

## 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 needs to track 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 extended learning 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.

Based on the Fall 2018 needs assessment, the school ACSIP team has selected the following goals: 1. Implement Social/Emotional Learning for all students to address school climate and culture needs. 2. Provided targeted instruction and supports for economically disadvantaged students for academic, behavioral and social/emotional learning to improve achievement.



! = 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. 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 04/03/19</b>	<b>Kelly Bankston</b>	<b>10/31/2017</b>	
<b>Actions</b>					
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.				
<b>Implementation:</b>		04/03/2019			
<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.				
<i>Sustainability</i>	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.				

	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
<i>Initial Assessment:</i>	The leadership team will create a monthly schedule for meetings. Meetings times will be during the school day. 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			
<i>How it will look when fully met:</i>	Monthly meetings will be scheduled and attendance will be taken. Minutes of these meetings will be filed with Indistar.	<b>Objective Met 05/01/19</b>	<b>Kelly Riggs</b>	<b>05/23/2019</b>	
<b>Actions</b>					
3/29/15	Type minutes from leadership team meetings and submit to Indistar.	Complete 05/01/2019	Kelly Riggs	05/31/2018	
<i>Notes:</i> This process is ongoing until our final meeting in May of 2019. Agendas and meeting minutes are entered into Indistar.					
10/28/14	Create a calendar of meeting times.	Complete 01/07/2019	Kelly Riggs	08/17/2018	
<i>Notes:</i> A meeting calendar is created in Google calendar and shared with the Leadership team including Melanie Duerkop. The building process manager will set dates in August for the fall semester and December for the spring. The calendar of meetings is also sent out to team members via email.					
<b>Implementation:</b>		05/01/2019			
<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.				

!		ID10	The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>			Magness Creek's ACSIP team and grade level teams will review a variety of data to monitor student growth. We will use data from Every Student Succeeds Act (ESSA), Measure of Academic Progress (MAP), ACT Aspire (interims and summative) and Phonics First assessments to plan instruction and interventions.	Limited Development 04/03/2019		
			Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>			Magness Creek Elementary is implementing Walk-to-Intervention in the 2018-2019 school year. Periodic review of data will drive interventions during this time. Our SQUAD (Seeking Quality Understanding and Development) will focus on grouping student across a grade level for targeted intervention 30 minutes a session for 4 days each week.  When fully implemented, we will see student growth and high achievement for all.		<b>Kelly Riggs</b>	<b>05/24/2019</b>
<b>Actions</b>				<b>6 of 7 (86%)</b>		
4/3/19	Review reports from Every Student Succeeds Act (ESSA) to determine school strengths and opportunities.	Complete 12/04/2018	Kelly Riggs	11/01/2018	<i>Notes:</i> Mrs. Riggs will review the data with the ACSIP committee as part of Magness Creek's needs assessment for the 2018-2019 school year. The committee's analysis will be shared with staff to drive the ACSIP plan.	
4/3/19	Administer ACT Aspire interims in 3rd and 4th grade for Math and Science.	Complete 03/14/2019	Andrea Neville	03/15/2019	<i>Notes:</i> Mrs. Neville will ensure most students take the ACT Aspire Interims. She will meet with 3rd and 4th grade teams to analyze data to drive instruction, professional development, interventions, and enrichments.	
4/3/19	Administer the MAP three times a year to all K-4 students.	Complete 04/12/2019	Andrea Neville	04/12/2019	<i>Notes:</i> Mrs. Neville will ensure all students K-4 take the assessment.	
4/3/19	Grade level teams K-4 will meet to review data in Math and Reading from the MAP.	Complete 04/12/2019	Andrea Neville	04/12/2019	<i>Notes:</i> Mrs. Neville will work with grade level teams K-4 to analyze data and group students based on academic needs for SQUAD intervention.	

4/3/19	Math and Reading Interventionist will collaborate with teachers to identify students who need additional pull-out intervention services in Math and/or Reading.	Complete 05/24/2019	Rhonda Frey, Sally Tarvin	08/23/2019
<i>Notes:</i> Ms. Frey and Mrs. Tarvin will collaborate with teachers monthly to review students' progress. They will complete further assessments to pinpoint specific needs for intervention students.				
4/3/19	The Gifted and Talented teacher will provide flex group services for students who need enhancement.	Complete 05/24/2019	Mary Beth Trammell	08/24/2019
<i>Notes:</i> Mrs. Trammell will review student data and collaborate with teachers to determine students who need enrichment during SQUAD.				
5/1/19	Review end of year data to measure growth and achievement.		Andrea Neville	08/30/2019
<i>Notes:</i>				
<b>Implementation:</b>		04/29/2019		
<b>Evidence</b>	4/24/2019			
<b>Experience</b>	4/24/2019			
<b>Sustainability</b>	4/24/2019			

Core Function:		School Leadership and Decision Making			
Effective Practice:		Align classroom observations with evaluation criteria and professional development			
!	IF11	The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development.(3984)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>There are new literacy initiatives in the district, state, and school for the 2018-2019 school year.</p> <p>RISE is the state initiative and Phonics First is the district one. All teachers are expected to attend training and implement this programs.</p> <p>Magness Creek is encouraging teachers to attend Empowering Writers training as a building initiative.</p>	Limited Development 10/26/2015		
<i>How it will look when fully met:</i>		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.		Kelly Riggs	10/25/2017
<b>Actions</b>			<b>0 of 3 (0%)</b>		
	5/1/19	All teachers will be trained and implement RISE by the end of the 2019-2020 school year.		Kelly Bankston	05/22/2019
		<i>Notes:</i>			
	5/1/19	All teachers will receive training and implement Phonics First during the 2018-2019 school year.		Andrea Neville	05/23/2019
		<i>Notes:</i> Professional development for Phonics First occurred during the 2017-2018 school year. One new teacher was trained in 2018-2019			
	5/1/19	Teachers will have the choice to attend Empowering Writers during the summer of 2019. These teacher will be expected to share their learning with the staff and implement Empowering Writers in the classroom.		Kelly Bankston	08/01/2019
		<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

**Initial Assessment:**

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. We implemented Walk-to-Intervention this school year.

Extended learning opportunities are limited to NSL funds for 3-4 in the spring semester each year prior to summative assessment. Our extended learning opportunities occur during the school day to ensure all students have access. This year we purchased an online program for Lumos Learning for 3rd and 4th grade. Some teachers opted to continue Moby Max. In the Fall of 2019, the ACSIP team will review the e-intervention program, Moby Max.

Limited Development  
01/15/2016

	Priority Score: 2	Opportunity Score: 1	Index Score: 2		
<b>How it will look when fully met:</b>	<p>For the 2018-2019 school year, we purchased Lumos Learning to meet this objective. These resources are online and paper forms that can be accessed each year without repurchasing. \$300.00 of NSL funds were used to purchase Math and ELA for 3rd and 4th grade teachers. When fully implemented, we will see all students demonstrating high academic achievement and growth.</p> <p>\$995 of NSL funds were requested and approved to provide Moby Max as an e-intervention for teachers who found it useful. Since it was not purchased building-wide, no incentive program was put in place this year.</p> <p>We will use MAP, ACT Aspire, Phonics First, and classroom data to measure the effectiveness of this indicator.</p>			<b>Kelly Bankston</b>	<b>11/01/2019</b>
<b>Actions</b>			<b>3 of 4 (75%)</b>		
4/29/19	Walk-to-Intervention will be extended for three weeks prior to ACT Aspire testing. Purchase Lumos Learning materials for 3rd and 4th grade ACT Aspire practice in Math and ELA using NSL funds.		Complete 04/12/2019	Kelly Riggs	04/12/2019
<i>Notes:</i>					
5/1/19	Magness Creek Elementary will encourage our targeted subpopulation and all students to continue learning through the summer. NSL funds of \$1,435 were requested to purchase summer learning resources. All students will receive summer reading materials. The targeted subpopulation will receive extra items.		Complete 05/23/2019	Sara Adkins	05/23/2019
<i>Notes:</i>					
1/17/17	Moby Max was renewed for a few teachers in the building who used it regularly and found it to be a useful tool. 2-4 teachers set students up on Khan Academy Mappers to align MAP testing results with math skills practice and online instruction.		Complete 05/24/2019	Kelly Riggs	05/24/2019
<i>Notes:</i> This needs to be reviewed annually to determine cost effectiveness. The receipt is uploaded into Magness Creek's Google folder as IH01 Rec					

5/1/19	Review effectiveness of Moby Max.		Andrea Neville	11/01/2019
<i>Notes:</i>				
<b>Implementation:</b>		04/03/2019		
<b>Evidence</b>	4/29/2018 Evidence of completion is uploaded in Magness Creek's ACSIP Google folder as LH01.			
<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.  4/3/2019: Moby Max Incentives are no longer being used because only a few teachers elected to keep the program.			
<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.  4/3/2019: There will be a city-wide summer reading program this year so Moby Max will not be a part of the program.			

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

<b>Initial Assessment:</b>		<p>Magness Creek Elementary uses Phonics First assessments and NWEA MAP to assess students on progress towards meetings grade level state standards. Phonics First assessments are given throughout the year. MAP is given three times a year in reading in math.</p> <p>Teachers and administration keep data binders to help track student progress. District funds were used to pay for Phonics First training and resources. The district provided access to MAP testing for K-4 students in the 2018-2019 school year. The district, also, provided ACT Aspire interims testing two times this year for 3rd and 4th graders in Math and Science.</p>	Full Implementation 04/24/2019		
	<b>IID03</b>	<b>Teachers receive timely reports of results from standardized and objectives-based tests.(101)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>Administrators and/or the IIF held data review sessions with teachers following Phonics First assessment throughout the year; MAP for beginning, middle, and end of the year; and ACT Aspire interims twice in the year with 3rd and 4th grade. Review of ACT Aspire summative assessment was held with 3rd and 4th grade teachers at the beginning of the year. ESSA data was shared with staff in November 2018.</p>	Full Implementation 04/24/2019		
	<b>IID10</b>	<b>Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(108)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>		<p>Magness Creek's grade level teams meet at least monthly to discuss students' progress and interventions. We implemented Walk-to-Intervention this year to ensure all students who need academic or social/emotional support receive targeted instruction to close gaps. Students are placed in intervention groups of a minimum of four weeks.</p>	Limited Development 04/29/2019		
<b>How it will look when fully met:</b>		<p>When fully implemented, we will have a system for tracking the achievement and growth of all students in intervention. This will strengthen our Rtl process. Teachers will have clearing learning targets for each intervention session. Students will be given pre- and post-assessments to measure growth. This data will drive the Rtl decision making process, as well.</p>		<b>Andrea Neville</b>	<b>08/31/2019</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	5/1/19	Create pre- and post- assessments for monitoring students' progress in Walk-to-Intervention.		Andrea Neville	08/30/2019

Notes:

5/1/19 Create individual data tracking sheet for students who attend Walk-to-Intervention to monitor response to intervention.

Andrea Neville

08/30/2019

Notes:

**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:**

The district provides pacing and curriculum that align with standards to ensure each grade level is meeting required components. This year some teachers began RISE training to address the Right to Read Act and the Science of Reading. This is a state initiative. Those who did not attend training in 2018-2019 will have the training in 2019-2020.

Limited Development  
04/29/2019

**How it will look when fully met:**

**Actions**

Notes:

	IIIA09	All teachers clearly state the lesson's topic, theme, and objectives. (118)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	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			
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<b>How it will look when fully met:</b>	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.	<b>Objective Met 04/02/19</b>	<b>Kelly Bankston</b>	<b>09/04/2018</b>	
<b>Actions</b>					
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.				
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.				
4/29/18	Create electronic folders for submission of lesson plans. A weekly folder is shared by Mrs. Riggs for teachers to upload lesson plans for review.	Complete 01/31/2018	Kelly Riggs	01/31/2018	
	<i>Notes:</i> Mrs. Riggs will create electronic folders for each teachers 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. A weekly checklist is there, as well.				
4/28/18	Review lesson plans and provide feedback.	Complete 12/31/2018	Kelly Riggs	08/31/2018	

*Notes:* Administrators will review lesson plans weekly and give teachers feedback, as needed. Teachers will be given examples and coached in planning, as needed.

<b>Implementation:</b>		04/02/2019		
<b>Evidence</b>	4/2/2019 There is a Google folder for 2018-2019 Magness Creek lesson plans. Mrs. Riggs uploaded a checklist into the MCE ACSIP folder, as well.			
<b>Experience</b>	4/2/2019 Teachers are turning in lesson plans weekly with clear learning targets.			
<b>Sustainability</b>	4/2/2019 This is a continuous process. Each year there needs to be a system for continued monitoring and feedback on lesson plans.			

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
<i>Initial Assessment:</i>		<p>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 as needed but is not always focused on planning interventions. Follow up on interventions is lacking.</p> <p>Walk-to Intervention was implemented in the 2018-2019 school year to ensure interventions are in place.</p>	Limited Development 01/10/2018		
<i>How it will look when fully met:</i>		<p>Magness Creek implemented Walk-to-Intervention this year to ensure students receive interventions when needed in reading, writing, and math. Students are assigned to intervention groups by grade level teams. SQUAD groups must have specific learning targets. Data is reviewed and student progress monitored every four to six weeks.</p> <p>We still need to develop an individual student tracking sheet to monitor response to interventions.</p>		Kelly Riggs	05/23/2019
<i>Actions</i>					
Notes:					

!	IIID04	The school implements a system-wide monitoring process that utilizes collaborative instructional teams who meet regularly to review student data from screening, progress monitoring, and outcome assessment to identify next steps for instruction for students across all tiers.(5196)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	<p>Our RtI process has shifted to be handled through monthly Kid Talks with grade level teams. The Dyslexia coordinator pulls together teams to review referrals and data for Dyslexia screening, as needed.</p> <p>There is a need for an individual student tracking form for interventions.</p>		Limited Development 04/24/2019		
<i>How it will look when fully met:</i>	Develop a form to track Kids Talks from month to month. Mrs. Neville managed a Google form for this purpose.			<b>Andrea Neville</b>	<b>05/23/2019</b>
<b>Actions</b>			<b>1 of 2 (50%)</b>		
4/24/19	Develop Google form for Kid Talks.		Complete 09/01/2018	Andrea Neville	09/01/2018
<i>Notes:</i> Mrs. Neville shared a Google document with each grade level to track students.					
4/24/19	Develop and individual student tracking form.			Andrea Neville	09/01/2019
<i>Notes:</i> This will be put in place in the Fall of 2019.					

Core Function:		Conditions for Learning			
Effective Practice:		Meet the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed			
	CL12	All school personnel work effectively and equitably with racially, culturally, linguistically, and economically diverse students.(5197)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Magness Creek's ACSIP committee reviewed ESSA data. Overall the school scored an "A". There was an evident difference in the achievement and growth of student from economically disadvantaged situations. The ACSIP committee took action to address the needs of this subpopulation.	Limited Development 04/29/2019		
<i>How it will look when fully met:</i>		<p>When fully met, Magness Creek Elementary will have a clear way to track the academic progress of economically disadvantaged students. We will see commensurate achievement and growth in this targeted group and our non-economically disadvantaged students. We will use MAP, ACT Aspire, Phonics First assessments, and classroom data to measure our implementation of this indicator.</p> <p>First, we wanted to address basic needs. Then, we looked at how to help this group of students feel more connected to school and take ownership in their learning. Our ESSA data indicated we need to find a way to better support students who are economically disadvantaged. We currently use NSL funds to provide extended learning programs and summer reading. We need to develop a way to track the effectiveness of this spending by monitoring the progress of our targeted group.</p>		Kelly Riggs	08/30/2019
<i>Actions</i>			<b>5 of 7 (71%)</b>		
5/1/19	Ensure all students in the targeted subpopulation are in appropriate Walk-to-Intervention groups.		Complete 05/01/2019	Kelly Riggs	01/07/2019
	<i>Notes:</i> Mrs. Riggs reviewed SQUAD groups and looked at student achievement data. A few students in the subpopulation were performing well academically. These will be closely monitored. All others were in an intervention group.				
5/1/19	All students will develop Future Stories at the beginning of the spring semester 2019. Our Responsive Classroom training supports this process of giving students a path to follow early on in their education.		Complete 01/15/2091	Mindy Wilson	01/15/2019
	<i>Notes:</i>				

5/1/19	4th grade students will take a field trip to tour to Career and Technical Education programs at Cabot High School in April 2019. This is to extend their Future Story and get them thinking more about a career path.	Complete 04/30/2019	Kelly Riggs	04/30/2019
<i>Notes:</i>				
5/1/19	Ensure physicals need are meet.	Complete 05/23/2019	Kristi Johnson	05/23/2019
<i>Notes:</i>				
5/1/19	Create a data wall to track our targeted population academically.		Andrea Neville	05/24/2019
<i>Notes:</i>				
5/1/19	Review ACT Aspire data in the fall of 2019 and data from the economically disadvantage tracking chart to determine the effectiveness of the program.		Andrea Neville	08/30/2019
<i>Notes:</i>				
5/1/19	Begin Mentor program to assist targeted group in feeling more connected to school. Relationships come first. Each staff member selected at least one student to mentor. We started with 2 for 10 at the beginning of the semester. Then, teachers checked in at least weekly with their mentee.	Complete 12/15/2019	Kelly Riggs	12/15/2019
<i>Notes:</i>				

<b>Core Function:</b>		<b>Family Engagement in a School Community</b>			
<b>Effective Practice:</b>		<b>Explain and communicate the purpose and practices of the school community</b>			
	<b>FE04</b>	<b>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)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<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>
<b>Actions</b>					
10/27/16	A draft of the compact is created.		Complete 10/26/2016	Kristi Johnson	10/26/2016

<i>Notes:</i>				
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>				
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.				
11/12/15	Teachers will be surveyed to develop a compact.	Complete 04/29/2016	Kristi Johnson	05/31/2017
<i>Notes:</i>				
11/14/16	Stakeholders will sign the compact and receive a copy.	Complete 10/31/2017	Kelly Bankston	09/29/2017
<i>Notes:</i>				
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>				
<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.			

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		
		Priority Score: 3                      Opportunity Score: 2	Index Score: 6		
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.	Objective Met 04/02/19	Kristi Johnson	05/31/2017
<b>Actions</b>					
	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!			
	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.	Complete 05/31/2019	Kristi Johnson	05/31/2017
		Notes:			

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
<i>Notes:</i>				
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
<i>Notes:</i>				
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
<i>Notes:</i>				
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 medial.	Complete 02/16/2017	Kelly Bankston	05/31/2017
<i>Notes:</i>				
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.	Complete 05/31/2019	Kristi Johnson	09/29/2017
<i>Notes:</i>				
<b>Implementation:</b>		04/02/2019		
<b>Evidence</b>	4/2/2019			
<b>Experience</b>	4/2/2019			
<b>Sustainability</b>	4/2/2019			

	SE02	All teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5543)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Magness Creek Elementary has no formal plan for the addressing social and emotional needs of our students and staff.		No Development 12/21/2018		
	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
<i>How it will look when fully met:</i>	<p>When students have developed age-appropriate prosocial skills, they are able to do the following:</p> <ul style="list-style-type: none"> <li>*play and work with others</li> <li>*make choices and encounter the consequences of those choices</li> <li>*navigate play situations with others</li> <li>*negotiate social conflicts with language</li> </ul> <p>As students develop these skills, teacher and administrators will see a decrease in lost instructional time to address conflicts that arise. There will be fewer office referrals and classroom disruptions due to students who demonstrate poor prosocial skills. Teachers will see fewer negative consequences arise in the classroom.</p>		<b>Objective Met 04/29/19</b>	<b>Kristi Johnson</b>	<b>05/23/2019</b>
<b>Actions</b>					
	4/29/19	Mrs. Johnson will survey teachers about the level of use if Choose Love or other SEL in the spring semester 2019.	Complete 04/30/2019	Kristi Johnson	04/30/2010
	<i>Notes:</i>				
	4/29/19	Mrs. Bankston will announce 30 days of affirmations to begin the spring semester.	Complete 04/29/2019	Kelly Bankston	01/31/2019
	<i>Notes:</i>				
	12/21/18	All classroom teacher will implement the Jessie Lewis Choose Love <a href="https://www.jesselewischooselove.org/">https://www.jesselewischooselove.org/</a> or someone program for social emotional development. This will be directly taught on Monday mornings from 7:50 to 8:30 building-wide. Skills can be applied and guided during Instructional Wellness.	Complete 12/18/2018	Kristi Johnson	05/23/2019
	<i>Notes:</i> COpy of survey results uploaded.				
<b>Implementation:</b>			04/29/2019		

<p><b>Evidence</b></p>	<p>4/24/2019  A copy of the affirmations and posters is uploaded in the MCE ACSIP folder.  Survey results uploaded.  Administrator walk-throughs during SEL time to ensure implementation.</p>			
<p><b>Experience</b></p>	<p>4/24/2019  Mrs. Bankston announced affirmations for 30 days. Mrs. Johnson hung posters of affirmations in the hallway during ACT Aspire testing week.   <a href="https://www.briantracy.com/success/clarity/op/30-day-affirmations-challenge.html">https://www.briantracy.com/success/clarity/op/30-day-affirmations-challenge.html</a></p>			
<p><b>Sustainability</b></p>	<p>4/24/2019  These posters can be moved into the cafeteria to begin the 2019-2020 school year.</p>			