

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

Vision:

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 core instruction for all students was a needs area. list all ones data for 1st semester, MAP data, ACT Aspire Interim Assessment, Rtl documentation, lesson plan samples.



! = Past Due Actions

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.	Objective Met 10/26/16	Kelly Bankston	10/31/2017
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>			10/26/2016		
<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.			

Sustainability		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.			
	ID04	All teams prepare agendas for their meetings.(39)	Implementation Status	Assigned To	Target Date
Initial Assessment:		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		
How it will look when fully met:		Creation of a document that will be used for all meetings. These forms will be inclusive of designated objectives for each team.	Objective Met 02/24/16	Sara Adkins	10/08/2015
Action(s)	Created Date				
1	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.			
2	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.

Implementation:		02/24/2016			
Evidence	<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>				
Experience	<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>				
Sustainability	<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>				
	ID07	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)	Implementation Status	Assigned To	Target Date
Initial Assessment:	The leadership team will create a bi-monthly schedule for meetings. One will be after school and the second will be accomplished through teacher plan times/lunch meetings.		Limited Development 10/28/2014		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look	Bi-monthly meetings will be scheduled and attendance will be taken.		Objective Met	Kelly Riggs	05/29/2018

when fully met:		Minutes of these meetings will be filed with Indistar.	02/14/18		
Action(s)	Created Date				
1	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.			
2	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.			
Implementation:			02/14/2018		
Evidence	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.				
Experience	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.				
Sustainability	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:		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. The team will review the possibility of e-interventions.	Limited Development 01/15/2016		
<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-2 students. This will be funded through NSL and will replace previous years' after school tutoring for 3rd and 4th grader 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.		Kelly Bankston	05/25/2018
Action(s)	Created Date		0 of 5 (0%)		
1	1/15/16	All students K-2 will have the e-interventions available at home and school.		Kelly Bankston	05/25/2018
		<i>Notes:</i> Student participation will be monitored monthly.			
2	1/17/17	MobyMax will be purchased for all students K-4 for math and reading.		Kelly Bankston	12/19/2017
		<i>Notes:</i>			
4	1/17/17	Students will have the opportunity to use Moby Max at home and at school.		Hannah Driskill	05/25/2018
		<i>Notes:</i>			
6	2/2/17	The computer lab will be open from 7:30-7:50 each morning for students to log in to the Moby Max program.		Kelly Bankston	01/08/2018
		<i>Notes:</i> The computer lab is now open each morning for students to log in to MobyMax			
7	2/15/17	The leadership team will monitor Moby Max usage and provide monthly incentives to students. There will be a final incentive event for students who earn enough incentives throughout the semester.		Kelly Riggs	05/25/2018
		<i>Notes:</i>			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Ensure High Quality Staff - Recruitment, Evaluation, and Retention			
		II01	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement.(3982)</p> <p>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.</p>	<p>Full Implementation 02/05/2016</p>		

Core Function:		Curriculum, Assessment, and Instructional Planning			
Effective Practice:		Assess student learning frequently with standards-based assessments			
		IID02	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)</p> <p>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.</p>	<p>Full Implementation 02/05/2016</p>		

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 and teachers initial next to their name. 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	02/28/2018
<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.	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.		Kelly Bankston	02/28/2018
<i>Action(s)</i>	<i>Created Date</i>				
<i>Notes:</i>					

IIIA35		Students are engaged and on task.(144)	Implementation Status	Assigned To	Target Date
Initial Assessment:		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		
How it will look when fully met:		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.	Objective Met 10/19/15	Kelly Riggs	05/29/2015
Action(s)	Created Date				
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
		<i>Notes:</i> 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.			
Implementation:			10/19/2015		
Evidence	10/19/2015	The electronic file is evidence.			
Experience	10/19/2015	Teachers and administration were able to collect and analyze data to drive instruction.			
Sustainability	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
<i>Initial Assessment:</i>		Our school does not currently have a compact or written definition of roles for our school, students, or teachers.	No Development 11/12/2015		
<i>How it will look when fully met:</i>		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.		Kristi Johnson	11/01/2017
Action(s)	Created Date		5 of 6 (83%)		
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.		Kelly Bankston	09/29/2017
<i>Notes:</i>					