen core instruction by planning with intention so that all students show academic growth.



! = Past Due Objectives      KEY = Key Indicator

Core Function:		School Leadership and Decision Making			
Effective Practice:		Establish a team structure with specific duties and time for instructional planning			
ID01	A team structure is officially incorporated into the school governance policy.(36)		Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Magness Creek has multiple teams that meet regularly and focus on different priorities (ie. RTI, ). Currently there is not a specific written policy that provides guidelines for these teams in a school governance policy or teacher handbook.	Limited Development 10/22/2015		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<i>How it will look when fully met:</i>		This objective will be fully met when all leadership teams adhere to the school expectations stated in the policy. The policy will be placed in the teacher handbook. All faculty and staff will sign that they have read the policy and will adhere to the team structure guidelines in the policy.	<b>Objective Met 04/28/18</b>	<b>Kelly Bankston</b>	<b>10/31/2017</b>
Action(s)	Created Date				
1	10/22/15	Create a written school policy that will include the following: designated team leader or proctor, differentiated team members, and specific meeting dates. The policy will be placed in the teacher handbook and maintained electronically through a shared Google doc.	Complete 12/11/2015	Kelly Bankston	10/30/2017
<i>Notes:</i>		Refer to meeting minutes.			
2	10/26/15	Collect team meeting documentation such as agendas, meeting minutes, and attendance sign in sheets.	Complete 08/15/2016	Kelly Riggs	10/26/2017
<i>Notes:</i>		The collection of these items as documentation is ongoing.			
<i>Implementation:</i>			04/28/2018		
<i>Evidence</i>		10/26/2016 Evidence that this objective as been met includes: a written policy in the school handbook; teachers and staff signatures after having read the policy; and all of the collected meeting dates, agendas, minutes, and attendance sheets.			
<i>Experience</i>		10/26/2016 In pursuing this objective, the leadership team found that committees and teams were meeting with frequently. However, a structure and more focused purpose for those meetings needed to be implemented. Feedback from teachers and committee members is that the meetings are now more productive.			

<b>Sustainability</b>		10/26/2016 Teams and committees will continue to meet often, based on the policy in the handbook. Those teams and committees will continue to provide agendas, meeting minutes, and sign in sheets as evidence of those meetings.			
	<b>ID04</b>	<b>All teams prepare agendas for their meetings.(39)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		The leadership team in conjunction with the grade level and academic team leaders will create a document that can be used at all meetings. This document will be inclusive of feature topic to address, regular business, old business, student academic achievements and assistance, and other business.	Limited Development 10/28/2014		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		Creation of a document that will be used for all meetings. These forms will be inclusive of designated objectives for each team. These need to be updated at the beginning of each year by an instructional facilitator to match building initiatives and needs.	<b>Objective Met 02/24/16</b>	<b>Sara Adkins</b>	<b>10/08/2015</b>
<b>Action(s)</b>	<b>Created Date</b>				
<b>1</b>	10/28/14	Take suggestions for agendas.	Complete 02/27/2015	Jennifer Thomas	02/27/2015
		<i>Notes:</i> A standard form agenda has been created with a purpose listed for each weekly meeting. This is consistent for all grade level teams. Grade level team leaders record meeting notes on this form and all members present sign. A copy of grade level team meeting agendas will be collected for evidence.			
<b>2</b>	3/29/15	Create a standard format that can be used by all teams.	Complete 02/27/2015	Jennifer Thomas	02/27/2015

Notes: Create a standard agenda format to be used by all teams.

<b>Implementation:</b>		02/24/2016			
<b>Evidence</b>	<p>3/4/2015 A file will be uploaded into Indistar with examples of the form and meeting notes using those forms. The file will be named ID04 Agenda.</p> <p>3/29/2015 A file has been created with documentation of these forms and minutes.</p>				
<b>Experience</b>	<p>3/4/2015 Our feedback has been positive. A standard form agenda with a topic for each weekly meeting was created. Team leaders have indicated that this form keeps the meetings focused and team members come prepared since they know what topics will be each week.</p> <p>3/29/2015 Reports from team leaders indicates that the common document provides efficiency and focus to meetings. Special teams have expressed that the use of these forms allows them to schedule their attendance to team meetings when they are needed and to have information prepared to share with the grade level teams.</p>				
<b>Sustainability</b>	<p>3/4/2015 This requires monitoring of the meeting notes to make sure the teams are continuing to use the form. A follow-up at the end of each year with staff would be good to keep this current and applicable to needs each year.</p> <p>3/29/2015 These team meeting agenda forms will continue to be used each year. Each year they are open to adjustments, if necessary, to meet the needs of the school.</p>				
	<b>ID07</b>	<b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).(42)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>	The leadership team will create a bi-monthly schedule for meetings. Meetings times will rotate from lunch, after school, and virtual. These dates need to be set by the process manager in August each year.		Limited Development 10/28/2014		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look</b>	Bi-monthly meetings will be scheduled and attendance will be taken.		<b>Objective Met</b>	<b>Kelly Riggs</b>	<b>05/29/2018</b>

<b>when fully met:</b>		Minutes of these meetings will be filed with Indistar.	<b>02/14/18</b>		
<b>Action(s)</b>	<b>Created Date</b>				
<b>1</b>	10/28/14	Create a calendar of meeting times.	Complete 09/23/2014	Kelly Riggs	08/17/2017
		<i>Notes:</i> A meeting calendar is created in Google calendar and shared with the Leadership team including Melanie Duerkop. The calendar of meetings is also sent out to team members via email.			
<b>2</b>	3/29/15	Type minutes from leadership team meetings and submit to Indistar.	Complete 06/01/2015	Kelly Riggs	05/31/2018
		<i>Notes:</i> This process is ongoing until our final meeting in May of 2018. Agendas and meeting minutes are entered into Indistar.			
<b>Implementation:</b>			02/14/2018		
<b>Evidence</b>	10/19/2015 continuous process We have meeting dates, agendas, and sign in sheets for these leadership teams. These are documented in supplemental salary notebooks, building professional development notebooks and Shoebox, Rtl sign in sheets, and other committee agendas.				
<b>Experience</b>	10/19/2015 continuous process We have several leadership teams in place with various focuses and goals. These teams meet consistently and frequently. Team meeting notes are in supplemental salary notebooks.				
<b>Sustainability</b>	10/19/2015 continuous process These teams will continue to create agendas, meet, accomplish goals and tasks, and reflect on their effectiveness. Grade level teams, Rtl teams, and special committees prepare agendas and sign in sheets. Reflection is done through data review with needs assessments.				

Core Function:		School Leadership and Decision Making			
Effective Practice:		Focus the principal's role on building leadership capacity, achieving learning goals, and improving instruction			
	IE07	The principal monitors curriculum and classroom instruction regularly. (58)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The principal will keep a file of all observations both formal and informal based upon the Tess guidelines for teacher achievement and improvement.	Limited Development 10/28/2014		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>		Through the use of electronic evaluations, both formal and informal, the principal will create a file of observations of all teachers throughout the year.	<b>Objective Met 10/19/15</b>	<b>Kelly Bankston</b>	<b>05/29/2015</b>
Action(s)	Created Date				
1	10/28/14	Keep electronic folder or file of all observations	Complete 06/05/2015	Kelly Bankston	05/29/2015
		<i>Notes:</i> The principal performs daily observations in a variety of classrooms. These are formal and informal; announced and unannounced.			
2	3/29/15	Administrator will hold post observation conferences.	Complete 06/05/2015	Kelly Bankston	05/29/2015
		<i>Notes:</i> All information gathered during observations is documented electronically. Post observation meetings are held with teachers and the principal.			
<b>Implementation:</b>			10/19/2015		
<b>Evidence</b>	10/19/2015	Mrs. Bankston keeps an electronic file and record of her observations and post observation meetings.			
<b>Experience</b>	10/19/2015	Mrs. Bankston has record of her announced and unannounced observations.			
<b>Sustainability</b>	10/19/2015	These observations and post observation meetings will continue.			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
	IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.(66)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At this time, the principal regularly completes formal and informal classroom observations throughout the school year. The principal collects data and evidences from those observations. The data and evidences are used for TESS evaluations and the development of individual professional growth plans for the following school year.	Limited Development 01/15/2016		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		The principal and administration will use a form, with important key details, to collect data during informal observations. This data will then be compiled and reviewed by the leadership team. The leadership team will use the report summary to develop a school wide professional growth plan, based on the areas that need the most improvement. In addition, the leadership team will plan professional development opportunities that will be provided to the teachers the following school year. The professional development will address the school wide professional growth plan. When this objective is fully met, each school year, teachers will receive professional development that will enhance their skills and performance in those areas that need the most improvement. The evidence that this objective is fully met will include the checklists used by administration during informal observations; reports that summarize the data collected; leadership meeting agendas, sign in sheets, and notes; the school wide professional growth plan; and professional development plans and sign in sheets. The leadership team met and decided not to focus on this indicator for the 2016-17 school year.	<b>Objective Met 12/01/16</b>	<b>Kelly Bankston</b>	<b>05/31/2017</b>
Action(s)	Created Date				
1	1/15/16	A checklist with key details for informal classroom observations will be created and implemented by administration.	Complete 03/31/2016	Kelly Bankston	05/25/2016
		<i>Notes:</i>			
2	1/15/16	Informal observations will be conducted by administration using checklists to collect data. The data collected will be summarized and reviewed by the leadership team.	Complete 04/13/2016	Kelly Bankston	05/25/2016
		<i>Notes:</i> Data from the informal observations was reviewed during the 4/13/16 Leadership meeting.			

3	1/15/16	The leadership team will develop a school wide professional growth plan for the following school year and determine the type of professional development needed to address the growth plan.	Complete 12/01/2016	Kelly Bankston	05/25/2016
		<i>Notes:</i> A school professional growth plan was chosen based on classroom observations. The plan states, "Teachers will understand the experiences students bring to the classroom and implement techniques to address students' needs in order to maximize student academic, social, and emotional growth." The professional development focus to address this plan was also chosen. Classroom teachers will complete 6 hours of embedded professional development throughout the school year. The embedded pd sessions will be focused on the book <i>Fostering Resilient Learners</i> by Kristen Souers and Peter A. Hall.			
<b>Implementation:</b>			12/01/2016		
<b>Evidence</b>	12/1/2016	Our evidence that this objective has been met includes professional growth plan forms stating the plan, leadership team meeting agendas, and professional development sign in sheets.			
<b>Experience</b>	12/1/2016	The leadership team worked together to analyze classroom observations. The team was able to choose a focus very quickly. The professional development focus and book study were also chosen in the same meeting.			
<b>Sustainability</b>	12/1/2016	The embedded, professional development sessions will continue through the end of the school year. A new focus for the 2017-2018 school year will also be chosen at the end of this school year.			



	IF06	Teachers are required to make individual professional development plans based on classroom observations.(70)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		There is currently a policy in place that requires teachers to develop a professional growth plan and professional development plan based on classroom observations. Administrators frequently observe teachers informally. Some teachers also have formal observations conducted by administration once or twice a year. Many observations are based on the TESS requirements. After some informal and all formal observations, administrators rate teachers according to the 4 TESS Domains. Those ratings are compiled and teachers choose professional development opportunities based on the domain that they need the most growth in. An individualized professional growth plan is also created using this same information. Teachers must attend a minimum of 6 professional development hours based on their individualized professional growth plan. The other 30 hours of professional development, required by the state, are based on the school and district's professional growth plan.	Limited Development 10/26/2015		
		Priority Score: 1                      Opportunity Score: 3	Index Score: 3		
<b>How it will look when fully met:</b>		When this objective is met, all teachers will undergo multiple observations throughout the school year by administrators. Teachers will meet with administrators to review those observations; discuss final TESS ratings; develop professional growth plans based on those ratings; and finally develop professional development plans based on those ratings also. Teachers will attend professional development that will meet their individual needs based on those observations.	<b>Objective Met 10/26/16</b>	<b>Kelly Bankston</b>	<b>10/26/2017</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	10/26/15	Administrators will review and approve all teachers' professional growth plans to be sure that they are based on formal and informal observations made by administrators and TESS ratings for the previous year.	Complete 05/06/2016	Kelly Bankston	10/26/2017
<i>Notes:</i>					
2	10/26/15	Copies of professional growth plans and professional development plans for the following school year will be collected at the end of each current school year.	Complete 05/06/2016	Kelly Bankston	10/26/2017
<i>Notes:</i>					
<b>Implementation:</b>			10/26/2016		

<b>Evidence</b>		10/26/2016 Evidence includes: TESS ratings from observations, post observation meeting dates, and copies of professional development plans.			
<b>Experience</b>		10/26/2016 This objective was met quickly and easily.			
<b>Sustainability</b>		10/26/2016 Administrators will continue to observe teachers throughout the school year formally and informally. Administrators will continue to rate teachers using the TESS requirements and domains. Administrators will meet with teachers on the results of those observations (also found in Bloomboard or EdReflect). A professional development focus will be selected based on weak areas and teachers will submit a professional development to address those for the next school year.			
<b>!</b>	<b>IF11</b>	<b>The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		All of our classroom teachers and special education teachers have completed Cabot Literacy Instruction training. The comprehensive literacy schedule is in place for all general education classrooms. The district promotes a monthly literacy focus to provide teachers on-going professional development through newsletter updates and focused classroom walk-throughs by administrators. All classroom and special education teachers have completed or are enrolled in Making Math Meaningful Training. The MMM block has been implemented in the general education classrooms. Last year, the building PGP focused on implementing the Engage New York math curriculum. In August, all teachers attended a district wide math training as part of back-to-school professional development.	Limited Development 10/26/2015		
<b>How it will look when fully met:</b>		Our teachers will have access to and attend professional learning opportunities based on professional growth plans, student curriculum standards, data driven instruction, and research based strategies. The evidence that this objective is met will include professional learning meeting agendas, sign in sheets, etc.		<b>Kelly Riggs</b>	<b>10/25/2017</b>
<b>Action(s)</b>	<b>Created Date</b>		<b>3 of 4 (75%)</b>		
<b>1</b>	10/26/15	Teachers will attend a minimum of 6 hours of embedded professional development.		Kelly Riggs	10/25/2017

<i>Notes:</i>					
<b>2</b>	10/26/15	Embedded professional development will be aligned with school and district professional growth plans.	Complete 01/25/2017	Kelly Riggs	10/26/2017
<p><i>Notes:</i> Our school professional growth plan states: "Teachers will understand the experiences students bring to the classroom and implement techniques to address students' needs in order to maximize student academic, social, and emotional growth."</p> <p>Our embedded professional development is involves a book study using <i>Fostering Resilient Learners: Strategies for Creating Trauma-Sensitive Classrooms</i> by Peter Hall and Kristin Souers.</p>					
<b>3</b>	10/26/15	All new teachers are required to attend Cabot Literacy Instruction and Making Math Meaningful. Experienced teachers are offered professional development refresher courses for math and literacy annually.	Complete 03/29/2017	Kelly Riggs	10/26/2017
<i>Notes:</i>					
<b>4</b>	10/26/15	All teachers receive professional development on new state frameworks and standards to be implemented including Social Studies and Science.	Complete 03/29/2017	Kelly Riggs	10/26/2017
<i>Notes:</i>					

Core Function:		School Leadership and Decision Making			
Effective Practice:		Expanded time for student learning and teacher collaboration			
	IH01	The school monitors progress of the extended learning time programs and other strategies related to school improvement.(3981)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		At this time, our school schedule and instructional time is based on our district policies. Our district determines when our school day begins and ends, and also determines how student instructional time is to be utilized. Teachers are given sample schedules that are to be closely followed according to district policies. We do provide daily, small group time with certified intervention teachers for students who are struggling in the areas of literacy and math. Extended learning opportunities are limited to NSL funds for 3-4 in the spring semester each year prior to summative assessment. In the Fall of 2017, the ACSIP team will review the possibility of e-interventions available at school and home for K-4 students.	Limited Development 01/15/2016		
		Priority Score: 2	Opportunity Score: 1	Index Score: 2	
<i>How it will look when fully met:</i>		To meet this objective, in the Spring semester our school will provide e-intervention program for all K-4 students. This will be funded through NSL and will replace previous years' after school tutoring for 3rd and 4th graders in the spring semester. The 2017-2018 Leadership team determined this was a priority for the fall semester. The program will also be available for summer learning.	<b>Objective Met 04/29/18</b>	<b>Kelly Bankston</b>	<b>05/25/2018</b>
Action(s)	Created Date				
1	1/15/16	All students K-4 will have the e-interventions available at home and school.	Complete 03/15/2018	Kelly Bankston	03/15/2018
		<i>Notes:</i> Student participation will be monitored monthly. Mrs. Adkins prepared a parent newsletter. This was shared electronically and in print. Mrs. Riggs and Mrs. Crider made magnetic Clever cards for students to use at home. Teachers received an after school training in January. Home roll out will be March, just before Spring Break.			
2	1/17/17	MobyMax will be purchased for all students K-4 for math and reading.	Complete 12/19/2017	Kelly Riggs	12/19/2017
		<i>Notes:</i> A school-wide one year subscription was purchased for Moby Max. The receipt is uploaded into Magness Creek's Google folder as IH01 Receipt.			
3	1/17/17	Develop incentive program that includes an end of semester party and monthly reward.	Complete 02/28/2018	Lori Phillips	02/28/2018
		<i>Notes:</i> Mrs. Phillips will work with PTO to acquire funds for monthly incentives. We would like some sort of tag, as students are motivated by these. These were ordered by Mrs. Riggs.			

4	2/15/17	The leadership team will monitor Moby Max usage and provide monthly incentives to students. There will be an end of semester incentive event for students who earn enough incentives throughout the semester.	Complete 05/25/2018	Kelly Bankston	05/25/2018
		<i>Notes:</i> Mrs. Bankston created a Google sheet to keep up with students who earned certificates. Mrs. Driskill will assist with encouraging teachers to make sure every student earns Mega Max Mashup party in May. The Google sheet is in Magness Creek's ACSIP folder as IH01 Certificates.			
5	4/29/18	Create a Summer Learning Proposal that focuses on continued learning through the summer tha includes Moby Max.	Complete 05/01/2018	Kelly Riggs	05/01/2018
		<i>Notes:</i> Mrs. Riggs developed a Summer Learning Proposal that targets low SES population and struggling learners. The proposal is uploaded in Magness Creek's ACSIP Google folder as IH01 Summer.			
<b>Implementation:</b>			04/29/2018		
<b>Evidence</b>	4/29/2018	Evidence of completion is uploaded in Magness Creek's ACSIP Google folder as IH01.			
<b>Experience</b>	4/29/2018	There was a lot of planning involved with getting the Moby Max and incentives in place. Some glitches have occurred due to Moby Max and Clever syncs. Overall, students are encouraged to take ownership of their learning. Activity teachers are excited about the Moby Max Mashup incentive party at the end of the year.			
<b>Sustainability</b>	4/29/2018	We will add Moby Max Reading and Math to our Summer Learning Bingo Cards. In the Fall 2018, we will roll student forward to their new teachers. This will take coordination between Cabot Tech and Moby Max. Our subscription runs through January 8, 2019. We will need to monitor grades, MAP and ACT Aspire data following the fourth nine weeks and Fall 2018 semesters to measure academic growth before we decide whether to renew.			

<b>Core Function:</b>	<b>School Leadership and Decision Making</b>				
<b>Effective Practice:</b>	<b>Ensure High Quality Staff - Recruitment, Evaluation, and Retention</b>				
	<b>II01</b>	<b>The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	Administration at Magness Creek Elementary works closely with the Cabot Public Schools Director Of Personnel to ensure that all certified faculty meet HQT requirements for the position in which they hold. In addition, the Director of Personnel for the district works with the Director of Professional Development to create plans for those teachers who do not meet HQT requirements. Finally, our building administrators and the personnel department for our district work together to monitor the faculty member's plan to ensure that they will meet the HQT requirements.	Full Implementation 02/05/2016		
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<b>Core Function:</b>	<b>Curriculum, Assessment, and Instructional Planning</b>
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<b>Effective Practice:</b>	<b>Engage teachers in aligning instruction with standards and benchmarks</b>
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	IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(88)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Teachers from our school participate in the development of standards-aligned units of instruction. The units are developed by teachers and instructional facilitators in our district. The units and resources are then housed on a google site for teachers in the district to access and utilize for their planning and instruction.	Full Implementation 02/05/2016		

<b>Core Function:</b>	<b>Curriculum, Assessment, and Instructional Planning</b>
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<b>Effective Practice:</b>	<b>Assess student learning frequently with standards-based assessments</b>
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	IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Students at Magness Creek Elementary are given multiple standards-aligned, literacy and math assessments throughout the school to monitor student progress. Students are given these literacy assessments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Development Spelling Assessment, Developmental Reading Assessment, and running records. Students are given these math assessments: Battista Cognition Based Assessments, and Cabot Common Assessments. MAP and ACT Aspire interim assessments provide data in reading and math in grades K-4, and science in 3-4. Student data collected from these assessments is reviewed by grade level teams once a month. Literacy data is also housed on an electronic data wall.	Full Implementation 02/05/2016		

Core Function:		Classroom Instruction			
Effective Practice:		Expect and monitor sound instruction in a variety of modes			
	IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.(110)	Implementation Status	Assigned To	Target Date
Initial Assessment:		All teachers currently use a pacing guide established by the district curriculum development leadership. Teachers place standards that are being addressed in lessons on lesson plans either electronically or in a standard plan book. These are turned in weekly to the principal.	Limited Development 10/28/2014		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Lesson plans are submitted weekly for review. A check will be made each week for submission of these plans and that the curriculum standards are indicated on the plans.	Objective Met 10/19/15	Sara Adkins	05/29/2015
Action(s)	Created Date				
1	10/28/14	Create and implement a checklist for teachers involving turning in of lesson plans.	Complete 06/05/2015	Sara Adkins	05/31/2017
		Notes: A form has been created and a file established for teachers to turn in weekly lesson plans. Each week teachers write their initials next to their name. This is kept in a binder on top of the filing cart for the lesson plans.			
2	3/29/15	Lesson plans will include standards for each lesson/skill objective.	Complete 06/05/2015	Sara Adkins	05/29/2015
		Notes: This is an ongoing process. However, a file has been established of evidence of this process.			
Implementation:			10/19/2015		
Evidence		10/19/2015 We have copies of those sign in sheets and lesson plans.			
Experience		10/19/2015 We found that many of our teachers were already documenting their standards in their lesson plans. We were able to add the accountability which encouraged all teachers to do so.			
Sustainability		10/19/2015 The sign in sheet and lesson plans will need to be continually monitored.			

IIIA02		All teachers develop weekly lesson plans based on aligned units of instruction.(111)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Most teachers have lesson plans prepared. A recent review of lessons plans revealed lessons plans lack learning targets, interventions, and standards.	Limited Development 01/10/2018		
<i>How it will look when fully met:</i>		When teachers create lesson plans, it will be evident what the standards, learning targets, assessments, and interventions are. Teachers will begin the unit of instruction with an end goal in mind. This end goal will meet the needs of all learners. Lesson plans will contain all of these components.		Kelly Riggs	08/31/2018
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					
IIIA09		All teachers clearly state the lesson's topic, theme, and objectives. (118)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Teachers are preparing lesson plans each week. A recent review of lesson plans, indicates that teachers plans list activities but are not truly focused on learning targets. Some teachers had AR state standards, but not consistently. Lesson plans were not carefully monitored by administration during the Fall semester of 2017.	Limited Development 01/10/2018		
<i>How it will look when fully met:</i>		Lesson plans will clearly stating learning targets and intended outcomes for all students. The building expectation is that all teachers will prepare and follow lesson plans that consist of core components to ensure intentionality of instruction that reaches all learners: standards, learning targets, activities, interventions, small group instruction, and assessments. Lesson plans will be submitted electronically each week for review.		Kelly Bankston	09/04/2018
<i>Action(s)</i>	<i>Created Date</i>		<b>3 of 4 (75%)</b>		
1	4/28/18	Principal will share a message with staff about intentional teaching. Mrs. Bankston referred to "How to Catch a Star" from our back-to-school focus.	Complete 01/11/2018	Kelly Bankston	01/11/2018
<i>Notes:</i> This message should be communicated at the beginning of each semester. The original message has been uploaded into the Magness Creek ACSIP Google folder as IIIA09 Message.					



2	4/28/18	The committee will develop lesson plan templates to offer as suggestions to teachers who don't current meet expectations.	Complete 01/30/2018	Hannah Driskill	01/30/2018
		<i>Notes:</i> Mrs. Driskill submitted lesson plans samples that included required components. These are upload in Magness Creek's ACSIP Google folder as IIIA09 Templates.			
3	4/28/18	Review lesson plans and provide feedback.		Kelly Riggs	08/31/2018
		<i>Notes:</i> Administrators will review lesson plans weekly and give teachers feedback, as needed. Teachers will be given examples and coached in planning, as needed.			
4	4/29/18	Create electronic folders for submission of lesson plans.	Complete 01/31/2018	Jacque Gaskins	01/31/2018
		<i>Notes:</i> Mrs. Gaskins will create electronic folders for each teacher to upload lesson plans weekly. These folders will be shared with both administrators for review. A screenshot of the main folder is uploaded in Magness Creek's ACSIP Google folder as IIIA09 Folders.			
	<b>IIIA35</b>	<b>Students are engaged and on task.(144)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>		Our school academic improvement plan is centered upon math curriculum development with the new curriculum being issued to teachers. Our teachers are working on implementation of this plan in relation to parent and student friendliness and achievement. Our core objective with the new plan is to raise the level of academic achievement in all students as well as trying to make a amiable transition for parents to new higher math standards.	Limited Development 10/28/2014		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>		Through the use of observations, student formal and informal assessment, and student academic improvement using the new math curriculum, we will use this data to establish success in this area of growth.	<b>Objective Met 10/19/15</b>	<b>Kelly Riggs</b>	<b>05/29/2015</b>
<b>Action(s)</b>	<b>Created Date</b>				
1	10/28/14	Establish a file for gathering data	Complete 06/05/2015	Kelly Riggs	05/29/2015
		<i>Notes:</i> An electronic file has been established to gather and save all information gathered from various classrooms.			
2	3/29/15	Create data charts to show progress.	Complete 06/05/2015	Kelly Riggs	05/29/2015

*Notes:* Using the data gathered, charts are electronically monitored and added to by each teacher. This task is monitored by administration to keep the information current.

<b>Implementation:</b>		10/19/2015		
<b>Evidence</b>	10/19/2015 The electronic file is evidence.			
<b>Experience</b>	10/19/2015 Teachers and administration were able to collect and analyze data to drive instruction.			
<b>Sustainability</b>	10/19/2015 Teachers will continue enter data into an electronic file that is shared with administration.			

Core Function:		Classroom Instruction			
Effective Practice:		Provide a tiered system of instructional and behavioral supports and interventions			
	IIID03	The school's tiered instructional system includes documentation that describes what interventions are provided and how interventions are selected and assigned to students and how fidelity will be monitored. (5195)	Implementation Status	Assigned To	Target Date
Initial Assessment:		We currently use a three-tiered RtI process that monitors students academic and behavioral progress. The expectation is that students receive core instruction, classroom intervention, and tier-two intervention prior to referral for special education evaluation. A recent administrative review of lesson plans, revealed that most teachers do not have classroom interventions in place. There is not a uniform documentation of intervention. We have referred three students this year for comprehensive evaluations who did not qualify for services. The RtI committee meets every 6 weeks but is not always focused on planning interventions. Follow up on interventions is lacking.	Limited Development 01/10/2018		
How it will look when fully met:					
Action(s)	Created Date				
Notes:					

Core Function:		Family Engagement in a School Community			
Effective Practice:		Explain and communicate the purpose and practices of the school community			
	FE04	The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). (3983)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Our school does not currently have a compact or written definition of roles for our school, students, or teachers.	No Development 11/12/2015		
		Priority Score: 2                      Opportunity Score: 3	Index Score: 6		
<b>How it will look when fully met:</b>		A written compact will be developed by the leadership team with input from all stakeholders. It will provide all stakeholders with a clear definition of the roles that teachers, parents, and students have in our school. The compact will be signed and implemented by all stakeholders.	<b>Objective Met 04/29/18</b>	<b>Kristi Johnson</b>	<b>11/01/2017</b>
Action(s)	Created Date				
1	11/12/15	Teachers will be surveyed to develop a compact.	Complete 04/29/2016	Kristi Johnson	05/31/2017
		<i>Notes:</i>			
2	11/12/15	The school leadership team will develop a compact based on the survey results that will define the roles of the school faculty, parents, and students.	Complete 10/26/2016	Kristi Johnson	11/01/2017
		<i>Notes:</i>			
3	10/27/16	A draft of the compact is created.	Complete 10/26/2016	Kristi Johnson	10/26/2016
		<i>Notes:</i>			
4	10/27/16	The draft of the compact is revised and edited with input from the Leadership committee during the October 26, 2016 Leadership meeting.	Complete 10/26/2016	Kristi Johnson	10/26/2016
		<i>Notes:</i>			
5	1/17/17	Final draft will be reviewed by school staff.	Complete 02/07/2017	Kristi Johnson	03/31/2017
		<i>Notes:</i> Presented to staff on 2/6/17.			
6	11/14/16	Stakeholders will sign the compact and receive a copy.	Complete 10/31/2017	Kelly Bankston	09/29/2017
		<i>Notes:</i>			
<b>Implementation:</b>			04/29/2018		

<b>Evidence</b>	10/31/2017 All parents, teachers, students, and the principal signed the compact during the first quarter of the school year. The compact is uploaded in Magness Creek's Google ACSIP folder as FE04 Compact.			
<b>Experience</b>	10/31/2017 The leadership committee developed a school/student/family compact that each family signed during parent-teacher conferences in October. This process included feedback from staff and PTO prior to rolling it out to our primary stakeholders.			
<b>Sustainability</b>	10/31/2017 We will need to complete the process every year. We need to remember to add the compact to new student packets. As new students join us at Magness Creek, we need to include them in the compact.			

<b>Core Function:</b>	<b>High School: Opportunity to Learn</b>
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<b>Effective Practice:</b>	<b>Ensure content mastery and graduation</b>
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	HS04	The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>		Our counselor currently teaches classes about career readiness during the month of May. The lessons are focused on career awareness. Other lessons taught by the counselor include skills that will lead to college and career readiness such as communication, academic success, and interpersonal skills; as well as intrapersonal skills.	Limited Development 02/12/2016		
<b>How it will look when fully met:</b>		When this objective is fully met students in our building will have the awareness and skills needed to be college and career ready. The skills and awareness that is taught in our elementary school will provide a foundation for future learning during their middle and high school years. Evidence that this indicator is being met will include the counselor's lesson plans, student observations, and student work samples. 2016-2017-The Leadership Team met and decided not to focus on this indicator for the 2016-2017 school year.		Kristi Johnson	05/31/2018
<b>Action(s)</b>	<b>Created Date</b>				

Notes:

Core Function:		Student-Focused Learning			
Effective Practice:		Social/Emotional Competency: Provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency			
!	SE01	The school promotes social/ emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.(5542)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Magness Creek Elementary has promoted social/emotional competency through school pledges, counseling lessons, student competitions, events, and hallway displays in the past. Each of the programs implemented was successful for a short time.	Limited Development 11/14/2016		
How it will look when fully met:		Students, families, and faculty members of Magness Creek Elementary will all be engaged in the promotion of a social/emotional competency program that includes morning announcements, school competitions, hallway displays, parent events, and other activities throughout the school year. Faculty members will have the knowledge and skills to effectively manage students and their emotions and behaviors in the classroom. Student will strive to manage emotions, manage behavior, and be effectively engaged during instruction as a result. Families will also promote social/emotional skills and support the programs implemented at school. Evidence that this objective is fully met will include behavior referrals, teacher and administration observations, and photographs of the programs implemented.		Kristi Johnson	05/31/2017
Action(s)	Created Date		5 of 7 (71%)		
1	11/14/16	"Bridge Builder" program with a pledge will be developed.	Complete 01/03/2017	Kristi Johnson	11/14/2016
Notes:		"Bridge Builder" Pledge is as follows: I'm respectful of myself, others, and property. I'm responsible for my choices and their consequences. I show resilience by working through hard jobs and I welcome mistakes because mistakes are how I learn. I build positive relationships with others in my class, my school, and my community. I am building a bridge to my future!			
2	12/1/16	Each week a positive characteristic trait will be focused on: respectful, responsible, resilience, or positive relationships. Every day that week the part of the pledge with that trait will be recited over the intercom with students in their classrooms.	Complete 01/03/2017	Kelly Bankston	05/31/2017
Notes:					
3	11/14/16	Each week teachers will nominate one student from their class who exhibited the positive character trait for that week. The names will be collected through a Google Doc.	Complete 01/03/2017	Kristi Johnson	05/31/2017

*Notes:*

**4**  
11/14/16  
Students who are nominated each week will get a "Bridge Builder" award certificate, a "Bridge Builder" t-shirt, and have their photo taken as well. The photos will be emailed to all families and sent out through social media.

Complete 02/16/2017

Kelly Riggs

05/31/2017

*Notes:*

**5**  
11/14/16  
Families will receive an introduction letter that describes the "Bridge Builder" program. The letter will be sent home in students' folders, emailed, and sent out on social media.

Complete 02/16/2017

Kelly Bankston

05/31/2017

*Notes:*

**6**  
11/14/16  
The counselor will conduct 6 hours of embedded professional development for classroom teachers. The professional development will be focused around a book study with *Fostering Resilient Learners* by Paul A. Hall and Kristin Souer.

Kristi Johnson

05/31/2017

*Notes:*

**7**  
12/1/16  
A bulletin board wall display with photos of the students who were recognized as a "Bridge Builder" will be displayed in the hallway for students, families, and teachers.

Kelly Riggs

09/29/2017

*Notes:*