	Magazine Elementary School Improvement Plan Grades: prek-6th Revised April 2021

Goal 1: To increase the number of all students, including the special education subgroup, in grades 3, 4, 5, & 6 who meet the ACT Aspire reading readiness benchmark by 10% by grade level, and to increase the percentage of students in Tier 1 for grades K-2 on their iReady state pull months. We will strive to meet goal 1 yearly through implementation of the five components of the Reading Initiative for Student Excellence (R.I.S.E.) Arkansas.

ESSA Title 1 Components: 1, 2, 3, 4, 5

Rationale: ACT Aspire data, iReady data, and the ESSA School Index Indicator: Reading at Grade Level reveal that reading is our greatest academic area for improvement.

% of Students in Grades 3rd-6th who were Exceeding or Ready on the ACT Aspire Reading Test						
School Year	3rd	4th	5th	6th	Special Education Subgroup	Overall 3-6
16-17	22%	33%	33%	68%	19%	39%
17-18	28%	32%	42%	47%	8%	37%
18-19	35%	49%	36%	49%	8%	42%
19-20	Due to Covid-19, there is no data for the 19-20 school year					
20-21						

% of Students in Grades K-2 who were in Tier 1 on the iReady Reading Test									
Grade Level	Kindergarten			First Grade			Second Grade		
School Year	September	January	April	September	January	April	September	January	April
20-21									
21-22									
22-23									

ESSA School Index Indicator: Percent of Points Earned for Reading at Grade Level				
School Year	All Students	White	Economically Disadvantaged	Special Education Subgroup
16-17	37.01	37.86	30.83	17.86
17-18	37.66	36.55	32.56	4.35
18-19	42.86	43.97	36.97	7.69
19-20	Due to Covid-19, there is no data for the 19-20 school year			
20-21				

Action Steps	Documentation	Timeline
● All students, including the special education subgroups will be assessed using PAST, DIBELS, DSA, and Science of Reading recommended decoding assessments	● Classroom data sheets	● Assessments will be given at the beginning, middle and end of the school year (Kindergarten starts at mid year)
● Utilize the Heggerty, iReady, Fundations, and other tools to achieve reading growth with all students including the special education subgroup	● Daily class schedules, lesson plans, RTI documentation, intervention logs, and assessments	● Lesson plans, RTI documentation, intervention logs, and assessments - weekly
● Utilize Sonday with special education subgroup and students with the characteristics of dyslexia	● Documentation is compiled after each session	● Sonday schedule varies depending on individual student needs
● Incorporate the five components of reading: phonemic awareness, phonics, vocabulary, text fluency & comprehension	● Daily class schedules, lesson plans	● Lesson plans will be turned in weekly to the principal

into daily instruction		
● Small group instruction for all students, including the special education subgroup	● Intervention logs	● Daily during Advisory and as needed during instructional time
● All teachers, including special education teachers, will complete, become proficient & be assessed in their Science of Reading pathway through RISE or Arkansas Ideas	● PD transcripts, classroom observations	● RISE training will be completed by the 20-21 school year and all teachers will be assessed by the 21-22 school year
● Representatives from the Guy Fenter Cooperative will attend PLC meetings to support the Science of Reading	● PLC sign-in sheets	● Monthly
● All teachers, including special education teachers, will participate in yearly Science of Reading PD based on school wide data and literacy needs of the district	● PD transcripts, classroom data sheets & PLC documentation	● Yearly

Goal Evidence: ACT Aspire summative data, PAST Assessment, DSA, Dibels, iReady data and other data will be used as evidence of growth and evaluated continuously throughout the school year during PLC and RTI meetings. Classroom teachers will maintain a data binder on each student.

Goal 2: . Magazine Elementary School will create a culture of academic growth.

ESSA Title 1 Components: 1, 2, 3, 4, 5

Rationale: Naming the culture of academic growth as a goal will help consolidate a sense of common purpose among both students and staff and will help transfer confidence to all that the vision can become reality.

ESSA School Index Indicators	Overall SQSS Indicator Score	Reading at Grade Level	Science Achievement	Growth in Science Achievement

School Year	All Students	Special Education Subgroup	All Students	Special Education Subgroup	All Students	Special Education Subgroup	All Students	Special Education Subgroup
16-17	53.69	47.01	37.01	17.86	43.26	17.24	50.51	56.67
17-18	48.48	37.6	37.66	4.35	38.46	4.17	44.96	40
18-19	54.04	37.3	42.86	7.69	44.74	9.68	56.96	50
19-20	Due to Covid-19, there is no data for the 19-20 school year							

Action Steps	Documentation	Timeline
Use i-Ready, Fundations, progress reports and other information to guide RTI discussions and plan targeted instruction.	- Lesson plans, RTI documentation - Students will take an active role in updating their data binders when appropriate	Lesson plans - weekly RTI documentation, iReady, and data binders - monthly
Design and continuously update lesson plans so that they are current and aligned with Arkansas Curriculum Frameworks.	Lesson plans	Lesson plans will be turned in weekly to the principal
Attend professional development on campus or professional development provided at the Guy Fenter Education Service Cooperative that will focus on and help teachers address the learning needs of the students.	PD transcripts, sign-in sheets	Staff will attend at least 60 hours of PD per school year
Recommend students, including the special education subgroup, get extra help in specific subject areas during advisory, attend after-school tutoring, and/or attend additional support appointments to receive the help they need	After-school tutoring forms, parent contact forms, intervention logs	Additional instruction will be offered depending on individual student needs

to be successful in the classroom ● ACT Aspire testing will be spread out over multiple days to prevent testing fatigue	● Testing schedules	● September-December: create schedule options & gather feedback December: final approval

Goal Evidence: ACT Aspire summative data, iReady data and other data will be used as evidence of growth and evaluated continuously throughout the school year during PLC and RTI meetings. Classroom teachers will maintain a data binder on each student.

Goal 3: To cultivate a school-wide culture, which values attendance in an effort to improve attendance rates.

ESSA Title 1 Components: Component 1, 2, 5

Rationale: Research shows that students with higher absenteeism rates have lower scores on standardized tests thus creating an immediate need for intervention. The chart below is based upon a 4 year study of attendance data.

School Year	Total Enrollment	At Risk (10-17 days)	Chronically Absent (18 or more days)
16-17	278	27%	11%
17-18	283	35%	13%
18-19	268	34%	11%
19-20	296	6%	1%

ESSA School Index: Percentage of Points Earned for Student Engagement				
School Year	All Students	White	Economically Disadvantaged	Special Education Subgroup
16-17	68.86	69.82	67.98	71.77
17-18	60.85	62.09	59.13	63.79
18-19	64.23	65.06	60.79	64.71
19-20	Due to Covid-19, there is no data for the 19-20 school year			

Action Steps	Documentation	Timeline

● All grade levels will strive to attain a satisfactory attendance goal (students miss fewer than 10 days)	● Attendance reports	● Attendance will be taken daily
● Implement our established Communication Plan to clearly define attendance for parents	● Information provided in newsletters, in Google Classroom, during the Rattler Morning Meeting, at Parent Teacher Conferences & on social media platforms to include Facebook and the district website	● Daily - Rattler Morning Meetings ● Weekly - newsletters, Google Classroom & social media platforms ● PTC each semester
● Continue closely monitoring attendance	● Homeroom teachers will contact parents & document after 2 absences in a row ● MES office staff will contact parents through various means to include but not limited to sending home absent or tardy notification letters daily/weekly/ phone calls/home visits	● Daily as needed on an individual student basis ● Daily/weekly as needed on an individual student basis
● The Rattler Virtual Academy will be offered as an online option for all students	● The Rattler Virtual Academy Facilitator will monitor and contact parents as needed	● Daily/weekly as needed on an individual student basis
● MES will provide a Blended Learning Pathway for all students	● Teachers will upload lesson into Google Classroom	● Daily/weekly as needed on an individual student basis
● After School Tutoring will be offered to any student needing to makeup time/classwork for	● Tutoring logs & completed assignments in Google Classroom	● After School Tutoring is offered Monday-Thursday until 4:30

attendance purposes		

Goal Evidence: The Leadership Team will review monthly and end-of-year attendance reports and reevaluate the action steps as needed. Documentation of parental notification of potential chronically absent/at risk students will be kept in a Google document.

This is a living document and all parts of it will be updated throughout the year.